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## Platform for Advancement of Self

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Deliverable: IO3

Deliverable Form	
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<b>Output Identification</b>	O3
<b>Output Title</b>	Data Collection
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## Deliverable Form IO3

### Output Description

The selected questionnaires will be distributed to an appropriate number of students from the target groups in Greece, Belgium and Italy (~200 students from each country) in order for the researchers to be able to explore their psychometric properties of the instruments. Innovation involves the use of the instruments that haven't been used in similar studies before. The findings will support or restrict transferability of the use of the instruments; the analyses of variables associated for first time in the relevant field reveals innovation; the exploration of the psychometric properties of some of the instruments that have not been used in a particular country before is also an indication of innovation.

Reliable and valid instruments will allow us to get to safe prediction of the factors influencing retainment in studies or dropping-out across countries. This output will have an impact on the 'quality' of the project (PAS) overall as a safe diagnostic tool for freshmen and lends support to any suggestion for transferability.

### Output Identification

- Create the on-line version of the questionnaires
- Distribution of the questionnaires (printed or on-line) to students (~200 students)
- Analysis of the results in real-time (reliability indices, descriptive statistics etc)





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## IO3: Data Collection

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

After having selected the adequate questionnaires (see Intellectual Output 2), the survey for the pilot study was distributed to an appropriate number of students from the target groups in each country (Greece, Italy and Belgium), with the aim to explore the psychometric properties of the instruments. Innovation involved the use of the instruments that haven't been used in similar studies before. Reliable and valid instruments allowed us to get to a safe prediction of the factors influencing retention in studies or dropping-out across countries. This output had an impact on the 'quality' of the project (PAS) overall as a safe diagnostic tool for freshmen and supported transferability of the use of the instruments.

### 1. Methodology

#### 1.1. Participants

##### 1.1.1. University of Ioannina

A sample of 315 students from 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, Education and Psychology department (N=145, 46%), Philology department (N=96, 31%), and Primary Education department (N=74, 23%) Their average age was 19,3 (SD = 4.10, Min. = 18, Max. = 61). The participants were 59 male students (18%) and 256 female counterparts (82%).

##### 1.1.2. University of Turin

The Italian sample for the study was composed of a group of students (418; 40.66% males) recruited from the University of Turin (Università di Torino). The average age of the students was 22.19 (SD = 47.629, Min. = 18, Max. = 33). Among them seven female working students and 13 males. The students were selected through convenience sampling; they were all enrolled in Humanistic Faculties.

**Table 1:** Number of participants by gender and by teime dedicated to studies

<i>Gender</i>	<i>Time dedicated to studies</i>		<i>Total</i>
	<i>Full-time student</i>	<i>Working student</i>	
<i>Female</i>	241	7	248
<i>Male</i>	157	13	170
<i>Total</i>	398	20	418

### 1.1.3. University of Antwerp

The Belgian sample of students consisted of respondents selected through convenience sampling; students enrolled at humanistic faculties were invited to participate in the study. A total number of 265 students participated of which 71 fully completed the questionnaire (21,13% males). The average age of the students was 21.32 ( $SD = 5.613$ , Min. = 18, Max. = 54).

## 1.2. Procedure

### 1.2.1. Printed questionnaires

After an accurate literature review and the selection of the questionnaires, a work of translation was carefully conducted, where instruments were not already available in Italian version (see output 2).

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 courses in humanistic faculties have been contacted and were asked to give the permission to administer the surveys to the students during one of their class. Questionnaires were printed and distributed to the sample of 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 forms stated that data confidentiality was assured and that participation in the study was voluntary.

### 1.2.2. Online questionnaires (University of Antwerp)

The invitation to participate in the questionnaire was sent through mail to students who belonged to the target group of this study; all students in faculties of human sciences. In the mail there was a link to the questionnaire carried out in Qualtrics. After an introductory text in which more information was given about the research project and the protection of the collected data, the students were given the opportunity to agree or disagree with the question whether they voluntarily participated in the study. If they did not agree that their data would be used for further research, the questionnaire was immediately aborted. The fact that the questionnaire was taken digitally gave students the opportunity to interrupt the questionnaire and resume it at a later time. As a result, the duration differed from respondent to respondent.

### **1.3. Materials**

The selected questionnaires 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 a 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. Preliminary data analysis

### 2.1. University of Ioannina

#### 2.1.1. Descriptive and Reliability statistics

**Table 2.** Cronbach's alpha, average extracted variance (AVE) and descriptive statistics, for the Greek sample

	Subscales (number of items)	Alpha	AVE	Mean (std)
Cognitive Learning Strategies (ILS)	Deep (4)	0.672	0.331*	10.67 (3.28)
	Stepwise (6)	0.749	0.340	19.84 (5.12)
	Concrete (3)	0.708	0.466	9.35 (2.63)
Regulation Strategies (ILS)	Self (5)	0.705	0.324	13.09 (3.9)
	External (5)	0.635	0.342	17.71 (3.11)
	Lack (4)	0.733	0.364	8.79 (3.4)
Motivation (ILS)	Personal Interest (5)	0.658	0.314*	19.32 (2.96)
	Test Oriented (5)	0.689	0.310	18.70 (3.38)
	Vocation Oriented (5)	0.676	0.420	19.68 (3.19)
	Ambivalent (5)	0.755	0.397	10.95 (3.82)
MSLQ	Self Efficacy (8)	0.678	0.205	27.92 (4.9)
DERS	Awareness (3)	0.547	0.350	6.18 (2.16)
	Clarity (3)	0.841	0.645	6.33 (2.64)
	Goals (3)	0.849	0.655	8.97 (3.14)
	Impulse (3)	0.845	0.645	6.28 (2.98)
	Non acceptance (3)	0.703	0.426	5.63 (2.43)
	Strategies (3)	0.770	0.530	5.75 (2.86)
DASS	Anxiety (7)	0.843	0.453	12.55 (5.63)
PASS	Procrastination (12)	0.779	0.331	29.35 (8.15)
RS	Resilience (25)	0.816	0.183	91.76 (9.69)

\*The Fornell-Larcker Criterion is not met.

Table 2 includes Cronbach's alpha, Average Extracted Variance (AVE) and mean values for the 20 subscales; Cronbach's alpha ranges from .547 (Awareness) to .849 (Goals) and two out of twenty subscales do not meet Fornell-Larcker criterion (i.e. square root of AVE for each of the latent factors is greater than the correlations with any other latent variable; Fornell & Larcker, 1981)



