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Platform for Advancement of Self

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Deliverable: IO10

Deliverable Form	
Project Reference No.	2018-1-EL01-KA203-047890
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Activity Leading Organisation	University of Ioannina
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Deliverable Form IO10

Output Description

Development of the platform. A special concern of the project participants will be the development of a user-friendly on-line platform with a good graphics environment. The platform will also be accessible to people with disabilities. A leaflet for the platform as a good practice will be developed and be available both on-line and in a printed form to various University units in all of the three countries. A pilot use of the platform by a number of students (volunteers) will inform us about its impact in the three countries. An evaluation sheet with a final open-ended question will be completed by the students. This information will shed light on transferability and also on the "potential" of the PAS. Transferability will be further supported by the development of a leaflet that will be sent out to other Universities in each country. The leaflet presenting the 'philosophy' of the PAS and the use of this platform as a diagnostic tool along with the underlying relevant literature and previous work on it has never before been the case in other counties. The leaflet will inform people that the IKY owns the intellectual property rights for the platform and thus it is accessible on demand.





**Output
Identification**

- Determine the platform specifications
- Find the contractor company for the development of the platform
- Evaluate its function by a number of initial users (students and teachers)
- Leaflet for the platform as a good practice





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IO10: Development of the platform and testing

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 Ioannina
- University of Antwerp
- University of Turin

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1. The Platform development

The particular project contributes to the 'tradition' of on-line platforms for students mainly developed in North European Universities to improve students' learning and attendance. We extend previous projects; the Platform for Advancement of the Self (PAS) Project is developed in a way that “goes” beyond the learning/cognitive constructs and includes psychological and individual variables and even draws on mental health. This decision was taken on the basis of the current literature suggesting a complex network of relations among learning, emotions and personality factors. Such an instrument can function as a diagnostic tool that not only promotes students' learning and prevents dropping-out but also supports their well-being and self-development. Thus, the PAS platform can be considered as an instrument which contributes to Universities broader policy-making for students and which offers a twofold provision regarding both quality of life and quality of learning. Early identification of students at risk and support for self-development that in the long-term will enable them to keep them engaged in their studies and career path, thus, leading to lifelong development. It is the first tool developed and tested across countries, and developed on the basis of a large data collection from each country. It explored whether the constructs have the same properties and are related in the same way to study success in each country. Differences and similarities are bridged in the best way to enhance transferability of the platform.

1.1 The benefits for HE students from the Platform

The development of the PAS Project mainly benefits students attending social science and humanities courses. Besides, the individual scores stored on the platform ‘feeds’ universities statistics and sheds light on the quality of learning and pace of study in the particular departments. The use of this information for policy making supports students’ self-development along with their learning patterns (psycho-educational profiles) and meets the priority for modern University to enhance quality in learning and teaching; coaching information is available for teachers. The information available to teachers can be used in their relationships with students; guidance, concern and support by academic advisors and teachers has been found to improve students’ learning.

Overall, the development of the PAS belongs to the strand of initiatives often taken by Universities towards the increase of effectiveness of higher education. The PAS Project, including both educational and psychological constructs, expands the Flanders on-line platform towards psychological dimensions and informs Universities policy-making. The particular combination of the variables included in the PAS is of benefit for countries across Europe since such platforms are usually developed on the basis of learning variables and are not necessarily followed by concern about students’ psychological states. The particular combination of learning/cognitive and psychological variables draws on recent research on learning and emotions along with individual factors influencing learning. Research in well-known research centres in the UK (e.g. UCL) supports our suggestion about associations between learning and emotional states; current studies seem to bridge psychological research, psychoanalysis and neuroscience.

In particular, the particular Platform benefits students in these particular areas:

- ❖ Enhance students’ awareness of their strengths and weaknesses;
- ❖ Enhance students’ self-development;
- ❖ Enhance students’ readiness to ask for help and support from either academic advisors or professionals accordingly;

- ❖ Support students to develop competencies to cope with difficulties they face with learning or any other situations in the University in more effective ways;
- ❖ Support students to complete their studies in time and engage with learning;
- ❖ Enhance interaction and relations between students and teachers;
- ❖ Support coaching in higher education;
- ❖ Support teachers to ‘tolerate’ students' difficulties by providing guidelines that give a direction to the way they go about enhancing students’ learning and development through increasing self-awareness.

1.2 The stages for the Platform development

The final version of the questionnaire included in the online Platform, was based on several methodological, statistical and conceptual discussions with the participation of the Project partners during the entire duration of the Project. The whole process was characterized by a productive exchange of views between the partners and resulted in a set of well-designed phases following the initial proposed plan with minor alterations. The final stages are extensively described below:

Stage 1:

Selection of the appropriate instruments based on the relevant literature. These instruments are:

1. The Inventory of Learning Styles (ILS) (Vermunt, 1994) was administered to measure students' learning strategies,
2. The Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, 1991) was administered to measure motivated strategies for students' self-regulated learning,
3. In order to measure resilience, the Resilience Scale – RS (Wagnild & Young, 1987) was selected,
4. The Difficulties in Emotion Regulation Scale (DERS) (Gratz & Roemer, 2004) was distributed to evaluate various aspects of emotion regulation difficulties,
5. The Depression, Anxiety and Stress Scale (DASS-21) (Lovibond & Lovibond, 1995), a self-reported instrument, was administered to independently assesses three factors: depression, anxiety, and stress,
6. Procrastination was assessed with the Procrastination Assessment Scale (PASS) (Solomon & Rothblum, 1984), a self-reported measure that evaluates the frequency of students' procrastination.
7. Students' pace of study was assessed by (self-reported) Grade Point Average (GPA) and course success rate. Success rate is computed as the proportion of the number of courses they had passed until the time of data collection and then, to the total number of courses they have already attended.

The selection of the above variables and the development of this project (PAS) on a particular combination of factors that brings together cognitive and non-cognitive dimensions, are in line with current research in learning in higher education including the identification of students at risk.

Stage 2:

The pilot study was conducted in order to test the first main psychometric properties of the instruments. In particular, the selected questionnaires were administered to a small sample of first-year university students from the target groups in Greece (University of Ioannina, N=63), in Italy (University of Turin, N=24) and Belgium (University of Antwerp, N=33). This procedure took place in order to check: (a) the translation and whether the items accurately address the research questions, (b) their psychometric properties, and (c) the time length required for the completion of all questionnaires. The aim was to test whether the questions were well defined, understood and comprehensible. After implementing probing techniques and receiving valuable feedback from the participants, there were some alterations in the wording of several items.

The results of the pilot study in the Greek, Belgian and Italian sample were the subject of a thorough discussion during the 1st Transnational Meeting that took place in March 2019 at the university of Ioannina. During this meeting different aspects were taken into account: reliability scores on the pilot 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 first ‘main run’ sample.

Stage 3:

Having selected the adequate questionnaires, 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. A sample of 315 first-year students from the University of Ioannina enrolled in the School of Social Science participated in the main pilot collection phase of study. The Italian sample for the study was composed of 418 students recruited from the University of Turin and finally, the Belgian sample of students consisted of 265 students, 71 of whom fully completed the questionnaire.

Innovation involved the use of 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 retainment in studies or dropping-out across countries. This output had an impact on the 'quality' of the PAS project overall as a safe diagnostic tool for freshmen and supported transferability of the use of the instruments.

Stage 4:

As the aim of the current study was to identify student profiles that include cognitive, metacognitive and motivational aspects of learning, but also aspects of resilience, emotion dysregulation and anxiety, we examined the psychometric properties of ILS, MSLQ, RS, DERS-18, DASS-21, and PASS instruments. These have already been studied in the literature as separate factors, giving evidence that these instruments are beneficial to the assessment of the respective learning process aspects, but were combined with aspects of mental health and wellbeing, which play a crucial role in students' transition from secondary to higher education and may have an impact on students' achievement.

The procedure for classifying the participants into homogeneous groups was held by a cluster analysis. This particular analysis groups students with the same characteristics together. Based on this statistical analysis, it was made possible to distinguish between four different (meta)cognitive emotional learner profiles, which offers an added value to the already known (meta)cognitive learner profiles that were determined in previous work. However, this study also had some limitations. One of the limitations is related to the person-oriented perspective we took in this study. A learner profile combines students with a comparable score on the different scales, but this does not mean that students within a certain profile have the same scores on the different scales included in the profile analysis. It is possible that students find themselves at the 'border' of a learner profile and sometimes are more closely related to another learner profile. It is informative to look at profile membership for diagnostic reasons, however it could also be interesting to look at the difference between the individual scores of a student compared to the mean for the learner profile when diagnosing students. For future research, we would suggest replicating the findings of this study with other datasets in order to control whether the same four profiles can be detected. In addition, it would be interesting to explore other outcome variables than GPA. More specifically, future research could look at well-being or drop-out of higher education.

Stage 5

The questionnaires from the main data collection were distributed to the first year students in the three countries with a reduced number of items due to factor analysis results from that sample, and also based on theoretical grounds concerning the specific variables. Innovation and impact are interrelated with regard to the appropriateness of the particular constructs (questionnaires) to (a) predict retainment in studies/dropping-out (b) to inform efficiently the feedback for students and coaching guidelines for teachers and (c) provide an appropriate number of strong items for the development of the online questionnaire to be uploaded on the platform.

More specifically, the 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 (20 items).
2. Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, 1991) (8 items, from the Self-efficacy scale).
3. The Resilience Scale (RS) (Wagnild & Young, 1987) (25 items).
4. Difficulties in Emotion Regulation Scale (DERS) (Gratz & Roemer, 2004) (18 items).
5. Depression – Anxiety – Stress Scale (DASS) (Lovibond & Lovibond, 1995) (7 items, from the Anxiety scale).
6. Procrastination Assessment Scale Student (PASS) (Solomon & Rothblum, 1984) (12 items, Frequency of Procrastination).

To sum up, in this stage, some lengthy online meetings between the partners took place so as to further reduce items and subscales. Although there was no conceptual overlapping between the three scales of Depression, Anxiety, and Stress, due to the fact that they share common causes and, statistically, they are highly intercorrelated, the partners agreed on keeping only the Anxiety scale which is more closely associated to the symptom criteria for the various Anxiety Disorders. Also, the Tendency to Reduce Procrastination Subscale of PASS was

omitted, due to problematic CFA, so the partners kept just the Procrastination Scale. Regarding the Certificate Oriented subscale of ILS (Part B), was also omitted as the value of that subscale was counterbalanced with Ambivalence. Finally, the Help-Seeking subscale of MSLQ was also excluded from the questionnaires due to the fact that it gave low reliability scores further. The partners consented on making these alterations in order to end up with an appropriate number of strong items for the development of the online questionnaire to be uploaded on the platform.

The selected questionnaires were distributed to the first-year students in Greece (N=487), Belgium (N=96) and Italy (N=423) over a period of 3 months during the 1st semester of their studies. The collected data were entered in the SPSS software, and a first preliminary analysis of the data in each country showed some indications of transferability and shed light on the ongoing process. An initial evaluation of the results showed that factors from different theoretical approaches (learning, cognitive and mental health constructs) seem to fit together.

Stage 6:

In this stage an analysis of the first datasets supported the initial suggestion about the identification of relations among the learning and mental health profiles of students in order to predict students pace of study (delayed studies/dropping out).

Due to the difficulties encountered as regards the data collection on behalf of the University of Antwerp and thus not achieving the requested or a lower number of sample size of the first datasets for the Belgian partner, the PAS Consortium decided to conduct an exploratory factor analysis and a confirmatory factor analysis only from the Italian and the Greek sample. The data results of this report were submitted and published in the Journal “Frontiers in Psychology, Educational Psychology” entitled: “*The contribution of learning and mental health variables in first-year student’ profiles*”.

At the same time, the governments of the three partner countries had temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These closures impacted not only the learning and teaching process, but also are negatively affecting the academic research and to be more specific the PAS project. To be more specific, the COVID-19 outbreak disrupted the lives of many people across the world. The worldwide rapid increase of infected cases has created a sense of uncertainty and anxiety about what is going to happen. It has also caused a tremendous level of stress among the university fraternity, inclusive of students. Thus, as the global community fights COVID-19, the productivity and scientific output of PAS researchers were affected, as happened to other academic communities worldwide, leading to major interruptions in teaching and research.

Stage 7:

The questionnaires were distributed again to the same first year students in Greece (N=198), Belgium (N=62) and Italy (N=423) to test possible differences alongside 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 would 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 were 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.

Stage 8:

Due to the COVID-19 emergency, we were not able to conduct the planned longitudinal analysis, as was previously mentioned. For this reason, the Consortium decided to carry out a preliminary research whose main aim was to serve as an exploitation aspect for further studies after the lifetime of the current project. More specifically, the research team came up with the idea to test and standardize PAS Platform also for students with disabilities or for those coming from the so called vulnerable groups, as they are greatly influenced by the pandemic. For this purpose, we distributed a short questionnaire via email to Greek students belonging to this category and tried to detect their specific needs. Greek students were selected because the COVID-19 situation was better in this country regarding the other two.

Stage 9:

For the development of well substantiated feedback texts for the students as well as their teachers, some widely used and validated feedback instruments were implemented. When developing our student feedback, we made a start with developing student feedback for the scales of self-regulation, external regulation, ambivalence and self-efficacy. Feedback for all of these scales were made in English and subsequently sent to each partner country. After processing the initial feedback, we agreed that the feedback was too elaborate and that some scales should be shortened in order to motivate respondents to process the given feedback.

No previous project has provided guidelines for teachers and academic advisors. Besides, the feedback to students is exclusively enriched, compared to previous on-line platforms in other countries, by information supporting self-advancement. The collaboration between participants from three countries led to a valid cross-cultural feedback for students to become citizens in a supercomplex world and survive achievement driven and highly competitive environments. The impact of such information delivered to students and teachers across countries involves the enhancement of the quality of teaching and learning, improvement of services provided to freshmen, universities competitiveness and alignment with international objectives.

1.3 The specifications of the Platform

The technical specifications of the proposed platform for the Erasmus+ PAS programme include:

- Platform creation using php, html, java script in my sql database and connection to mysqli
- Personal information of users (without user log-in) in GDPR Compliant web platform
- Integration of 40 questions in 5-Likert scale.
- All platform texts are in 4 languages, and each participant initially indicates their preferred language for completing the questions.
- Depending on the participants' answers, the rules system "result" in a feedback with their profile in 12 categories, which is sent to their emails
- Installation of the platform on the server of the University of Ioannina that is indicated by the Erasmus+ PAS project

1.4 The IT Company

LIME TECHNOLOGY IKE specializes in the development, design and implementation of dynamic Web and Mobile applications using reliable, fast and user-friendly web technologies.

