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Platform for Advancement of Self



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Output Description

The questionnaires were distributed again to the same first year students in Greece, Belgium and Italy (>400 students from each country) to test possible differences alongside with similarities.

This data collection was supposed to give information about the number of courses students have passed in the first semester and also who continue or quit their studies in each of the three countries. Such information was supposed to enable us to predict students at risk for dropping-out and increase the validity of the PAS as a diagnostic tool for use across countries. Due to the COVID-19 emergency, it was very hard to detect online the same first year students in three countries. Valuable time was lost before managing to reach these students in order to get the permission from the Ethics Committee of each institution, since the priorities have been changed and the whole aims of the project had to be readjusted to the current critical situation.

Nevertheless, we managed to gather responses from some of the same first year students in three countries, but those especially from the Belgian sample were very few and thus not adequate for a longitudinal analysis. That is why we did not go through with a further analysis of the sample gathered.

The whole Consortium decided to readjust the focus of their research with this of the definition of teacher effectiveness and teaching styles in Higher Education. A detailed review of the teaching approaches could be helpful to cope with the new demands of teaching during an



unprecedented situation, like the pandemic. For this purpose, they decided to move on their research by trying to better understand the notion of teacher effectiveness in Higher Education in particular, what it is; as well as if and how it can be achieved through a scoping review. Therefore, the main focus of the scoping review was on examining the type and the width of empirical literature in this field, specifically including studies that make use of observational data, grounded in the fact that observation tools and frameworks represent an important method for understanding teacher effectiveness in practice. For the purposes of this study, the term ‘tool’ indicates any structured observation scale or organisational framework used to measure (or organise data on) aspects of teacher effectiveness in higher education. The scoping review served two purposefully aligned with the following research questions:

- (1) *How has teacher effectiveness so far been conceptualised in empirical research?*
- (2) *What dimensions can be distinguished?*

**Output
Identification**

- Analysis of the results in real-time (reliability indices, descriptive statistics etc)
- An initial evaluation of the results across time and countries
- A scoping review on teacher effectiveness in Higher Education



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IO7: Data Collection: second sampling and Designing of a scoping review on Teaching Effectiveness in Higher Education

The following module is part of the Erasmus+ KA2 Strategic Partnership Project: “*Platform for Advancement of Self*” PAS, and is funded by the European Commission through the Hellenic National Agency (IKY).

Consortium:

- University of Turin
- University of Antwerp
- University of Ioannina

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INTRODUCTION

A great number of students leave University in the first year: transition from High school to University has been reported as a stressful period for many freshmen, while they have to deal with a number of serious challenges, such as the need for developing novel learning patterns and also the adaptation of the already existing learning strategies in the new academic environment (Vermunt, 2005). Besides, students show difficulties in academic adjustment that mainly are due to ineffective learning strategies and unsatisfactory self-regulation (lack of ability in monitoring learning progress, difficulty adapting their behavior to the demands of the new learning situations and the new learning context (Zimmerman & Schunk, 2008).

1. Methodology

1.1 University of Turin

1.1.1 Participants

The Italian sample for the study was composed of the same group of students (423; 40.4% males) recruited from the University of Turin (Università di Torino) during the first sampling. The average age of the students was 22.19 ($SD = 47.629$, Min. = 18, Max. = 33). The students were selected through convenience sampling; they were enrolled in eight different faculties:

- Scienze della formazione primaria (i.e. Education and Pedagogy); 80 students, 18.9%
- Scienze naturali (i.e. Natural Science); 57 students, 13.5%
- Scienze biologiche (i.e. Biology); 54 students; 12.8%
- Dams (i.e. Arts, Music and Entertainment); 25 students, 5.9%
- Suism (i.e. Sports and Physical Education); 67 students, 15.8%
- Lingue e letterature straniere (i.e. Foreign Languages and Literatures); 41 students, 9.7%
- Informatica (i.e. Computer Science); 75 students, 17.7%

- Economia (i.e. Economics Science); 24 students, 5.7%.

Corso di studi (Course of studies)

	<i>Frequenza</i>	<i>Percentuale</i>	<i>Percentuale valida</i>	<i>Percentuale cumulativa</i>
<i>S.F.P. scienze formazione primaria</i>	80	18,9	18,9	18,9
<i>S.N. scienze naturali</i>	57	13,5	13,5	32,4
<i>S.B. scienze biologiche</i>	54	12,8	12,8	45,2
<i>D. dams</i>	25	5,9	5,9	51,1
<i>S. suism</i>	67	15,8	15,8	66,9
<i>L. lingue</i>	41	9,7	9,7	76,6
<i>I. informatica</i>	75	17,7	17,7	94,3
<i>E. economia</i>	24	5,7	5,7	100,0
<i>Totale</i>	423	100,0	100,0	

1.1.2 Procedure

For the Italian study, prior to data collection, the consent to administer the questionnaires was obtained, in compliance with the ethical code of the Italian Association for Psychology (AIP), which was approved by the Ethics Committee (IRB) of the University of Turin. Thereafter, professors from different faculties have been contacted and asked the permission to administer the surveys to the students during one of their classes.

The questionnaires were distributed online to the same first-year students. Before completing the survey, students were informed about the nature and objective of the study. Time length for the completion of all questionnaires included in the project was around 40/60 minutes. The online forms stated that data confidentiality was assured and that participation in the study was voluntary.

1.2 University of Ioannina

1.2.1 Participants

For the 2nd Sampling of the study, the total sample of 198 first-year students came from two Greek Universities. 101 students studying in the University of Ioannina enrolled in the School of Social Science participated in the main pilot collection phase of study. More specifically, they were studying in 3 departments, namely Philosophy department (N=55, 54,45%), Speech and Language Therapy department (N=26, 25,74%), Early Childhood Education department (N=20, 19,8%). The remaining 97 students studied in the Panteion University in Athens and were enrolled in Sociology department (N=51, 52,57%), and Psychology department (N=46, 47,42%). Their average age was 19,1 (SD = 5.2, Min. = 18, Max. = 63). The participants were 79 male students (38,89%) and 119 female counterparts (60,10%).

1.2.2 Procedure

Students anonymously completed the questionnaires online after the end of the lecture. The researchers informed both the lecturer and the students about the scope of the Project. Ethics approval was not required at the time the data collection took place. Nevertheless, the following Ethics Protocols were registered: written informed consent was sent via emails and obtained prior to the questionnaires' completion and full anonymity was retained. The students needed 25 minutes in average to complete the questionnaires.

1.3 University of Antwerp

1.3.1 Participants

The Belgian sample of the same first year students consisted of 85 participants who started the survey. Of these 85 participants, 62 fully completed the questionnaire (28, 13% males). Of these only 29 were still studying.

1.3.2 Procedure

In close collaboration with Centrum West (Centre for working students at the University of Antwerp), we decided to reach a possibly more mature and more motivated group of first year working students to avoid drop-out. First year working students are students who are freshers in the academic educational context, often have higher levels of motivation for their study and also align with the general goals of the target group for the PAS-project, to increase successful transition to higher academic education. A sample of over 300 students was granted access via e-mail communication and was invited by Centrum West in close collaboration with our research team and asked to participate in this survey study. Due to organisational constraints, the survey was set out using an online survey tool (Qualtrics) in which participation was voluntary. Multiple reminders for survey completion were again sent out.

In the second wave of collecting data for the PAS project, we were able to collect data from 130 respondents. Ninety-six students completed the questionnaire entirely. Given the voluntary nature of completing the questionnaire and the fact that it was distributed during the early stages of the COVID19 pandemic, this negatively impacted students engaging in participating in the survey. In the third wave, we faced the same problems. The first invitation to participate was sent out in the month of December, several reminders followed in January and February. This busy period in terms of work and exams also influenced participants participation rate. In total we collected data from 85 respondents, 62 fully completed the questionnaire.

Looking at the longitudinal aspect of the study: questioning the same respondents in both the second and the third wave, we see different problems arise. To begin with, the participation rate was not extremely high in none of both waves. Moreover, the problem arose that certain participants who participated in the second wave already graduated. Therefore, they were not

able to participate a second time. Furthermore, there was also a dropout of students due to the COVID19 pandemic. Several students paused their studies, some even completely quit. This meant we only had data of 29 respondents at our disposal to perform (longitudinal) analysis on.

1.4 Material

Participants were asked to report on the socio-demographic information: gender, age, type of enrollment (full time/worker student), faculty, GPA (i.e., Grade Point Average), number of passed courses.

Within the questionnaire, the selected instruments were administered in the following order:

1. Inventory of Learning Style (ILS) (Vermunt, 1994) which was divided in 2 parts, with the first consisting of the Cognitive & Regulation Strategies (27 items) and the second one having the motivation subscale (25 items). This original survey in Dutch was carefully translated and back-translated, since the Italian version was not available.
2. Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, 1991) (15 items). Validity and detect substantial differential item functioning of the Italian version of this instrument was conducted among high school students by Bonanomi et al. (2018). A Dutch version of the questionnaire was available (Blom & Severiens, 2008).
3. The Resilience Scale (RS) (Wagnild & Young, 1987) (25 items). For the Italian version, it was used the translation made for the validation in Italian context by Girtler et al. (2010). For the Dutch version we made use of a validated translation of the original questionnaire (Portzky et al., 2010).
4. Difficulties in Emotion Regulation Scale (DERS) (Gratz & Roemer, 2004) (18 items). This survey was carefully translated and back-translated, since the Italian version was not available. A Dutch validated version was available (McKay et al., 2011).
5. Depression – Anxiety – Stress Scale (DASS) (Lovibond & Lovibond, 1995) (21 items). The Italian validation was conducted by Bottesi et al. (2015). For the Dutch version a validated translation was used (Raes et al., 2005).
6. Procrastination Assessment Scale Student (PASS) (Solomon & Rothblum, 1984) (18 items). This survey was carefully translated and back-translated, since no Italian nor Dutch version was available.

All the questionnaires were uniformly presented on a 5 point Likert-scale, as long as this would not constitute a methodological problem to the original tool.

2. Designing a Scoping Review on Teacher Effectiveness in Higher Education

Increasing attention is being given to the quality of teaching and learning at university level across the world (Cardoso et al., 2015; Devlin, 2007), and there is combined pressure both to guarantee effective teaching in universities and to be able to determine that effectiveness. University teaching can be defined as a scholarly activity that requires extensive professional skills and practices and high levels of disciplinary and other contextual expertise. Understanding what it means to be an effective university teacher forms the basis of ensuring quality. Such an understanding is crucial for individual teachers, teaching support staff, academic staff developers, academic leaders and institutions and, indeed, for the entire higher education sector, both nationally and internationally.

According to Altbach et al. (2009), an unparalleled transformation in the scope and diversity of higher education has taken place during the last 50 years. The challenging and forceful global marketplace and competitiveness require a responsive society with a proactive capability to develop, adapt and use knowledge as the foundation for national growth in services and manufacturing sectors (Zuñiga et al., 2010). In this context, in the new teaching and learning paradigm, higher education has an important role in the development of human capital, entrepreneurial ventures, and innovation for sustainability of the knowledge economy (Dill & Van Vught, 2010).

The process of evaluating the effectiveness of teachers has altered over time, along with the definition of what constitutes effective teaching. Effective teaching has been defined in many ways over the years (Campbell et al., 2004; Cheng & Tsui, 1999; Cruickshank & Haefele, 1990;), and methods for teacher effectiveness have changed as several definitions and beliefs about what is significant to measure have evolved. Although there is a consensus that good teaching matters and that it may be the single most important education-based factor in improving student achievement (Ding & Sherman, 2006), measuring teacher effectiveness has remained elusive, in part because of the ongoing debate about what an effective teacher is and does. In a discussion on research-based indicators of effective teaching, Cruickshank and Haefele (1990, p.34) pointed out that “an enormous underlying problem with teacher evaluation relates to lack of agreement about what constitutes good or effective teaching”.

University faculty members are evaluated in many ways as a means of determining whether they should be promoted or rewarded, and to potentially improve their performance. A convenient measure of the research productivity of faculty members that is frequently employed is the number and quality of scientific papers and reports published. A similar metric for teaching effectiveness is not so readily available (McBean & Al-Nassri, 1982). To be more specific, apart from a lack of clear consensus on what an effective teacher is and does—or perhaps because of it—there is not a generally agreed method for evaluating teacher effectiveness. Commonly used methods include classroom observations designed to measure teacher practices against some standard of effective teaching and value-added models that set out to measure the contribution of individual teachers to their students' achievement gains.