**Table 3.** Pearson correlation coefficient among subscales (factor scores) for the Greek sample

	Deep	Step-wise	Concrete	Self	External	Lack	Self Efficacy	Aware-ness	Clarity	Goals	Impulse	Non acceptance	Strate-gies	Anxiety	Personal Interest	Test Oriented	Vocation Oriented	Ambi-valent	Procrasti-nation
Deep	1	.285**	.782**	.483**	-.047	-.088	.369**	-.179**	-.210**	.040	-.006	-.008	-.042	.003	.355**	-.021	.112*	-.216**	-.069
Stepwise	.285**	1	.058	.089	.294**	-.125*	.149**	-.138*	-.087	-.028	.007	-.011	-.019	.012	.246**	.203**	.298**	-.183**	.088
Concrete	.782**	.058	1	.480**	-.171**	.018	.314**	-.101	-.119*	.049	.042	-.026	-.009	.031	.271**	-.052	.049	-.164**	-.042
Self	.483**	.089	.480**	1	-.125*	-.203**	.329**	-.178**	-.172**	-.156**	-.107	-.053	-.150**	.070	.351**	-.035	.050	-.287**	-.053
External	-.047	.294**	-.171**	-.125*	1	.022	-.049	-.019	-.076	.041	.005	-.040	-.024	.012	.043	.158**	.108	-.040	.147**
Lack	-.088	-.125*	.018	-.203**	.022	1	-.293**	.129*	.329**	.339**	.345**	.217**	.373**	.116*	-.214**	.118*	-.188**	.316**	.157**
Self Efficacy	.369**	.149**	.314**	.329**	-.049	-.293**	1	-.173**	-.269**	-.157**	-.213**	-.134*	-.236**	-.046	.356**	.054	.190**	-.339**	-.146**
Aware-ness	-.179**	-.138*	-.101	-.178**	-.019	.129*	-.173**	1	.302**	.028	.033	.144*	.039	.070	-.116*	.032	-.036	.153**	-.021
Clarity	-.210**	-.087	-.119*	-.172**	-.076	.329**	-.269**	.302**	1	.302**	.506**	.440**	.604**	.331**	-.277**	.022	-.139*	.268**	-.019
Goals	.040	-.028	.049	-.156**	.041	.339**	-.157**	.028	.302**	1	.800**	.445**	.773**	.356**	-.101	.140*	-.038	.147**	.158**
Impulse	-.006	.007	.042	-.107	.005	.345**	-.213**	.033	.506**	.800**	1	.477**	.790**	.410**	-.115*	.108	-.060	.162**	.156**
Non acceptance	-.008	-.011	-.026	-.053	-.040	.217**	-.134*	.144*	.440**	.445**	.477**	1	.725**	.370**	-.177**	.030	-.145**	.230**	.075
Strategies	-.042	-.019	-.009	-.150**	-.024	.373**	-.236**	.039	.604**	.773**	.790**	.725**	1	.491**	-.192**	.061	-.118*	.240**	.138*
Anxiety	.003	.012	.031	.070	.012	.116*	-.046	.070	.331**	.356**	.410**	.370**	.491**	1	-.074	.028	-.027	.073	.070
Personal Interest	.355**	.246**	.271**	.351**	.043	-.214**	.356**	-.116*	-.277**	-.101	-.115*	-.177**	-.192**	-.074	1	.190**	.586**	-.712**	.091
Test Oriented	-.021	.203**	-.052	-.035	.158**	.118*	.054	.032	.022	.140*	.108	.030	.061	.028	.190**	1	.232**	.017	.212**
Vocation Oriented	.112*	.298**	.049	.050	.108	-.188**	.190**	-.036	-.139*	-.038	-.060	-.145**	-.118*	-.027	.586**	.232**	1	-.533**	.120*
Ambivalent	-.216**	-.183**	-.164**	-.287**	-.040	.316**	-.339**	.153**	.268**	.147**	.162**	.230**	.240**	.073	-.712**	.017	-.533**	1	.035
Procrastination	-.069	.088	-.042	-.053	.147**	.157**	-.146**	-.021	-.019	.158**	.156**	.075	.138*	.070	.091	.212**	.120*	.035	1



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Resilience	.287**	.165**	.237**	.320**	.064	-.160**	.452**	-.243**	-.387**	-.373**	-.360**	-.351**	-.490**	-.227**	.306**	.026	.157**	-.329**	-.049
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\*Significant at 0.05 level. \*\*Significant at 0.01 level.

**2.1.2 Correlations**

Pearson correlations can be found in Table 3; the largest positive correlations are between Strategies-Impulse ( $r=.79$ ), Deep-Concrete ( $r=.782$ ), Strategies- Goals ( $r=.773$ ), Strategies-Non Acceptance ( $r=.725$ ), whereas the smallest negative correlations between Ambivalent-Personal Interest ( $r=-.712$ ), Ambivalent-Vocational Oriented ( $r=-.533$ ) and Resilience-Strategies ( $r=-.4$ )

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2.2 University of Turin

2.2.1 Reliability coefficients

In table 4 Cronbach's alpha values can be found. The largest internal consistency scores can be found between the items measuring *Stress* ( $r=.899$ ), *Depression* ( $r=.894$ ) and *Self-efficacy and Impulse* ( $r=.881$ ). The smallest consistencies are found in the items measuring *Help seeking* ( $r=.522$ ), *Stepwise processing* ( $r=.554$ ) and *Personal interest* ( $r=.570$ ).

**Table 4.** Reliability coefficients for the Italian sample

	<i>N</i>	<i>Items</i>	<i>Cronbach's Alpha</i>
<b>ILS</b>			
<i>Deep processing</i>	418	4	.653
<i>Stepwise processing</i>	418	6	.554
<i>Concrete processing</i>	418	3	.763
<b>Regulation</b>			
<i>Self-regulation</i>	418	5	.718
<i>External regulation</i>	418	5	.630
<i>Lack of regulation</i>	418	4	.671
<b>Motivation</b>			
<i>Certificate oriented</i>	418	5	.834
<i>Job oriented</i>	418	5	.802
<i>Test oriented</i>	418	5	.702
<i>Personal interest</i>	418	5	.570
<i>Ambivalent</i>	418	5	.795
<b>MSLQ</b>			
<i>Self-efficacy</i>	418	8	.881
<i>Peer learning</i>	418	3	.676
<i>Help seeking</i>	418	4	.522
<b>DASS</b>			
<i>Depression</i>	418	7	.894
<i>Anxiety</i>	418	7	.873





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<i>Stress</i>	418	7	.899
<b>DERS</b>			
<i>Awareness</i>	418	3	.714
<i>Clarity</i>	418	3	.736
<i>Goals</i>	418	3	.740
<i>Impulse</i>	418	3	.881
<i>Non acceptance</i>	418	3	.785
<i>Strategies</i>	418	3	.812
<b>PASS</b>			
<i>Procrastination</i>	418	12	.716
<i>Tendency to reduce procrastination</i>	418	3	.749
<i>Resilience</i>	418	25	.857



## 2.2.2 Descriptive statistics

In table 5, the mean, minimum, maximum, standard deviation and skewness per scale can be found. No extreme mean and standard values can be found for the scales.