It is a startup company founded in 2013 and based in Ioannina, Greece. It operates in the IT sector, with emphasis on the production of innovative services and products. The company's commitment to product innovation, as a competitive advantage, has led to the company being awarded both by the European Commission in the framework of European FP7 programs and by the local Chamber of Commerce.

Vision and Goal

The company's vision is to evolve into a leading innovator in the field of Information Technology both in the region of Epirus and Greece in general. The company's goal is to always be ahead of our time, in tune with international developments, in order to offer its customers value-added products that will ensure competitive advantages and a new user experience. Lime Technology executives have gained years of experience by participating in national and European research projects on project management, development of mobile and web application development, knowledge mining systems development and 3D imaging environment development.

The services

The clients, who are mainly active in the field of Health, Education and Tourism, have the opportunity to exploit a well-designed, evaluated and fully customizable product as there is contact with the client in all phases of implementation aiming at the continuous improvement of the final product. Thus, recognizing the continuous progress of technology and its spread in several areas of everyday life, the company takes advantage of the technological level and provides a set of innovative services.

1.5 The Platform link

After completing a number of testing regarding the Platform's functionality with several test-takers including 53 Higher Education students, 4 teachers in Social Sciences departments, and members of the social and counselling services of the University of Ioannina, the IT company contacted the Network Management Center of the University of Ioannina, and activated the following link which redirects the user to the PAS Project Platform.



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<https://erasmus.pas.project.uoi.gr/erasmus/web/site/index?lang=1>



Erasmus KA203-047890



The Erasmus + KA203-047890 Program, co-financed by the European Union, entitled "PAS" Platform for Advancement of the Self aims to create an electronic platform for predicting the course of studies with the ultimate goal of reducing the number of students in a group to be stagnant students or to "drop out" of their studies.

Through research tools that explore psychological and cognitive factors, feedback is provided especially to first-year students and students are given the opportunity to think about their studies and issues related to dimensions of their psychosocial adjustment by proposing thought frames and support frameworks.

To start the questionnaire select the country in which the university you are studying is located:

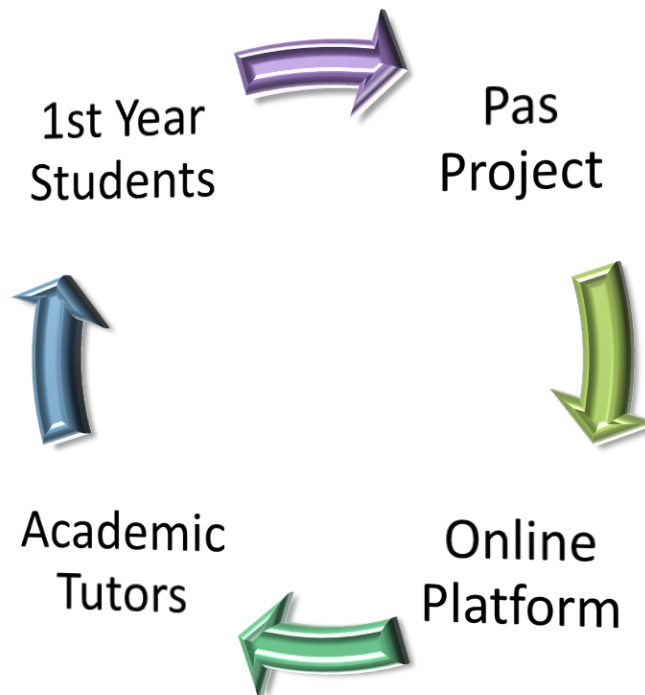


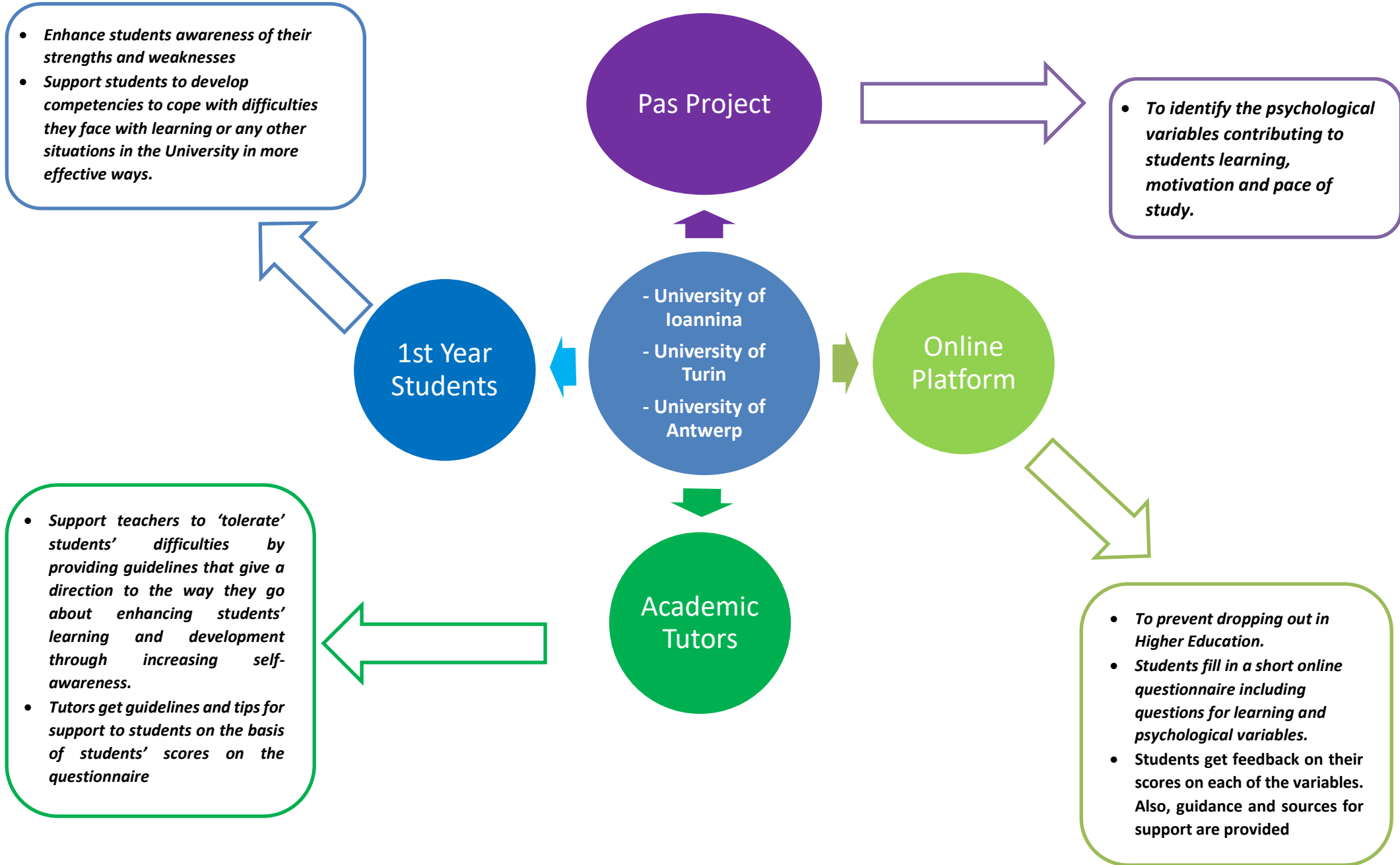
2. The leaflet

A relevant leaflet with psychological tips was also available to students. This could function as a good practice for the Platform, and is available both on-line and in a printed form to various University units in all of the three countries. It presents the ‘philosophy’ of the PAS and the use of this platform as a diagnostic tool along with the underlying relevant literature and previous work on it has never before been the case in other countries. The leaflet informs people that NA (IKY) owns the intellectual property rights for the platform and thus it is accessible on demand.



Platform for Advancement of Self







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3. The User Guide of the Platform

3.1 The User Guide in ENGLISH





Platform for Advancement of the Self

User Guide

Version 1.0

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Consortium

University of Ioannina

University of Turin

University of Antwerp



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1. The PAS Project

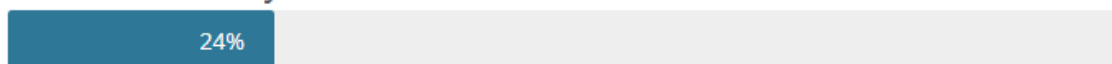
Successful transition into higher education is considered crucial both for the student as well as for the educational institution. The complexity of this event constitutes this transition a stressful period for many freshman students, as they come across a number of demanding challenges, such as the need for developing novel learning patterns and also the adaptation of the already existing learning strategies in the new academic environment. Students show difficulties in academic adjustment that mainly are due to ineffective learning strategies and unsatisfactory self-regulation.

In order to facilitate this adjustment process, this project aims to develop an on-line **Platform for the Advancement of the Self (PAS)** that comprises cognitive and psychological constructs contributing to students' psycho-educational profiles and academic success.

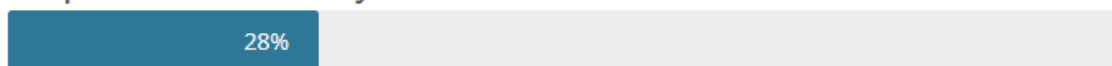
General drop out percentage



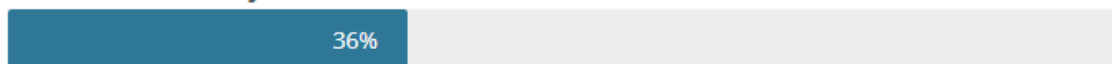
Students that stay enrolled



Drop out after the first year



Graduation in 4 years



National high school graduation rate



2. The PAS Project Platform

The intention of this **PAS Project** platform is to:

- a) Enhance students' awareness of their strengths and weaknesses;
- b) Enhance students' self-development;
- c) Enhance students' readiness to ask for help and support from either academic advisors or professionals accordingly;
- d) Support students to develop competencies to cope with difficulties they face with learning or any other situations in the University in more effective ways;
- e) Support students to complete their studies in time and engage with learning;
- f) Enhance interaction and relations between students and teachers;
- g) Support coaching in higher education;
- h) Support teachers to 'tolerate' students' difficulties by providing guidelines that give a direction to the way they go about enhancing students' learning and development through increasing self-awareness.

3. The Platform User Guide

This PAS project Platform User Guide addresses University students (especially freshman students), and tutors / educators involved in Higher Education teaching. This guide helps users to familiarise with the use of the platform and its functions, as well as guiding them through the steps required to independently and successfully complete the platform so that the obtained results are valid and reliable. This guide is available in both digital and printed form in four (4) different languages mainly corresponding to each project partner national language:

- 1) English
- 2) Greek (University of Ioannina)
- 3) Italian (University of Turin)
- 4) Dutch (University of Antwerp)

The User Guide includes:

- Introductory section
- Consent form
- Demographic details
- Questionnaire
- Feedback

4. Introductory Section

In order to get access to the online PAS platform, you can click on the following link: <https://limehosting.gr/pas/web/site/index?lang=1> where you will be directed at the Home Page of the Platform.

The first step you should take is to choose the language you want to complete the questionnaire of the platform. You can do it by clicking the corresponding flag of the nation's language (Figure 1).



Figure 1. Selection of language

Once you have selected the language, you are provided with general information about the PAS Project and you should select the country in which the university you are studying is located. The pop-up menu has a selection of 3 countries or other (English) (Figure 2).



Erasmus KA203-047890



Select country

Greece

Belgium

Italy

Other

Select country

Figure 2. Selection of location of university country

5. Consent form

This page gives information about the partners who participate in this European Project and requires from the user to complete the consent form in order to continue with the questionnaire completion.

If you agree with the terms and conditions of this form, you can click at the empty box, and the button “Accept” automatically appears on the screen (Figure 3).

Students' consent form

1. I have read the text above and I consent to participate in fulfilling the questionnaire.
2. I understand that my participation is voluntary and I am allowed to withdraw at any time, without giving any reason and without consequences.
3. Any information acquired during current research will remain confidential and will be encoded exclusively for research purposes.

I explicitly consent to participate in the current research

Figure 3. Consent form

If you don't agree with the terms and conditions of this form, you can click at the “Decline” button, and you will be redirected at the Home Page.

6. Demographic details

This page requires from the user to fill in some personal details for demographic purposes.

- You have to give information about your gender, age, university, department and year of study (Figure 4).

Gender Male Female Prefer not to say Other

Age (in years)

University of Study

Department of Study

Years of study

Figure 4. Demographics 1

- You have to insert your university entrance grade in intereg numbers (this question might not be applicable to all users) (Figure 5).

What is your entrance grade in the current department (if applicable)?

Figure 5. Demographics 2

- You have to indicate your working status during your studies (Figure 6).

Do you work during your studies?

Part time
Full time
No work

Figure 6. Demographics 3

- You have to provide information about the average grade of your passed courses, along with the number of attended and passed courses (Figure 7).

What is approximately the average value of all your grades (total grade points divided by the number of courses)?

What is approximately the total number of attended courses?

What is approximately the total number of passed courses?

Figure 7. Demographics 4

- You can enter your email if you want to receive your feedback in a pdf format (optional) (Figure 8).

EMAIL (optional for getting the report to your email)

Figure 8. Demographics 5

7. Questionnaire

The next pages of the platform refer to the various scales under examination. It includes questions regarding University students' psychosocial adjustment to Higher education by analyzing the psychological variables contributing to students learning, motivation and pace of study. More specifically, the scales examined in this Project are the following:

1. Self-regulation
2. External regulation
3. Ambivalence
4. Self-efficacy
5. Resilience
6. Emotional awareness
7. Emotional clarity
8. Goals
9. Impulse
10. Emotional non-acceptance
11. Anxiety
12. Procrastination

The questions are rated in a 5-Likert scale with the scaling either from 'Seldom or Never' to 'Almost Always' or from 'Disagree entirely' to 'Agree entirely'. Please note that it is compulsory to answer ALL the questions otherwise you won't be able to proceed to the next set of questions and receive the feedback. When you have answered all the items you have to SUBMIT your answers.