This scoping review will aim to enhance understanding and further conceptualise teacher effectiveness in higher education from both practical and research-driven perspectives. The complex nature of teaching and learning, coupled with the relative novelty of the wide-scale incorporation of co-teaching in teacher education, provides the rationale for this review. We will offer a broad descriptive overview of the extent, range and nature of the research on teacher effectiveness in higher education using a rigorous and systematic process. Furthermore, we will provide a foundation for future research and practice, presenting the range of outcomes, clarifying conceptual boundaries, and offering suggestions to refine operational definitions of teacher effectiveness in higher education.

Teaching and learning present two sides of a coin. The most acknowledged criterion for measuring teaching effectiveness is the amount of student learning that occurs (Marsh, 1984). There are consistently high positive correlations between students' ratings of the amount learned on the course and their overall ratings of the teacher and the course: those who learn more give their teachers higher ratings (Theall & Franklin, 2001).

The literature on teaching is crammed full of well researched ways in which teachers can present content and skills that will improve students' opportunities to learn. It is equally concentrated on forming suggestions on what not to do in the classroom. Nevertheless, there is no rule book on which teaching methods are more suitable and effective for whatever skills and/or content are being taught. Students frequently present little expertise in knowing if the method selected by an individual instructor was the best teaching method or simply the method with which the teacher was most comfortable (Pratt, 1998).

To be more specific, although research demonstrates that university teachers have the greatest impact on student achievement (Gibbs & Jenkins, 2014), shaping the characteristics that describe quality teachers and measuring the evidence that would capture effectiveness remain problematic in education (Partee, 2012). Researchers claim that although there are many noteworthy theories and ideas about evaluation, there is no single instrument that quickly and accurately identifies and assesses teacher effectiveness. There is a spoken need for teachers and stakeholders to cultivate a shared understanding of good practice.

There is a need to better understand the notion of teacher effectiveness in Higher Education; in particular, what it is;- , as well as if and how it can be achieved. Therefore, the main focus of this scoping review was on examining the type and the width of empirical literature in this field, specifically including studies that make use of observational data, grounded in the fact that observation tools and frameworks represent an important method for understanding teacher effectiveness in practice. For the purposes of this study, the term ‘tool’ indicates any structured observation scale or organisational framework used to measure (or organise data on) aspects of teacher effectiveness in higher education. Our scoping review served two purposefully aligned with the following research questions:

- (1) *How tools are used to conceptualise and assess teacher effectiveness in Higher Education?*
- (2) *What types of high-quality teaching style should higher education teachers use in the classroom in order to be effective?*

2.1 Methodology

2.1.1 Design

Given that the research questions are exploratory in nature, a scoping review methodology will be employed. Scoping reviews are a relatively new approach for which there is not yet a universal study definition or definitive procedure (Daudt et al., 2013), especially in the field of education (Hariharasudan & Kot, 2018).

Scoping studies represent an approach to reviewing research evidence to contextualise knowledge in terms of:

- Examining the extent, range and nature of research activity
- Determining the value of undertaking a full systematic review
- Summarising and disseminating research findings
- Identifying research gaps in the existing literature (Arksey & O'Malley, 2005).

A scoping review is not a linear process (as typically dictated by the protocol for a systematic review), but a back-and-forth between early findings and new insights, with changes in search terms and even questions (Arksey & O'Malley, 2005).

Thus, guided by Arksey and O'Malley's framework for scoping reviews, the process undertaken was "iterative" (Arksey & O'Malley, 2005, p. 8): the search terms defined below were not set initially, but refined throughout, allowing for identification of all the relevant literature.

To be more specific, the scoping review method used in this study will be initially guided by Arksey and O'Malley's (2005) five-stage framework but then our research team, consisted of three researchers, decided to add an extra stage after taking into consideration Daudt et al. (2013), who proposed further recommendations (see Table 1 below).

Originally, stage six was to be an optional stage, whereby experts in areas connected with the research question are invited to review and comment on the stages of the study to ensure it is being effectively executed and progressing in an unbiased way. Both Daudt et al. (2013) and Levac et al. (2010) highly recommend that this stage is included in the process, and it will be retained for the present review.

Thus, we will independently pass through the individual phases of the review process. Conflicts will be cleared collaboratively after each step.

Table 1. *Six stages for a scoping study (Arksey & O'Malley, 2005) with recommendations from Daudt et al. (2013)*

Stage	Recommendation
1. Identifying the research question	<p>1. Conduct considerable research into scoping studies to ensure the scoping methodology is fit for the particular research interest. The researcher should take into account the methodology's objectives and boundaries as well as the types of research that it can best support.</p> <p>2. The purpose of the research should be tightly related with the research question and address recommendations with regard to clarifying concepts within the research question.</p>
2. Identifying relevant studies	<p>1. Remain flexible to modify the research question and/or search terms if such a need arises.</p> <p>2. Build both a multidisciplinary and interprofessional team. Include someone experienced with scoping studies and suitable stakeholders if possible.</p> <p>3. Timely completion of the study is of crucial importance. Thus, researchers should choose a small suitable research group from a larger team of qualified researchers and professionals with enough breadth of expertise.</p>
3. Study selection	<p>1. For large research teams, take a three-tiered approach to study selection. The entire team may be divided into smaller teams being responsible for processing equal portions of the selected studies. Ask each person to review his/her selected studies for inclusion or exclusion. Then, teams could compare their results. A third reviewer might be employed if there is disagreement.</p> <p>2. Assess the quality of studies to be either included or excluded for charting. Validated instruments could be used for quality assessment.</p>
4. Charting the data	<p>1. A trial charting exercise could be implemented in collaboration with the group members in order to determine if adjustments should be made to the chart (variables being measured) as well as to ensure that the research team is charting consistently.</p> <p>2. A comprehensive chart is an essential element of a sophisticated scoping review. To ensure richness, this should involve both high-level data and micro-level data.</p>

3. Frequent meetings among the research group members are important in safeguarding effective communication about consistent charting. If necessary, additional longer meetings may be planned.
 4. For large research teams, take a three-tiered approach to charting the data. The entire team may be divided into smaller teams being responsible for equal portions of the selected studies. Pick different team members from stage three. Ask each person to review their selected studies for inclusion or exclusion. Have each small team compare its results. Have one independent reviewer read and chart all studies. Have an independent reviewer compare his/her charting with the charting of all other team members. Discuss any discrepancies.
 5. To facilitate data management and avoid confusion each study could be assigned a unique identifying number.
-
5. Collating, summarising and reporting the results
 1. A small working group from the larger team could be given the assignment to make meaning out of the data and also make decisions about the data on which to focus.
 6. Consultation exercise
 1. If there are stakeholders (e.g., policymakers and allied researchers) who were not part of your research team, engage in a consultation process with them. However, consultation with stakeholders would be recommended only if the actual scoping study results seem to be relevant.
 2. Recognise that the inability to share a scoping study's findings with stakeholders may indicate that future research -apart from the scoping review- must be conducted in order to make a meaningful contribution to professional practice.
 3. Get involved with systematic collaboration with practitioners in established networks of interest, such as the European Association for Quality Assurance in Higher Education (ENQA).

2.1.2 Search strategy and source selection

In this systematic scoping review (Arksey & O'Malley, 2005; Daudt et al., 2013), a comprehensive search strategy will be developed following an initial search of the topic area in collaboration with one information search expert.

Teacher effectiveness can be understood and defined in different ways. Usually the term relates to the ‘how’ of teaching (i.e., teaching style and/or learning environment, student course engagement) rather than the ‘what’ of teaching (i.e., curriculum content), although sometimes the term is used to refer to both (Gill & Singh, 2020). Following this distinction, we will focus on the ‘how of teaching (i.e., teaching style and/or learning environment, course difficulty, student engagement). We will be primarily interested in exploring teaching and learning matters rather than focusing on a specific aspect of practice such as curriculum content or assessment.

Parameters will be established for the study that influenced the extent of the search. Specifically, only studies published since 1990 based on the connection between teacher effectiveness and teaching evaluation will be considered. Also, only studies available in English will be considered, and only studies in peer-reviewed journals. A systematic search will be conducted in the following electronic collections and databases; EBSCOhost Psychology and Behavioural Sciences Collection, ScienceDirect, Education Research Complete and Web of Science (Science and Social Science Index).

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5 Annex I: Supporting Material

5.1 University of Ioannina

Γραπτές πληροφορίες και Έντυπο Έγγραφης Συγκατάθεσης Φοιτητών/τριών

Αγαπητέ/ή συνάδελφε,

Το Πανεπιστήμιο Ιωαννίνων, σε συνεργασία με το Πανεπιστήμιο του Τορίνο και το Πανεπιστήμιο της Αμβέρσας, διεξάγει έρευνα στο πλαίσιο ενός ευρωπαϊκού προγράμματος European Project KA2 Erasmus+ IKY. Η παρούσα έρευνα αφορά στη μάθηση των φοιτητών και τον τρόπο που σκέφτονται για τον εαυτό τους. Πιο συγκεκριμένα, τα ερωτηματολόγια που ακολουθούν σχετίζονται με μεταβλητές που εξετάζουν στυλ και κίνητρα μάθησης, καθώς και διαστάσεις της προσωπικότητας των φοιτητών. Απώτερος σκοπός της παρούσας έρευνας είναι η δημιουργία μιας ηλεκτρονικής πλατφόρμας η οποία θα συμβάλλει στην ψυχική ευεξία των φοιτητών. Συνεπώς, η συμβολή σας στην έρευνα είναι σημαντική τόσο σε εθνικό όσο και σε ευρωπαϊκό επίπεδο.

ΓΡΑΠΤΗ ΣΥΓΚΑΤΑΘΕΣΗ ΦΟΙΤΗΤΩΝ/ΤΡΙΩΝ

1. Διάβασα το παραπάνω κείμενο και συμφωνώ για τη συμμετοχή μου στη συμπλήρωση των ερωτηματολογίων.
2. Κατανοώ ότι η συμμετοχή μου είναι εθελοντική και ότι είμαι ελεύθερος/η να αποχωρήσω οποιαδήποτε στιγμή το αποφασίσω, χωρίς να χρειάζεται να εξηγήσω τους λόγους και χωρίς τα δικαιώματά μου να θιγούν.
3. Οποιοσδήποτε πληροφορίες αποκτηθούν σχετικά με την παρούσα έρευνα θα παραμείνουν απόρρητες και θα κωδικοποιηθούν με αποκλειστικό σκοπό να αξιοποιηθούν στη στατιστική ανάλυση.

Συμφωνώ ρητά να συμμετάσχω στην παρούσα έρευνα.

Ημερομηνία ____/____/____

Υπογραφή

Αγαπητέ/ή συνάδελφε,

Τα ερωτηματολόγια που ακολουθούν σχετίζονται με μεταβλητές που εξετάζουν στυλ και κίνητρα μάθησης, καθώς και διαστάσεις της προσωπικότητας των φοιτητών, στο πλαίσιο ενός ευρωπαϊκού προγράμματος European Project KA2 Erasmus+ IKY. Συνεπώς, η συμβολή σας στην έρευνα είναι σημαντική τόσο σε εθνικό όσο και σε ευρωπαϊκό επίπεδο.