**Table 5. Descriptive Statistics for the Italian sample**

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Skewness</i>	
	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Std. Error</i>
<i>Deep processing</i>	418	1,00	5,00	2,7646	,88649	,188	,111
<i>Stepwise processing</i>	418	1,00	5,00	3,3773	,79112	-,444	,111
<i>Concrete processing</i>	418	1,33	5,00	3,2720	,92239	-,008	,111
<i>Self-Regulation</i>	418	1,00	5,00	2,6591	,80371	,290	,111
<i>External Regulation</i>	418	2,00	5,00	3,6589	,66282	-,329	,111
<i>Lack of Regulation</i>	418	1,00	5,00	2,4310	,95189	,713	,111
<i>Personal Interest</i>	418	1,40	5,00	3,9782	,52726	-,567	,111
<i>Test Oriented</i>	418	1,20	11,20	3,6455	,83068	1,147	,111
<i>Job Oriented</i>	418	1,20	5,00	3,9783	,66089	-1,160	,111
<i>Ambivalent</i>	418	1,00	5,00	2,0917	,74412	,634	,111
<i>Self-Efficacy</i>	418	1,88	6,88	3,8298	,52055	,333	,111
<i>Awareness</i>	418	1,00	5,00	2,0990	,75318	,670	,111
<i>Clarity</i>	418	1,00	5,00	2,2699	,99653	,874	,111
<i>Goals</i>	418	1,00	9,00	3,1341	1,14061	,361	,111
<i>Impulse</i>	418	1,00	5,00	2,2488	1,06396	,763	,111
<i>Non acceptance</i>	418	1,00	5,00	1,9452	,90227	1,150	,111
<i>Strategies</i>	418	1,00	5,00	2,0123	,96847	,972	,111
<i>Resilience</i>	418	2,16	5,04	3,8346	,44939	-,486	,111
<i>Anxiety</i>	418	1,00	5,00	1,9573	,87324	1,104	,111
<i>Procrastination</i>	418	1,00	4,83	2,3052	,74222	,132	,111
<i>Valid N (listwise)</i>	417						

### 2.2.3 Correlations

**Table 6.** Pearson correlation coefficient among subscales (factor scores) for the Italian sample

	Deep	Stepwise	Concrete	Self	External	Lack	Personal Interest	Test Oriented	Vocation Oriented	Ambivalent	Self Efficacy	Awareness	Clarity	Goals	Impulse	Non_acceptance	Strategies	Resilience
Deep processing	1	0.087	0.747	0.505	0.086	0.011	0.203	0.026	0.039	-0.157	0.268	-0.073	0.044	-0.025	-0.021	0.071	-0.005	0.24
Stepwise processing	0.087	1	0.022	0.019	0.237 *	0.067	0.052	0.195 *	0.036	0.021	0.084	-0.051	0.053	0.051	0.08	0.063	0.087	0.058
Concrete	0.747 *	0.022	1	0.488 *	0.059	0.094	0.223 *	0.092	0.029	-0.11 *	0.232 *	-0.063	0.075	-0.037	0.002	0.066	-0.02	0.239 *
Self-Regulation	0.505 *	0.019	0.488 *	1	0.073	0.136 *	0.304 *	0.13 *	0.03	-0.117 *	0.245 *	-0.057	0.022	-0.049	0.013	0.085	0.004	0.216 *
External regulation	0.086	0.237 *	0.059	0.073	1	0.006	0.057	0.089	0.154 *	-0.09	0.105 *	-0.096 *	-0.031	0.064	0.014	-0.075	0.015	0.13 *
Lack of Regulation	0.011	0.067	0.094	0.136 *	0.006	1	-0.033	0.217 *	-0.121 *	0.382 *	-0.375 *	0.146 *	0.321 *	0.303 *	0.32 *	0.369 *	0.373 *	-0.342 *
Personal Interest	0.203 *	0.052	0.223 *	0.304 *	0.057	-0.033	1	0.335 *	-0.074	-0.458 *	0.233 *	0.058	0.089	0.101 *	-0.021	0.071	-0.034	0.201 *
Test Oriented	0.026	0.195 *	0.092	0.13 *	0.089	0.217 *	0.335 *	1	0.153 *	0.135 *	0.047	0.059	0.207 *	0.068	0.146 *	0.196 *	0.127 *	0.11 *
Job Oriented	0.039	0.036	0.029	0.03	0.154 *	0.121 *	-0.074	0.153 *	1	-0.242 *	0.143 *	-0.057	-0.097 *	-0.063	0.008	-0.133 *	-0.096 *	0.202 *
Ambivalent	-0.157 *	0.021	-0.11 *	0.117 *	-0.09	0.382 *	-0.458 *	0.135 *	-0.242 *	1	-0.398 *	0.034	0.172 *	0.249 *	0.148 *	0.211 *	0.252 *	-0.311 *
Self Efficacy	0.268 *	0.084	0.232 *	0.245 *	0.105 *	0.375 *	0.233 *	0.047	0.143 *	-0.398 *	1	-0.171 *	-0.171 *	0.133 *	-0.127 *	-0.159 *	-0.19 *	0.497 *
Awareness	-0.073	-0.051	-0.063	0.057	-0.096 *	0.146 *	0.058	0.059	-0.057	0.034	-0.171 *	1	0.488 *	0.006	0.096 *	0.26 *	0.096 *	-0.248 *
Clarity	0.044	0.053	0.075	0.022	-0.031	0.321 *	0.089	0.207 *	-0.097 *	0.172 *	-0.171 *	0.488 *	1	0.452 *	0.446 *	0.638 *	0.644 *	-0.301 *
Goals	-0.025	0.051	-0.037	0.049	0.064	0.303 *	-0.101 *	0.068	-0.063	0.249 *	-0.133 *	0.006	0.452 *	1	0.663 *	0.495 *	0.783 *	-0.313 *

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Impulse	-0.021	0.08	0.002	0.013	0.014	0.32 *	-0.021	0.146 *	0.008	0.148 *	-0.127 *	0.096 *	0.446 *	0.663 *	1	0.524 *	0.72 *	-0.258 *
Non acceptance	0.071	0.063	0.066	0.085	-0.075	0.369 *	0.071	0.196 *	-0.133 *	0.211 *	-0.159 *	0.26 *	0.638 *	0.495 *	0.524 *	1	0.702 *	-0.296 *
Strategies	-0.005	0.087	-0.02	0.004	0.015	0.373 *	-0.034	0.127 *	-0.096 *	0.252 *	-0.19 *	0.096 *	0.644 *	0.783 *	0.72 *	0.702 *	1	-0.443 *
Resilience	0.24 *	0.058	0.239 *	0.216 *	0.13 *	0.342 *	0.201 *	0.11 *	0.202 *	-0.311 *	0.497 *	-0.248 *	-0.301 *	0.313 *	-0.258 *	-0.296 *	-0.443 *	1

\*Significant at 0.05 level. \*\*Significant at 0.01 level.

Pearson correlations can be found in table 6; the largest positive correlations are between *Strategies-Goals* ( $r=.783$ ), *Deep processing -Concrete processing* ( $r=.747$ ), *Strategies- Impulse* ( $r=.72$ ), *Strategies-Non Acceptance* ( $r=.702$ ), whereas the smallest negative correlations between *Ambivalent-Personal Interest* ( $r=-.458$ ), *Self-efficacy - Lack* ( $r=-.375$ ) and *Resilience-Strategies* ( $r=-.443$ ).

## 2.3 University of Antwerp

### 2.3.1 Descriptive statistics

In table 7, the mean, minimum, maximum, standard deviation and skewness per scale can be found. No extreme mean and standard values can be found for the scales.

