Meta-Attention Knowledge Questionnaire

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BACKGROUND

What is the MAK-Q?

- A questionnaire designed to investigate adolescent students' metacognitive self-knowledge in the domain of attention
- It measures **self-knowledge** (knowledge of individual strengths and weaknesses) and **strategy knowledge** (knowledge of strategies relevant to a task)

Significance in early adolescence

- •The transition to high shool places substantial demands on the self-regulation of attention
- Early adolescence has been identified as a sensitive period of neurological development
- Adolescents trend towards overconfidence in self-perceived performance

What makes the MAK-Q different?

- It includes subjective self-knowledge questions AND objective strategy knowledge questions
- Investigates the interaction between self-perceived skill and objectively measured knowledge
- Provides a metacognitive measure specific to the critical domain of attention

SAMPLE QUESTIONS

Meta-Attention Self-Knowledge

- 23-items rated on a scale "never, sometimes, often, always"
- I know when I lose focus in class
- When I am working, I know when I am being distracted
- I am good at stopping to think before I act (i.e., I can control impulsive actions)

Meta-Attention Strategy Knowledge

- 12 Open-ended questions
- When I need to keep my body energy in control for classroom learning, I do the following:
- When I need to block out distractions, I do the following:

KEY FINDINGS

3 Student Profiles

- Low Knowledge -scored low on self-knowledge and low on strategy knowledge
- Overconfident scored high on self-knowledge and low on strategy knowledge
- High Knowledge scored high on self-knowledge and high on strategy knowledge

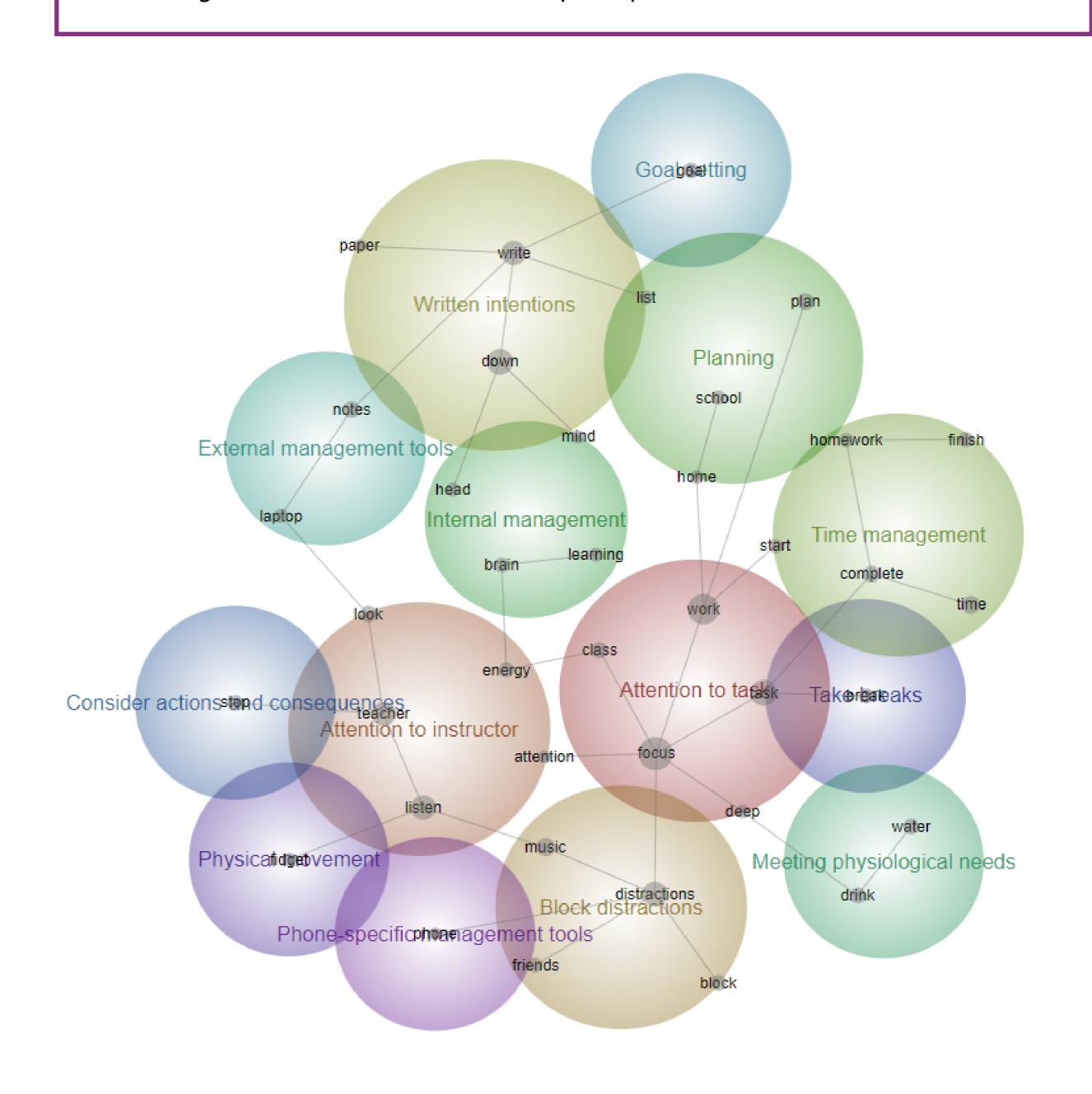
Findings

- Increased inattention, hyperactive and impulsive behaviours in the low knowledge compared to high knowledge group
- Higher proportion of females in the high knowledge group, and higher proportion of males in the overconfident group
- Students reporting more strategies and a variety of strategies showed fewer markers of inattention and hyperactivity, and performed better on measures of attention

STUDENT RESPONSES

Response Categories

Figure 1. Response categories for data collected from 294 students. Data was collected from primarily Year 7 and Year 8 students (aged 12 - 14 years) attending schools in the Greater Brisbane region. 160 females and 134 males participated.



Example Responses

"I try and focus on the work"

"I usually use music to block out any distractions"

"Turn my body to the teacher"

"I set personal time limits"

"I write it down on paper"

"I try to clear my mind"

"I make a to-do list"

"My student diary or notes on my laptop"

"I set a goal for myself and push myself to achieve it"

"I stop speaking and consider the outcome of my actions"

"Sleep well, drink water, eat healthy"

"I take a break to gather my thoughts"

"Fidget with a pen"

"Phone calendar"