Με βάση τις προδιαγραφές της μελέτης θα ήταν πολύτιμη η συμβολή σας σε επόμενη συλλογή δεδομένων. Προκειμένου να εξασφαλίσουμε τη «συνέχεια» των απαντήσεών σας, διασφαλίζοντας παράλληλα και την ανωνυμία σας, παρακαλούμε συμπληρώστε τα **4 τελευταία ψηφία του κινητού σας:**

Παρακαλώ, συμπληρώστε τα παρακάτω στοιχεία:

Φύλο (κυκλώστε) : Α / Θ

Ηλικία: _____

Εξάμηνο Σπουδών: _____

Τμήμα: _____

Σύμφωνα με το μηχανογραφικό δελτίο που συμπληρώσατε, ποιος αριθμός επιλογής ήταν το Τμήμα στο οποίο σπουδάζετε; _____

Με πόσα μόρια εισαχθήκατε στη σχολή που φοιτάτε τώρα; _____

Πόσα μαθήματα δηλώσατε στο Α' εξάμηνο; _____

Πόσα μαθήματα δώσατε στην εξεταστική του Α' εξαμήνου; _____

Πόσα μαθήματα περάσατε στην εξεταστική του Α' εξαμήνου; _____

Δώστε, κατά προσέγγιση, τον μέσο όρο βαθμολογίας σας στα μαθήματα που έχετε εξεταστεί μέχρι τώρα: _____

Κατά τη διάρκεια των σπουδών σας εργάζεστε; (κυκλώστε)

ΝΑΙ

ΟΧΙ

A) INVENTORY OF LEARNING STYLES – ILS (Vermunt, 1994) ΜΕΡΟΣ 1^ο

Το ερωτηματολόγιο ασχολείται με τις δραστηριότητες που αναλαμβάνουν οι φοιτητές στο πλαίσιο των σπουδών τους. Διαβάστε προσεκτικά κάθε δήλωση και, στη συνέχεια, υποδείξτε σε ποιο βαθμό συμμετέχετε στην εν λόγω δραστηριότητα ενώ μελετάτε. Όροι όπως «κύκλος μαθημάτων» και «ύλη» αναφέρονται στα μαθήματα που παρακολουθείτε. Οι αριθμοί αντιστοιχούν:

1. Σχεδόν Ποτέ
2. Μερικές Φορές
3. Συνήθως
4. Τις Περισσότερες Φορές
5. Σχεδόν Πάντα

1	Συγκρίνω τα συμπεράσματα που έχουν εξαχθεί σε διαφορετικά κεφάλαια του μαθήματος.	1	2	3	4	5
2	Ελέγχω αν τα συμπεράσματα που έχουν εξαχθεί από τους συγγραφείς ενός βιβλίου, ακολουθούν σε λογική βάση τα δεδομένα πάνω στα οποία έχουν βασιστεί.	1	2	3	4	5
3	Προσπαθώ να συνδυάσω καθεμία από τις θεματικές, με τις οποίες ασχολούμαστε ξεχωριστά σε έναν κύκλο μαθημάτων, σε ένα ενιαίο όλο.	1	2	3	4	5
4	Προσπαθώ να εντοπίσω τις ομοιότητες και τις διαφορές ανάμεσα στις θεωρίες οι οποίες αναλύονται σε έναν κύκλο μαθημάτων.	1	2	3	4	5
5	Απομνημονεύω λίστες χαρακτηριστικών που συγκροτούν ένα συγκεκριμένο φαινόμενο.	1	2	3	4	5
6	Δημιουργώ μια λίστα με τις πιο σημαντικές πληροφορίες και στη συνέχεια τις απομνημονεύω.	1	2	3	4	5
7	Δεν προχωρώ στο επόμενο κεφάλαιο χωρίς πρώτα να έχω «κατακτήσει» κάθε πτυχή του κεφαλαίου που μελετώ.	1	2	3	4	5
8	Απομνημονεύω το νόημα όλων των εννοιών που μου είναι άγνωστες.	1	2	3	4	5
9	Επαναλαμβάνω τα κύρια σημεία της ύλης μέχρι να είμαι σε θέση να τα λέω απ' έξω.	1	2	3	4	5
10	Απομνημονεύω ορισμούς αυτολεξεί όσο περισσότερο μπορώ.	1	2	3	4	5
11	Όταν μελετώ ένα θέμα, εξετάζω και άλλες περιπτώσεις τις οποίες γνωρίζω από εμπειρία και οι οποίες ενδέχεται να συνδέονται με το συγκεκριμένο θέμα.	1	2	3	4	5
12	Προσπαθώ να ερμηνεύσω γεγονότα στην καθημερινότητά μου με τη βοήθεια της γνώσης την οποία έχω αποκτήσει μέσα από κάποιον κύκλο μαθημάτων.	1	2	3	4	5
13	Με τη βοήθεια θεωριών που παρουσιάζονται σε έναν κύκλο μαθημάτων βρίσκω λύσεις σε πρακτικά προβλήματα.	1	2	3	4	5
14	Προσθέτω στην ύλη που μελετώ στοιχεία και από άλλες πηγές.	1	2	3	4	5

15	Όταν μελετώ, επιδιώκω παράλληλα στόχους οι οποίοι έχουν τεθεί από εμένα και όχι από τους καθηγητές μου.	1	2	3	4	5
16	Εκτός από ό,τι ορίζεται από το αναλυτικό πρόγραμμα σπουδών, μελετώ και επιπλέον πηγές που σχετίζονται με το περιεχόμενο του μαθήματος.	1	2	3	4	5
17	Προκειμένου να αξιολογήσω την πρόοδο της μελέτης μου, προσπαθώ να απαντήσω σε ερωτήσεις που αφορούν την ύλη και τις οποίες δημιουργώ μόνος μου.	1	2	3	4	5
18	Αν δεν κατανοώ επαρκώς κάποια κείμενα που μελετώ, προσπαθώ να βρω άλλες πηγές που αφορούν το συγκεκριμένο θέμα.	1	2	3	4	5
19	Χρησιμοποιώ τις οδηγίες και τους στόχους του μαθήματος όπως δίνονται από τον καθηγητή προκειμένου να ξέρω ακριβώς τι πρέπει να κάνω.	1	2	3	4	5
20	Μελετώ σύμφωνα με τις οδηγίες που παρέχονται είτε από το υλικό μελέτης είτε από τον ίδιο τον καθηγητή.	1	2	3	4	5
21	Εάν είμαι σε θέση να δώσω μια σωστή απάντηση στις ερωτήσεις που τίθενται είτε στο βιβλίο είτε από τον καθηγητή, θεωρώ ότι έχω κατακτήσει μια ικανοποιητική γνώση της ύλης.	1	2	3	4	5
22	Εάν είμαι σε θέση να ολοκληρώσω όλες τις εργασίες που ορίζονται από το υλικό μελέτης ή από τον καθηγητή, θεωρώ ότι έχω κατακτήσει μια ικανοποιητική γνώση της ύλης.	1	2	3	4	5
23	Χρειάζομαι επιπλέον οδηγίες από τον καθηγητή προκειμένου να μελετήσω.	1	2	3	4	5
24	Συνειδητοποιώ ότι δεν μου είναι ξεκάθαρο τι πρέπει να θυμάμαι και τι δεν χρειάζεται να θυμάμαι.	1	2	3	4	5
25	Παρατηρώ ότι έχω δυσκολία όσον αφορά στην επεξεργασία μεγάλου τμήματος της ύλης.	1	2	3	4	5
26	Παρατηρώ μια δυσκολία στο να αντιληφθώ αν έχω κατανοήσει επαρκώς την ύλη.	1	2	3	4	5
27	Συνειδητοποιώ ότι δεν έχω κάποιον στον οποίο να απευθυνθώ σε περίπτωση που αντιμετωπίζω κάποια δυσκολία.	1	2	3	4	5

A) INVENTORY OF LEARNING STYLES – ILS (Vermunt, 1994) ΜΕΡΟΣ 2^ο

Το ερωτηματολόγιο του ILS ασχολείται με τα κίνητρα, τους στόχους και τις απόψεις που μπορεί να έχουν οι φοιτητές σχετικά με τις σπουδές τους. Αναφέρετε σε ποιο βαθμό ισχύει για εσάς η κάθε δήλωση. Οι αριθμοί αντιστοιχούν:

1. διαφωνώ απολύτως
2. διαφωνώ
3. ούτε διαφωνώ ούτε συμφωνώ
4. συμφωνώ

5. συμφωνώ απολύτως

28	Σπουδάζω στον συγκεκριμένο τομέα από καθαρό ενδιαφέρον για το αντικείμενο.	1	2	3	4	5
29	Ο αποκλειστικός σκοπός των σπουδών μου είναι η προσωπική μου ανάπτυξη.	1	2	3	4	5
30	Αντιμετωπίζω τις σπουδές μου σαν «καθαρή αναψυχή» (τις απολαμβάνω).	1	2	3	4	5
31	Όταν έχω την επιλογή, διαλέγω μαθήματα τα οποία ταιριάζουν στα προσωπικά μου ενδιαφέροντα.	1	2	3	4	5
32	Σπουδάζω το συγκεκριμένο αντικείμενο επειδή μου αρέσει να μαθαίνω και να μελετώ.	1	2	3	4	5
33	Θέλω να αποδείξω στον εαυτό μου ότι είμαι ικανός να σπουδάζω στην ανώτερη εκπαίδευση.	1	2	3	4	5
34	Θέλω να αποδείξω στους άλλους ότι είμαι ικανός να ολοκληρώσω με επιτυχία ένα πρόγραμμα ανώτερης εκπαίδευσης.	1	2	3	4	5
35	Αντιμετωπίζω την επιλογή μου να σπουδάσω στην ανώτερη εκπαίδευση ως μία πρόκληση.	1	2	3	4	5
36	Θέλω να ανακαλύψω τα δικά μου προσόντα, τα πράγματα δηλαδή που μπορώ ή δεν μπορώ να καταφέρω.	1	2	3	4	5
37	Θέλω να δοκιμάσω τον εαυτό μου προκειμένου να καταλάβω εάν είμαι ικανός να ακολουθήσω σπουδές στην ανώτερη εκπαίδευση.	1	2	3	4	5
38	Όταν έχω τη δυνατότητα, επιλέγω μαθήματα τα οποία ενδέχεται να μου φανούν χρήσιμα ως προς το τωρινό ή μελλοντικό μου επάγγελμα.	1	2	3	4	5
39	Έχω επιλέξει τον συγκεκριμένο τομέα σπουδών επειδή μου δίνει τη δυνατότητα να προετοιμαστώ για τον τύπο της εργασίας που πραγματικά με ενδιαφέρει.	1	2	3	4	5
40	Οι σπουδές στην ανώτερη εκπαίδευση είναι απαραίτητες για το είδος της εργασίας με το οποίο θέλω να ασχοληθώ πραγματικά.	1	2	3	4	5
41	Ο κύριος στόχος των σπουδών μου είναι να προετοιμαστώ για ένα επάγγελμα.	1	2	3	4	5
42	Αυτό που πραγματικά επιθυμώ να αποκτήσω μέσα από τις σπουδές μου είναι επαγγελματικές δεξιότητες.	1	2	3	4	5
43	Αμφιβάλω αν ο συγκεκριμένος τομέας σπουδών είναι ο κατάλληλος για μένα.	1	2	3	4	5
44	Έχω πολύ μικρή αυτοπεποίθηση ως προς τις ικανότητές μου στον τομέα των σπουδών.	1	2	3	4	5
45	Αναρωτιέμαι κατά πόσο οι συγκεκριμένες σπουδές αξίζουν όλη την προσπάθεια που καταβάλλω.	1	2	3	4	5

46	Αμφιβάλλω αν η συγκεκριμένη μορφή σπουδών είναι η κατάλληλη για μένα.	1	2	3	4	5
47	Φοβάμαι ότι οι συγκεκριμένες σπουδές είναι πολύ απαιτητικές για μένα.	1	2	3	4	5

B) MOTIVATED STRATEGIES for LEARNING QUESTIONNAIRE – MSLQ (Pintrich, 1991)

Οι ακόλουθες ερωτήσεις αναφέρονται στο κίνητρό σας και στις στάσεις σας σχετικά με τον κύκλο μαθημάτων σας. Θυμηθείτε ότι δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις, απαντήστε όσο το δυνατόν ακριβέστερα. Οι αριθμοί αντιστοιχούν:

1. διαφωνώ απολύτως
2. διαφωνώ
3. ούτε διαφωνώ ούτε συμφωνώ
4. συμφωνώ
5. συμφωνώ απολύτως

