**Metacognitive Awareness and Learning**

**Assessment in Financial Accounting Courses**

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**ABSTRACT**

*Metacognition discusses "thinking about your thinking ". Previous research indicates that a student with high metacognitive awareness tends to be a better performer when assessed for learning outcomes in exams. The methods of Assessment of Learning have been an important instrument to motivate learning and encourage improved performance. Consequently, this study further explores the effects of metacognitive awareness on the components of the evaluation structure, such as quizzes and homework assignments. This research is an extension of the paper by Zhao and Mo (2016), which investigates the impact of metacognitive awareness on class performance in financial accounting courses. The contribution of this study is twofold. First, the paper provides an analysis on how to use available tracking data to engage students and enhance learning. Second, empirical results suggest that, in teaching practice, a carefully designed assessment matrix is critical for effective and efficient learning.*