

METACOGNITIVE AWARENESS OF PRE-SERVICE TEACHERS

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ABSTRACT

The purpose of the study is twofold: (1) to investigate the pre-service teachers' levels of "metacognitive awareness" and comparison of sub-awareness scores, and (2) to explore relationships among metacognitive awareness factors and other independent variables including gender, GPA, course grades, and graduated high school type. The data were collected during "Computer Applications in Education" course in Spring-2010. 49 students completed the "Metacognitive Awareness Inventory (MAI)" developed by Schraw and Dennison (1994). There are 52 items loaded into 2 factors which are 'knowledge of cognition' and 'regulation of cognition'. High reliability coefficients were found for these factors (from .91 to .97). Students' scores on MAI were calculated and used to find out relations with other descriptive factors. Results and interpretation of the statistical analyses reporting mutual interaction among these variables were presented.

Keywords: Metacognitive awareness, pre-service teachers, success factors.