7.1 Self-Regulation

Self-regulation is an important study skill. It refers to how you take your learning in hands, manage your learning and take decisions on when and how to study. Self-regulation is also about reflecting on your progress in studying and study success. Self-regulated learners persist if learning difficulties come across their path, do not avoid learning and are good time-managers (Figure 9).

<p>I add something to the subject matter from other sources. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
<p>When I am studying, I also pursue learning goals that have not been set by the teacher but by myself. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
<p>In addition to the syllabus, I study other literature related to the content of the course. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		

Figure 9. Self-regulation items

7.2 External Regulation

External regulation refers to the way your way of studying is guided by others than yourself. It concerns a very dependent way of studying, seeking to comply to the demands of others or closely following all the instructions given within course materials. Although it can be important to follow guidelines given by teachers or course materials, it is counterproductive if you are very dependent on the regulation of externals, and only follow the requested study path and deadlines imposed by others. In higher education, it is expected that students become more and more independent learners, who can take their own learning in hands, and don't need the regulation of other to be successful in studying (Figure 10).

<p>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. *</p>	<table border="1"> <tr> <td>DISAGREE ENTIRELY</td> <td>DISAGREE</td> <td>UNDECIDED</td> <td>AGREE</td> <td>AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		
<p>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. *</p>	<table border="1"> <tr> <td>DISAGREE ENTIRELY</td> <td>DISAGREE</td> <td>UNDECIDED</td> <td>AGREE</td> <td>AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		

Figure 10. External regulation items

7.3 Ambivalence

Ambivalence refers to motivational problems that are related with studying. If someone doubts about the study choice taken and keeps asking questions about the usefulness of the study for the future career, ambivalent feelings can have a detrimental impact on study behaviour and results. It can also be an indicator for one feeling not well or at ease in the current study track, or have greater doubts about the meaning of studying all this learning content in view of the future. There might be many causes for having ambivalent feelings about one's study, but it often goes along with a lack of motivation, and leads to lower persistence in studying (Figure 11).

I doubt whether this is the right subject area for me. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">DISAGREE ENTIRELY</td> <td style="padding: 2px 10px;">DISAGREE</td> <td style="padding: 2px 10px;">UNDECIDED</td> <td style="padding: 2px 10px;">AGREE</td> <td style="padding: 2px 10px;">AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		
I wonder whether these studies are worth all the effort. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">DISAGREE ENTIRELY</td> <td style="padding: 2px 10px;">DISAGREE</td> <td style="padding: 2px 10px;">UNDECIDED</td> <td style="padding: 2px 10px;">AGREE</td> <td style="padding: 2px 10px;">AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		
I doubt whether this type of education is the right type of education for me. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">DISAGREE ENTIRELY</td> <td style="padding: 2px 10px;">DISAGREE</td> <td style="padding: 2px 10px;">UNDECIDED</td> <td style="padding: 2px 10px;">AGREE</td> <td style="padding: 2px 10px;">AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		

Figure 11. Ambivalence items

7.4 Self-efficacy

Self-efficacy refers to how you see yourself and your skills as a student in the given study programme. It is closely related self-confidence, and it is an important asset for a successful study career. A positive self-belief in one's capacities, is a result of past post experiences but it can also be developed by specific skill training, especially in term of gaining a more positive feeling about oneself, or becoming less critical about oneself if personal standards are too high (Figure 12).

I believe I will receive an excellent grade in this class. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">DISAGREE ENTIRELY</td> <td style="padding: 2px 10px;">DISAGREE</td> <td style="padding: 2px 10px;">UNDECIDED</td> <td style="padding: 2px 10px;">AGREE</td> <td style="padding: 2px 10px;">AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		
I expect to do well in this class. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">DISAGREE ENTIRELY</td> <td style="padding: 2px 10px;">DISAGREE</td> <td style="padding: 2px 10px;">UNDECIDED</td> <td style="padding: 2px 10px;">AGREE</td> <td style="padding: 2px 10px;">AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		
I'm certain I can master the skills being taught in this class. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">DISAGREE ENTIRELY</td> <td style="padding: 2px 10px;">DISAGREE</td> <td style="padding: 2px 10px;">UNDECIDED</td> <td style="padding: 2px 10px;">AGREE</td> <td style="padding: 2px 10px;">AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		
Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">DISAGREE ENTIRELY</td> <td style="padding: 2px 10px;">DISAGREE</td> <td style="padding: 2px 10px;">UNDECIDED</td> <td style="padding: 2px 10px;">AGREE</td> <td style="padding: 2px 10px;">AGREE ENTIRELY</td> </tr> </table>	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY		

Figure 12. Self-efficacy items

7.5 Resilience

Resilience is the capacity to successfully maintain or regain mental health and well-being in the face of significant adversity or risk. Resilience may be helpful for students to manage academic challenges and demands, to enable positive progress and to handle the pressure of work, study and life (Figure 13).

I am able to depend on myself more than anyone else. *	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
I can be on my own if I have to. *	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
I am determined. *	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
I have self-discipline. *	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
I keep interested in things. *	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
I can usually find something to laugh about. *	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY
My belief in myself gets me through hard times. *	DISAGREE ENTIRELY	DISAGREE	UNDECIDED	AGREE	AGREE ENTIRELY

Figure 13. Resilience items

7.6 Emotional awareness

Emotional awareness is the ability to recognise and make sense of not just your own emotions, but also those of others. This awareness is a big component of what is referred to as ‘emotional intelligence’ (E.I.), which also includes being able to solve problems in life by understanding emotions, such as being able to regulate your own emotions and cheer others up when they are feeling low. High levels of emotional awareness mean you can learn from your feelings quickly. For example, if you feel sad, you can reflect on why this is so, and make decisions that then help you. It also means you can predict emotions in advance – you know what actions will lead to what emotions and this means you can make better choices accordingly (Figure 14).

I pay attention to how I feel. *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
I am attentive to my feelings. *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS

Figure 14. Emotional awareness items

7.7 Emotional clarity

Emotional clarity is a key part of emotion regulation, as being able to clearly identify your emotions is the first step in determining how to regulate and cope with them. In other words, emotional clarity refers to the extent to which you know, understand and are clear about which emotions you are feeling and why you are feeling them (Figure 15).

I have no idea how I am feeling.*	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
I have difficulty making sense out of my feelings.*	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
I am confused about how I feel.*	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		

Figure 15. Emotional clarity items

7.8 Goals

Emotion regulation plays an integral role in goal-directed behaviors. In general, emotions are meant to draw our attention to important life events. However, when improperly regulated, negative emotions, including frustration, sadness, and hopelessness, can strain cognitive resources. The intersection of goal-directed behavior and emotion is related to the capacity for self-regulation, or the ability to control one's thoughts, impulses, behaviors, and emotions. However, the end goal is always the same: to promote our emotional well-being and feel better as people. Handling stress is part of this, but it also involves things like feeling happier, cutting sadness out of your life, managing angry feelings, and taking care of lingering resentments (Figure 16).

<p>When I'm upset, I have difficulty getting work done. *</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid #ccc; padding: 2px 10px;">SELDOM OR NEVER</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">SOMETIMES</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">REGULARLY</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">OFTEN</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
<p>When I'm upset, I have difficulty focusing on other things. *</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid #ccc; padding: 2px 10px;">SELDOM OR NEVER</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">SOMETIMES</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">REGULARLY</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">OFTEN</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
<p>When I'm upset, I have difficulty concentrating. *</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid #ccc; padding: 2px 10px;">SELDOM OR NEVER</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">SOMETIMES</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">REGULARLY</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">OFTEN</td> <td style="border: 1px solid #ccc; padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		

Figure 16. Goals items

7.9 Impulse

The notion of emotional impulse is often used but rarely specified. It refers to an emotion that is elicited by the appraisal of a perceived or thought-of object, event, or state of the world as pleasant or unpleasant, or as beneficial or harmful, and which action is apt to influence that object, event, or state of the world. The appraisal first gives rise to a state of readiness to establish, modify, sustain, or terminate the agent's relation to the object, event, or state of the world concerned. That readiness then may induce an action that can implement the readiness' aim. Emotions are considered "impulsive" when and because they are not preceded by deliberation or the conscious representation of some emotion goal (Figure 17).

When I'm upset, I become out of control. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
When I'm upset, I have difficulty controlling my behaviors. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
When I'm upset, I lose control over my behaviors. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">SELDOM OR NEVER</td> <td style="padding: 2px 10px;">SOMETIMES</td> <td style="padding: 2px 10px;">REGULARLY</td> <td style="padding: 2px 10px;">OFTEN</td> <td style="padding: 2px 10px;">ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		

Figure 17. Impulse items

7.10 Emotional non-acceptance

Emotional acceptance is the willingness to fully experience all emotions, even negative ones. Non-acceptance manifests as not wanting to feel any emotion appraised as “bad” and is positively associated with suppression as well as symptoms of depression. However, we argue that non-acceptance and suppression are distinct because non-acceptance is a value judgment about the experience of emotions whereas suppression is an act taken to control the expression of emotion (Figure 18).

When I'm upset, I feel ashamed with myself for feeling that way. *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
When I'm upset, I feel guilty for feeling that way. *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS

Figure 18. Emotional non-acceptance items

7.11 Anxiety

Anxiety is a common mental state often individuals experience in their lives, especially in transitional periods (e.g. entering to university). Many students deal with anxiety during their first year because this period usually is related to various concerns such as leaving family and family home, adjusting to a new place and environment, financial responsibilities and new academic demands. Anxiety is a universal and normal emotion which is a necessary and adaptive response to stress however sometimes increased levels may interfere with impairment in important areas of functioning. Anxiety may lead to poor relationships with other students, low level of engagement in campus activities, low grade averages and low rates of graduation (Figure 19).

I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
I experienced trembling (eg, in the hands) *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
I felt I was close to panic *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
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) *	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS

Figure 19. Anxiety items

7.12 Procrastination

Procrastination is the voluntary delay of an intended and necessary important activity, despite expecting potential negative consequences that outweigh the positive consequences of the delay. Procrastination may be detrimental for academic achievement and pace of study, often leading to dropout. Stress, anxiety and fatigue have been related to procrastination (Figure 20).

To what degree do you procrastinate on writing a term paper? *	<table border="1"> <tr> <td>SELDOM OR NEVER</td> <td>SOMETIMES</td> <td>REGULARLY</td> <td>OFTEN</td> <td>ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
To what degree do you procrastinate on studying for exams? *	<table border="1"> <tr> <td>SELDOM OR NEVER</td> <td>SOMETIMES</td> <td>REGULARLY</td> <td>OFTEN</td> <td>ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
To what degree do you procrastinate on keeping up weekly reading assignments? *	<table border="1"> <tr> <td>SELDOM OR NEVER</td> <td>SOMETIMES</td> <td>REGULARLY</td> <td>OFTEN</td> <td>ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
To what degree do you procrastinate on academic administrative tasks: Filling out Forms, Registering for Classes, Getting ID Card, etc.? *	<table border="1"> <tr> <td>SELDOM OR NEVER</td> <td>SOMETIMES</td> <td>REGULARLY</td> <td>OFTEN</td> <td>ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
To what degree do you procrastinate on attendance tasks: Meeting with Your Advisor, Making an Appointment with a Professor, etc.? *	<table border="1"> <tr> <td>SELDOM OR NEVER</td> <td>SOMETIMES</td> <td>REGULARLY</td> <td>OFTEN</td> <td>ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		
To what degree do you procrastinate on school activities in general? *	<table border="1"> <tr> <td>SELDOM OR NEVER</td> <td>SOMETIMES</td> <td>REGULARLY</td> <td>OFTEN</td> <td>ALMOST ALWAYS</td> </tr> </table>	SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS
SELDOM OR NEVER	SOMETIMES	REGULARLY	OFTEN	ALMOST ALWAYS		

Figure 20. Procrastination items

8. Feedback

Once you have submitted your answers to the questionnaire items, you will receive a thanking message (Figure 21) along with the results of the feedback. Firstly, based on your answers you will see the overall profile (Adaptive / Maladaptive) followed by a brief description of it and a bar graph (Figure 21).

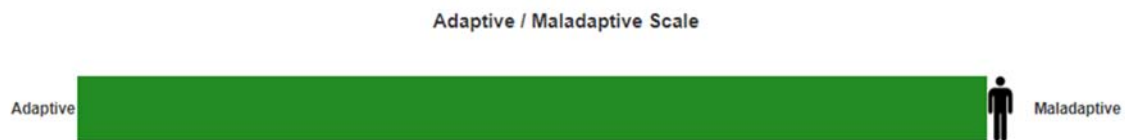


Figure 21. Profile graph

Then you will be able to see a chart comprising all the 12 subscales constituting the general profile in a 3-color circular depiction (Figure 22),

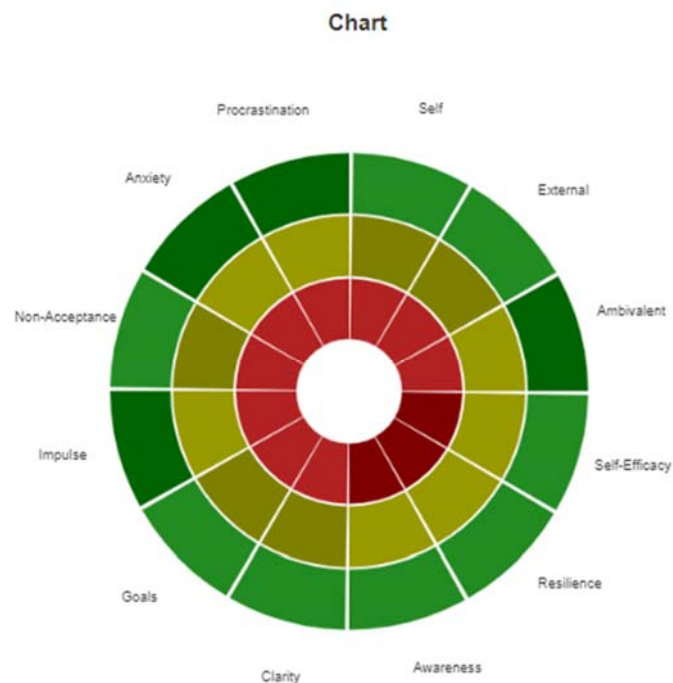


Figure 22. 12 subscales depiction

Each color -green, yellow, red- corresponds to the level -high, medium, low, respectively- of the subscales as extracted from the scores of each user's answers (Figure 23).