*Table 7. Descriptive statistics, for the Belgian sample*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
						Statistic	Std. Error
<i>Deep processing</i>	111	5.00	19.00	11.8378	3.22924	.274	.229
<i>Stepwise processing</i>	100	10.00	30.00	19.4400	4.90170	.149	.241
<i>Concrete processing</i>	111	3.00	15.00	9.4414	2.62396	-.402	.229
<i>Self-regulation</i>	100	6.00	21.00	12.1200	3.34326	.396	.241
<i>External regulation</i>	100	9.00	24.00	16.9000	3.46556	.110	.241
<i>Lack regulation</i>	100	4.00	18.00	9.5800	3.46463	.315	.241
<i>Certificate oriented</i>	80	8.00	25.00	18.5500	3.35985	-.559	.269
<i>Job oriented</i>	85	9.00	25.00	18.8353	3.42903	-.481	.261
<i>Test oriented</i>	80	5.00	25.00	15.4625	4.94257	-.176	.269
<i>Personal interest</i>	80	7.00	22.00	15.9500	2.89434	-.267	.269
<i>Ambivalent</i>	80	5.00	24.00	11.1375	4.37988	.591	.269
<i>Self-efficacy</i>	76	14.00	35.00	26.2500	4.79757	-.244	.276
<i>Peer learning</i>	76	3.00	15.00	8.6579	2.84981	-.244	.276
<i>Help seeking</i>	76	4.00	20.00	13.6316	3.54341	-.463	.276
<i>Depression</i>	74	7.00	33.00	13.4054	6.02942	1.380	.279
<i>Anxiety</i>	74	7.00	35.00	14.5676	6.55865	.828	.279
<i>Stress</i>	74	7.00	35.00	18.8514	7.00427	.299	.279
<i>Awareness</i>	73	3.00	14.00	8.7945	2.58714	-.079	.281
<i>Clarity</i>	73	3.00	15.00	6.9041	2.71398	.588	.281
<i>Goals</i>	72	3.00	15.00	9.9306	3.38317	.010	.283
<i>Impulse</i>	72	3.00	15.00	6.4583	3.03935	.786	.283
<i>Nonacceptance</i>	72	3.00	15.00	7.3750	3.61311	.555	.283



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<i>Strategies</i>	72	3.00	15.00	5.9028	3.15853	1.176	.283
<i>Procrastination</i>	72	12.00	60.00	32.0278	11.62073	.591	.283
<i>Tendency to reduce procrastination</i>	72	6.00	30.00	17.7917	6.80914	.146	.283
<i>Resilience</i>	72	43.00	115.00	91.7500	13.88864	-1.174	.283
<i>Valid N (listwise)</i>	72						

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**2.3.2 Correlations**

*Table 8. Correlations for the Belgian sample*

	Deep processing	Stepwise processing	Concrete processing	Self regulation	External regulation	Lack regulation	Certificate oriented	Job oriented	Test oriented	Personal interest	Ambivalent	Self-efficacy	Peer learning	Help seeking	Depression	Anxiety	Stress	Awareness	Clarity	Goals	Impulse	Nonacceptance	Strategies	Procrastination	Tendency to reduce	Resilience	
Deep processing	1																										
Stepwise processing	.131	1																									
Concrete processing	.381*	.026	1																								
Self regulation	.593*	.126	.329*	1																							
External regulation	.249*	.264*	.154	.107	1																						
Lack regulation	.277*	-.012	-.176	-.196	-.232*	1																					
Certificate oriented	.050	.293*	-.048	-.075	.287*	.075	1																				
Job oriented	.206	.026	.244*	.243*	.082	-.026	.187	1																			
Test oriented	-.007	.168	-.080	-.040	.269*	.159	.506*	-.034	1																		
Personal interest	.397*	.069	.231*	.355*	.210	-.233*	.064	-.038	.237*	1																	
Ambivalent	.307*	.121	.311*	.326*	-.023	.568*	.106	-.099	.188	.355*	1																
Self-efficacy	.423*	.013	.355*	.373*	.115	.597*	.032	.100	-.055	.341*	-.596*	1															
Peer learning	.270*	.174	.079	.266*	.267*	-.227*	.050	-.050	.163	.061	-.128	.236*	1														

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Help seeking	.086	.380*	-.132	.129	.261*	-.187	.155	-.164	.131	.100	-.199	.116	.373*	1												
Depression	-.061	.135	-.112	-.241*	.103	.306*	.121	.054	.079	-.176	-.552*	-.210	-.120	.295*	1											
Anxiety	-.069	.285*	.024	-.130	.026	.416*	.179	.107	.150	-.171	.497*	.326*	.026	-.106	.710*	1										
Stress	-.113	.266*	.007	-.163	.115	.375*	.289*	.198	.222	-.158	.348*	-.238*	.008	-.052	.628*	.715*	1									
Awareness	-.048	-.127	-.113	-.083	-.001	-.036	.016	.050	-.045	-.160	.057	-.097	-.010	-.217	.115	.046	-.151	1								
Clarity	-.162	-.019	-.023	-.344*	.047	.237*	.104	-.105	.179	-.215	.466*	-.276*	-.031	-.172	.512*	.313*	.366*	.175	1							
Goals	-.161	.286*	-.062	.340*	.040	.331*	.375*	-.015	.162	-.122	.380*	-.212	-.088	.018	.512*	.516*	.681*	.188	.307*	1						
Impulse	-.107	.132	.038	-.188	.058	.285*	.170	.170	.093	-.105	.381*	-.230	-.061	-.161	.579*	.561*	.709*	.127	.405*	.544*	1					
Nonacceptance	-.025	.245*	.041	-.134	.146	.312*	.226	.217	.137	.007	.430*	.309*	-.038	-.170	.711*	.701*	.654*	.093	.294*	.471*	.486*	1				
Strategies	.139	.135	.092	-.108	.213	.190	.242*	.141	.225	.005	.398*	-.184	.117	-.155	.794*	.694*	.644*	.024	.532*	.511*	.647*	.689*	1			
Procrastination	-.217	.125	-.046	-.196	-.183	.461*	-.130	.289*	-.068	-.219	.510*	-.229	-.215	.298*	.459*	.369*	.250*	.051	.334*	.302*	.246*	.245*	.307*	1		
Tendency to reduce procrastination	-.115	.287*	-.088	-.032	-.066	.326*	-.009	-.181	.191	-.018	.369*	-.231	-.176	-.135	.237*	.238*	.116	.009	.199	.204	.016	.083	.158	.689*	1	
Resilience	.387*	-.243*	.389*	.376*	.018	.393*	-.214	.231	-.146	.322*	.571*	.557*	.161	.083	.569*	.563*	.444*	.143	.322*	.488*	.349*	.490*	.411*	.459*	.367*	1

Pearson correlations can be found in table 8; the largest positive correlations are between *Strategies - Depression* ( $r=.794$ ), *Non-acceptance - Depression* ( $r=.711$ ) and *Anxiety - Depression* ( $r=.710$ ), whereas the smallest negative correlations can be found between *Ambivalent - Lack of regulation* ( $r=-.597$ ), *Ambivalent - Self-efficacy* ( $r=-.596$ ) and *Resilience - Ambivalent* ( $r=-.571$ ).