1	Πιστεύω ότι η συνολική μου επίδοση θα είναι άριστη.	1	2	3	4	5
2	Είμαι σίγουρος ότι μπορώ να κατανοήσω τα πιο δύσκολα σημεία της ύλης που παρουσιάζονται στο υλικό που μελετώ για τα μαθήματα.	1	2	3	4	5
3	Είμαι πεπεισμένος ότι μπορώ να κατανοήσω τις βασικές έννοιες που διδάσκομαι στα μαθήματα.	1	2	3	4	5
4	Είμαι πεπεισμένος ότι μπορώ να κατανοήσω τα πιο περίπλοκα σημεία της ύλης που παρουσιάζονται από τους καθηγητές των μαθημάτων.	1	2	3	4	5
5	Είμαι πεπεισμένος ότι μπορώ να κάνω εξαιρετική δουλειά στις εργασίες και τις εξετάσεις των μαθημάτων.	1	2	3	4	5
6	Αναμένω να τα πάω καλά στα μαθήματα.	1	2	3	4	5
7	Είμαι σίγουρος ότι μπορώ να κατακτήσω τις δεξιότητες που διδάχθηκαν στα μαθήματα.	1	2	3	4	5
8	Λαμβάνοντας υπόψη τη γενικότερη δυσκολία των μαθημάτων, τους διδάσκοντες και τις δεξιότητές μου, νομίζω ότι θα τα πάω καλά.	1	2	3	4	5

C) THE RESILIENCE SCALE – RS (Wagnild & Young, 1987)

Παρακαλώ διαβάστε προσεκτικά τις παρακάτω προτάσεις. Οι αριθμοί αντιστοιχούν:

1. διαφωνώ απολύτως
2. διαφωνώ
3. ούτε διαφωνώ ούτε συμφωνώ
4. συμφωνώ
5. συμφωνώ απολύτως

1	Όταν κάνω σχέδια, τα πραγματοποιώ.	1	2	3	4	5
2	Συνήθως τα καταφέρνω με τον ένα ή τον άλλο τρόπο.	1	2	3	4	5
3	Μπορώ να στηριχθώ στον εαυτό μου περισσότερο από οποιονδήποτε άλλον.	1	2	3	4	5
4	Είναι σημαντικό για μένα το να διατηρώ το ενδιαφέρον μου σε πράγματα.	1	2	3	4	5
5	Μπορώ να είμαι μόνος/-η αν χρειαστεί.	1	2	3	4	5
6	Αισθάνομαι περήφανος/-η που έχω επιτύχει πράγματα στη ζωή μου.	1	2	3	4	5
7	Συνήθως αντιμετωπίζω τις καταστάσεις χωρίς να τις αφήνω να με επηρεάζουν.	1	2	3	4	5
8	Τα έχω καλά με τον εαυτό μου.	1	2	3	4	5
9	Πιστεύω ότι μπορώ να χειριστώ πολλά πράγματα την ίδια στιγμή.	1	2	3	4	5
10	Είμαι αποφασιστικός/-η	1	2	3	4	5
11	Σπάνια αναρωτιέμαι ποιο είναι το νόημα της ζωής.	1	2	3	4	5
12	Αντιμετωπίζω τα πράγματα μέρα με τη μέρα, χωρίς να ανησυχώ για το μέλλον.	1	2	3	4	5
13	Μπορώ να τα καταφέρω σε δύσκολες καταστάσεις γιατί έχω βιώσει δυσκολίες στο παρελθόν.	1	2	3	4	5
14	Έχω αυτοέλεγχο.	1	2	3	4	5
15	Διατηρώ το ενδιαφέρον μου για τα πράγματα.	1	2	3	4	5
16	Συνήθως μπορώ να βρω κάτι που θα με κάνει να γελάσω.	1	2	3	4	5
17	Η πεποίθηση στον εαυτό μου με βοηθά να τα καταφέρνω στις δύσκολες στιγμές.	1	2	3	4	5
18	Είμαι ένα άτομο που οι άλλοι μπορούν γενικώς να στηριχτούν σε επείγουσες καταστάσεις.	1	2	3	4	5
19	Συνήθως μπορώ να προσεγγίσω μια κατάσταση από διάφορες οπτικές.	1	2	3	4	5
20	Μερικές φορές αναγκάζω τον εαυτό μου να κάνει πράγματα είτε το θέλω είτε όχι.	1	2	3	4	5



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21	Η ζωή μου έχει νόημα.	1	2	3	4	5
22	Δεν εμμένω σε καταστάσεις για τις οποίες δεν μπορώ να κάνω τίποτα.	1	2	3	4	5
23	Όταν βρίσκομαι σε μια δύσκολη κατάσταση, μπορώ συνήθως να βρω μια λύση.	1	2	3	4	5
24	Έχω αρκετή ενέργεια για να κάνω αυτά που έχω να κάνω.	1	2	3	4	5
25	Δεν με πειράζει αν υπάρχουν άνθρωποι που δεν με συμπαθούν.	1	2	3	4	5

D) DIFFICULTIES IN EMOTION REGULATION SCALE – DERS (Gratz & Roemer, 2004)

Παρακαλώ διαβάστε προσεκτικά τις παρακάτω προτάσεις. Οι αριθμοί αντιστοιχούν:

1. Σχεδόν Ποτέ
2. Μερικές Φορές
3. Συνήθως
4. Τις Περισσότερες Φορές
5. Σχεδόν Πάντα

1	Δίνω ιδιαίτερη βαρύτητα στο πώς νιώθω.	1	2	3	4	5
2	Δεν έχω ιδέα πώς νιώθω.	1	2	3	4	5
3	Έχω δυσκολία να κατανοήσω τα συναισθήματά μου.	1	2	3	4	5
4	Δίνω ιδιαίτερη προσοχή (παρακολουθώ) στα συναισθήματά μου.	1	2	3	4	5
5	Είμαι μπερδεμένος με τα συναισθήματά μου.	1	2	3	4	5
6	Όταν είμαι αναστατωμένος, το παραδέχομαι (αναγνωρίζω τα συναισθήματά μου).	1	2	3	4	5
7	Όταν είμαι αναστατωμένος, αισθάνομαι αμηχανία επειδή νιώθω έτσι.	1	2	3	4	5
8	Όταν είμαι αναστατωμένος, δυσκολεύομαι να συνεχίσω τη δουλειά μου.	1	2	3	4	5
9	Όταν είμαι αναστατωμένος, χάνω τον έλεγχό μου.	1	2	3	4	5
10	Όταν είμαι αναστατωμένος, πιστεύω ότι θα παραμείνω έτσι για μεγάλο διάστημα.	1	2	3	4	5
11	Όταν είμαι αναστατωμένος, πιστεύω ότι θα καταλήξω να νιώθω μεγάλη κατάθλιψη.	1	2	3	4	5
12	Όταν είμαι αναστατωμένος, έχω δυσκολία να επικεντρωθώ σε άλλα πράγματα.	1	2	3	4	5
13	Όταν είμαι αναστατωμένος, αισθάνομαι ντροπή επειδή νιώθω έτσι.	1	2	3	4	5
14	Όταν είμαι αναστατωμένος, αισθάνομαι ενοχή επειδή νιώθω έτσι.	1	2	3	4	5
15	Όταν είμαι αναστατωμένος, δυσκολεύομαι να συγκεντρωθώ.	1	2	3	4	5
16	Όταν είμαι αναστατωμένος, έχω δυσκολία να ελέγξω τη συμπεριφορά μου.	1	2	3	4	5
17	Όταν είμαι αναστατωμένος, πιστεύω ότι το να αφεθώ σε αυτήν την κατάσταση είναι το μόνο που μπορώ να κάνω.	1	2	3	4	5
18	Όταν είμαι αναστατωμένος, χάνω τον έλεγχο της συμπεριφοράς μου.	1	2	3	4	5

E) DEPRESSION - ANXIETY - STRESS SCALE (DASS) (Lovibond & Lovibond, 1995)

Παρακαλώ διαβάστε κάθε δήλωση και κυκλώστε έναν αριθμό από το 1, 2, 3, 4, 5 που προσδιορίζει πόσο η συγκεκριμένη φράση ταιριάζει στο πώς αισθανόσαστε την προηγούμενη εβδομάδα. Δεν υπάρχουν σωστές ή λάθος απαντήσεις. Μην μένετε πολύ σε κάθε δήλωση.

1. Σχεδόν Ποτέ
2. Μερικές Φορές
3. Συνήθως
4. Τις Περισσότερες Φορές
5. Σχεδόν Πάντα

1	Ένιωθα ότι το στόμα μου ήταν ξηρό.	1	2	3	4	5
2	Δυσκολευόμουν ν' ανασάνω (π.χ. υπερβολικά γρήγορη αναπνοή, κόψιμο της ανάσας μου χωρίς να έχω κάνει σωματική προσπάθεια).	1	2	3	4	5
3	Αισθάνθηκα τρεμούλα (π.χ. στα χέρια).	1	2	3	4	5
4	Ανησυχούσα για τις καταστάσεις στις οποίες θα μπορούσα να πανικοβληθώ και να φανώ ανόητος στους άλλους.	1	2	3	4	5
5	Ένιωσα πολύ κοντά στον πανικό.	1	2	3	4	5
6	Αισθανόμουν την καρδιά μου να χτυπάει χωρίς να έχει προηγηθεί σωματική άσκηση (ταχυπαλμία, αρρυθμία).	1	2	3	4	5
7	Ένιωσα φοβισμένος χωρίς να υπάρχει λόγος.	1	2	3	4	5

F) PROCRASTINATION ASSESSMENT SCALE STUDENT – (PASS) (Solomon & Rothblum, 1984)

Παρακαλούμε σημειώστε τη συχνότητα με την οποία καθυστερείτε ή αναβάλλετε να κάνετε τις παρακάτω δραστηριότητες. Οι αριθμοί αντιστοιχούν:

1. Σχεδόν Ποτέ
2. Μερικές Φορές
3. Συνήθως
4. Τις Περισσότερες Φορές
5. Σχεδόν Πάντα

I. Συγγραφή εργασιών

1	Αναβάλλεις να γράφεις μια εργασία για να αξιολογηθείς σε κάποιο μάθημα του εξαμήνου;	1	2	3	4	5
2	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5

II. Μελέτη για τις εξετάσεις

3	Αναβάλλεις να μελετήσεις για τις εξετάσεις;	1	2	3	4	5
4	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5

III. Επιμέρους Ακαδημαϊκά Καθήκοντα που μου ανατίθενται κατά τη διάρκεια του εξαμήνου (Μελέτη άρθρων & σημειώσεις, παρουσίαση εβδομαδιαίων εργασιών, κλπ)

5	Αναβάλλεις στα παραπάνω ακαδημαϊκά καθήκοντα;	1	2	3	4	5
6	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5

IV. Ακαδημαϊκά Διοικητικά καθήκοντα (Συμπλήρωση αιτήσεων, Εγγραφή στο επόμενο εξάμηνο, Δηλώσεις μαθημάτων, Παραλαβή πάσο κλπ)

7	Αναβάλλεις στα παραπάνω ακαδημαϊκά διοικητικά καθήκοντα;	1	2	3	4	5
8	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5

V. Παρακολούθηση παραδόσεων μαθήματος

9	Αναβάλλεις να παρακολουθείς τις παραδόσεις των μαθημάτων;	1	2	3	4	5
10	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5

VI. Ακαδημαϊκές δραστηριότητες συνολικά

11	Αναβάλλεις σε αυτές τις ακαδημαϊκές δραστηριότητες;	1	2	3	4	5
12	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5

A) INVENTORY OF LEARNING STYLES – ILS (Vermunt, 1994) PART 1

Knowledge and insight do not develop on their own: it takes effort to master a particular piece of subject matter. This part of the inventory is concerned with the activities students undertake in the context of their studies. Read each statement carefully and then indicate to what extent you yourself engage in the activity concerned while studying. Terms such as "course" and "subject matter" refer to the courses and subjects you are taking. The meaning of the numbers after each statement is:

1. I do this almost never
2. I do this sometimes
3. I do this regularly
4. I do this often
5. I do this almost always

1	I compare the conclusions drawn in different chapters.	1	2	3	4	5
2	I check whether the conclusions drawn by the authors of a textbook follow the facts on which they are based logically.	1	2	3	4	5
3	I try to combine the subjects that are dealt with separately in a course into one whole.	1	2	3	4	5
4	I try to discover the similarities and differences between the theories that are dealt with in a course.	1	2	3	4	5
5	I memorize lists of characteristics of a certain phenomenon.	1	2	3	4	5
6	I make a list of the most important facts and learn them by heart.	1	2	3	4	5
7	I do not proceed to a subsequent chapter until I have mastered the current chapter in detail.	1	2	3	4	5
8	I memorize the meaning of every concept that is unfamiliar to me.	1	2	3	4	5
9	I repeat the main parts of the subject matter until I know them by heart.	1	2	3	4	5
10	I memorize definitions as literally as possible.	1	2	3	4	5
11	When I am studying a topic, I think of cases I know from my own experience that are connected to that topic.	1	2	3	4	5
12	I try to interpret events in everyday reality with the help of the knowledge I have acquired in a course.	1	2	3	4	5
13	With the help of the theories presented in a course, I devise solutions to practical problems.	1	2	3	4	5
14	I add something to the subject matter from other sources.	1	2	3	4	5
15	When I am studying, I also pursue learning goals that have not been set by the teacher but by myself.	1	2	3	4	5
16	In addition to the syllabus, I study other literature related to the content of the course.	1	2	3	4	5
17	To test my learning progress, I try to answer questions about the subject matter which I make up myself.	1	2	3	4	5

18	If I do not understand a study text well, I try to find other literature about the subject concerned.	1	2	3	4	5
19	I use the instructions and the course objectives given by the teacher to know exactly what to do.	1	2	3	4	5
20	I study according to the instructions given in the study materials or provided by the teacher.	1	2	3	4	5
21	If I am able to give a good answer to the questions posed in the textbook or by the teacher, I decide that I have a good command of the subject matter.	1	2	3	4	5
22	If I am able to complete all the assignments given in the study materials or by the teacher, I decide that I have a good command of the subject matter.	1	2	3	4	5
23	I need the extra instructions by the teacher in order to study.	1	2	3	4	5
24	I realize that it is not clear to me what I have to remember and what I do not have to remember.	1	2	3	4	5
25	I notice that I have trouble processing a large amount of subject matter.	1	2	3	4	5
26	I notice that it is difficult for me to determine whether I have mastered the subject matter sufficiently.	1	2	3	4	5
27	I realize that I miss someone to fall back on in case of difficulties.	1	2	3	4	5

B) INVENTORY OF LEARNING STYLES – ILS (Vermunt, 1994) PART 2

There can be many reasons for someone to take up a course of study. This part of the ILS is concerned with the motives, objectives and attitudes students may have with regard to their studies. Indicate for each statement to what extent it applies to you. Bear in mind that you are *not* asked to indicate whether you think a motive or objective is good, less good or bad; you are only asked to indicate to what extent you think a statement applies to you personally. This is the meaning of the numbers:

1. disagree entirely
2. disagree for the most part
3. undecided
4. agree for the most part
5. agree entirely

28	I do these studies out of sheer interest in the topics that are dealt with.	1	2	3	4	5
29	The only aim of my studies is to enrich myself.	1	2	3	4	5
30	I see these studies as sheer relaxation.	1	2	3	4	5
31	When I have a choice, I opt for courses that suit my personal interests.	1	2	3	4	5
32	I do these studies because I like to learn and to study.	1	2	3	4	5

33	I want to prove to myself that I am capable of doing studies in higher education.	1	2	3	4	5
34	I want to show others that I am capable of successfully doing a higher education programme.	1	2	3	4	5
35	I view the choice I have made to enrol in higher education as a challenge.	1	2	3	4	5
36	I want to discover my own qualities, the things I am capable and incapable of.	1	2	3	4	5
37	I want to test myself to see whether I am capable of doing studies in higher education.	1	2	3	4	5
38	When I have a choice, I opt for courses that seem useful to me for my present or future profession.	1	2	3	4	5
39	I have chosen this subject area, because it prepares me for the type of work I am highly interested in.	1	2	3	4	5
40	For the kind of work I would like to do, I need to have studied in higher education.	1	2	3	4	5
41	The main goal I pursue in my studies is to prepare myself for a profession.	1	2	3	4	5
42	What I want to acquire above all through my studies is professional skill.	1	2	3	4	5
43	I doubt whether this is the right subject area for me.	1	2	3	4	5
44	I have little confidence in my study capacities.	1	2	3	4	5
45	I wonder whether these studies are worth all the effort.	1	2	3	4	5
46	I doubt whether this type of education is the right type of education for me.	1	2	3	4	5
47	I am afraid these studies are too demanding for me.	1	2	3	4	5

C) MOTIVATED STRATEGIES for LEARNING QUESTIONNAIRE – MSLQ (Pintrich, 1991)

The following questions ask about your motivation for and attitudes about this class. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you disagree entirely with the statement, circle 1; if you agree entirely with the statement, circle 5. If you are undecided about the statement, find the number between 1 and 5 that best describes you:

1. disagree entirely
2. disagree for the most part
3. undecided
4. agree for the most part
5. agree entirely

1	I believe I will receive an excellent grade in this class.	1	2	3	4	5
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2	I'm certain I can understand the most difficult material presented in the readings for this course.	1	2	3	4	5
3	I'm confident I can understand the basic concepts taught in this course.	1	2	3	4	5
4	I'm confident I can understand the most complex material presented by the instructor in this course.	1	2	3	4	5
5	I'm confident I can do an excellent job on the assignments and tests in this course.	1	2	3	4	5
6	I expect to do well in this class.	1	2	3	4	5
7	I'm certain I can master the skills being taught in this class.	1	2	3	4	5
8	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1	2	3	4	5

D) THE RESILIENCE SCALE – RS (Wagnild & Young, 1987)

Please read the following statements. To the right of each you will find five numbers, ranging from "1" (disagree entirely) on the left to "5" (agree entirely) on the right. Click the circle below the number which best indicates your feelings about that statement. For example, if you disagree entirely with a statement, click "1". If you are undecided, click "3", and if you agree entirely, click "5", etc.

1. disagree entirely
2. disagree for the most part
3. undecided
4. agree for the most part
5. agree entirely

1	When I make plans, I follow through with them.	1	2	3	4	5
2	I usually manage one way or another.	1	2	3	4	5
3	I am able to depend on myself more than anyone else.	1	2	3	4	5
4	Keeping interested in things is important to me.	1	2	3	4	5
5	I can be on my own if I have to.	1	2	3	4	5
6	I feel proud that I have accomplished things in life.	1	2	3	4	5
7	I usually take things in stride.	1	2	3	4	5
8	I am friends with myself.	1	2	3	4	5
9	I feel that I can handle many things at a time.	1	2	3	4	5
10	I am determined.	1	2	3	4	5
11	I seldom wonder what the point of it all is.	1	2	3	4	5
12	I take things one day at a time.	1	2	3	4	5
13	I can get through difficult times because I've experienced difficulty before.	1	2	3	4	5
14	I have self-discipline.	1	2	3	4	5
15	I keep interested in things.	1	2	3	4	5
16	I can usually find something to laugh about.	1	2	3	4	5
17	My belief in myself gets me through hard times.	1	2	3	4	5
18	In an emergency, I'm someone people can generally rely on.	1	2	3	4	5
19	I can usually look at a situation in a number of ways.	1	2	3	4	5
20	Sometimes I make myself do things whether I want to or not.	1	2	3	4	5
21	My life has meaning.	1	2	3	4	5
22	I do not dwell on things that I can't do anything about.	1	2	3	4	5
23	When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5

24	I have enough energy to do what I have to do.	1	2	3	4	5
25	It's okay if there are people who don't like me.	1	2	3	4	5

E) DIFFICULTIES IN EMOTION REGULATION SCALE – DERS (Gratz & Roemer, 2004)

1.	I do this almost never					
2.	I do this sometimes					
3.	I do this regularly					
4.	I do this often					
5.	I do this almost always					
1	I pay attention to how I feel.	1	2	3	4	5
2	I have no idea how I am feeling.	1	2	3	4	5
3	I have difficulty making sense out of my feelings.	1	2	3	4	5
4	I am attentive to my feelings.	1	2	3	4	5
5	I am confused about how I feel.	1	2	3	4	5
6	When I'm upset, I acknowledge my emotions.	1	2	3	4	5
7	When I'm upset, I become embarrassed for feeling that way.	1	2	3	4	5
8	When I'm upset, I have difficulty getting work done.	1	2	3	4	5
9	When I'm upset, I become out of control.	1	2	3	4	5
10	When I'm upset, I believe that I will remain that way for a long time.	1	2	3	4	5
11	When I'm upset, I believe that I'll end up feeling very depressed.	1	2	3	4	5
12	When I'm upset, I have difficulty focusing on other things.	1	2	3	4	5
13	When I'm upset, I feel ashamed with myself for feeling that way.	1	2	3	4	5
14	When I'm upset, I feel guilty for feeling that way.	1	2	3	4	5
15	When I'm upset, I have difficulty concentrating.	1	2	3	4	5
16	When I'm upset, I have difficulty controlling my behaviors.	1	2	3	4	5
17	When I'm upset, I believe that wallowing in it is all I can do.	1	2	3	4	5
18	When I'm upset, I lose control over my behaviors.	1	2	3	4	5

F) DEPRESSION - ANXIETY - STRESS SCALE (DASS) (Lovibond & Lovibond, 1995)

Please read each statement and circle a number 1, 2, 3, 4 or 5 which indicates how much the statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement. The rating scale is as follows:

1. I do this almost never
 2. I do this sometimes
 3. I do this regularly
 4. I do this often
 5. I do this almost always
-
- | | | | | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | I was aware of dryness of my mouth | 1 | 2 | 3 | 4 | 5 |
| 2 | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 1 | 2 | 3 | 4 | 5 |
| 3 | I experienced trembling (eg, in the hands) | 1 | 2 | 3 | 4 | 5 |
| 4 | I was worried about situations in which I might panic and make a fool of myself | 1 | 2 | 3 | 4 | 5 |
| 5 | I felt I was close to panic | 1 | 2 | 3 | 4 | 5 |
| 6 | I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat) | 1 | 2 | 3 | 4 | 5 |
| 7 | I felt scared without any good reason | 1 | 2 | 3 | 4 | 5 |

G) PROCRASTINATION ASSESSMENT SCALE STUDENT – (PASS) (Solomon & Rothblum, 1984)

For each of the following activities, please rate the degree to which you delay or procrastinate. Rate each item on a **1 to 5** scale according to how often you wait until the last minute to do the activity. Then, indicate on a **1 to 5** scale the degree to which you feel procrastination on that task is a problem. Finally, indicate on a **1 to 5** scale the degree to which you would like to decrease your tendency to procrastinate on each task. Mark your answers by circling the appropriate letter below each question.

1. I do this almost never
2. I do this sometimes
3. I do this regularly
4. I do this often
5. I do this almost always

I. Writing a Term Paper

- | | | | | | | |
|---|-------------------------------------------------------------------|---|---|---|---|---|
| 1 | To what degree do you procrastinate on this task? | 1 | 2 | 3 | 4 | 5 |
| 2 | To what degree is procrastination on this task a problem for you? | 1 | 2 | 3 | 4 | 5 |

II. Studying for Exams

- | | | | | | | |
|---|-------------------------------------------------------------------|---|---|---|---|---|
| 3 | To what degree do you procrastinate on this task? | 1 | 2 | 3 | 4 | 5 |
| 4 | To what degree is procrastination on this task a problem for you? | 1 | 2 | 3 | 4 | 5 |

III. Keeping Up Weekly Reading Assignments

- | | | | | | | |
|---|-------------------------------------------------------------------|---|---|---|---|---|
| 5 | To what degree do you procrastinate on this task? | 1 | 2 | 3 | 4 | 5 |
| 6 | To what degree is procrastination on this task a problem for you? | 1 | 2 | 3 | 4 | 5 |

IV. Academic Administrative Tasks: Filling out Forms, Registering for Classes, Getting ID Card, etc.

- | | | | | | | |
|---|-------------------------------------------------------------------|---|---|---|---|---|
| 7 | To what degree do you procrastinate on this task? | 1 | 2 | 3 | 4 | 5 |
| 8 | To what degree is procrastination on this task a problem for you? | 1 | 2 | 3 | 4 | 5 |

V. Attendance Tasks: Meeting with Your Advisor, Making an Appointment with a Professor, etc.

- | | | | | | | |
|----|-------------------------------------------------------------------|---|---|---|---|---|
| 9 | To what degree do you procrastinate on this task? | 1 | 2 | 3 | 4 | 5 |
| 10 | To what degree is procrastination on this task a problem for you? | 1 | 2 | 3 | 4 | 5 |

VI. School Activities in General

- | | | | | | | |
|----|-------------------------------------------------------------------|---|---|---|---|---|
| 11 | To what degree do you procrastinate on this task? | 1 | 2 | 3 | 4 | 5 |
| 12 | To what degree is procrastination on this task a problem for you? | 1 | 2 | 3 | 4 | 5 |

5.2 University of Antwerp

Beste student

Welkom bij dit onderzoek over leren, motivatie en welbevinden. Het doel van dit onderzoek is om meer inzicht te verkrijgen in de relatie tussen de manier waarop je leren aanpakt, jouw motivatie en welbevinden tijdens je studies. Eerst stellen we enkele vragen over jouw achtergrond. Hierna volgen een aantal vragen die te maken hebben met hoe je leren gewoonlijk aanpakt en wat je motivatie hiervoor is. Vervolgens krijg je vragen die te maken hebben met je welbevinden - meer bepaald in welke mate je stress ervaart - wat je veerkracht is en hoe je je emoties ervaart tijdens je studies. We willen je aanmoedigen om alle vragen te beantwoorden. Er bestaan geen goede of foute antwoorden. De gegevens verkregen uit dit onderzoek zullen anoniem verwerkt worden en in rapporten over het onderzoek zullen gepubliceerde gegevens strikt vertrouwelijk en anoniem verwerkt worden en niet te herleiden zijn naar personen.

