

**MSLQ Strategy Items** (Some items Tim has used in his class and from the chemistry study are listed here)

Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. Ann Arbor, MI: National Center for Research to Improve Post-Secondary Teaching.

SCALE: 1-7 (“not at all true of me” to “very true of me”)

*The following questions ask about your learning strategies and study skills for this class. There are no right or wrong answers. Answer the questions about how you study in this class as accurately as possible. Use the same scale to answer the remaining questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.*

### **Critical Thinking**

When a theory, interpretation, or conclusion is presented in a psychology class or in the readings, I try to decide if there is good supporting evidence.

Whenever I read or hear an assertion or conclusion in psychology class, I think about possible alternatives.

I try to play around with ideas of my own related to what I am learning in a psychology course.

### **Metacognitive Self-Regulation**

I often find that I have been reading for class but don't know what it was all about. (reversed)

When I become confused about something I'm reading for a psychology class, I go back and try to figure it out.

During a psychology class lecture I often miss important points because I'm thinking of other things. (reversed)

I try to think through a topic and decide what I am supposed to learn from it rather than just treading it over when studying.

### **Peer Learning**

When studying for a psychology course, I often set aside time to discuss the course material with a group of students from the class.

When studying for a psychology course, I often try to explain the material to a classmate or a friend.

I try to work with other students from the class to complete the course assignments.

### **Task Value**

I am very interested in the content area of this course.

I think the course material in this class is useful for me to learn.

Understanding the subject matter of this course is very important to me.

**Tim's Strategy Items** (1-7; 1 = always, 4 = sometimes, 7 = never).

When learning difficult material I try to think about it abstractly.

When learning difficult material I try to explain that material to myself.

When learning a difficult material I make an analogy to something I already know well to better understand it.

When learning difficult material I try to explain that material to someone else.

When learning difficult material I try to think of a concrete situation in which it applies.

When learning difficult material I try and test myself on that knowledge.

When learning difficult material I rehearse that knowledge to myself.

When learning difficult material I study an example.

When learning difficult material I re-read the text multiple times.

If I have trouble understanding the material I ask the instructor for help.

If I have trouble understanding the material I ask a peer for help.

When learning difficult material I practice answering and asking questions by quizzing another student from class.

### Study Habits

Instructions: Please answer the survey honestly and be as detailed as you can.

How often did you read the assigned chapter BEFORE coming to class?

1	2	3	4	5
Always		Sometimes		Never

How often did you read the assigned chapter AFTER coming to class?

1	2	3	4	5
Always		Sometimes		Never

In preparing for this exam how much total time did you spend studying? \_\_\_\_\_

- How much time was spent reviewing the book? \_\_\_\_\_
- How much time was spent reviewing your lecture notes? \_\_\_\_\_
- How much time was spent reviewing the study guide? \_\_\_\_\_

Did you study with other students? YES or NO

How many study sessions did you have (regardless of length of time)?

1	2	3	4	5	6 or more
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