### 2.3.3 Reliability indices

**Table 9.** Cronbach's Alphas for the Belgian sample

ILS	N	Items	Cronbach's Alpha
<b>Processing</b>			
<i>Deep processing</i>	111	4	.705
<i>Stepwise processing</i>	100	6	.747
<i>Concrete processing</i>	111	3	.657
<b>Regulation</b>			
<i>Self regulation</i>	100	5	.569
<i>External regulation</i>	100	5	.648
<i>Lack of regulation</i>	100	4	.706
<b>Motivation</b>			
<i>Certificate orientated</i>	80	5	.631
<i>Job oriented</i>	85	5	.624
<i>Test oriented</i>	80	5	.798
<i>Personal interest</i>	80	5	.49
<i>Ambivalent</i>	80	5	.784
<b>MSLQ</b>			
	N	Items	Cronbach's Alpha
<i>Self-efficacy</i>	76	7	.893
<i>Peer learning</i>	76	3	.742
<i>Help seeking</i>	76	4	.452
<b>DASS</b>			
	N	Items	Cronbach's Alpha
<i>Depression</i>	74	7	.893
<i>Anxiety</i>	74	7	.881
<i>Stress</i>	74	7	.884
<b>DERS</b>			
	N	Items	Cronbach's Alpha
<i>Awareness</i>	73	3	.714
<i>Clarity</i>	73	3	.836
<i>Goals</i>	72	3	.915
<i>Impulse</i>	72	3	.800
<i>Non acceptance</i>	72	3	.912



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<i>Strategies</i>	72	3	.865
<b>PASS</b>			
<i>Procrastination</i>	72	12	.883
<i>Tendency to reduce procrastination</i>	72	6	.843
<i>Resilience</i>	72	2	.895

In table 9, Cronbach's alpha values can be found. The largest internal consistency scores can be found between the items measuring *Goals* ( $r=.915$ ), *Non acceptance* ( $r=.912$ ) and *Resilience* ( $r=.895$ ). The smallest consistencies are found in the items measuring *Self regulation* ( $r=.569$ ), *Personal interest* ( $r=.490$ ) and *Help seeking* ( $r=.452$ ).



### 3 Shortcomings

In what follows, we aim to provide more background regarding the data collection procedures and (lower) sample sizes obtained in this first wave of data collection in the PAS project on behalf of the University of Antwerp. By the start of wave 1 in the second semester of the academic year in 2018, it became clear that it was impossible to collect further data in our own educational programme (TES), due to the situation of the conducted pilot study. To avoid double responding of same respondents from the pilot study, we opted to seek support from colleagues at the own Faculty of Social Sciences at the University of Antwerp. Repeated contacting resulted in gaining a more clear picture of the range of difficulties we came across of wider survey participation at the level of the faculty/university. An important hurdle was the fact that the faculty organises non-binding but obligatory entry tests for all first year students, which competed with the goals of the PAS-questionnaire. In these entry tests, important cognitive (e.g. math testing), and non-cognitive variables (e.g. learning strategies) are assessed, of which the latter were also present in some of the scales within the PAS-questionnaire. It was decided that this might cause confusion, on the side of the respondents because of some double questioning, as well as could lead to serious drop-out, as students already addressed such a type of questionnaires in the first semester. There also have been complaints in the past about the tiresomeness of filling in these entry tests as well. To avoid repetition of this situation and potentially ensure more data quality, we addressed the question to participation in our study, to other faculties at the University of Antwerp; which resulted in participation of the Faculty of Arts (Department of Linguistics and Literature). In addition, we also addressed the question outside our own university, and found collaboration as well with another institute of Higher education. This resulted in participation of 265 students, of which 71 students completed the whole survey.

In this wave of data collection, it became clear that the response rate was not sufficient, and different problems were found associated with this phenomenon. Firstly, the survey participation was as requested by the other research partners (Faculty of Arts, and University College), to be online, and was not organised in an obligatory fashion within a specific course session. Multiple reminders for survey completion were sent out.

Online survey completion is more difficult to realise than obliged paper completion in classrooms. Research also pointed out that online questionnaires often reach only 25-30% of the targeted sample. Multiple influencing factors can impede survey completion such as the perception of respondents that web surveys are not novel, respondents receiving an excessive number of likewise questions to participate in surveys, but also fear for IT-viruses can be an important trigger for non-participation in a web survey (Sánchez-Fernández et al., 2012). Next, based on the collected consent forms, it became clear that not all respondents were eager to share their data for research purposes as the information regarding the goals of the study were communicated only in short. We underline that normally when students in our university participate in surveys they receive a minimum of feedback on the level of the questioned items/scales. Given the initial stage of development of the PAS questionnaire, feedback could not be provided. We assume that given the fact that students were not obliged to participate in this survey, survey completion took place online and outside a specific course, and students were not provided by any feedback, the sense of urgency or interest in completing this survey might have been very low in our research context. Although, no cognitive reporting took place in this wave of study, also some comments were formulated by respondents, about the size of the questionnaire as being very lengthy as well that some items were quite difficult to answer (although some important adjustments to this were already made based on the results of the pilot study).

#### 4. Lessons learned

Not achieving the requested or a lower number of sample size across these sampling moments, however, taught us important lessons for the upcoming data collections in the PAS project. First of all it is important to further make efforts to limit the number of questions asked to the respondents as this issue was echoed multiple times throughout all data collections. Previous research indicated that a too lengthy survey has a negative impact on survey completion of respondents, it also influences the degree of satisficing or careless responding (see also Curran, 2016). This might also lead to inaccurate data. To increase the motivation for survey completion, it might also be interesting to give respondents some sort of incentive in order to motivate them to complete the survey. Former research projects conducted in our research team already showed a beneficial increase of survey completion, when this was made available, for instance by making available some prizes to win when inviting respondents for a web survey (see also Donche, De Maeyer, Gijbels, & Van den Bergh, 2015). Next to increasing a more personal communication style to respondents, we expect more positive impact on survey response can be ascertained, when students are provided individual feedback on the results of the questionnaire. This seems especially the case for the PAS questionnaire, as it measures, relevant constructs for students making the transition from secondary to higher education, and survey completion can trigger the expected outcome of being provided with feedback more easily. It is our expectation that when the feedback complement can be made available for this questionnaire in the future, communication and participation will become easier, especially for the targeted group of first year (working) students in higher education. The insights gained by the former data collections inside and outside our institution, call for more attention to and discussion of this vital aspect of the project too, as important lessons have been learned in our team from this for also other future data collections in this project.

Another important consequence of the restricted or lower sample sizes obtained in the project, and given the high number of constructs that need to be measured in the questionnaire, it was not always possible to conduct the required analyses to assess the construct validity and reliability of the PAS-questionnaire in the different waves of data collection. This was also discussed within the project board and decisions have been made with regard of sample selections for specific validation studies. Important to mention, is that a validation study, in this case assessing multiple

correlated latent factors, need to be conducted within samples exceeding 100 or at least 200 observations and also depends on model construction which might also take up to 400 observations. An insufficient number of cases for a given model, will fail to converge or produce improper solutions or parameter estimates (see also Kline, 2016). Calculation of the internal consistency of scales without prior assessment of the construct validity, was not always found relevant in our reporting, given standard procedures for development and validation of questionnaires (see also Cohen, Manion, & Morrison, 2007). Readers of this report need to be careful in interpreting our data analyses and results, especially in the case of lower sample sizes.