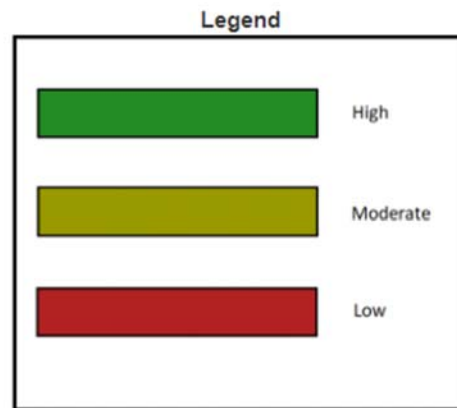


Figure 23. Subscales levels

Finally, you can download your feedback in a pdf format by clicking on the "PDF Export" button (Figure 24).



Figure 24. PDF Export

If you have selected to receive the feedback through email (see Figure 8), you will instantly get a message where you can also download the feedback in a digital form (Figure 25).

Questionnaire results Inbox x

pasproject.results@gmail.com

to me ▼

PAS Project questionnaire results

Dear user,

Thank you for taking the time to complete this questionnaire.

To see your results click [here](#)

 Reply

 Forward

Figure 25. Email message

9. Conclusion

This user guide is developed as part of the launch of the new PAS Project platform, available at <https://limehosting.gr/pas/web/site/index?lang=4>. Its purpose is to support all users –students and tutors– in the correct access to all information, features, and procedures of successfully completing the questionnaire along with all the necessary details. That is why it is a support tool that is continually being updated and always available in the public and private areas of the new platform and in the PAS Project official site <http://pas.project.uoi.gr/>.

Any additional information or clarification, you can contact our user support services available in public and private areas (pas.project.uoi@gmail.com).



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3.2 The User Guide in GREEK



Platform for Advancement of the Self

(Πλατφόρμα Αυτοβελτίωσης των Φοιτητών)

Οδηγός Χρήστη

Έκδοση 1.0

Κοινοπραξία

Πανεπιστήμιο Ιωαννίνων

Πανεπιστήμιο Τορίνου

Πανεπιστήμιο Αμβέρσας



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1. Το Σχέδιο PAS

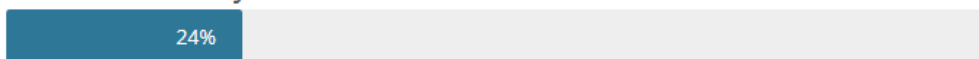
Η επιτυχής μετάβαση στην τριτοβάθμια εκπαίδευση θεωρείται ζωτικής σημασίας τόσο για τον φοιτητή όσο και για το εκπαιδευτικό ίδρυμα. Η πολυπλοκότητα του γεγονότος αυτού συνιστά τη μετάβαση αυτή μια αγχωτική περίοδο για πολλούς πρωτοετείς φοιτητές, καθώς έρχονται αντιμέτωποι με μια σειρά απαιτητικών προκλήσεων, όπως η ανάγκη ανάπτυξης νέων μαθησιακών προτύπων αλλά και η προσαρμογή των ήδη υπάρχουσών στρατηγικών μάθησης στο νέο ακαδημαϊκό περιβάλλον. Οι φοιτητές παρουσιάζουν δυσκολίες στην ακαδημαϊκή προσαρμογή που οφείλονται κυρίως σε αναποτελεσματικές στρατηγικές μάθησης και μη ικανοποιητική αυτορρύθμιση.

Προκειμένου να διευκολυνθεί αυτή η διαδικασία προσαρμογής, το παρόν Έργο αποσκοπεί στην ανάπτυξη μιας διαδικτυακής πλατφόρμας για την Αυτοβελτίωση του Φοιτητή **Platform for the Advancement of the Self (PAS)**, που περιλαμβάνει γνωστικές και ψυχολογικές δομές που συμβάλλουν στο ψυχοεκπαιδευτικό προφίλ των φοιτητών και στην ακαδημαϊκή επιτυχία.

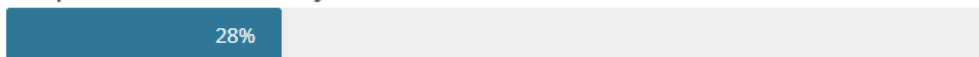
General drop out percentage



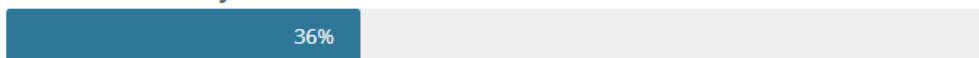
Students that stay enrolled



Drop out after the first year



Graduation in 4 years



National high school graduation rate



2. Η Πλατφόρμα του Σχεδίου PAS

Ο σκοπός αυτής της πλατφόρμας του Σχεδίου **PAS** είναι να:

- a) Ενίσχυση της επίγνωσης των δυνατών και αδύνατων σημείων των φοιτητών
- b) Ενίσχυση της αυτοανάπτυξης των φοιτητών
- c) Ενίσχυση της ετοιμότητας των φοιτητών να ζητήσουν βοήθεια και υποστήριξη είτε από ακαδημαϊκούς συμβούλους είτε από επαγγελματίες λειτουργούς
- d) Υποστήριξη των φοιτητών να αναπτύξουν ικανότητες για να αντιμετωπίσουν με αποτελεσματικότερο τρόπο τις δυσκολίες που αντιμετωπίζουν στη μάθηση ή σε οποιαδήποτε άλλη κατάσταση στο Πανεπιστήμιο
- e) Υποστήριξη των φοιτητών να ολοκληρώνουν εγκαίρως τις σπουδές τους και να ασχολούνται με τη μάθηση
- f) Βελτίωση της αλληλεπίδρασης και των σχέσεων μεταξύ φοιτητών και καθηγητών
- g) Υποστήριξη της καθοδήγησης στην τριτοβάθμια εκπαίδευση
- h) Υποστήριξη των καθηγητών να "ανέχονται" τις δυσκολίες των φοιτητών παρέχοντας κατευθυντήριες γραμμές στον τρόπο με τον οποίο προχωρούν στην ενίσχυση της μάθησης και της ανάπτυξης των φοιτητών μέσω της αύξησης της αυτογνωσίας.

3. Ο Οδηγός Χρήστη της Πλατφόρμας

Αυτός ο Οδηγός Χρήστη της πλατφόρμας του Σχεδίου PAS απευθύνεται σε φοιτητές Πανεπιστημίου (ιδίως πρωτοετείς φοιτητές) και σε καθηγητές/εκπαιδευτικούς που ασχολούνται με τη διδασκαλία στην Τριτοβάθμια Εκπαίδευση. Ο οδηγός αυτός βοηθά τους χρήστες να εξοικειωθούν με τη χρήση της πλατφόρμας και τις λειτουργίες της, καθώς και να τους καθοδηγήσει στα βήματα που απαιτούνται για την ανεξάρτητη και επιτυχή ολοκλήρωση της πλατφόρμας, ώστε τα αποτελέσματα που θα προκύψουν να είναι έγκυρα και αξιόπιστα. Ο οδηγός αυτός διατίθεται τόσο σε ψηφιακή όσο και σε έντυπη μορφή σε τέσσερις (4) διαφορετικές γλώσσες που αντιστοιχούν στην εθνική γλώσσα κάθε εταίρου του σχεδίου:

- 1) Αγγλικά
- 2) Ελληνικά (Πανεπιστήμιο Ιωαννίνων)
- 3) Ιταλικά (Πανεπιστήμιο Τορίνου)
- 4) Ολλανδικά (Πανεπιστήμιο Αμβέρσας)

Ο Οδηγός Χρήστη περιλαμβάνει:

- Εισαγωγή
- Έντυπο συγκατάθεσης
- Δημογραφικά στοιχεία
- Ερωτηματολόγιο
- Ανατροφοδότηση

4. Εισαγωγή

Για να αποκτήσετε πρόσβαση στην ηλεκτρονική πλατφόρμα PAS, μπορείτε να κάνετε κλικ στον ακόλουθο σύνδεσμο: <https://limehosting.gr/pas/web/site/index?lang=1> όπου θα μεταφερθείτε στην αρχική σελίδα της πλατφόρμας.

Το πρώτο βήμα που πρέπει να κάνετε είναι να επιλέξετε τη γλώσσα που θέλετε να συμπληρώσετε το ερωτηματολόγιο της πλατφόρμας. Μπορείτε να το κάνετε κάνοντας κλικ στην αντίστοιχη σημαία της γλώσσας του έθνους (Εικόνα 1).



Εικόνα 1. Επιλογή γλώσσας

Αφού επιλέξετε τη γλώσσα, σας παρέχονται γενικές πληροφορίες σχετικά με το πρόγραμμα PAS και θα πρέπει να επιλέξετε τη χώρα στην οποία βρίσκεται το πανεπιστήμιο στο οποίο σπουδάζετε. Στο αναδυόμενο μενού υπάρχει η δυνατότητα επιλογής 3 χωρών ή άλλων (αγγλικά) (Εικόνα 2).



Erasmus KA203-047890



Το Πρόγραμμα Erasmus+ KA203-047890, συγχρηματοδοτούμενο από την Ευρωπαϊκή Ένωση, με τίτλο "PAS" Platform for Advancement of the Self έχει ως στόχο τη δημιουργία ηλεκτρονικής πλατφόρμας πρόβλεψης της

Επιλέξτε χώρα

- Ελλάδα ←
- Βέλγιο
- Ιταλία
- Άλλού

Επιλέξτε χώρα ▼

Εικόνα 2. Επιλογή χώρας που βρίσκεται το πανεπιστήμιο

5. Έντυπο Συγκατάθεσης

Αυτή η σελίδα παρέχει πληροφορίες σχετικά με τους εταίρους που συμμετέχουν σε αυτό το ευρωπαϊκό έργο και απαιτεί από τον χρήστη να συμπληρώσει το έντυπο συγκατάθεσης προκειμένου να συνεχίσει τη συμπλήρωση του ερωτηματολογίου.

Εάν συμφωνείτε με τους όρους και τις προϋποθέσεις του εν λόγω εντύπου, μπορείτε να κάνετε κλικ στο κενό πλαίσιο και στην οθόνη εμφανίζεται αυτόματα το κουμπί "Αποδοχή" (Εικόνα 3).

Φόρμα συναίνεσης των σπουδαστών

1. Έχω διαβάσει το παραπάνω κείμενο και συμφωνώ να συμμετάσχω στην εκπλήρωση του ερωτηματολογίου.
 2. Κατανοώ ότι η συμμετοχή μου είναι εθελοντική και μου επιτρέπεται να αποχωρήσω ανά πάσα στιγμή, χωρίς να δώσω κανένα λόγο και χωρίς συνέπειες.
 3. Κάθε πληροφορία που αποκτάται κατά την τρέχουσα έρευνα θα παραμείνει εμπιστευτική και θα κωδικοποιηθεί αποκλειστικά για ερευνητικούς σκοπούς.
- Συμφωνώ ρητά να συμμετάσχω στην τρέχουσα έρευνα



Απόρριψη

Αποδοχή

Εικόνα 3. Έντυπο Συγκατάθεσης

Εάν δεν συμφωνείτε με τους όρους και τις προϋποθέσεις αυτής της φόρμας, μπορείτε να κάνετε κλικ στο κουμπί "Απόρριψη" και θα μεταφερθείτε στην Αρχική Σελίδα.

6. Δημογραφικά Στοιχεία

Αυτή η σελίδα απαιτεί από τον χρήστη να συμπληρώσει ορισμένα προσωπικά στοιχεία για δημογραφικούς σκοπούς.

- Πρέπει να δώσετε πληροφορίες σχετικά με το φύλο, την ηλικία, το πανεπιστήμιο, το τμήμα και το έτος σπουδών σας (Εικόνα 4).

Φύλο

Ηλικία (σε χρόνια)

Πανεπιστήμιο Σπουδών

Τμήμα Σπουδών

Έτος σπουδών

Εικόνα 4. Δημογραφικά στοιχεία 1

- Πρέπει να εισαγάγετε το βαθμό εισαγωγής σας στο πανεπιστήμιο σε αριθμούς με έως 3 δεκαδικά ψηφία (αυτή η ερώτηση μπορεί να μην ισχύει για όλους τους χρήστες) (Εικόνα 5).

Ποιος είναι ο βαθμός εισόδου σας στο τρέχον τμήμα (εάν υπάρχει):

Εικόνα 5. Δημογραφικά στοιχεία 2

- Πρέπει να δηλώσετε την κατάσταση εργασίας σας κατά τη διάρκεια των σπουδών σας (Εικόνα 6).

Εργάζεστε κατά τη διάρκεια των σπουδών σας:

Μερικής απασχόλησης
Πλήρους απασχόληση
Καμία εργασία

Εικόνα 6. Δημογραφικά στοιχεία 3

- Πρέπει να δώσετε πληροφορίες σχετικά με το μέσο βαθμό των μαθημάτων που περάσατε, καθώς και τον αριθμό των μαθημάτων που παρακολουθήσατε και περάσατε (Εικόνα 7).

Ποια είναι περίπου η μέση τιμή όλων των βαθμών σας (συνολικοί βαθμοί διαιρούμενοι με τον αριθμό των μαθημάτων)

Ποιος είναι περίπου ο συνολικός αριθμός μαθημάτων;

Ποιος είναι περίπου ο συνολικός αριθμός επιτυχημένων μαθημάτων;

Εικόνα 7. Δημογραφικά στοιχεία 4

- Μπορείτε να εισαγάγετε το email σας εάν θέλετε να λάβετε τα σχόλιά σας σε μορφή pdf (προαιρετικά) (Εικόνα 8).

