

Learning Strategies Scales for Learning Questionnaire

Pintrich, P. R., Smith, D. A., Garcia, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire (MSLQ). *Educational and psychological measurement*, 53(3), 801-813.

50 Items

9 Dimension

Rehearsal

When I study for this class, I practice saying the material to myself over and over.

When studying for this course, I read my class notes and the course readings over and over again.

I memorize key words to remind me of important concepts in this class.

I make lists of important items for this course and memorize the lists.

Elaboration

When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.

I try to relate ideas in this subject to those in other courses whenever possible.

When reading for this class, I try to relate the material to what I already know.

When I study for this course, I write brief summaries of the main ideas from the readings and my class notes.

I try to understand the material in this class by making connections between the readings and the concepts from the lectures.

I try to apply ideas from course readings in other class activities such as lecture and discussion.

Organization

When I study the readings for this course, I outline the material to help me organize my thoughts.

When I study for this course, I go through the readings and my class notes and try to find the most important ideas.

I make simple charts, diagrams, or tables to help me organize course material.

When I study for this course, I go over my class notes and make an outline of important concepts.

Critical Thinking

I often find myself questioning things I hear or read in this course to decide if I find them convincing.

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

I treat the course material as a starting point and try to develop my own ideas about it.

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

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

Metacognitive Self-Regulation

During class time I often miss important points because I'm thinking of other things. (-)

When reading for this course, I make up questions to help focus my reading

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

If course readings are difficult to understand, I change the way I read the material.

Before I study new course material thoroughly, I often skim it to see how it is organized.

I ask myself questions to make sure I understand the material I have been studying in this class.

I try to change the way I study in order to fit the course requirements and the instructor's teaching style.

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

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

When studying for this course I try to determine which concepts I don't understand well.

When I study for this class, I set goals for myself in order to direct my activities in each study period.

If I get confused taking notes in class, I make sure I sort it out afterwards.

Time/Study Environmental Management

I usually study in a place where I can concentrate on my course work.

I make good use of my study time for this course.

I find it hard to stick to a study schedule. (-)

I have a regular place set aside for studying.

I make sure that I keep up with the weekly readings and assignments for this course.

I attend this class regularly.

I often find that I don't spend very much time on this course because of other activities.

(-)

I rarely find time to review my notes or readings before an exam. (reverse coded)

Effort Regulation

I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do. (-)

I work hard to do well in this class even if I don't like what we are doing.

When course work is difficult, I either give up or only study the easy parts. (-)

Even when course materials are dull and uninteresting, I manage to keep working until I finish.

Peer Learning

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

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

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

Help Seeking

Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone. (-)

I ask the instructor to clarify concepts I don't understand well.

When I can't understand the material in this course, I ask another student in this class for help.

I try to identify students in this class whom I can ask for help if necessary.

7-point Likert Scale (1=Not at all true of me – 7 Very true of me)

Cronbach alpha:

Rehearsal = .69

Elaboration = .75

Organization = .64

Critical Thinking = .80

Metacognitive Self-Regulation = .79

Time/Study Environmental Management = .76

Effort Regulation = .69

Peer Learning = .76

Help Seeking = .52