## 5 Conclusions

To sum up, in the Intellectual Output 3 entitled: “Data Collection” the modified selected questionnaires were distributed to a large number of students from the target groups in Greece, Belgium and Italy (~200 students from each country) in order for the researchers to explore the psychometric properties of the instruments. The questionnaires were also created in on-line versions as it was more practical for one partner to administer the questionnaires to its students through on-line platforms. The students anonymously completed the questionnaires in their classes before or during the break of the lecture. The teacher and the students had agreed about their contribution to the study in a previous class meeting with the research team. A written informed consent in compliance with the ethical regulations and guidelines established by the Ethics Committee of the Universities was obtained from all participants prior to the administration of the questionnaires, the completion of which lasted approximately 55 minutes on average. As these instruments haven’t been used in such a combination in similar studies before, the partners had to check the reliability and validity of the instruments, thus enabling the researchers to get to safe prediction of the factors influencing retention in studies or dropping-out across countries.

The results of the first wave in the Greek, Belgian and Italian sample have been subject of a thorough discussion during the second project meeting that took place in December 2019 at the University of Antwerp. During this meeting different aspects have been taken into account: reliability scores on the data, comments from the students and the goal of the project to develop a feedback-tool for university freshmen. Based on this data-driven and goal-oriented discussion, the project team made a selection of scales that would be used in the second ‘main run’ sample (see IO 5).

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## 7 Annex: Supporting Material

### 7.1 Questionnaire for students (Greek version) – Main Pilot Study

#### 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

Deliverable: IO3

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) : A / 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)

NAI

OXI

A) INVENTORY OF LEARNING STYLES – ILS (Vermunt, 1994) ΜΕΡΟΣ 1 <sup>ο</sup>						
<p>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:</p> <ol style="list-style-type: none"> <li>1. Σχεδόν Ποτέ</li> <li>2. Μερικές Φορές</li> <li>3. Συνήθως</li> <li>4. Τις Περισσότερες Φορές</li> <li>5. Σχεδόν Πάντα</li> </ol>						
1	Συγκρίνω τα συμπεράσματα που έχουν εξαχθεί σε διαφορετικά κεφάλαια του μαθήματος.	1	2	3	4	5
2	Ελέγγω 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<sup>ο</sup>

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 αναγκη» (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	Ο στόχος μου είναι να πετύχω υψηλές επιδόσεις στα μαθήματα.	1	2	3	4	5
34	Ο κύριος στόχος των σπουδών μου είναι να περάσω τις εξετάσεις.	1	2	3	4	5
35	Αυτό που επιθυμώ από τις συγκεκριμένες σπουδές μου είναι να συγκεντρώσω μονάδες για την απόκτηση του πτυχίου.	1	2	3	4	5

36	Μελετώ πρωτίστως για να περάσω τις εξετάσεις.	1	2	3	4	5
37	Για μένα η γραπτή απόδειξη (η ανάρτηση της βαθμολογίας) ότι έχω περάσει τις εξετάσεις αποτελεί κάτι που έχει αξία από μόνο του.	1	2	3	4	5
38	Θέλω να αποδείξω στον εαυτό μου ότι είμαι ικανός να σπουδάξω στην ανώτερη εκπαίδευση.	1	2	3	4	5
39	Θέλω να αποδείξω στους άλλους ότι είμαι ικανός να ολοκληρώσω με επιτυχία ένα πρόγραμμα ανώτερης εκπαίδευσης.	1	2	3	4	5
40	Αντιμετωπίζω την επιλογή μου να σπουδάσω στην ανώτερη εκπαίδευση ως μία πρόκληση.	1	2	3	4	5
41	Θέλω να ανακαλύψω τα δικά μου προσόντα, τα πράγματα δηλαδή που μπορώ ή δεν μπορώ να καταφέρω.	1	2	3	4	5
42	Θέλω να δοκιμάσω τον εαυτό μου προκειμένου να καταλάβω εάν είμαι ικανός να ακολουθήσω σπουδές στην ανώτερη εκπαίδευση.	1	2	3	4	5
43	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
44	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
45	Οι σπουδές στην ανώτερη εκπαίδευση είναι απαραίτητες για το είδος της εργασίας με το οποίο θέλω να ασχοληθώ πραγματικά.	1	2	3	4	5
46	Ο κύριος στόχος των σπουδών μου είναι να προετοιμαστώ για ένα επάγγελμα.	1	2	3	4	5
47	Αυτό που πραγματικά επιθυμώ να αποκτήσω μέσα από τις σπουδές μου είναι επαγγελματικές δεξιότητες.	1	2	3	4	5
48	Αμφιβάλλω αν ο συγκεκριμένος τομέας σπουδών είναι ο κατάλληλος για μένα.	1	2	3	4	5
49	Έχω πολύ μικρή αυτοπεποίθηση ως προς τις ικανότητές μου στον τομέα των σπουδών.	1	2	3	4	5
50	Αναρωτιέμαι κατά πόσο οι συγκεκριμένες σπουδές αξίζουν όλη την προσπάθεια που καταβάλλω.	1	2	3	4	5
51	Αμφιβάλλω αν η συγκεκριμένη μορφή σπουδών είναι η κατάλληλη για μένα.	1	2	3	4	5
52	Φοβάμαι ότι οι συγκεκριμένες σπουδές είναι πολύ απαιτητικές για μένα.	1	2	3	4	5
<b>B) MOTIVATED STRATEGIES for LEARNING QUESTIONNAIRE – MSLQ (Pintrich, 1991)</b>						
<p>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:</p> <ol style="list-style-type: none"> <li>1. διαφωνώ απολύτως</li> <li>2. διαφωνώ</li> <li>3. ούτε διαφωνώ ούτε συμφωνώ</li> <li>4. συμφωνώ</li> <li>5. συμφωνώ απολύτως</li> </ol>						
1	Όταν μελετώ για ένα μάθημα, συχνά προσπαθώ να εξηγήσω το εκπαιδευτικό υλικό σε έναν συμμαθητή μου ή σε έναν φίλο μου.	1	2	3	4	5
2	Προσπαθώ να δουλέψω με συμμαθητές μου (που παρακολουθούμε το ίδιο μάθημα) για να ολοκληρώσω τις ακαδημαϊκές εργασίες.	1	2	3	4	5
3	Όταν μελετώ για ένα μάθημα, συχνά διαθέτω χρόνο για να συζητήσω το εκπαιδευτικό υλικό με ομάδα φοιτητών.	1	2	3	4	5

4	Ακόμα κι αν αντιμετωπίζω πρόβλημα να μάθω την ύλη του μαθήματος, προσπαθώ μόνος μου χωρίς να αναζητήσω βοήθεια από κανέναν.	1	2	3	4	5
5	Ζητώ από τον καθηγητή να επεξηγήσει έννοιες τις οποίες δεν έχω κατανοήσει επαρκώς.	1	2	3	4	5
6	Όταν δεν μπορώ να κατανοήσω το εκπαιδευτικό υλικό ενός μαθήματος, ζητώ βοήθεια από άλλον συμφοιτητή μου (που παρακολουθεί το ίδιο μάθημα).	1	2	3	4	5
7	Προσπαθώ να εντοπίσω συμφοιτητές που παρακολουθούν το ίδιο μάθημα από τους οποίους, αν χρειαστεί, να μπορώ να ζητήσω βοήθεια.	1	2	3	4	5
8	Πιστεύω ότι η συνολική μου επίδοση θα είναι άριστη.	1	2	3	4	5
9	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
10	Είμαι πεπεισμένος ότι μπορώ να κατανοήσω τις βασικές έννοιες που διδάσκονται στα μαθήματα.	1	2	3	4	5
11	Είμαι πεπεισμένος ότι μπορώ να κατανοήσω τα πιο περίπλοκα σημεία της ύλης που παρουσιάζονται από τους καθηγητές των μαθημάτων.	1	2	3	4	5
12	Είμαι πεπεισμένος ότι μπορώ να κάνω εξαιρετική δουλειά στις εργασίες και τις εξετάσεις των μαθημάτων.	1	2	3	4	5
13	Αναμένω να τα πάω καλά στα μαθήματα.	1	2	3	4	5
14	Είμαι σίγουρος ότι μπορώ να κατακτήσω τις δεξιότητες που διδάχθηκαν στα μαθήματα.	1	2	3	4	5
15	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
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