EMAIL (προαιρετικό για τη λήψη της αναφοράς στο email σας)

Εικόνα 8. Δημογραφικά στοιχεία 5

7. Ερωτηματολόγιο

Οι επόμενες σελίδες της πλατφόρμας αναφέρονται στις διάφορες υπό εξέταση κλίμακες. Περιλαμβάνει ερωτήσεις σχετικά με την ψυχοκοινωνική προσαρμογή των φοιτητών του Πανεπιστημίου στην Τριτοβάθμια Εκπαίδευση, αναλύοντας τις ψυχολογικές μεταβλητές που συμβάλλουν στη μάθηση των φοιτητών, τα κίνητρα και τον ρυθμό σπουδών. Πιο συγκεκριμένα, οι κλίμακες που εξετάζονται σε αυτό το Σχέδιο είναι οι εξής

1. Αυτορρύθμιση
2. Εξωτερική ρύθμιση
3. Αμφιθυμία
4. Αυτοαποτελεσματικότητα
5. Ψυχική Ανθεκτικότητα
6. Συναισθηματική επίγνωση
7. Συναισθηματική σαφήνεια
8. Στόχοι
9. Συναισθηματική Παρόρμηση
10. Συναισθηματική μη αποδοχή
11. Άγχος
12. Αναβλητικότητα

Οι ερωτήσεις βαθμολογούνται σε κλίμακα 5-Likert με κλίμακα είτε από "Σπάνια ή ποτέ" έως "Σχεδόν πάντα", είτε από "Διαφωνώ απόλυτα" έως "Συμφωνώ απόλυτα". Σημειώστε ότι είναι υποχρεωτικό να απαντήσετε σε ΟΛΕΣ τις ερωτήσεις, διαφορετικά δεν θα μπορέσετε να προχωρήσετε στην επόμενη σειρά ερωτήσεων και να λάβετε την ανατροφοδότηση. Όταν έχετε απαντήσει σε όλα τα στοιχεία, πρέπει να ΥΠΟΒΑΛΛΕΤΕ τις απαντήσεις σας.

7.1 Αυτορρύθμιση

Η αυτορρύθμιση είναι μια σημαντική δεξιότητα μελέτης. Αναφέρεται στον τρόπο με τον οποίο παίρνετε τη μάθηση στα χέρια σας, τη διαχειρίζεστε, και παίρνετε αποφάσεις σχετικά με το πότε και πώς να μελετήσετε. Η αυτορρύθμιση αφορά επίσης τον αναστοχασμό της προόδου σας στη μελέτη και την επιτυχία της μελέτης. Οι αυτορρυθμιζόμενοι μαθητές επιμένουν αν συναντήσουν δυσκολίες στο δρόμο τους, δεν αποφεύγουν τη μάθηση και είναι καλοί διαχειριστές του χρόνου (Εικόνα 9).

<p>Προσθέτω στην ύλη που μελετώ στοιχεία και από άλλες πηγές.*</p>	<table border="1"> <tr> <td>ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td>ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td>ΤΑΚΤΙΚΑ</td> <td>ΣΥΧΝΑ</td> <td>ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
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<p>Όταν μελετώ, επιδιώκω παράλληλα στόχους οι οποίοι έχουν τεθεί από εμένα και όχι από τους καθηγητές μου.*</p>	<table border="1"> <tr> <td>ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td>ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td>ΤΑΚΤΙΚΑ</td> <td>ΣΥΧΝΑ</td> <td>ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
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<p>Εκτός από ό,τι ορίζεται από το αναλυτικό πρόγραμμα σπουδών, μελετώ και επιπλέον πηγές που σχετίζονται με το περιεχόμενο του μαθήματος.*</p>	<table border="1"> <tr> <td>ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td>ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td>ΤΑΚΤΙΚΑ</td> <td>ΣΥΧΝΑ</td> <td>ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
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Εικόνα 9. Ερωτήσεις Αυτορρύθμισης

7.2 Εξωτερική ρύθμιση

Η εξωτερική ρύθμιση αναφέρεται στον τρόπο με τον οποίο ο τρόπος που μελετάτε καθοδηγείται από άλλους εκτός από εσάς τους ίδιους. Αφορά έναν πολύ εξαρτημένο τρόπο μελέτης, επιδιώκοντας να συμμορφωθείτε με τις απαιτήσεις των άλλων ή ακολουθώντας πιστά όλες τις οδηγίες που δίνονται μέσα στο υλικό των μαθημάτων. Παρόλο που μπορεί να είναι σημαντικό να ακολουθείτε τις οδηγίες που δίνονται από τους καθηγητές ή το υλικό των μαθημάτων, είναι αντιπαραγωγικό αν εξαρτάστε πολύ από τη ρύθμιση των εξωτερικών και ακολουθείτε μόνο τη ζητούμενη πορεία μελέτης και τις προθεσμίες που επιβάλλουν οι άλλοι. Στην τριτοβάθμια εκπαίδευση, αναμένεται ότι οι φοιτητές θα γίνονται όλο και περισσότερο ανεξάρτητοι φοιτητές, οι οποίοι μπορούν να πάρουν τη μάθηση στα χέρια τους και δεν χρειάζονται τη ρύθμιση των άλλων για να είναι επιτυχημένοι στη μελέτη (Εικόνα 10).

<p>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. *</p>	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
<p>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. *</p>	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ

Εικόνα 10. Ερωτήσεις Εξωτερικής ρύθμισης

7.3 Αμφιθυμία

Η αμφιθυμία αναφέρεται σε προβλήματα κινήτρων που σχετίζονται με τις σπουδές. Εάν κάποιος αμφιβάλλει για την επιλογή σπουδών που έχει κάνει και θέτει συνεχώς ερωτήματα σχετικά με τη χρησιμότητα των σπουδών για τη μελλοντική του σταδιοδρομία, τα αμφιθυμικά συναισθήματα μπορεί να έχουν αρνητικό αντίκτυπο στη συμπεριφορά και τα αποτελέσματα των σπουδών. Μπορεί επίσης να αποτελεί ένδειξη ότι κάποιος δεν αισθάνεται καλά ή άνετα στην τρέχουσα πορεία σπουδών ή έχει μεγαλύτερες αμφιβολίες για το νόημα της μελέτης όλου αυτού του μαθησιακού περιεχομένου ενόψει του μέλλοντος. Μπορεί να υπάρχουν πολλές αιτίες για να έχει κανείς αμφιθυμικά συναισθήματα σχετικά με τις σπουδές του, αλλά συχνά συνοδεύεται από έλλειψη κινήτρων και οδηγεί σε χαμηλότερη επιμονή στις σπουδές (Εικόνα 11).

Αμφιβάλλω αν ο συγκεκριμένος τομέας σπουδών είναι ο κατάλληλος για μένα. *

ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ ΔΙΑΦΩΝΩ ΑΝΑΠΟΦΑΣΙΣΤΟΣ ΣΥΜΦΩΝΩ ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ

Αναρωτιέμαι κατά πόσο οι συγκεκριμένες σπουδές αξίζουν όλη την προσπάθεια που καταβάλλω. *

ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ ΔΙΑΦΩΝΩ ΑΝΑΠΟΦΑΣΙΣΤΟΣ ΣΥΜΦΩΝΩ ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ

Αμφιβάλλω αν η συγκεκριμένη μορφή σπουδών είναι κατάλληλη για μένα. *

ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ ΔΙΑΦΩΝΩ ΑΝΑΠΟΦΑΣΙΣΤΟΣ ΣΥΜΦΩΝΩ ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ

Εικόνα 11. Ερωτήσεις Αμφιθυμίας

7.4 Αυτο-αποτελεσματικότητα

Η αυτοαποτελεσματικότητα αναφέρεται στο πώς βλέπετε τον εαυτό σας και τις ικανότητές σας ως φοιτητής στο συγκεκριμένο πρόγραμμα σπουδών. Συνδέεται στενά με την αυτοπεποίθηση και αποτελεί σημαντικό πλεονέκτημα για μια επιτυχημένη σταδιοδρομία στις σπουδές. Η θετική αυτοπεποίθηση για τις ικανότητές σας, είναι αποτέλεσμα προηγούμενων εμπειριών, αλλά μπορεί επίσης να αναπτυχθεί με την εκπαίδευση σε συγκεκριμένες δεξιότητες, ιδίως όσον αφορά την απόκτηση ενός πιο θετικού αισθήματος για τον εαυτό σας ή τη μείωση της κριτικής για τον εαυτό σας, εάν τα προσωπικά πρότυπα είναι πολύ υψηλά (Εικόνα 12).

<p>Πιστεύω ότι η συνολική μου επίδοση θα είναι άριστη. *</p>	<input type="radio"/> ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ <input type="radio"/> ΔΙΑΦΩΝΩ <input type="radio"/> ΑΝΑΠΟΦΑΣΙΣΤΟΣ <input type="radio"/> ΣΥΜΦΩΝΩ <input type="radio"/> ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
<p>Αναμένω να τα πάω καλά στα μαθήματα. *</p>	<input type="radio"/> ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ <input type="radio"/> ΔΙΑΦΩΝΩ <input type="radio"/> ΑΝΑΠΟΦΑΣΙΣΤΟΣ <input type="radio"/> ΣΥΜΦΩΝΩ <input type="radio"/> ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
<p>Είμαι σίγουρος ότι μπορώ να κατακτήσω τις δεξιότητες που διδάχθηκαν στα μαθήματα. *</p>	<input type="radio"/> ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ <input type="radio"/> ΔΙΑΦΩΝΩ <input type="radio"/> ΑΝΑΠΟΦΑΣΙΣΤΟΣ <input type="radio"/> ΣΥΜΦΩΝΩ <input type="radio"/> ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
<p>Λαμβάνοντας υπόψη τη γενικότερη δυσκολία των μαθημάτων, τους διδάσκοντες και τις δεξιότητές μου, νομίζω ότι θα τα πάω καλά. *</p>	<input type="radio"/> ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ <input type="radio"/> ΔΙΑΦΩΝΩ <input type="radio"/> ΑΝΑΠΟΦΑΣΙΣΤΟΣ <input type="radio"/> ΣΥΜΦΩΝΩ <input type="radio"/> ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ

Εικόνα 12. Ερωτήσεις Αυτοαποτελεσματικότητας

7.5 Ψυχική ανθεκτικότητα

Η ψυχική ανθεκτικότητα είναι η ικανότητα να διατηρείται ή να ανακτάται με επιτυχία η ψυχική υγεία και ευημερία μπροστά σε σημαντικές αντιξοότητες ή κινδύνους. Η ανθεκτικότητα μπορεί να βοηθήσει τους φοιτητές να διαχειριστούν τις ακαδημαϊκές προκλήσεις και απαιτήσεις, να επιτρέψουν τη θετική πρόοδο και να διαχειριστούν την πίεση της εργασίας, των σπουδών και της ζωής (Εικόνα 13).

Μπορώ να στηριχθώ στον εαυτό μου περισσότερο από οποιονδήποτε άλλον. *	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
Μπορώ να είμαι μόνος/-η αν χρειαστεί. *	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
Είμαι αποφασιστικός/-η *	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
Έχω αυτοέλεγχο. *	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
Διατηρώ το ενδιαφέρον μου για τα πράγματα. *	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
Συνήθως μπορώ να βρω κάτι που θα με κάνει να γελάσω. *	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ
Η πεποίθηση στον εαυτό μου με βοηθά να τα καταφέρνω στις δύσκολες στιγμές. *	ΔΙΑΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ	ΔΙΑΦΩΝΩ	ΑΝΑΠΟΦΑΣΙΣΤΟΣ	ΣΥΜΦΩΝΩ	ΣΥΜΦΩΝΩ ΕΞ ΟΛΟΚΛΗΡΟΥ

Εικόνα 13. Ερωτήσεις Ψυχικής ανθεκτικότητας

7.6 Συναισθηματική επίγνωση

Η συναισθηματική επίγνωση είναι η ικανότητα να αναγνωρίζετε και να κατανοείτε όχι μόνο τα δικά σας συναισθήματα, αλλά και τα συναισθήματα των άλλων. Αυτή η επίγνωση είναι ένα μεγάλο συστατικό αυτού που αναφέρεται ως "συναισθηματική νοημοσύνη" (Σ.Ν.), η οποία περιλαμβάνει επίσης την ικανότητα επίλυσης προβλημάτων στη ζωή μέσω της κατανόησης των συναισθημάτων, όπως το να μπορείτε να ρυθμίζετε τα δικά σας συναισθήματα και να φτιάχνετε τη διάθεση των άλλων όταν αισθάνονται άσχημα. Τα υψηλά επίπεδα συναισθηματικής επίγνωσης σημαίνουν ότι μπορείτε να μαθαίνετε γρήγορα από τα συναισθήματά σας. Για παράδειγμα, αν αισθάνεστε λυπημένοι, μπορείτε να σκεφτείτε γιατί συμβαίνει αυτό και να πάρετε αποφάσεις που στη συνέχεια θα σας βοηθήσουν. Σημαίνει επίσης ότι μπορείτε να προβλέψετε τα συναισθήματα εκ των προτέρων - γνωρίζετε ποιες ενέργειες θα οδηγήσουν σε ποια συναισθήματα και αυτό σημαίνει ότι μπορείτε να κάνετε καλύτερες επιλογές ανάλογα (Εικόνα 14).

Δίνω ιδιαίτερη βαρύτητα στο πώς νιώθω. *	<input type="radio"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ <input type="radio"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ <input type="radio"/> ΤΑΚΤΙΚΑ <input type="radio"/> ΣΥΧΝΑ <input type="radio"/> ΣΧΕΔΟΝ ΠΑΝΤΑ
Δίνω ιδιαίτερη προσοχή (παρακολουθώ) στα συναισθήματά μου. *	<input type="radio"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ <input type="radio"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ <input type="radio"/> ΤΑΚΤΙΚΑ <input type="radio"/> ΣΥΧΝΑ <input type="radio"/> ΣΧΕΔΟΝ ΠΑΝΤΑ

Εικόνα 14. Ερωτήσεις Συναισθηματικής επίγνωσης

7.7 Συναισθηματική σαφήνεια

Η συναισθηματική σαφήνεια αποτελεί βασικό μέρος της ρύθμισης των συναισθημάτων, καθώς το να είστε σε θέση να αναγνωρίζετε με σαφήνεια τα συναισθήματά σας είναι το πρώτο βήμα για τον καθορισμό του τρόπου ρύθμισης και αντιμετώπισής τους. Με άλλα λόγια, η συναισθηματική σαφήνεια αναφέρεται στον βαθμό στον οποίο γνωρίζετε, κατανοείτε και είστε ξεκάθαροι σχετικά με το ποια συναισθήματα αισθάνεστε και γιατί τα αισθάνεστε (Εικόνα 15).