Alvast bedankt voor je deelname!

Ik bevestig hierbij bovenstaande informatie rond het onderzoek gelezen te hebben en op geheel vrijwillige basis mee te werken aan dit onderzoek.

- Ja
- Neen

Achtergrondgegevens

1. Geslacht:

- Man
- Vrouw
- X

2. Leeftijd

.....

3. Ik ben

- Werkstudent
 - Voltijds student
4. Welke werksituatie is op jou van toepassing?
- deltijds (minstens de helft van een voltijdse opdracht)
 - voltijds
 - zelfstandige
 - andere
5. In welke sector werk je?
- privésector
 - overheid
 - non-profit
 - andere
2. Werk je bij een kleine, middelgrote of grote onderneming?
- kleine onderneming (< 50 werknemers)
 - middelgrote onderneming (< 250 werknemers)
 - grote onderneming (>= 250 werknemers)
3. Maak je gebruik van sociale en financiële voorzieningen (meerdere opties mogelijk)?
- Vlaams opleidingsverlof
 - studietoelage van de Vlaamse overheid
 - tijdskrediet of zorgkrediet met motief opleiding
 - opleidingscheques
 - andere
4. Indien je bekend met het Vlaams opleidingsverlof (vervangt vanaf 1/09/2019 het betaald educatief verlof), hoe evalueer je het systeem? Geef een score van 1 tot 10 waarbij 1 heel laag is en 10 heel hoog.
- 0
 - 1
 - 2
 - 3

Deliverable: IO7

2018-1-EL01-KA203-047890

- 4
- 5
- 6
- 7
- 8
- 9
- 10

5. Heb je nog opmerkingen over de sociale en financiële voorzieningen voor werkstudenten?

6. Geef aan in welke mate je het eens of oneens bent met volgende stellingen

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord	Niet van toepassing
1 De opleiding is goed combineerbaar met mijn job.						
2 De opleiding besteedt voldoende aandacht aan kennis en vaardigheden die de arbeidsmarkt vraagt.						
3 Universiteiten en hogescholen moeten meer inzetten op korte opleidingen.						
4 Levenslang leren is belangrijk voor mijn werkgever.						
5 Mijn werkgever reageert positief op het aanvragen van het Vlaams opleidingsverlof						

of tijdskrediet/zorgkrediet						
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7. Hoe schat je je studiesucces in op het einde van dit opleidingsjaar?

- Ik slaag in eerste zittijd.
- Ik slaag in tweede zittijd.
- Ik slaag helemaal niet.
- Ik ben van plan om deze opleiding te onderbreken of te stoppen.

Leren

Leeractiviteiten

Kennis en inzicht ontstaan niet vanzelf: er is moeite voor nodig om je bepaalde leerinhouden eigen te maken. Dit onderdeel gaat over de verschillende activiteiten die je gebruikt bij de verwerking van leerinhouden. Lees elke uitspraak zorgvuldig en geef daarna aan in hoeverre je van de genoemde activiteit gebruikt maakt bij het studeren. Er bestaan geen goede of foute antwoorden.

	vrijwel nooit	soms	regelmatig	vaak	vrijwel altijd
1 Opsommingen met kenmerken van een bepaald onderwerp prent ik in mijn hoofd.					
2 Als ik aan het leren ben, denk ik aan ervaringen die ik zelf heb meegemaakt en die te maken hebben met de leerinhouden.					
3 Ik merk dat ik de aanwijzingen van de docent over hoe ik moet leren niet zo duidelijk vind.					

4 Ik voeg uit andere bronnen iets aan de leerinhouden toe.				
5 Ik merk dat ik het moeilijk vind om te bepalen of ik de leerinhouden voldoende beheers.				
6 Ik vergelijk conclusies uit verschillende hoofdstukken met elkaar.				
7 Tijdens het leren richt ik mij ook op andere leerdoelen dan die van de cursus.				
8 Ik ga in het leermateriaal na of wat de docent vertelt inderdaad zo is.				
9 Ik som de belangrijkste feiten van de leerinhoud op en die leer ik dan uit mijn hoofd.				
10 Ik probeer dingen die om me heen gebeuren te begrijpen met behulp van de kennis die ik in de opleiding heb geleerd.				
11 Ik probeer verbanden te leggen tussen de verschillende opleidingsonderdelen.				
12 Ik merk dat de extra uitleg en aanwijzingen die een docent geeft een onmisbare hulp zijn bij het leren.				
13 Ik werk een hoofdstuk uit mijn cursus stap voor stap af en bestudeer elk onderdeel apart.				
14 Ik lees naast de verplichte leerstof ook ander leermateriaal (boeken, tijdschriften, websites) die met de leerstof te maken hebben.				
15 Ik leer volgens de aanwijzingen die de docent of de cursus mij geven.				

16 Ik zoek uit wat de overeenkomsten en verschillen zijn tussen de onderwerpen die in een cursus worden behandeld.					
17 Ik leer de betekenis van alle woorden die ik niet ken uit het hoofd.					
18 Als ik de vragen die in het cursusmateriaal of door de docent worden gesteld goed kan beantwoorden, besluit ik dat ik de leerstof goed beheers.					
19 Ik herhaal de belangrijkste onderdelen van een hoofdstuk net zo lang tot ik ze uit mijn hoofd ken.					
20 Om te toetsen of ik voldoende heb geleerd, bedenk ik zelf vragen die ik dan beantwoord.					
21 Met behulp van wat ik in de opleiding leer, bedenk ik oplossingen voor praktische problemen.					
22 Als ik een stuk uit de cursus niet begrijp, zoek ik dat op in andere informatiebronnen (boeken, websites, tijdschriften).					
23 Als ik alle opgaven die bij een bepaald hoofdstuk horen, kan maken, besluit ik dat ik voldoende heb geleerd.					
24 Ik gebruik de opmerkingen en aanwijzingen van de docent om precies te weten te komen hoe ik de leerstof moet leren.					
25 Ik merk dat ik moeite heb met het leren van een grote hoeveelheid leerinhouden.					

26 Definities leer ik zo letterlijk mogelijk van buiten.					
27 Ik merk dat ik iemand mis bij wie ik terecht kan voor hulp als ik leermoeilijkheden ervaar.					

Motivatie

Er kunnen vele redenen zijn om te studeren. Dit onderdeel gaat over de verschillende motieven, doelstellingen en houdingen die je kan hebben ten opzichte van je gekozen studie. Geef telkens bij de beoordeling aan in hoeverre je jezelf herkent in een uitspraak. Het gaat er hier niet om aan te geven of je een motief, doel en dergelijke goed, minder goed, of slecht vindt; je geeft alleen aan in hoeverre je de uitspraak ook voor jou van toepassing vindt.

	helemaal mee oneens	voor een groot deel mee oneens	evenveel mee eens als oneens	voor een groot deel mee eens	helemaal mee eens
1 Ik interesseer me vooral in die opleidingsonderdelen die me nuttig lijken voor mijn huidige of toekomstige beroep.					
2 Ik doe deze studie uit pure belangstelling voor de onderwerpen die worden behandeld.					
3 Ik wil voor mezelf bewijzen dat ik een studie in het universitair onderwijs aankan.					
4 Ik twijfel er aan of deze studierichting wel de juiste richting voor mij is.					

6	Ik wil anderen laten zien, dat ik in staat ben universitair onderwijs met succes te volgen.				
7	Ik heb deze studierichting gekozen omdat het werk dat ik ermee kan doen mij enorm interesseert.				
8	Dat ik voor universitair onderwijs heb gekozen is voor mij een uitdaging.				
9	Mijn studie is alleen maar bedoeld om mezelf intellectueel te verrijken.				
10	Ik heb weinig vertrouwen in mijn studiecapaciteiten.				
11	Voor het soort werk dat ik wil moet ik in het universitair onderwijs gestudeerd hebben.				
12	Ik zie deze studie zuiver als een stuk ontspanning.				
13	Mijn belangrijkste doel bij deze studie is om mezelf voor te bereiden op de uitoefening van een beroep.				
14	Ik wil erachter proberen te komen wat mijn kwaliteiten zijn, wat ik kan en wat ik niet kan.				
15	Ik wil door deze studie vooral beroepsbekwaamheid verwerven.				
16	Als ik kan kiezen volg ik vooral die cursussen waarvan de inhoud aansluit bij mijn persoonlijke interesses.				

17 Ik vraag me af of deze studie alle moeite wel waard is.					
18 Ik twijfel er aan of dit soort onderwijs wel de juiste onderwijsvorm voor mij is.					
19 Ik wil voor mezelf uittesten of ik een studie in het universitair onderwijs aankan.					
20 Ik doe deze studie omdat ik leren en studeren op zich leuk vind.					
21 Ik ben bang dat deze studie te zwaar voor me is.					

Zelfeffectiviteit

Dit deel van de vragenlijst peilt naar hoeveel vertrouwen je hebt in je eigen kunnen voor je studies en in hoeverre je beroep doet op anderen tijdens het leren. Er zijn opnieuw geen goede of foute antwoorden.

	helemaal mee oneens	voor een groot deel mee oneens	evenveel mee eens als oneens	voor een groot deel mee eens	helemaal mee eens
1 Ik denk dat ik zeer goede cijfers ga halen voor deze opleiding.					
2 Ik ben er zeker van dat ik de meest moeilijke leerinhoud die de docent uitlegt wel kan begrijpen.					

3	Ik heb er vertrouwen in dat ik de meeste leerinhoud die de docent uitlegt wel kan leren.					
4	Ik weet zeker dat ik de meest moeilijk onderdelen uit het leer materiaal die bij deze opleiding horen kan begrijpen.					
5	Ik heb er vertrouwen in dat ik een goed cijfer ga halen voor de opdrachten en de examens in deze opleiding.					
6	Ik verwacht dat ik de leerinhouden van de verschillende opleidingsonderdelen binnen deze opleiding goed begrijp.					
7	Ik weet zeker dat ik de opleidingsonderdelen binnen deze opleiding wel onder de knie kan krijgen.					

Emotieregulatie

Dit deel van de vragenlijst peilt naar hoe je je emoties ervaart tijdens je studies. Geef voor ieder van de onderstaande uitspraken aan in hoeverre de uitspraak voor jou van toepassing is in relatie tot je studies. Er zijn geen goede of foute antwoorden.

	vrijwel nooit	soms	regelmatig	vaak	vrijwel altijd
1	Ik besteed aandacht aan hoe ik me voel.				
2	Ik heb geen idee hoe ik me voel.				
3	Ik heb er moeite mee mijn gevoelens te begrijpen.				
4	Ik let op mijn gevoelens.				



