

## Revised Study Process Questionnaire (R-SPQ-2F)

Biggs, J. B., D. Kember, and D. Y. P. Leung. 2001. "The Revised Two Factor Study Process Questionnaire: R-SPQ-2F." *British Journal of Educational Psychology* 71: 133–149.  
[doi:10.1348/000709901158433](https://doi.org/10.1348/000709901158433).

20 Items

2 Dimensions and 4 Facets

I find that at times studying gives me a feeling of deep personal satisfaction.

2. I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.
3. My aim is to pass the course while doing as little work as possible.
4. I only study seriously what's given out in class or in the course outlines.
5. I feel that virtually any topic can be highly interesting once I get into it.
6. I find most new topics interesting and often spend extra time trying to obtain more information about them.
7. I do not find my course very interesting so I keep my work to the minimum.
8. I learn some things by rote, going over and over them until I know them by heart even if I do not understand them.
9. I find that studying academic topics can at times be as exciting as a good novel or movie.
10. I test myself on important topics until I understand them completely.
11. I find I can get by in most assessments by memorising key sections rather than trying to understand them.
12. I generally restrict my study to what is specifically set as I think it is unnecessary to do anything extra.
13. I work hard at my studies because I find the material interesting.
14. I spend a lot of my free time finding out more about interesting topics which have been discussed in different classes.
15. I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.
16. I believe that lecturers shouldn't expect students to spend significant amounts of time studying material everyone knows won't be examined.
17. I come to most classes with questions in mind that I want answering.
18. I make a point of looking at most of the suggested readings that go with the lectures.
19. I see no point in learning material which is not likely to be in the examination.
20. I find the best way to pass examinations is to try to remember answers to likely questions.

To obtain main scale scores add item scores as follows:

Deep Approach (DA) = 1 + 2 + 5 + 6 + 9 + 10 + 13 + 14 + 17 + 18

Surface Approach (SA) = 3 + 4 + 7 + 8 + 11 + 12 + 15 + 16 + 19 + 20

Subscale scores can be calculated as follows:

Deep Motive (DM) = 1 + 5 + 9 + 13 + 17

Strategy (DS) = 2 + 6 + 10 + 14 + 18

Surface Motive (SM) = 3 + 7 + 11 + 15 + 19

Surface Strategy (SS) = 4 + 8 + 12 + 16 + 20

5-point Likert Scale (A—this item is never or only rarely true of me B—this item is sometimes true of me C—this item is true of me about half the time D—this item is frequently true of me E—this item is always or almost always true of me)

Deep Approach (DA): Cronbachs  $\alpha = .73$

Surface Approach (SA): Cronbachs  $\alpha = .64$

Deep Motive (DM): Cronbachs  $\alpha = .62$

Strategy (DS): Cronbachs  $\alpha = .63$

Surface Motive (SM): Cronbachs  $\alpha = .72$

Surface Strategy (SS): Cronbachs  $\alpha = .57$