Δεν έχω ιδέα πώς νιώθω. *	<input type="radio"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ <input type="radio"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ <input type="radio"/> ΤΑΚΤΙΚΑ <input type="radio"/> ΣΥΧΝΑ <input type="radio"/> ΣΧΕΔΟΝ ΠΑΝΤΑ
Έχω δυσκολία να κατανοήσω τα συναισθήματά μου. *	<input type="radio"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ <input type="radio"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ <input type="radio"/> ΤΑΚΤΙΚΑ <input type="radio"/> ΣΥΧΝΑ <input type="radio"/> ΣΧΕΔΟΝ ΠΑΝΤΑ
Είμαι μπερδεμένος με τα συναισθήματά μου. *	<input type="radio"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ <input type="radio"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ <input type="radio"/> ΤΑΚΤΙΚΑ <input type="radio"/> ΣΥΧΝΑ <input type="radio"/> ΣΧΕΔΟΝ ΠΑΝΤΑ

Εικόνα 15. Ερωτήσεις Συναισθηματικής σαφήνειας

7.8 Στόχοι

Η ρύθμιση των συναισθημάτων διαδραματίζει αναπόσπαστο ρόλο στις στοχοκατευθυνόμενες συμπεριφορές. Σε γενικές γραμμές, τα συναισθήματα έχουν σκοπό να τραβήξουν την προσοχή μας σε σημαντικά γεγονότα της ζωής. Ωστόσο, όταν δεν ρυθμίζονται σωστά τα αρνητικά συναισθήματα, όπως η απογοήτευση, η θλίψη και η απελπισία, μπορούν να επιβαρύνουν τους γνωστικούς πόρους. Η σύνδεση της στοχοκατευθυνόμενης συμπεριφοράς και των συναισθημάτων σχετίζεται με την ικανότητα αυτορρύθμισης ή την ικανότητα ελέγχου των σκέψεων, των παρορμήσεων, των συμπεριφορών και των συναισθημάτων. Ωστόσο, ο τελικός στόχος είναι πάντα ο ίδιος: να προάγουμε τη συναισθηματική μας ευημερία και να αισθανόμαστε καλύτερα ως άνθρωποι. Ο χειρισμός του άγχους αποτελεί μέρος αυτού, αλλά περιλαμβάνει επίσης πράγματα όπως το να αισθάνεστε πιο ευτυχισμένοι, να βγάλετε τη θλίψη από τη ζωή σας, να διαχειριστείτε τα θυμωμένα συναισθήματα και να φροντίσετε τις παρατεταμένες δυσαρέσκεις (Εικόνα 16).

<p>Όταν είμαι αναστατωμένος, δυσκολεύομαι να συνεχίσω τη δουλειά μου. *</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΤΑΚΤΙΚΑ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΣΥΧΝΑ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ		
<p>Όταν είμαι αναστατωμένος, έχω δυσκολία να επικεντρωθώ σε άλλα πράγματα. *</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΤΑΚΤΙΚΑ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΣΥΧΝΑ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ		
<p>Όταν είμαι αναστατωμένος, δυσκολεύομαι να συγκεντρωθώ. *</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΤΑΚΤΙΚΑ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΣΥΧΝΑ</td> <td style="border: 1px solid #ccc; padding: 2px;">ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ		

Εικόνα 16. Ερωτήσεις Στόχων

7.9 Συναισθηματική παρόρμηση

Η έννοια της συναισθηματικής παρόρμησης χρησιμοποιείται συχνά αλλά σπάνια διευκρινίζεται. Αναφέρεται σε ένα συναίσθημα που προκαλείται από την εκτίμηση ενός αντιληπτού ή σκεπτόμενου αντικειμένου, γεγονότος ή κατάστασης του κόσμου ως ευχάριστου ή δυσάρεστου, ή ως ευεργετικού ή επιβλαβούς, και η οποία ενέργεια είναι ικανή να επηρεάσει αυτό το αντικείμενο, το γεγονός ή την κατάσταση του κόσμου. Η εκτίμηση προκαλεί πρώτα μια κατάσταση ετοιμότητας για την εγκαθίδρυση, την τροποποίηση, τη διατήρηση ή τον τερματισμό της σχέσης του φοιτητή με το συγκεκριμένο αντικείμενο, γεγονός ή κατάσταση του κόσμου. Αυτή η ετοιμότητα μπορεί στη συνέχεια να προκαλέσει μια ενέργεια που μπορεί να υλοποιήσει τον στόχο της ετοιμότητας. Τα συναισθήματα θεωρούνται "παρορμητικά" όταν και επειδή δεν προηγείται η σκέψη ή η συνειδητή αναπαράσταση κάποιου συναισθηματικού στόχου (Εικόνα 17).

Όταν είμαι αναστατωμένος, χάνω τον έλεγχό μου. *	<input type="checkbox"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ	<input type="checkbox"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ	<input type="checkbox"/> ΤΑΚΤΙΚΑ	<input type="checkbox"/> ΣΥΧΝΑ	<input type="checkbox"/> ΣΧΕΔΟΝ ΠΑΝΤΑ
Όταν είμαι αναστατωμένος, έχω δυσκολία να ελέγξω τη συμπεριφορά μου. *	<input type="checkbox"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ	<input type="checkbox"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ	<input type="checkbox"/> ΤΑΚΤΙΚΑ	<input type="checkbox"/> ΣΥΧΝΑ	<input type="checkbox"/> ΣΧΕΔΟΝ ΠΑΝΤΑ
Όταν είμαι αναστατωμένος, χάνω τον έλεγχο της συμπεριφοράς μου. *	<input type="checkbox"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ	<input type="checkbox"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ	<input type="checkbox"/> ΤΑΚΤΙΚΑ	<input type="checkbox"/> ΣΥΧΝΑ	<input type="checkbox"/> ΣΧΕΔΟΝ ΠΑΝΤΑ

Εικόνα 17. Ερωτήσεις Συναισθηματικής παρόρμησης

7.10 Συναισθηματική μη-αποδοχή

Η συναισθηματική αποδοχή είναι η προθυμία να βιώσετε πλήρως όλα τα συναισθήματα, ακόμη και τα αρνητικά. Η μη αποδοχή εκδηλώνεται ως μη επιθυμία να νιώσουμε οποιοδήποτε συναίσθημα αξιολογείται ως "κακό" και συνδέεται θετικά με την καταστολή καθώς και με συμπτώματα κατάθλιψης. Ωστόσο, υποστηρίζουμε ότι η μη αποδοχή και η καταστολή είναι διακριτές επειδή η μη αποδοχή είναι μια αξιακή κρίση σχετικά με την εμπειρία των συναισθημάτων, ενώ η καταστολή είναι μια πράξη που λαμβάνεται για τον έλεγχο της έκφρασης των συναισθημάτων (Εικόνα 18).

<p>Όταν είμαι αναστατωμένος, αισθάνομαι ντροπή επειδή νιώθω έτσι. *</p>	<input type="checkbox"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ	<input type="checkbox"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ	<input type="checkbox"/> ΤΑΚΤΙΚΑ	<input type="checkbox"/> ΣΥΧΝΑ	<input type="checkbox"/> ΣΧΕΔΟΝ ΠΑΝΤΑ
<p>Όταν είμαι αναστατωμένος, αισθάνομαι ενοχή επειδή νιώθω έτσι. *</p>	<input type="checkbox"/> ΣΠΑΝΙΑ Ή ΠΟΤΕ	<input type="checkbox"/> ΜΕΡΙΚΕΣ ΦΟΡΕΣ	<input type="checkbox"/> ΤΑΚΤΙΚΑ	<input type="checkbox"/> ΣΥΧΝΑ	<input type="checkbox"/> ΣΧΕΔΟΝ ΠΑΝΤΑ

Εικόνα 18. Ερωτήσεις Συναισθηματικής μη-αποδοχής

7.11 Άγχος

Το άγχος είναι μια συνηθισμένη ψυχική κατάσταση που βιώνουν συχνά τα άτομα στη ζωή τους, ιδίως σε μεταβατικές περιόδους (π.χ. είσοδος στο πανεπιστήμιο). Πολλοί φοιτητές αντιμετωπίζουν άγχος κατά τη διάρκεια του πρώτου έτους σπουδών τους, επειδή η περίοδος αυτή συνήθως σχετίζεται με διάφορες ανησυχίες, όπως η εγκατάλειψη της οικογένειας και του οικογενειακού σπιτιού, η προσαρμογή σε ένα νέο μέρος και περιβάλλον, οι οικονομικές ευθύνες και οι νέες ακαδημαϊκές απαιτήσεις. Το άγχος είναι ένα καθολικό και φυσιολογικό συναίσθημα το οποίο αποτελεί αναγκαία και προσαρμοστική αντίδραση στο άγχος, ωστόσο μερικές φορές τα αυξημένα επίπεδα μπορεί να παρεμποδίζουν την εξασθένηση σημαντικών τομέων της λειτουργικότητας. Το άγχος μπορεί να οδηγήσει σε κακές σχέσεις με άλλους φοιτητές, χαμηλό επίπεδο συμμετοχής στις δραστηριότητες στην πανεπιστημιούπολη, χαμηλούς μέσους όρους βαθμολογίας και χαμηλά ποσοστά αποφοίτησης (Εικόνα 19).

<p>Δυσκολευόμουν ν' ανασάνω (π.χ. υπερβολικά γρήγορη αναπνοή, κόψιμο της ανάσας μου χωρίς να έχω κάνει σωματική προσπάθεια). *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td style="padding: 2px 10px;">ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td style="padding: 2px 10px;">ΤΑΚΤΙΚΑ</td> <td style="padding: 2px 10px;">ΣΥΧΝΑ</td> <td style="padding: 2px 10px;">ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
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<p>Αισθάνθηκα τρεμούλα (π.χ. στα χέρια). *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td style="padding: 2px 10px;">ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td style="padding: 2px 10px;">ΤΑΚΤΙΚΑ</td> <td style="padding: 2px 10px;">ΣΥΧΝΑ</td> <td style="padding: 2px 10px;">ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
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<p>Ένιωσα πολύ κοντά στον πανικό. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td style="padding: 2px 10px;">ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td style="padding: 2px 10px;">ΤΑΚΤΙΚΑ</td> <td style="padding: 2px 10px;">ΣΥΧΝΑ</td> <td style="padding: 2px 10px;">ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
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<p>Αισθανόμουν την καρδιά μου να χτυπάει χωρίς να έχει προηγηθεί σωματική άσκηση (ταχυπαλμία, αρρυθμία). *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">ΣΠΑΝΙΑ Ή ΠΟΤΕ</td> <td style="padding: 2px 10px;">ΜΕΡΙΚΕΣ ΦΟΡΕΣ</td> <td style="padding: 2px 10px;">ΤΑΚΤΙΚΑ</td> <td style="padding: 2px 10px;">ΣΥΧΝΑ</td> <td style="padding: 2px 10px;">ΣΧΕΔΟΝ ΠΑΝΤΑ</td> </tr> </table>	ΣΠΑΝΙΑ Ή ΠΟΤΕ	ΜΕΡΙΚΕΣ ΦΟΡΕΣ	ΤΑΚΤΙΚΑ	ΣΥΧΝΑ	ΣΧΕΔΟΝ ΠΑΝΤΑ
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Εικόνα 19. Ερωτήσεις Άγχους

7.12 Αναβλητικότητα

Η αναβλητικότητα είναι η εκούσια καθυστέρηση μιας προβλεπόμενης και αναγκαίας σημαντικής δραστηριότητας, παρά το γεγονός ότι αναμένονται πιθανές αρνητικές συνέπειες που υπερτερούν των θετικών συνεπειών της καθυστέρησης. Η αναβλητικότητα μπορεί να είναι επιζήμια για την ακαδημαϊκή επίδοση και τον ρυθμό σπουδών, οδηγώντας συχνά σε εγκατάλειψη. Το στρες, το άγχος και η κόπωση έχουν συνδεθεί με την αναβλητικότητα (Εικόνα 20).

Αναβάλλεις να γράψεις μια εργασία για να αξιολογηθείς σε κάποιο μάθημα του εξαμήνου; *

ΣΠΑΝΙΑ Ή ΠΟΤΕ ΜΕΡΙΚΕΣ ΦΟΡΕΣ ΤΑΚΤΙΚΑ ΣΥΧΝΑ ΣΧΕΔΟΝ ΠΑΝΤΑ

Αναβάλλεις να μελετήσεις για τις εξετάσεις; *

ΣΠΑΝΙΑ Ή ΠΟΤΕ ΜΕΡΙΚΕΣ ΦΟΡΕΣ ΤΑΚΤΙΚΑ ΣΥΧΝΑ ΣΧΕΔΟΝ ΠΑΝΤΑ

Αναβάλλεις στα παραπάνω ακαδημαϊκά καθήκοντα; (Επιμέρους Ακαδημαϊκά Καθήκοντα που μου ανατίθενται κατά τη διάρκεια του εξαμήνου (Μελέτη άρθρων & σημειώσεων, παρουσίαση εβδομαδιαίων εργασιών, κλπ) *

ΣΠΑΝΙΑ Ή ΠΟΤΕ ΜΕΡΙΚΕΣ ΦΟΡΕΣ ΤΑΚΤΙΚΑ ΣΥΧΝΑ ΣΧΕΔΟΝ ΠΑΝΤΑ

Αναβάλλεις στα παραπάνω ακαδημαϊκά διοικητικά καθήκοντα; (Ακαδημαϊκά Διοικητικά καθήκοντα (Συμπλήρωση αιτήσεων, Εγγραφή στο επόμενο εξάμηνο, Δηλώσεις μαθημάτων, Παραλαβή πάσο κλπ) *

ΣΠΑΝΙΑ Ή ΠΟΤΕ ΜΕΡΙΚΕΣ ΦΟΡΕΣ ΤΑΚΤΙΚΑ ΣΥΧΝΑ ΣΧΕΔΟΝ ΠΑΝΤΑ

Αναβάλλεις να παρακολουθείς τις παραδόσεις των μαθημάτων; *

ΣΠΑΝΙΑ Ή ΠΟΤΕ ΜΕΡΙΚΕΣ ΦΟΡΕΣ ΤΑΚΤΙΚΑ ΣΥΧΝΑ ΣΧΕΔΟΝ ΠΑΝΤΑ

Αναβάλλεις σε αυτές τις ακαδημαϊκές δραστηριότητες; (Ακαδημαϊκές δραστηριότητες συνολικά) *

ΣΠΑΝΙΑ Ή ΠΟΤΕ ΜΕΡΙΚΕΣ ΦΟΡΕΣ ΤΑΚΤΙΚΑ ΣΥΧΝΑ ΣΧΕΔΟΝ ΠΑΝΤΑ

Εικόνα 20. Ερωτήσεις Αναβλητικότητας

8. Ανατροφοδότηση

Once you have submitted your answers to the questionnaire items, you will receive a thanking message along with the results of the feedback. Firstly, based on your answers you will see the overall profile (Adaptive / Maladaptive) followed by a brief description of it and a bar graph (Figure 21).