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25	Δεν με πειράζει αν υπάρχουν άνθρωποι που δεν με συμπαθούν.	1	2	3	4	5
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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)						
<p>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.</p> <ol style="list-style-type: none"> <li>1. Σχεδόν Ποτέ</li> <li>2. Μερικές Φορές</li> <li>3. Συνήθως</li> <li>4. Τις Περισσότερες Φορές</li> <li>5. Σχεδόν Πάντα</li> </ol>						
1	Δεν μπορούσα να ηρεμήσω τον εαυτό μου.	1	2	3	4	5
2	Ένιωθα ότι το στόμα μου ήταν ξηρό.	1	2	3	4	5
3	Δεν μπορούσα να βιώσω κανένα θετικό συναίσθημα.	1	2	3	4	5
4	Δυσκολευόμουν ν' ανασάνω (π.χ. υπερβολικά γρήγορη αναπνοή, κόπιο της ανάσας μου χωρίς να έχω κάνει σωματική προσπάθεια).	1	2	3	4	5
5	Μου φάνηκε δύσκολο να αναλάβω την πρωτοβουλία να κάνω κάποια πράγματα	1	2	3	4	5
6	Είχα την τάση να αντιδρώ υπερβολικά στις καταστάσεις που αντιμετώπιζα.	1	2	3	4	5
7	Αισθάνθηκα τρεμούλα (π.χ. στα χέρια).	1	2	3	4	5
8	Αισθανόμουν συχνά νευρικότητα.	1	2	3	4	5
9	Ανησυχούσα για τις καταστάσεις στις οποίες θα μπορούσα να πανικοβληθώ και να φανώ ανόητος στους άλλους.	1	2	3	4	5
10	Ένιωσα ότι δεν είχα τίποτα να προσμένω με ενδιαφέρον.	1	2	3	4	5
11	Βρήκα τον εαυτό μου να νιώθει ενοχλημένος.	1	2	3	4	5
12	Μου ήταν δύσκολο να χαλαρώσω.	1	2	3	4	5
13	Ένιωθα μελαγχολικός και απογοητευμένος.	1	2	3	4	5
14	Δεν μπορούσα να ανεχτώ ο,τιδήποτε με κρατούσε από το να συνεχίσω με αυτό που έκανα.	1	2	3	4	5
15	Ένιωσα πολύ κοντά στον πανικό.	1	2	3	4	5
16	Τίποτα δεν μπορούσε να με κάνει να νιώσω ενθουσιασμό.	1	2	3	4	5
17	Ένιωσα ότι δεν άξιζα πολύ ως άτομο.	1	2	3	4	5
18	Ένιωσα ότι ήμουν αρκετά ευερέθιστος.	1	2	3	4	5
19	Αισθανόμουν την καρδιά μου να χτυπάει χωρίς να έχει προηγηθεί σωματική άσκηση (ταχυπαλμία, αρρυθμία).	1	2	3	4	5
20	Ένιωσα φοβισμένος χωρίς να υπάρχει λόγος.	1	2	3	4	5
21	Ένιωσα πως η ζωή δεν είχε νόημα.	1	2	3	4	5



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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:						
<ol style="list-style-type: none"> <li>1. Σχεδόν Ποτέ</li> <li>2. Μερικές Φορές</li> <li>3. Συνήθως</li> <li>4. Τις Περισσότερες Φορές</li> <li>5. Σχεδόν Πάντα</li> </ol>						
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
3	Θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;	1	2	3	4	5
II. Μελέτη για τις εξετάσεις						
4	Αναβάλλεις να μελετήσεις για τις εξετάσεις;	1	2	3	4	5
5	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5
6	Θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;	1	2	3	4	5
III. Επιμέρους Ακαδημαϊκά Καθήκοντα που μου ανατίθενται κατά τη διάρκεια του εξαμήνου (Μελέτη άρθρων & σημειώσεων, παρουσίαση εβδομαδιαίων εργασιών, κλπ)						
7	Αναβάλλεις στα παραπάνω ακαδημαϊκά καθήκοντα;	1	2	3	4	5
8	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5
9	Θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;	1	2	3	4	5
IV. Ακαδημαϊκά Διοικητικά καθήκοντα (Συμπλήρωση αιτήσεων, Εγγραφή στο επόμενο εξάμηνο, Δηλώσεις μαθημάτων, Παραλαβή πάσο κλπ)						
10	Αναβάλλεις στα παραπάνω ακαδημαϊκά διοικητικά καθήκοντα;	1	2	3	4	5
11	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5
12	Θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;	1	2	3	4	5
V. Παρακολούθηση παραδόσεων μαθήματος						
13	Αναβάλλεις να παρακολουθείς τις παραδόσεις των μαθημάτων;	1	2	3	4	5
14	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5
15	Θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;	1	2	3	4	5
VI. Ακαδημαϊκές δραστηριότητες συνολικά						
16	Αναβάλλεις σε αυτές τις ακαδημαϊκές δραστηριότητες;	1	2	3	4	5
17	Η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;	1	2	3	4	5
18	Θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;	1	2	3	4	5



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## 7.2 Questionnaire for students (Italian version) – Main Pilot Study

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/trice
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### ESAMI SOSTENUTI

TITOLO CORSO	CFU	VOTO


**Inventory of Learning Style (ILS) (Vermunt, 1994)**

**parte 1 (strategie cognitive e di regolazione)**

*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.*

	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 possiedo una buona padronanza dell'argomento.	1	2	3	4	5
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

### Inventory of Learning Style (ILS) (Vermunt, 1994)

#### parte 2 (motivazione)

*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.*

	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

**Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, 1991) (15 items)**

*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 parzi alme nte in disa ccor do	Son o inde ciso/ a	Sono per lo più d'acc ordo	Sono totalm ente 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

### The Resilience Scale (RS) (Wagnild, & Young, 1987) (25 items)

*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.*

	Sono in totale disaccordo	Sono parzialmente in disaccordo	Sono indeciso/a	Sono per lo più d'accordo	Sono totalmente d'accordo
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/a 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/a se devo.	1	2	3	4	5
6. Sono orgoglioso/a 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 voglia 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

### Difficulties in Emotion Regulation Scale (DERS) (Gratz, & Roemer, 2004) (18 items)

*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					
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					

**Depression – Anxiety – Stress Scale (DASS-21) (Lovibond, & Lovibond, 1995) (21 items)**

*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 riuscivo 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 riuscivo 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					
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					

**Procrastination Assessment Scale Student (PASS) (Solomon, & Rothblum, 1984) (18 items)**

*Per ciascuna delle seguenti attività, indica il livello con il quale rimandi o procrastini.*

*Evidenzia la tua risposta cercando il numero corrispondente a fianco ad ogni domanda.*

**I. REDIGERE UN COMPITO SCRITTO**





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2018-1-EL01-KA203-047890

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
<b>II. STUDIARE PER UN ESAME</b>					
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
<b>III. LEGGERE SETTIMANALMENTE</b>					
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
<b>IV. SCADENZE AMMINISTRATIVE DELL'UNIVERSITÀ</b> (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
<b>V. <u>PARTECIPAZIONE ALLE ATTIVITÀ ACCADEMICHE</u></b> (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
<b>VI. <u>ATTIVITÀ SCOLASTICHE IN GENERALE</u></b>					
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

### 7.3 Questionnaire for students (Dutch version) – Pilot Study

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

Leeftijd:

.....

