

## Academic Volitional Strategy Inventory (AVSI)

Mccann, E. J., & Turner, J. E. (2004). Increasing student learning through volitional control. *The Teachers College Record*, 106(9), 1695–1714.

20 Items

3 Dimensions

### *Self-Efficacy Enhancement*

2. I remind myself that I usually do fine on exams and/or other assignments when I stick to a study schedule.
5. I tell myself, “you can do this!”
6. I think about my other coursework, and that if I don’t get going or continue with my studying, I’ll fall behind in assignments for the rest of my courses.
10. I think about how great (how relieved) I’ll feel when I get it finished.
12. I tell myself, “get to it and concentrate, this is an important assignment/exam/paper.”
15. I think about the goals I have set for myself (how what I do now may affect my future).
18. I think about my strengths and the resources I can draw on to help me with difficult assignments or test information.
19. I think about things that make me feel good whenever I am feeling frustrated about what I need to get done for this class.
20. I talk aloud to myself about the material I am studying to keep me from getting distracted.

### *Negative-Based Incentives*

3. I think about how disappointed others (family/friends) will be if I do poorly.
7. I think about the mistakes that I have made on past assignments and exams when I’ve procrastinated in my studying.
8. When I don’t feel like studying, or feel like quitting, I think about the kinds of jobs or career I may end up with if I flunk out of college.
11. I think about the amount of time my classmates probably study for this class, and that they’ll get a better grade than me.
13. I think about the sacrifices that I have made or that my parents are making to put me through school.
17. I think about the possible negative consequences of doing poorly in this class.

### *Stress Reducing Actions*

1. I promise myself something I want when I complete a specific amount of studying (e.g., going to a movie, getting together with friends, a favorite CD)
4. If I am having difficulty, I call a friend from the class and discuss the assignment/material with them.
9. I imagine myself moving through the assignment, or answering test questions without much difficulty.
14. I think of interesting or different ways to make studying more fun or challenging for me.

16. I usually meditate or use some method of relaxation so I am better able to concentrate on my studies.

5 or 7-point Likert scale (very true of me to not true of me; I always do this to I never do this)

Cronbachs  $\alpha$ :

self-efficacy enhancement = .82

negative-based incentives = .73

stress reducing actions = .69