Μόλις υποβάλετε τις απαντήσεις σας στις ερωτήσεις του ερωτηματολογίου, θα λάβετε ένα ευχαριστήριο μήνυμα μαζί με τα αποτελέσματα της ανατροφοδότησης. Αρχικά, με βάση τις απαντήσεις σας θα δείτε το συνολικό προφίλ (προσαρμοστικό / δυσπροσαρμοστικό) ακολουθούμενο από μια σύντομη περιγραφή του και ένα ραβδόγραμμα (Εικόνα 21).



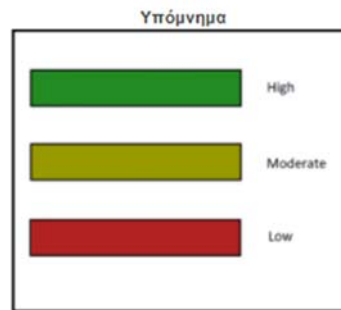
Εικόνα 21. Προφίλ

Στη συνέχεια, θα μπορέσετε να δείτε ένα διάγραμμα που περιλαμβάνει και τις 12 κλίμακες που συνθέτουν το γενικό προφίλ σε μια 3χρωμη κυκλική απεικόνιση (Εικόνα 22).



Εικόνα 22. Απεικόνιση 12 κλιμάκων

Κάθε χρώμα -πράσινο, κίτρινο, κόκκινο- αντιστοιχεί στο επίπεδο -υψηλό, μέτριο, χαμηλό, αντίστοιχα- των κλιμάκων, όπως εξάγεται από τις βαθμολογίες των απαντήσεων κάθε χρήστη (Εικόνα 23).



Εικόνα 23. Επίπεδα κλιμάκων

Τέλος, μπορείτε να κατεβάσετε την ανατροφοδότηση σε μορφή pdf κάνοντας κλικ στο κουμπί "Εξαγωγή PDF" (Εικόνα 24).



Εικόνα 24. Εξαγωγή PDF

Εάν έχετε επιλέξει να λάβετε την ανατροφοδότηση μέσω ηλεκτρονικού ταχυδρομείου (βλ. Εικόνα 8), θα λάβετε αμέσως ένα μήνυμα με το οποίο μπορείτε επίσης να κατεβάσετε την ανατροφοδότηση σε ψηφιακή μορφή (Εικόνα 25).

Αποτελέσματα ερωτηματολογίου Inbox x

pasproject.results@gmail.com

to me ▾

Αποτελέσματα ερωτηματολογίου PAS Project

Αγαπητέ χρήστη,
ευχαριστούμε που αφιερώσατε χρόνο για να συμπληρώσετε αυτό το ερωτηματολόγιο.
Για να δείτε τα αποτελέσματά σας πατήστε [εδώ](#)

 Reply

 Forward

Εικόνα 25. Ηλεκτρονικό ταχυδρομείο

9. Συμπέρασμα

Ο παρών οδηγός χρήστη αναπτύσσεται στο πλαίσιο της έναρξης λειτουργίας της νέας πλατφόρμας του σχεδίου PAS, η οποία είναι διαθέσιμη στη διεύθυνση <https://limehosting.gr/pas/web/site/index?lang=4>. Σκοπός του είναι να υποστηρίξει όλους τους χρήστες -φοιτητές και καθηγητές- στη σωστή πρόσβαση σε όλες τις πληροφορίες, τα χαρακτηριστικά και τις διαδικασίες επιτυχούς συμπλήρωσης του ερωτηματολογίου μαζί με όλες τις απαραίτητες λεπτομέρειες. Για το λόγο αυτό είναι ένα εργαλείο υποστήριξης που ενημερώνεται συνεχώς και είναι πάντα διαθέσιμο στις δημόσιες και ιδιωτικές σελίδες της νέας πλατφόρμας και στον επίσημο ιστότοπο του PAS Project <http://pas.project.uoi.gr/>.

Για οποιαδήποτε πρόσθετη πληροφορία ή διευκρίνιση, μπορείτε να επικοινωνήσετε με τις υπηρεσίες υποστήριξης χρηστών που είναι διαθέσιμες στη σελίδα (pas.project.uoi@gmail.com).



Πανεπιστήμιο Ιωαννίνων



Πανεπιστήμιο Τορίνου



Πανεπιστήμιο Αμβέρσας



Co-funded by the
Erasmus+ Programme
of the European Union



2018-1-EL01-KA203-047890



Deliverable: IO10

3.3 The User Guide in ITALIAN





Platform for Advancement of the Self *(Piattaforma per l'avanzamento del sè)*

Guida per l'utente

Versione 1.0

Il supporto della Commissione Europea per la produzione di questa pubblicazione non costituisce un'approvazione dei contenuti che riflettono solo le opinioni degli autori e la Commissione non può essere ritenuta responsabile per qualsiasi uso che possa essere fatto delle informazioni in essa contenute.



Consorzio

Università di Ioannina

Università di Torino

Università di Anversa



Contenuti

Consorzio 2

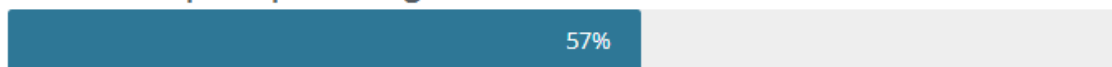
1. Il progetto PAS 4
2. La piattaforma del progetto PAS 5
3. Guida per l'utente della piattaforma 6
4. Sezione introduttiva 7
5. Modulo di consenso 9
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 - 7.10 Non accettazione emotiva 22
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8. Feedback 25
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1. Il progetto PAS

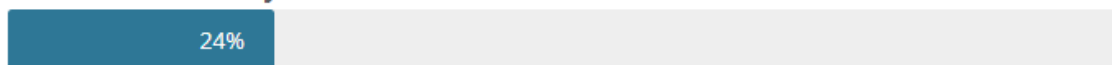
Il successo nel passaggio all'istruzione superiore è considerato cruciale sia per lo studente che per l'Università. La complessità di questo evento rende questa transizione un periodo stressante per molti studenti del primo anno, poiché si imbattono in una serie di sfide impegnative, come la necessità di sviluppare nuovi modelli di apprendimento e l'adattamento delle strategie di apprendimento già esistenti nel nuovo ambiente accademico. Gli studenti mostrano difficoltà nell'adattamento scolastico dovute principalmente a strategie di apprendimento inefficaci e autoregolamentazione insoddisfacente.

Al fine di facilitare questo processo di adattamento, questo progetto mira a sviluppare una Piattaforma online per l'avanzamento del sé (PAS) che comprende costrutti cognitivi e psicologici che contribuiscono allo sviluppo del profilo psicoeducativo degli studenti e al successo accademico.

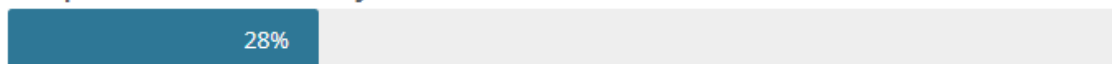
General drop out percentage



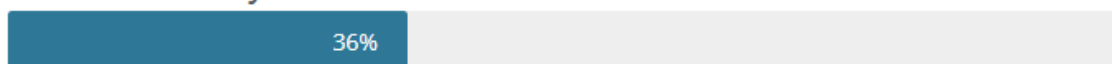
Students that stay enrolled



Drop out after the first year



Graduation in 4 years



National high school graduation rate



2. La piattaforma del progetto PAS

Gli obiettivi di questa piattaforma PAS Project sono di:

- A. Migliorare la consapevolezza degli studenti riguardo ai loro punti di forza e di debolezza;
- B. Migliorare lo sviluppo personale degli studenti;
- C. Migliorare la disponibilità degli studenti a chiedere aiuto e supporto a consulenti accademici o professionisti;
- D. Supportare gli studenti nello sviluppare competenze per far fronte alle difficoltà che incontrano con l'apprendimento o qualsiasi altra situazione nell'Università in modi più efficaci;
- E. Supportare gli studenti nel completare i loro studi in tempo e impegnarsi nell'apprendimento;
- F. Migliorare l'interazione e le relazioni tra studenti e docenti;
- G. Supportare il coaching nell'istruzione superiore;
- H. Supportare gli insegnanti nel "tollerare" le difficoltà degli studenti fornendo linee guida che diano loro un aiuto nel migliorare l'apprendimento e lo sviluppo attraverso una maggiore consapevolezza di sé.

3. La guida per l'utente della piattaforma

Questa Guida per l'utente della piattaforma del progetto PAS si rivolge a studenti universitari (in particolare studenti matricole) e tutor/educatori coinvolti nell'insegnamento dell'istruzione superiore. Questa guida aiuta gli utenti a familiarizzare con l'uso della piattaforma e le sue funzioni, oltre a guidarli attraverso i passaggi necessari per completare in modo indipendente e con successo il questionario in modo che i risultati ottenuti siano validi e affidabili. Questa guida è disponibile sia in formato digitale che cartaceo in quattro (4) lingue diverse che corrispondono principalmente a ciascuna lingua nazionale dei partner del progetto:

Inglese

Greco (Università di Ioannina)

Italiano (Università di Torino)

Olandese (Università di Anversa)

La Guida per l'utente include:

Sezione introduttiva

Modulo di consenso

Dettagli demografici

Questionario

Feedback

4. Sezione introduttiva

Per accedere alla piattaforma PAS online, puoi cliccare sul seguente link: <https://limehosting.gr/pas/web/site/index?lang=1>, dove verrai indirizzato alla Home Page della Piattaforma .

Il primo passo da compiere è scegliere la lingua in cui si desidera compilare il questionario della piattaforma. Puoi farlo facendo clic sulla bandiera corrispondente della lingua della nazione (Figura 1).



Figura 1. Scelta della lingua

Una volta selezionata la lingua, ti verranno fornite le informazioni generali sul Progetto PAS e dovrai selezionare il Paese in cui si trova l'Università che stai frequentando. Il menù a tendina ha una selezione di 3 Paesi o altro (inglese) (Figura 2).



Erasmus KA203-047890



Seleziona un Paese	
Hellas	
Belgio	
Italia	←
Altro	
Seleziona un Paese ▼	

Figura 2. Selezione della sede: Paese in cui si trova l'Università frequentata

5. Modulo di consenso

Questa pagina fornisce informazioni sui partner che partecipano a questo progetto europeo e richiede all'utente di completare il modulo di consenso per continuare con la compilazione del questionario.

Se sei d'accordo con i termini e le condizioni di questo modulo, puoi fare clic sulla casella vuota e il pulsante "Accetta" appare automaticamente sullo schermo (Figura 3).

Modulo per il consenso de* student*

1. Ho letto il testo sopra e acconsento a partecipare alla compilazione del questionario.
2. Comprendo che la mia partecipazione è volontaria e sono autorizzato a recedere in qualsiasi momento, senza fornire alcuna motivazione e senza conseguenze.
3. Tutte le informazioni acquisite durante la ricerca in corso rimarranno riservate e saranno codificate esclusivamente per scopi di ricerca.

Acconsento esplicitamente a partecipare alla ricerca in corso




Figura 3. Modulo di consenso

Se non sei d'accordo con i termini e le condizioni di questo modulo, puoi fare clic sul pulsante "Rifiuta" e verrai reindirizzato alla Home Page.

6. Dettagli demografici

Questa pagina richiede all'utente di inserire alcuni dati personali ai fini demografici. Devi fornire informazioni sul tuo sesso, età, università, dipartimento e anno di studio (Figura 4).

Sesso

Età (in anni)

Università frequentata

Corso di studi frequentato

Anno del corso di studio

Figura 4. Dati demografici 1

Devi inserire il tuo voto di ammissione all'università in numeri interi (questa domanda potrebbe non essere applicabile a tutti gli utenti) (Figura 5).

Qual è il tuo voto di ammissione all'attuale corso di studi (voto di maturità)?

Figura 5. Dati demografici 2

Devi indicare la tua situazione lavorativa durante gli studi (Figura 6).

Lavori durante gli studi?

- Lavoro a tempo pieno
- Part time
- Non lavoratore

Figura 6. Dati demografici 3

Devi fornire informazioni sulla media dei tuoi esami superati, insieme al numero di corsi frequentati e superati (Figura 7).

Qual è approssimativamente la media dei tuoi voti (punteggi totali diviso per il numero di corsi)?

Qual è approssimativamente il numero totale di corsi frequentati?

Qual è approssimativamente il numero totale di corsi superati?

Figura 7. Dati demografici 4

Puoi inserire la tua email se vuoi ricevere il feedback del questionario in formato pdf (opzionale) (Figura 8).

EMAIL (opzionale per ricevere il report/feedback sulla tua email)

Figura 8. Dati demografici 5

7. Questionario

Le pagine successive della piattaforma fanno riferimento alle varie dimensioni in esame. Il questionario comprende domande riguardanti l'adattamento psicosociale degli studenti universitari all'istruzione superiore analizzando le variabili psicologiche che contribuiscono all'apprendimento degli studenti, alla motivazione e al ritmo di studio. In particolare, le scale esaminate in questo Progetto sono le seguenti:

1. Autoregolazione
2. Regolazione esterno
3. Ambivalenza
4. Autoefficacia
5. Resilienza
6. Consapevolezza emotiva
7. Chiarezza emotiva
8. Obiettivi
9. Impulsività
10. Non accettazione emotiva
11. Ansia
12. Procrastinazione

Le domande sono valutate in una scala 5-Likert con risposte che vanno da "Raramente o mai" a "Quasi sempre" o da "Non sono d'accordo" a "Sono completamente d'accordo". Tieni presente che è obbligatorio rispondere a TUTTE le domande, altrimenti non potrai passare alla serie di domande successiva e ricevere il feedback. Quando hai risposto a tutti gli elementi devi INVIARE le tue risposte.