5	Ik weet niet zeker hoe ik me voel.					
6	Als ik van streek ben, erken ik mijn emoties.					
7	Als ik van streek ben, schaam ik me daarvoor.					
8	Als ik van streek ben, vind ik het moeilijk om werk gedaan te krijgen.					
9	Als ik van streek ben, raak ik buiten zinnen.					
10	Als ik van streek ben, denk ik dat dat lange tijd gaat duren.					
11	Als ik van streek ben, denk ik dat ik uiteindelijk heel depressief word.					
12	Als ik van streek ben, heb ik er moeite mee me op andere dingen te concentreren.					
13	Als ik van streek ben, schaam ik me dat ik me zo voel.					
14	Als ik van streek ben, voel ik me schuldig.					
15	Als ik van streek ben, vind ik het moeilijk om me te concentreren.					
16	Als ik van streek ben, heb ik er moeite mee mijn gedrag te beheersen.					
17	Als ik van streek ben, denk ik dat ik er alleen maar in kan blijven hangen.					

18 Als ik van streek ben, verlies ik de controle over mijn gedrag.					
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Uitstelgedrag

Wanneer je een opleiding volgt, kan het voorkomen dat je het studeren of studie-activiteiten uitstelt. Uitstelgedrag is de neiging om taken voor je uit te schuiven omdat je er om een of andere reden tegenop ziet. Duid voor elk van de onderstaande activiteiten aan in welke mate je soortgelijk uitstelgedrag vertoont. Duid daarnaast aan in welke mate je jouw uitstelgedrag voor deze taak als problematisch ervaart. Duid tenslotte aan in welke mate je wil dat je uitstelgedrag voor deze taak vermindert.

	vrijwel nooit	soms	regelmatig	vaak	vrijwel altijd
Het schrijven van een paper					
1 In hoeverre stel je deze taak uit?					
2 Ervaar je het uitstellen van deze taak als problematisch?					
Het studeren voor examens					
3 In hoeverre stel je deze taak uit?					
4 Ervaar je het uitstellen van deze taak als problematisch?					
Het leermateriaal wekelijks bijhouden					
5 In hoeverre stel je deze taak uit?					
6 Ervaar je het uitstellen van deze taak als problematisch?					

Administratieve taken zoals het invullen van formulieren, registreren voor opleidingsonderdelen of examens, je studentenkaart verkrijgen					
7 In hoeverre stel je deze taak uit?					
8 Ervaar je het uitstellen van deze taak als problematisch?					
Afspraken zoals het samenzitten met je begeleider en een afspraak maken met een docent					
9 In hoeverre stel je deze taak uit?					
10 Ervaar je het uitstellen van deze taak als problematisch?					
Leeractiviteiten in het algemeen					
11 In hoeverre stel je deze taak uit?					
12 Ervaar je het uitstellen van deze taak als problematisch?					

Veerkracht

Het laatste deel van deze vragenlijst gaat over de veerkracht die je ervaart tijdens het volgen van je opleiding. Geef aan in welke mate een uitspraak voor je van toepassing is.

	helemaal mee oneens	voor een groot deel mee oneens	evenveel mee eens als oneens	voor een groot deel	helemaal mee eens
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				mee eens	
1 Als ik plannen maak, voer ik ze uit.					
2 Ik red mezelf meestal wel.					
3 Ik kan meer onafhankelijk werken dan anderen.					
4 Ik vind het belangrijk om geïnteresseerd te blijven.					
5 Ik kan alleen zijn als dat nodig is.					
6 Ik ben trots op de dingen die ik heb bereikt in mijn leven.					
7 Ik kan omgaan met onverwachte problemen.					
8 Ik ben tevreden met mezelf.					
9 Ik kan omgaan met veel dingen tegelijk.					
10 Ik weet wat ik wil.					
11 Ik twijfel aan de zin van het leven.					
12 Ik pak problemen aan die ik tegenkom.					
13 Ik kom door moeilijke momenten heen omdat ik al eerder moeilijke momenten heb meegemaakt.					
14 Ik heb zelfdiscipline.					
15 Ik blijf geïnteresseerd in dingen.					
16 Ik kan zelfs in moeilijke tijden wel eens lachen.					

17 Ik geloof in mezelf en dat helpt mij in moeilijke momenten.					
18 In een noodgeval kunnen mensen op mij rekenen.					
19 Ik bekijk een situatie op meerdere manieren.					
20 Ik kan mezelf dwingen dingen anders te doen, ook als ik daar geen zin in heb.					
21 Mijn leven heeft zin.					
22 Ik blijf niet stilstaan bij dingen waar ik niets aan kan doen.					
23 In een moeilijke situatie vind ik altijd een oplossing.					
24 Ik heb genoeg energie om te doen wat ik moet doen.					
25 Het is niet erg dat er mensen zijn die mij niet leuk vinden.					

Psychologisch welbevinden

Depressie, angst en stress

Dit deel van de vragenlijst peilt naar het welbevinden tijdens je studies en gaat na in welke mate je stress en angst ervaart tijdens je studies. Geef voor ieder van de onderstaande uitspraken aan in hoeverre de uitspraak de afgelopen week voor jou van toepassing is. Het is belangrijk om de vragen te beantwoorden in relatie tot je studies en de opleiding die je volgt. We zijn geïnteresseerd in welke mate je stress en angst ervaart door je studies. Er zijn geen goede of foute antwoorden.

	vrijwel nooit	soms	regelmatig	vaak	vrijwel altijd
1 Ik merk dat mijn mond droog aanvoelt.					
2 Ik ben niet in staat om ook maar enig positief gevoel te ervaren.					
3 Ik vind het moeilijk om het initiatief te nemen om iets te gaan doen.					
4 Ik heb de neiging om overdreven te reageren op situaties.					
6 Ik ben erg nerveus.					
7 Ik heb het gevoel dat ik niets heb om naar uit te kijken.					
8 Ik merk dat ik snel prikkelbaar ben.					
9 Ik vind het moeilijk me te ontspannen.					
10 Ik voel me verdrietig en depressief.					
11 Ik vind het moeilijk om te dulden dat ik gestoord word bij wat ik aan het doen ben.					
12 Ik ben me bewust van mijn hartslag terwijl ik me niet fysiek inspan.					
13 Ik ben angstig zonder enige reden.					

Bedankt voor jouw deelname.

Indien je door het invullen van deze vragenlijst vragen stelt over jouw welbevinden, stressbeleving of over jouw studie-aanpak, dan kan je steeds terecht bij het StudentenInformatiepunt (STIP): stip@uantwerpen.be of +32 3 265 48 72

5.3 University of Turin

Gentile studente/ssa,
ti chiediamo di compilare questo questionario che riguarda diversi ambiti della tua esperienza universitaria.

Leggi attentamente le affermazioni e cerchia il numero che secondo il tuo parere rispecchia meglio il tuo punto di vista.

Tieni presente che non esistono risposte giuste o sbagliate. Non impiegare troppo tempo per rispondere a ciascuna affermazione, spesso la prima risposta è la più corrispondente alla realtà.

Il questionario è anonimo ed i dati raccolti verranno elaborati ai soli fini di ricerca.

Grazie per la tua preziosa disponibilità e collaborazione.

DATI ANAMNESTICI

Ultime 4 cifre del n° di cellulare	----	
Età	_____ anni	
Sesso	<input type="checkbox"/> Femmina	<input type="checkbox"/> Maschio

Studente/ssa	<input type="checkbox"/> A tempo pieno	<input type="checkbox"/> Lavoratore/tric e
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ESAMI SOSTENUTI

TITOLO CORSO	CFU	VOTO

Per ciascuna affermazione, indica quale livello è più adatto a te.

Esprimi il tuo punto di vista cercando un numero su una scala da 1 a 5.

	Lo faccio raramente o mai	Lo faccio qualche volta	Lo faccio regolarmente	Lo faccio spesso	Lo faccio quasi sempre
1. Confronto le conclusioni illustrate nei diversi capitoli.	1	2	3	4	5
2. Controllo se le conclusioni tratte dai diversi autori di un libro di testo seguono i fatti su cui si basano logicamente.	1	2	3	4	5
3. Cerco di combinare in un unico concetto gli argomenti trattati separatamente in un corso.	1	2	3	4	5
4. Cerco di individuare somiglianze e differenze tra le teorie che vengono affrontate all'interno di un corso.	1	2	3	4	5
5. Memorizzo una lista di caratteristiche di un dato fenomeno.	1	2	3	4	5
6. Stilo una lista degli aspetti più importanti e li imparo a memoria.	1	2	3	4	5
7. Non avanzo al capitolo successivo finchè non padroneggio nei dettagli il capitolo precedente.	1	2	3	4	5

8. Memorizzo il significato di qualsiasi termine che mi è non familiare.	1	2	3	4	5
9. Ripeto le parti principali di un argomento finchè non le imparo a memoria.	1	2	3	4	5
10. Memorizzo le definizioni nel modo più letterale possibile.	1	2	3	4	5
11. Quando studio un argomento, penso agli episodi provenienti dalla mia esperienza personale e che sono collegati all'argomento.	1	2	3	4	5
12. Cerco di interpretare gli eventi della realtà quotidiana con l'aiuto delle conoscenze acquisite in un corso.	1	2	3	4	5
13. Con l'aiuto delle teorie illustrate in un corso, immagino delle soluzioni per problemi pratici.	1	2	3	4	5
14. Aggiungo qualcosa all'argomento di studio traendo da altre fonti.	1	2	3	4	5
15. Quando studio, perseguo non solo gli obiettivi di apprendimento fissati dall'insegnante, ma anche da me stesso/a.	1	2	3	4	5
16. Oltre al programma, studio altro materiale che riguarda i contenuti del corso.	1	2	3	4	5
17. Per testare il mio progresso nell'apprendimento, provo a rispondere a delle domande che pongo a me stesso.	1	2	3	4	5
18. Se non comprendo bene un testo, provo a cercare altro materiale che riguarda l'argomento.	1	2	3	4	5
19. Uso le indicazioni fornite dall'insegnante e gli obiettivi del corso per sapere esattamente cosa fare.	1	2	3	4	5
20. Studio seguendo le indicazioni fornite nel materiale oggetto di studio o dall'insegnante.	1	2	3	4	5
21. Se riesco a dare delle buone risposte alle domande che ci sono nel libro di testo o formulate dall'insegnante, deduco che	1	2	3	4	5

possiedo una buona padronanza dell'argomento.					
22. Se riesco a completare tutte le attività richieste dal libro di testo o dall'insegnante, deduco che possiedo una buona padronanza dell'argomento.	1	2	3	4	5
23. Ho bisogno di ulteriori spiegazioni da parte dell'insegnante per riuscire a studiare.	1	2	3	4	5
24. Mi rendo conto che non mi è chiaro cosa devo memorizzare e cosa non devo memorizzare.	1	2	3	4	5
25. Mi rendo conto di avere difficoltà nell'elaborare una grande quantità di materiale.	1	2	3	4	5
26. Mi rendo conto che è difficile per me decidere se padroneggio un argomento a sufficienza.	1	2	3	4	5
27. Mi rendo conto che ho bisogno di qualcuno su cui fare affidamento in caso di difficoltà.	1	2	3	4	5

Per ciascuna affermazione, indica quale livello è più adatto a te.

Esprimi il tuo punto di vista cerchiando un numero su una scala da 1 a 5.

