INTRODUCTION
This project investigated the potential relationship between University of Wisconsin-Eau Claire students’ metacognitive awareness (i.e., awareness of their own thought processes) and their epistemological development (i.e., beliefs about the nature of knowledge). Additionally, it explored possible links between certain demographic variables (e.g., age, class status, GPA, etc.) and metacognitive and epistemological development. Participants currently enrolled in psychology courses completed Schommer’s Epistemological Questionnaire (EQ) and the Metacognitive Awareness Inventory (MAI). We hypothesized that students with more academic experience and higher achievement will show more advanced metacognitive awareness and epistemological development than students who have less academic experience. Such findings may explain that metacognitive awareness and epistemological development are related to study habits and academic achievement.

RESULTS
A series of bivariate Pearson correlations were used for analysis to explore potential relationships between variables. Analysis suggests that items on the MAI and EQ are correlated, implying that metacognitive awareness is related to epistemological development (r = .540, p < .001).

CONCLUSION
Overall results indicate a strong correlation between the EQ and MAI. This suggests that beliefs about the nature of knowledge are related to metacognitive awareness. This relationship was stronger in females than in males. The difference could be explained by the small sample size among men (n = 28) compared to women (n = 75); which may be affecting further analyses.

METHOD
PARTICIPANTS
One hundred and four undergraduates (75 females, 28 males) participated in this study. Most students were currently enrolled in Educational Psychology courses at a predominately White medium-sized midwestern university. Students ranged in ages from 18 to 25+ years old and consisted of 55 sophomores, 33 juniors, and 19 seniors.

INSTRUMENTS
The MAI (Schraw & Dennison, 1994) measures adults’ ability to reflect upon, understand, and control one’s learning by targeting two factors, knowledge about cognition and regulation of cognition. The inventory is composed of 52 items. Participants rated themselves on a five-point Likert scale addressing questions such as:
- I ask myself questions about the material before I begin.
- I slow down when I encounter important information.
- I focus on overall meaning than specific details.

If a participant strongly disagreed with the statement, they earned zero points; if a participant strongly agreed with the statement, they earned four points. Therefore, a greater sum implies more developed metacognitive skills.

Coefficient a for the entire instrument is .93. The MAI possesses two factors that are highly intercorrelated (r = .45) and account for 58% of the sample variance.

The EQ (Schommer, 1989) assesses college students’ beliefs about the structure and stability of knowledge, and the speed and control of learning. This instrument is composed of 63 items and participants rated themselves in the same manner as they did with the MAI. A greater sum implies more advanced epistemological beliefs. A sample of questions includes:
- Successful students understand things quickly.
- Scientists can ultimately get to the truth.
- Most words have one clear meaning.

The EQ identifies four factors that account for 55.2% of the sample variance and test-retest reliability is .74. Interitem reliabilities for items that compose each factor range from .63 to .85.

PROCEDURE
Individuals were given a packet containing a cover letter and informed consent, the MAI and EQ, a demographics survey, and a Scantron. Furthermore, half the students received the MAI first and the other half received the EQ first to eliminate order effect. The packet took approximately 25 minutes to complete and most participants were able complete it during class. Students were compensated with extra credit for their time.

REFERENCES

ACKNOWLEDGMENTS
We are thankful to Dr. Kathryn Hamilton and Dr. Allen Keniston for their additional assistance! We also thank University of Wisconsin-Eau Claire Differential Tuition for supporting this research.