Metacognitive Awareness Inventory (MAI)

Think of yourself as a **learner**. Read each statement carefully. Consider if the statement is true or false as it generally applies to you when you are in the role of a learner (student, attending classes, university etc.)

Check (🗸) True or False as appropriate. When finished all statements, apply your responses to the Scoring Guide.

		True	False
1.	I ask myself periodically if I am meeting my goals.		
2.	I consider several alternatives to a problem before I answer.		
3.	I try to use strategies that have worked in the past.		
4.	I pace myself while learning in order to have enough time.		
5.	I understand my intellectual strengths and weaknesses.		
6.	I think about what I really need to learn before I begin a task		
7.	I know how well I did once I finish a test.		
8.	I set specific goals before I begin a task.		
9.	I slow down when I encounter important information.		
10.	I know what kind of information is most important to learn.		
11.	I ask myself if I have considered all options when solving a problem.		
12.	I am good at organizing information.		
13.	I consciously focus my attention on important information.		
14.	I have a specific purpose for each strategy I use.		
15.	I learn best when I know something about the topic.		
16.	I know what the teacher expects me to learn.		
17.	I am good at remembering information.		
18.	I use different learning strategies depending on the situation.		
19.	I ask myself if there was an easier way to do things after I finish a task.		
20.	I have control over how well I learn.		
21.	I periodically review to help me understand important relationships.		
22.	I ask myself questions about the material before I begin.		
23.	I think of several ways to solve a problem and choose the best one.		
24.	I summarize what I've learned after I finish.		

		True	False
25.	I ask others for help when I don't understand something.		
26.	I can motivate myself to learn when I need to		
27.	I am aware of what strategies I use when I study.		
28.	I find myself analyzing the usefulness of strategies while I study.		
29.	I use my intellectual strengths to compensate for my weaknesses.		
30.	I focus on the meaning and significance of new information.		
31.	I create my own examples to make information more meaningful.		
32.	I am a good judge of how well I understand something.		
33.	I find myself using helpful learning strategies automatically.		
34.	I find myself pausing regularly to check my comprehension.		
35.	I know when each strategy I use will be most effective.		
36.	I ask myself how well I accomplish my goals once I'm finished.		
37.	I draw pictures or diagrams to help me understand while learning.		
38.	I ask myself if I have considered all options after I solve a problem.		
39.	I try to translate new information into my own words.		
40.	I change strategies when I fail to understand.		
41.	I use the organizational structure of the text to help me learn.		
42.	I read instructions carefully before I begin a task.		
43.	I ask myself if what I'm reading is related to what I already know.		
44.	I reevaluate my assumptions when I get confused.		
45.	I organize my time to best accomplish my goals.		
46.	I learn more when I am interested in the topic.		
47.	I try to break studying down into smaller steps.		
48.	I focus on overall meaning rather than specifics.		
49.	I ask myself questions about how well I am doing while I am learning something new.		
50.	I ask myself if I learned as much as I could have once I finish a task.		
51.	I stop and go back over new information that is not clear.		
52.	I stop and reread when I get confused.		

Metacognitive Awareness Inventory (MAI) Scoring Guide

Directions

For each **True**, give yourself **1 point** in the Score column. For each **False**, give yourself **0 points** in the Score column.

Total the score of each category and place in box. **Read** the descriptions relating to each section.

KNOWLEDGE ABOUT COGNITION

The factual knowledge the learner needs before being able to process or use critical thinking related to the topic Knowing about, what, or that Knowledge of one's skills, intellectual resources, and abilities as a learner Students can obtain knowledge through presentations, demonstrations, discussions PROCEDURAL KNOWLEDGE The application of knowledge for the purposes of completing a procedure or process Knowledge about how to implement learning procedures (e.g., strategies) Requires students know the process as well as when to apply process in various situations Students can obtain knowledge through discovery, cooperative learning, and problem solving CONDITIONAL KNOWLEDGE The determination under what circumstances specific processes or skills should transfer Knowledge about when and why to use learning procedures Application of declarative and procedural knowledge with certain conditions presented Students can obtain knowledge through simulation PROCEDURAL KNOWLEDGE Students can obtain knowledge through simulation Score Conditional Knowledge about when and why to use learning procedures Application of declarative and procedural knowledge with certain conditions presented Students can obtain knowledge through simulation PROCEDURAL KNOWLEDGE Students can obtain knowledge through simulation Score Score Conditional Knowledge Score	DECLARATIVE KNOWLEDGE		DECLARATIVE KNOWLEDGE	SCORE
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I I I I I I I I I I I I I I I I I I I	Total	4	Total	5

REGULATION OF COGNITION

 Planning, goal setting, and allocating resources <i>prior</i> to learning INFORMATION MANAGEMENT STRATEGIES Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, 	 4. I pace myself while learning in order to have enough time. 6. I think about what I really need to learn before I begin a task. 8. I set specific goals before I begin a task. 	
INFORMATION MANAGEMENT STRATEGIES • Skills and strategy sequences used to process information	6. I think about what I really need to learn before I begin a task. 8. I set specific goals before I begin a task.	
Skills and strategy sequences used to process information	begin a task. 8. I set specific goals before I begin a task.	
	8. I set specific goals before I begin a task.	
more officiently (o.g. organizing alaborating summarizing		
	22. I ask myself questions about the material before I	
selective focusing)	begin.	
COMPREHENSION MONITORING	23. I think of several ways to solve a problem and	
Assessment of one's learning or strategy use	choose the best one.	
DEBUGGING STRATEGIES	42. I read instructions carefully before I begin a task.	
Strategies to correct comprehension and performance errors	45. I organize my time to best accomplish my goals.	
EVALUATION	45. Forganize my time to best accomplish my goals.	
Analysis of performance and strategy effectiveness after a		
learning episode	TOTAL	7
INFORMATION MANAGEMENT STRATEGIES SCORE	COMPREHENSION MONITORING	Score
9. I slow down when I encounter important	I ask myself periodically if I am meeting my goals.	
information.		
13. I consciously focus my attention on important information.	I consider several alternatives to a problem before I answer.	
30. I focus on the meaning and significance of new	11. I ask myself if I have considered all options when	
information.	solving a problem.	
31. I create my own examples to make information	21. I periodically review to help me understand	
more meaningful.	important relationships.	
37. I draw pictures or diagrams to help me understand while learning.	28. I find myself analyzing the usefulness of strategies	
39. I try to translate new information into my own	while I study. 34. I find myself pausing regularly to check my	
words.	comprehension.	
41. I use the organizational structure of the text	49. I ask myself questions about how well I am doing	
to help me learn 43. I ask myself if what I'm reading is related to what I	while learning something new.	
already know.		
47. I try to break studying down into smaller steps.		
48. I focus on overall meaning rather than specifics.		
TOTAL	TOTAL	7
DEBUGGING STRATEGIES SCORE		Score
25. I ask others for help when I don't understand something.	7. I know how well I did once I finish a test.	
40. I change strategies when I fail to understand.	19. I ask myself if there was an easier way to do things	
44 I ve evaluate my assumptions when I get confused	after I finish a task. 24. I summarize what I've learned after I finish.	
44. I re-evaluate my assumptions when I get confused.51. I stop and go back over new information that is	36. I ask myself how well I accomplish my goals once	+
not clear.	l'm finished.	
52. I stop and reread when I get confused.	38. I ask myself if I have considered all options after I solve a problem.	
	50.1 ask myself if I learned as much as I could have once I finish a task.	
TOTAL	TOTAL	6