	Sono in totale disaccordo	Sono parzialmente in disaccordo	Sono indeciso/a	Sono per lo più d'accordo	Sono totalmente d'accordo
1. Compio questi studi per puro interesse verso gli argomenti che vengono trattati.	1	2	3	4	5
2. L'unico obiettivo dei miei studi è arricchire me stesso.	1	2	3	4	5
3. Vedo questi studi come un puro svago.	1	2	3	4	5
4. Quando posso scegliere, opto per corsi che riflettono i miei interessi personali.	1	2	3	4	5
5. Compio questi studi perchè mi piace imparare e studiare.	1	2	3	4	5
6. Miro a raggiungere risultati accademici di alto livello.	1	2	3	4	5
7. L'obiettivo principale che perseguo nei miei studi è passare gli esami.	1	2	3	4	5
8. Ciò che voglio da questi studi è ottenere crediti per il diploma.	1	2	3	4	5
9. Studio soprattutto per superare gli esami.	1	2	3	4	5
10. Per me, la prova scritta di aver superato un esame rappresenta qualcosa di valore di per sè.	1	2	3	4	5
11. Voglio dimostrare a me stesso che sono capace di affrontare studi di livello superiore.	1	2	3	4	5
12. Voglio dimostrare agli altri che sono capace di affrontare con successo un programma di istruzione di livello superiore.	1	2	3	4	5
13. Considero la scelta che ho compiuto di iscrivermi ad un corso di studi superiore come una sfida.	1	2	3	4	5
14. Voglio scoprire le mie qualità, ciò di cui sono capace e ciò che non riesco a fare.	1	2	3	4	5

15. Voglio mettermi alla prova per vedere se sono capace di compiere studi di livello superiore.	1	2	3	4	5
16. Quando posso scegliere, opto per corsi che mi sembrano utili per la mia presente o futura professione.	1	2	3	4	5
17. Ho scelto quest'ambito di studio perchè mi prepara per il tipo di professione che mi interessa di più.	1	2	3	4	5
18. Per il tipo di professione che mi piacerebbe fare, ch'è necessario seguire un corso di studi di livello superiore.	1	2	3	4	5
19. L'obiettivo principale che mi pongo negli studi è preparare me stesso ad una professione.	1	2	3	4	5
20. Ciò che voglio acquisire attraverso i miei studi sono soprattutto competenze professionali.	1	2	3	4	5
21. Non sono sicuro/a che questo sia l'ambito di studio giusto per me.	1	2	3	4	5
22. Ho poca fiducia nelle mie capacità di studio.	1	2	3	4	5
23. Mi chiedo se questi studi valgano tutti questi sforzi.	1	2	3	4	5
24. Non sono sicuro/a che questo tipo di formazione sia adatto a me.	1	2	3	4	5
25. Sono spaventato/a dal fatto che questi studi siano troppo impegnativi per me.	1	2	3	4	5

Per ciascuna affermazione, indica quale livello è più adatto a te.

Esprimi il tuo punto di vista cercando un numero su una scala da 1 a 5.

		Son o in total e disa ccor do	Son o parz ialm ente in disa ccor do	Son o inde ciso/ a	Sono per lo più d'acc ordo	Sono total ment e d'acc ordo
1.	Quando studio per questo corso, spesso provo a spiegare il materiale ai miei compagni o amici.	1	2	3	4	5
2.	Cerco di lavorare con altri studenti di questo corso per raggiungere gli obiettivi proposti dal corso.	1	2	3	4	5

3.	Quando studio per questo corso, spesso riservo del tempo per discutere della materia con un gruppo di altri studenti.	1	2	3	4	5
4.	Anche se ho difficoltà a studiare la materia di questo corso, provo a fare il lavoro da solo, senza l'aiuto di nessuno.	1	2	3	4	5
5.	Chiedo al docente di chiarire i concetti che non capisco bene.	1	2	3	4	5
6.	Quando non riesco a capire la materia di questo corso, chiedo a qualche altro studente di aiutarmi.	1	2	3	4	5
7.	Cerco di identificare gli studenti di questo corso ai quali posso chiedere aiuto se necessario.	1	2	3	4	5
8.	Credo che riceverò un voto eccellente in questo corso.	1	2	3	4	5
9.	Sono certo che potrò comprendere il materiale più difficile presentato nelle letture di questo corso.	1	2	3	4	5
10.	Sono fiducioso di riuscire a comprendere i concetti di base presentati in questo corso.	1	2	3	4	5
11.	Sono fiducioso di poter comprendere il materiale più complesso presentato dai docenti del corso.	1	2	3	4	5
12.	Sono fiducioso di poter ottenere degli ottimi punteggi rispetto ai compiti e ai test di questo corso.	1	2	3	4	5
13.	Mi aspetto di andare bene in questo corso.	1	2	3	4	5
14.	Sono certo di poter padroneggiare le competenze trasmesse in questo corso.	1	2	3	4	5
15.	Considerando le difficoltà del corso, l'insegnante, e le mie capacità, penso che andrò bene in questo corso.	1	2	3	4	5

Per ciascuna affermazione, indica quale livello è più adatto a te.

Esprimi il tuo punto di vista cerchiando un numero su una scala da 1 a 5.

	Sono in total e disac cord o	Sono parzi alme nte in disac cord o	Sono inde ciso/ a	Sono per lo più d'acco rdo	Sono total men te d'acc ordo
1. Quando faccio dei progetti, li porto a termine.	1	2	3	4	5
2. Di solito riesco a cavarmela in un modo o nell'altro.	1	2	3	4	5
3. Conto su me stesso\à più che sugli altri.	1	2	3	4	5
4. Mantenere un interesse sulle cose, per me è importante.	1	2	3	4	5
5. Posso contare su me stesso\à se devo.	1	2	3	4	5
6. Sono orgoglioso\à di aver realizzato delle cose nella mia vita.	1	2	3	4	5
7. Di solito affronto le cose senza farmi problemi.	1	2	3	4	5
8. Sono amico/a di me stesso/a.	1	2	3	4	5
9. Sento di poter gestire molte cose contemporaneamente.	1	2	3	4	5
10. Sono determinato/a.	1	2	3	4	5
11. Io spesso mi chiedo qual è il significato di tutto questo.	1	2	3	4	5
12. Affronto le cose una alla volta.	1	2	3	4	5
13. Posso affrontare momenti difficili perché ho già avuto esperienza in passato.	1	2	3	4	5
14. Ho auto-disciplina.	1	2	3	4	5
15. Sono interessato alle cose.	1	2	3	4	5
16. Di solito trovo qualcosa per cui sorridere.	1	2	3	4	5
17. Il credere in me stesso/a mi aiuta a superare i momenti difficili.	1	2	3	4	5
18. In una situazione di emergenza io sono qualcuno su cui le persone, di solito, possono contare.	1	2	3	4	5

19. Di solito riesco a vedere una situazione da vari punti di vista.	1	2	3	4	5
20. A volte mi costringo a fare delle cose che lo voglio o no.	1	2	3	4	5
21. La mia vita ha significato.	1	2	3	4	5
22. Non mi soffermo sulle cose per le quali non posso fare nulla.	1	2	3	4	5
23. Quando sono in una situazione difficile, di solito riesco a trovare il modo di uscirne.	1	2	3	4	5
24. Ho abbastanza energia per fare ciò che devo.	1	2	3	4	5
25. Non è un problema per me se ci sono persone a cui non piaccio.	1	2	3	4	5

Utilizzando la seguente scala di valori, ti chiediamo di segnare quanto spesso le seguenti affermazioni possono essere applicate alla tua esperienza, segnando la casella corrispondente al numero appropriato a fianco di ogni voce.

1	2	3	4	5
Lo faccio raramente o mai	Lo faccio qualche volta	Lo faccio regolarmente	Lo faccio spesso	Lo faccio quasi sempre
0-10%	11-35%	36-65%	66-90%	91-100%

	1	2	3	4	5
1. Presto attenzione a come mi sento					
2. Non ho idea di come mi sento					
3. Ho difficoltà a dare un senso ai miei sentimenti					
4. Presto attenzione alle mie emozioni					
5. Sono confuso riguardo a ciò che provo					
6. Quando sono turbato, riconosco le mie emozioni					
7. Quando sono turbato, mi imbarazza sentirmi in quel modo					
8. Quando sono turbato, ho delle difficoltà a completare il mio lavoro					
9. Quando sono turbato, perdo il controllo					
10. Quando sono turbato, credo che rimarrò in quello stato per molto tempo					
11. Quando sono turbato, credo che finirò per sentirmi molto depresso					
12. Quando sono turbato, faccio fatica a focalizzarmi su altre cose					
13. Quando sono turbato, mi vergogno con me stesso perché mi sento in quel modo					
14. Quando sono turbato, mi sento in colpa perché mi sento in quel modo					

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15. Quando sono turbato, ho delle difficoltà a concentrarmi					
16. Quando sono turbato, ho delle difficoltà nel controllare i miei comportamenti					
17. Quando sono turbato, credo che crogiolarmi in questa emozione sia l'unica cosa che io possa fare					
18. Quando sono turbato, perdo il controllo sui miei comportamenti					

Leggi ogni frase e poi indica con quale frequenza la situazione descritta si è verificata negli ultimi sette giorni. Esprimi la tua valutazione segnando la casella corrispondente al numero appropriato a fianco di ogni voce secondo la scala di valutazione seguente.

1	2	3	4	5
Lo faccio raramente o mai	Lo faccio qualche volta	Lo faccio regolarmente	Lo faccio spesso	Lo faccio quasi sempre

	1	2	3	4	5
1 Ho provato molta tensione e ho avuto difficoltà a recuperare uno stato di calma					
2 Mi sono accorto di avere la bocca secca					
3 Non riesco proprio a provare delle emozioni positive					
4 Mi sono sentito molto in affanno con difficoltà a respirare (per es. respiro molto accelerato, sensazione di forte affanno in assenza di sforzo fisico)					
5 Ho avuto un'estrema difficoltà nel cominciare quello che dovevo fare					
6 Ho avuto la tendenza a reagire in maniera eccessiva alle situazioni					
7 Ho avuto tremori (per es. alle mani)					
8 Ho sentito che stavo impiegando molta energia nervosa					
9 Ho temuto di trovarmi in situazioni in cui sarei potuto andare nel panico e rendermi ridicolo					
10 Non vedevo nulla di buono nel mio futuro					
11 Mi sono sentito stressato					
12 Ho avuto difficoltà a rilassarmi					
13 Mi sono sentito scoraggiato e depresso					
14 Non riesco a tollerare per nulla eventi o situazioni che mi impedivano di portare avanti ciò che stavo facendo					
15 Ho sentito di essere vicino ad avere un attacco di panico					
16 Non c'era nulla che mi dava entusiasmo					
17 Sentivo di valere poco come persona					
18 Mi sono sentito piuttosto irritabile					

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19 Ho percepito distintamente il battito del mio cuore senza aver fatto uno sforzo fisico (per es. battito cardiaco accelerato o perdita di un battito)					
20 Mi sono sentito spaventato senza ragione					
21 Sentivo la vita priva di significato					

*Per ciascuna delle seguenti attività, indica il livello con il quale rimandi o procrastini.
Evidenzia la tua risposta cerchiando il numero corrispondente a fianco ad ogni domanda.*

I. REDIGERE UN COMPITO SCRITTO					
A che livello procrastini questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
A che livello il fatto di procrastinare questa attività rappresenta un problema per te?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
In che misura vorresti diminuire la tua tendenza a procrastinare in questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
II. STUDIARE PER UN ESAME					
A che livello procrastini questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
A che livello il fatto di procrastinare questa attività rappresenta un problema per te?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
In che misura vorresti diminuire la tua tendenza a procrastinare in questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
III. LEGGERE SETTIMANALMENTE					
A che livello procrastini questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
A che livello il fatto di procrastinare questa attività rappresenta un problema per te?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre

In che misura vorresti diminuire la tua tendenza a procrastinare in questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
IV. SCADENZE AMMINISTRATIVE DELL'UNIVERSITÀ (es.: compilare moduli, iscriversi a corsi, ritirare la tessera universitaria...)					
A che livello procrastini questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
A che livello il fatto di procrastinare questa attività rappresenta un problema per te?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
In che misura vorresti diminuire la tua tendenza a procrastinare in questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
V. PARTECIPAZIONE ALLE ATTIVITÀ ACCADEMICHE (es: incontri con professori, ecc.)					
A che livello procrastini questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
A che livello il fatto di procrastinare questa attività rappresenta un problema per te?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
In che misura vorresti diminuire la tua tendenza a procrastinare in questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
VI. ATTIVITÀ SCOLASTICHE IN GENERALE					
A che livello procrastini questa attività?	1. Raramente o mai	2. Qualche volta	3. Regolarmente	4. Spesso	5. Quasi sempre
A che livello il fatto di procrastinare questa	1.	2.	3.	4.	5.

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attività rappresenta un problema per te?	Raramente o mai	Qualche volta	Regolarmente	Spesso	Quasi sempre
In che misura vorresti diminuire la tua tendenza a procrastinare in questa attività?	8. Raramente o mai	9. Qualche volta	10. Regolarmente	11. Spesso	12. Quasi sempre