

Name: Theresa Marie D. FranSection: BSHM - O106Date: January 11, 2023**Metacognitive Awareness Inventory (MAI)**

Think of yourself as a **learner**. Read each statement carefully. Consider if the statement is false, as it generally applies to you when you are a learner (student, attending classes, university, etc.) Check (✓) True or False as appropriate. When finished with 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 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
23.	I think of several ways to solve a problem and choose the best one.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24.	I summarize what I've learned after I finish.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<b>True</b>	<b>False</b>
25.	I ask others for help when I don't understand something.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
26.	I can motivate myself to learn when I need to	<input checked="" type="checkbox"/>	<input type="checkbox"/>
27.	I am aware of what strategies I use when I study.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
28.	I find myself analyzing the usefulness of strategies while I study.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
29.	I use my intellectual strengths to compensate for my weaknesses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
30.	I focus on the meaning and significance of new information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
31.	I create my own examples to make information more meaningful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
32.	I am a good judge of how well I understand something.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
33.	I find myself using helpful learning strategies automatically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
34.	I find myself pausing regularly to check my comprehension.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
35.	I know when each strategy I use will be most effective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
36.	I ask myself how well I accomplish my goals once I'm finished.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
37.	I draw pictures or diagrams to help me understand while learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
38.	I ask myself if I have considered all options after I solve a problem.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
39.	I try to translate new information into my own words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
40.	I change strategies when I fail to understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
41.	I use the organizational structure of the text to help me learn.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
42.	I read instructions carefully before I begin a task.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
43.	I ask myself if what I'm reading is related to what I already know.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
44.	I re-evaluate my assumptions when I get confused.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
45.	I organize my time to best accomplish my goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
46.	I learn more when I am interested in the topic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
47.	I try to break studying down into smaller steps.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.	—	

Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*.

### 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 it in the box. **Read** the descriptions relating to each section.

#### KNOWLEDGE ABOUT COGNITION

DECLARATIVE KNOWLEDGE	DECLARATIVE KNOWLEDGE	SCORE
<ul style="list-style-type: none"> <li>The factual knowledge the learner needs before being able to process or use critical thinking related to the topic</li> <li>Knowing <i>about, what, or that</i></li> <li>Knowledge of one's skills, intellectual resources, and abilities as a learner</li> <li>Students can obtain knowledge through presentations, demonstrations, discussions</li> </ul>	5. I understand my intellectual strengths and weaknesses.	1
	10. I know what kind of information is most important to learn.	1
	12. I am good at organizing information.	0
	16. I know what the teacher expects me to learn.	0
	17. I am good at remembering information.	0
	20. I have control over how well I learn.	1
	32. I am a good judge of how well I understand something.	1
	46. I learn more when I am interested in the topic.	1
	TOTAL	5
		8
PROCEDURAL KNOWLEDGE		
<ul style="list-style-type: none"> <li>The application of knowledge for the purposes of completing a procedure or process</li> <li>Knowledge about <i>how</i> to implement learning procedures (e.g., strategies)</li> <li>Requires students to know the process as well as when to apply the process in various situations</li> <li>Students can obtain knowledge through discovery, cooperative learning, and problem-solving</li> </ul>		
CONDITIONAL KNOWLEDGE		
<ul style="list-style-type: none"> <li>The determination under what circumstances specific processes or skills should transfer</li> <li>Knowledge about <i>when</i> and <i>why</i> to use learning procedures</li> </ul>		

<ul style="list-style-type: none"> <li>• Application of declarative and procedural knowledge with certain conditions presented</li> <li>• Students can obtain knowledge through simulation</li> </ul>			
<b>PROCEDURAL KNOWLEDGE</b>	<b>SCORE</b>	<b>CONDITIONAL KNOWLEDGE</b>	<b>SCORE</b>
3. I try to use strategies that have worked in the past.	1	15. I learn best when I know something about the topic.	1
14. I have a specific purpose for each strategy I use.	1	18. I use different learning strategies depending on the situation.	1
27. I am aware of what strategies I use when I study.	1	26. I can motivate myself to learn when I need to.	1
33. I find myself using helpful learning strategies automatically.	1	29. I use my intellectual strengths to compensate for my weaknesses.	1
		35. I know when each strategy I use will be most effective.	1
TOTAL	4 4	TOTAL	5 5

## REGULATION OF COGNITION

<b>PLANNING</b>		<b>PLANNING</b>	<b>SCORE</b>
<ul style="list-style-type: none"> <li>• Planning, goal setting, and allocating resources <i>prior</i> to learning</li> </ul>		4. I pace myself while learning in order to have enough time.	1
<b>INFORMATION MANAGEMENT STRATEGIES</b>		6. I think about what I really need to learn before I begin a task.	1
<ul style="list-style-type: none"> <li>• Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing)</li> </ul>		8. I set specific goals before I begin a task.	0
<b>COMPREHENSION MONITORING</b>		22. I ask myself questions about the material before I begin.	1
<ul style="list-style-type: none"> <li>• Assessment of one's learning or strategy use</li> </ul>		23. I think of several ways to solve a problem and choose the best one.	1
<b>DEBUGGING STRATEGIES</b>		42. I read instructions carefully before I begin a task.	1
<ul style="list-style-type: none"> <li>• Strategies to correct comprehension and performance errors</li> </ul>		45. I organize my time to best accomplish my goals.	0
<b>EVALUATION</b>		TOTAL	5 7
<b>INFORMATION MANAGEMENT STRATEGIES</b>		<b>COMPREHENSION MONITORING</b>	<b>SCORE</b>
<b>SCORE</b>			
9. I slow down when I encounter important information.	1	1. I ask myself periodically if I am meeting my goals.	1
13. I consciously focus my attention on	1	2. I consider several alternatives to a	1

important information.		problem before I answer.	
30. I focus on the meaning and significance of new information.	1	11. I ask myself if I have considered all options when solving a problem.	1
31. I create my own examples to make information more meaningful.	1	21. I periodically review to help me understand important relationships.	1
37. I draw pictures or diagrams to help me understand while learning.	1	28. I find myself analyzing the usefulness of strategies while I study.	1
39. I try to translate new information into my own words.	1	34. I find myself pausing regularly to check my comprehension.	1
41. I use the organizational structure of the text to help me learn	0	49. I ask myself questions about how well I am doing while learning something new.	1
43. I ask myself if what I'm reading is related to what I already know.	1		
47. I try to break studying down into smaller steps.	1		
48. I focus on overall meaning rather than specifics.	0		
TOTAL	8 10	TOTAL	7 7
<b>DEBUGGING STRATEGIES</b>	<b>SCORE</b>	<b>EVALUATION</b>	<b>SCORE</b>
25. I ask others for help when I don't understand something.	1	7. I know how well I did once I finish a test.	0
40. I change strategies when I fail to understand.	1	19. I ask myself if there is an easier way to do things after I finish a task.	1
44. I re-evaluate my assumptions when I get confused.	1	24. I summarize what I've learned after I finish.	1
51. I stop and go back over new information that is not clear.	1	36. I ask myself how well I accomplish my goals once finished.	1
52. I stop and reread when I get confused.	1	38. I ask myself if I have considered all options after I solve a problem.	1
		50. I ask myself if I learned as much as I could have once I finished a task.	1
TOTAL	5 5	TOTAL	5 6