3. Ik ben:

- Werkstudent
- Voltijds student

4. Hoe is je tijd studie- werk verdeeld?

- < 25% studietijd
- 25% studietijd – 75% werktijd
- 50% studietijd – 50% werktijd
- 75% studietijd – 25% werktijd
- > 75% studietijd

5. Voor hoeveel opleidingsonderdelen ben je ingeschreven?

.....

6. Voor hoeveel opleidingsonderdelen nam je deel aan examens?

.....

7. Voor hoeveel opleidingsonderdelen ben je geslaagd?

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.....

8. 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					
2					
3					
4					



5 Ik streef ernaar om hoge studieprestaties te leveren.					
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 Mijn belangrijkste doel bij deze studie is om te slagen voor mijn examens.					
9 Dat ik voor universitair onderwijs heb gekozen is voor mij een uitdaging.					
10 Mijn studie is alleen maar bedoeld om mezelf intellectueel te verrijken.					
11 Ik heb weinig vertrouwen in mijn studiecapaciteiten.					
12 Voor het soort werk dat ik wil moet ik in het universitair onderwijs gestudeerd hebben.					
13 Het gaat er mij bij deze studie om om goede cijfers te halen in functie van een diploma.					
14 Ik zie deze studie zuiver als een stuk ontspanning.					
15 Ik studeer vooral om te slagen voor het examen.					

16 Mijn belangrijkste doel bij deze studie is om mezelf voor te bereiden op de uitoefening van een beroep.					
17 Ik wil erachter proberen te komen wat mijn kwaliteiten zijn, wat ik kan en wat ik niet kan.					
18 Ik wil door deze studie vooral beroepsbekwaamheid verwerven.					
19 Ik vraag me af of deze studie alle moeite wel waard is.					
20 Ik twijfel er aan of dit soort onderwijs wel de juiste onderwijsvorm voor mij is.					
21 Ik wil voor mezelf uittesten of ik een studie in het universitair onderwijs aankan.					
22 Ik doe deze studie omdat ik leren en studeren op zich leuk vind.					
23 Ik ben bang dat deze studie te zwaar voor me is.					
24 Schriftelijke bewijzen van het slagen voor examens vertegenwoordigen voor mij een waarde op zich.					

### 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 leermateriaal 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.					

## Leren van peers



	helemaal mee oneens	voor een groot deel mee oneens	evenveel mee eens als oneens	voor een groot deel mee eens	helemaal mee eens
1 Als ik leer voor een examen, leg ik wat ik leer vaak uit aan vrienden en/of medestudenten.					
2 Ik werk samen met medestudenten om opdrachten voor opleidingsonderdelen binnen deze opleiding af te maken.					
3 Wanneer ik me op een examen voorbereid, dan maak ik tijd vrij om met medestudenten het leermateriaal te bespreken.					

### Het zoeken van hulp

	helemaal mee oneens	voor een groot deel mee oneens	evenveel mee eens als oneens	voor een groot deel mee eens	helemaal mee eens
1 Ook al heb ik moeite met een opleidingsonderdeel binnen deze opleiding, ik blijf het alleen proberen zonder de hulp van anderen.					
2 Wanneer ik onderdelen niet begrijp, vraag ik de docent om uitleg.					

3 Wanneer ik iets niet begrijp vraag ik een medestudent om uitleg.					
4 Ik ga op zoek naar medestudenten die ik om hulp kan vragen wanneer dit nodig mocht zijn.					

## 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 vind het moeilijk tot rust te komen nadat iets me overstuur heeft gemaakt.					
2 Ik merk dat mijn mond droog aanvoelt.					
3 Ik ben niet in staat om ook maar enig positief gevoel te ervaren.					
4 Ik heb moeite met ademen.					
5 Ik vind het moeilijk om het initiatief te nemen om iets te gaan doen.					

6	Ik heb de neiging om overdreven te reageren op situaties.					
7	Ik voel me beverig.					
8	Ik ben erg nerveus.					
9	Ik maak me zorgen over situaties waarin ik in paniek zou raken en mezelf belachelijk zou maken.					
10	Ik heb het gevoel dat ik niets heb om naar uit te kijken.					
11	Ik merk dat ik snel prikkelbaar ben.					
12	Ik vind het moeilijk me te ontspannen.					
13	Ik voel me verdrietig en depressief.					
14	Ik vind het moeilijk om te dulden dat ik gestoord word bij wat ik aan het doen ben.					
15	Ik heb het gevoel dat ik bijna in paniek raak.					
16	Ik ben niet in staat om over ook maar iets enthousiast te worden.					
17	Ik heb het gevoel dat ik als persoon niet veel voorstel.					
18	Ik merk dat ik nogal licht geraakt ben.					
19	Ik ben me bewust van mijn hartslag terwijl ik me niet fysiek inspan.					
20	Ik ben angstig zonder enige reden.					

21 Ik heb het gevoel dat mijn leven geen zin heeft.					
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## 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.					

## 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?					
3 Wil je je uitstelgedrag voor deze taak doen verminderen?					
Het studeren voor examens					
4 In hoeverre stel je deze taak uit?					
5 Ervaar je het uitstellen van deze taak als problematisch?					
6 Wil je je uitstelgedrag voor deze taak doen verminderen?					
Het leermateriaal wekelijks bijhouden					
7 In hoeverre stel je deze taak uit?					
8 Ervaar je het uitstellen van deze taak als problematisch?					
9 Wil je je uitstelgedrag voor deze taak doen verminderen?					
Administratieve taken zoals het invullen van formulieren, registreren voor opleidingsonderdelen of examens, je studentenkaart verkrijgen					
10 In hoeverre stel je deze taak uit?					

11	Ervaar je het uitstellen van deze taak als problematisch?					
12	Wil je je uitstelgedrag voor deze taak doen verminderen?					
	Afspraken zoals het samenzitten met je begeleider en een afspraak maken met een docent					
13	In hoeverre stel je deze taak uit?					
14	Ervaar je het uitstellen van deze taak als problematisch?					
15	Wil je je uitstelgedrag voor deze taak doen verminderen?					
	Leeractiviteiten in het algemeen					
16	In hoeverre stel je deze taak uit?					
17	Ervaar je het uitstellen van deze taak als problematisch?					
18	Wil je je uitstelgedrag voor deze taak doen verminderen?					

## 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	voor een groot	helemaal mee eens
--	---------------------------	--------------------------------------	----------------------	----------------------	----------------------



			als oneens	deel 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.					

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