7.1 Autoregolazione

L'autoregolazione è un'abilità di studio importante. Si riferisce a come gestisci il tuo apprendimento e prendi decisioni su quando e come studiare. L'autoregolazione riguarda anche la riflessione sui tuoi progressi e il successo nello studio. Gli studenti autoregolati persistono se incontrano difficoltà di apprendimento sul loro percorso, non evitano l'apprendimento e gestiscono bene il tempo (Figura 9).

<p>Aggiungo qualcosa all'argomento preso da altre fonti. *</p>	<table border="1"> <tr> <td>RARAMENTE O MAI</td> <td>A VOLTE</td> <td>REGOLARMENTE</td> <td>SPESSE</td> <td>QUASI SEMPRE</td> </tr> </table>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE
RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE		
<p>Quando studio, perseguo anche obiettivi di apprendimento che non sono stati fissati esclusivamente dal docente ma da me stesso/a. *</p>	<table border="1"> <tr> <td>RARAMENTE O MAI</td> <td>A VOLTE</td> <td>REGOLARMENTE</td> <td>SPESSE</td> <td>QUASI SEMPRE</td> </tr> </table>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE
RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE		
<p>Oltre al programma, studio anche letteratura inerente al contenuto del corso. *</p>	<table border="1"> <tr> <td>RARAMENTE O MAI</td> <td>A VOLTE</td> <td>REGOLARMENTE</td> <td>SPESSE</td> <td>QUASI SEMPRE</td> </tr> </table>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE
RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE		

Figura 9. Quesiti per autoregolazione

7.2 Regolazione esterna

La regolazione esterna si riferisce al modo in cui il tuo modo di studiare è guidato da altri. Si tratta di un modo di studiare molto dipendente degli altri, che cerca di conformarsi alle richieste altrui o di seguire pedestramente le istruzioni fornite nei materiali del corso. Anche se può essere importante seguire le linee guida fornite dai docenti o dai materiali del corso, è controproducente essere molto dipendente dalla regolazione esterna, e seguire solo il percorso di studio richiesto e le scadenze imposte da altri. Nell'istruzione superiore, ci si aspetta che gli studenti diventino sempre più studenti indipendenti, che possano prendere in mano il proprio apprendimento e non abbiano bisogno della regolazione di altri per avere successo nello studio (Figura 10).

<p>Se riesco a fornire una risposta esatta alle domande presenti nel libro di testo o a quelle del docente, capisco di avere una buona padronanza della materia. *</p>	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
<p>Se riesco a completare tutti i lavori presenti nei materiali didattici o in quelli forniti dal docente, capisco di avere una buona padronanza della materia. *</p>	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									

Figura 10. Quesiti per regolazione esterna

7.3 Ambivalenza

L'ambivalenza si riferisce a problemi motivazionali legati allo studio. Se si dubita della scelta di studio intrapresa e si continua a porsi domande sull'utilità dello studio per la propria carriera futura, sentimenti ambivalenti possono avere un impatto dannoso sul comportamento e sui risultati dello studio. Può anche essere un indicatore di uno studente che non si sente bene o a proprio agio nel percorso di studio attuale, o ha dubbi sull'utilità di studiare tutti questi contenuti didattici in vista del futuro. Potrebbero esserci molte cause dietro a sentimenti ambivalenti riguardo al proprio studio, ma spesso si accompagnano a una mancanza di motivazione e portano a una minore persistenza nello studio (Figura 11).

<p>Dubito che questo sia l'argomento adatto a me. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px;">DISACCORDO COMPLETAMENTE</td> <td style="padding: 2px;">DISACCORDO</td> <td style="padding: 2px;">INDECISA</td> <td style="padding: 2px;">ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4" style="padding: 2px;">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
<p>Mi chiedo se valga la pena impegnarsi così tanto per questi studi. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px;">DISACCORDO COMPLETAMENTE</td> <td style="padding: 2px;">DISACCORDO</td> <td style="padding: 2px;">INDECISA</td> <td style="padding: 2px;">ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4" style="padding: 2px;">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
<p>Dubito che questo tipo di educazione sia il più adatto a me. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px;">DISACCORDO COMPLETAMENTE</td> <td style="padding: 2px;">DISACCORDO</td> <td style="padding: 2px;">INDECISA</td> <td style="padding: 2px;">ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4" style="padding: 2px;">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									

Figura 11. Quesiti per ambivalenza

7.4 Autoefficacia

L'autoefficacia si riferisce al modo in cui vedi te stesso e le tue capacità di studente in un determinato programma di studio. È strettamente correlata alla fiducia in se stessi ed è una risorsa importante per una carriera di studio di successo. Una positiva fiducia in se stessi e nelle proprie capacità è il risultato di esperienze passate, ma può anche essere sviluppata con una formazione specifica di abilità, soprattutto in termini di acquisizione di un sentimento più positivo su se stessi, o diventando meno critici verso se stessi, nel caso in cui gli standard personali siano troppo elevati (Figura 12).

Credo che riceverò un voto eccellente in questa classe. *	<input type="checkbox"/> DISACCORDO COMPLETAMENTE <input type="checkbox"/> DISACCORDO <input type="checkbox"/> INDECISA <input type="checkbox"/> ESSERE D'ACCORDO <input type="checkbox"/> D'ACCORDO INTERAMENTE
Mi aspetto di aver un buon rendimento in questa classe. *	<input type="checkbox"/> DISACCORDO COMPLETAMENTE <input type="checkbox"/> DISACCORDO <input type="checkbox"/> INDECISA <input type="checkbox"/> ESSERE D'ACCORDO <input type="checkbox"/> D'ACCORDO INTERAMENTE
Sono certo/a di poter padroneggiare le abilità apprese in questa classe. *	<input type="checkbox"/> DISACCORDO COMPLETAMENTE <input type="checkbox"/> DISACCORDO <input type="checkbox"/> INDECISA <input type="checkbox"/> ESSERE D'ACCORDO <input type="checkbox"/> D'ACCORDO INTERAMENTE
Considerando la difficoltà di questo corso, il docente e le mie capacità, penso che avrò un buon rendimento in questa classe. *	<input type="checkbox"/> DISACCORDO COMPLETAMENTE <input type="checkbox"/> DISACCORDO <input type="checkbox"/> INDECISA <input type="checkbox"/> ESSERE D'ACCORDO <input type="checkbox"/> D'ACCORDO INTERAMENTE

Figura 12. Quesiti per autoefficacia

7.5 Resilienza

La resilienza è la capacità di mantenere o riguadagnare con successo la salute mentale e il benessere di fronte ad avversità o rischi significativi. La resilienza può essere utile per gli studenti per gestire le sfide e le richieste accademiche, per compiere progressi positivi e per affrontare la pressione del lavoro, dello studio e della vita (Figura 13).

Sono in grado di contare più su me stesso/a rispetto a chiunque altro/a. *	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
Posso stare da solo/a se devo. *	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
Sono determinato/a. *	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
Sono autodisciplinato/a. *	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
Continuo a interessarmi alle cose. *	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
Di solito riesco a trovare qualcosa su cui ridere. *	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									
La fiducia in me stesso/a mi fa superare i momenti difficili. *	<table border="1"> <tr> <td>DISACCORDO COMPLETAMENTE</td> <td>DISACCORDO</td> <td>INDECISA</td> <td>ESSERE D'ACCORDO</td> </tr> <tr> <td colspan="4">D'ACCORDO INTERAMENTE</td> </tr> </table>	DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO	D'ACCORDO INTERAMENTE			
DISACCORDO COMPLETAMENTE	DISACCORDO	INDECISA	ESSERE D'ACCORDO						
D'ACCORDO INTERAMENTE									

Figure 13. Resilience items

7.6 Consapevolezza emotiva

La consapevolezza emotiva è la capacità di riconoscere e dare un senso non solo alle proprie emozioni, ma anche a quelle degli altri. Questa consapevolezza è una grande componente di quella che viene definita "intelligenza emotiva" (EI), che include anche la capacità di risolvere i problemi della vita comprendendo le emozioni, essere in grado di regolare le proprie emozioni e rallegrare gli altri quando sono giù di morale. Alti livelli di consapevolezza emotiva indicano che puoi imparare rapidamente dai tuoi sentimenti. Ad esempio, se ti senti triste, puoi riflettere sul perché è così e prendere decisioni che ti aiutino. Significa anche che puoi prevedere le emozioni in anticipo: sai quali azioni porteranno a quali emozioni e questo significa che puoi fare scelte migliori di conseguenza (Figura 14).

Presto attenzione a come mi sento. *

RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
-----------------	---------	--------------	--------	--------------

Presto attenzione ai miei sentimenti. *

RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
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Figura 14. Questi per consapevolezza emotiva

7.7 Chiarezza emotiva

La chiarezza emotiva è una parte fondamentale della regolazione delle emozioni, poiché essere in grado di identificare chiaramente le tue emozioni è il primo passo per determinare come regolarle e affrontarle. In altre parole, la chiarezza emotiva si riferisce alla misura in cui conosci e comprendi le emozioni stai provando e perché le stai provando (Figura 15).

Non ho idea di come mi sento. *	<input type="checkbox"/> RARAMENTE O MAI	<input type="checkbox"/> A VOLTE	<input type="checkbox"/> REGOLARMENTE	<input type="checkbox"/> SPESSO	<input type="checkbox"/> QUASI SEMPRE
Ho difficoltà a dare un senso ai miei sentimenti. *	<input type="checkbox"/> RARAMENTE O MAI	<input type="checkbox"/> A VOLTE	<input type="checkbox"/> REGOLARMENTE	<input type="checkbox"/> SPESSO	<input type="checkbox"/> QUASI SEMPRE
Non riesco a capire come mi sento. *	<input type="checkbox"/> RARAMENTE O MAI	<input type="checkbox"/> A VOLTE	<input type="checkbox"/> REGOLARMENTE	<input type="checkbox"/> SPESSO	<input type="checkbox"/> QUASI SEMPRE

Figura 15. Quesiti per chiarezza emotiva

7.8 Obiettivi

La regolazione delle emozioni svolge un ruolo fondamentale nei comportamenti diretti a un obiettivo. In generale, le emozioni hanno lo scopo di attirare la nostra attenzione su importanti eventi della vita. Tuttavia, se regolate in modo improprio, le emozioni negative, tra cui frustrazione, tristezza e disperazione, possono mettere a dura prova le risorse cognitive. L'intersezione tra comportamento ed emozione finalizzati è correlata alla capacità di autoregolazione o alla capacità di controllare i propri pensieri, impulsi, comportamenti ed emozioni. Tuttavia, l'obiettivo finale è sempre lo stesso: promuovere il nostro benessere emotivo e sentirci meglio come persone. Gestire lo stress fa parte di questo, ma implica anche attività come sentirsi più felici, eliminare la tristezza dalla propria vita, gestire i sentimenti di rabbia e prendersi cura dei risentimenti persistenti (Figura 16).

Quando sono arrabbiato/a, ho difficoltà a portare a termine il lavoro. *	<input type="checkbox"/> RARAMENTE O MAI <input type="checkbox"/> A VOLTE <input type="checkbox"/> REGOLARMENTE <input type="checkbox"/> SPESSO <input type="checkbox"/> QUASI SEMPRE
Quando sono arrabbiato/a, ho difficoltà a concentrarmi su altre cose. *	<input type="checkbox"/> RARAMENTE O MAI <input type="checkbox"/> A VOLTE <input type="checkbox"/> REGOLARMENTE <input type="checkbox"/> SPESSO <input type="checkbox"/> QUASI SEMPRE
Quando sono arrabbiato/a, ho difficoltà a concentrarmi. *	<input type="checkbox"/> RARAMENTE O MAI <input type="checkbox"/> A VOLTE <input type="checkbox"/> REGOLARMENTE <input type="checkbox"/> SPESSO <input type="checkbox"/> QUASI SEMPRE

Figura 16. Quesiti per obiettivi

7.9 Impulsività

La nozione di impulsività emotiva è spesso usata ma raramente specificata. Si riferisce a un'emozione suscitata dalla valutazione di un oggetto, evento o stato del mondo percepito o pensato come piacevole o spiacevole, o come benefico o dannoso, e quale azione è suscettibile di influenzare quell'oggetto, evento, o stato del mondo. La valutazione dapprima dà luogo a uno stato di disponibilità a stabilire, modificare, sostenere o terminare la relazione dell'agente con l'oggetto, l'evento o lo stato del mondo in questione. Questa disponibilità quindi può indurre un'azione che può implementare lo scopo della prontezza. Le emozioni sono considerate “impulsive” quando e perché non sono precedute dalla deliberazione o dalla rappresentazione cosciente di qualche obiettivo emotivo (Figura 17).

Quando sono arrabbiato/a, perdo il controllo. *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
Quando sono arrabbiato/a, ho difficoltà a controllare i miei comportamenti. *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
Quando sono arrabbiato/a, non controllo i miei comportamenti. *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE

Figura 17. Quesiti per impulsività

7.10 Non accettazione emotiva

L'accettazione emotiva è la volontà di vivere pienamente tutte le emozioni, anche quelle negative. La non accettazione si manifesta come il non voler provare alcuna emozione valutata come "cattiva" ed è positivamente associata alla soppressione e ai sintomi della depressione. Tuttavia, è importante specificare che la non accettazione e la soppressione sono distinte perché la non accettazione è un giudizio di valore sull'esperienza delle emozioni, mentre la soppressione è un atto che ha lo scopo di controllare l'espressione dell'emozione (Figura 18).

<p>Quando sono arrabbiato/a, provo vergogna con me stesso/a per le sensazioni provate in quel momento. *</p>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
<p>Quando sono arrabbiato/a, mi sento in colpa per le sensazioni provate in quel momento. *</p>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE

Figura 18. Quesiti per non accettazione emotiva

7.11 Ansia

L'ansia è uno stato mentale comune che spesso gli individui sperimentano nella loro vita, specialmente nei periodi di transizione (ad esempio l'ingresso all'università). Molti studenti affrontano l'ansia durante il loro primo anno perché questo periodo di solito è legato a varie preoccupazioni, come lasciare la famiglia e la casa dei genitori, adattarsi a un nuovo luogo e ambiente, nuove responsabilità finanziarie e nuove esigenze accademiche. L'ansia è un'emozione universale e normale che rappresenta una risposta necessaria e adattativa allo stress, tuttavia a volte livelli elevati di ansia possono interferire e compromettere importanti aree del funzionamento. L'ansia può portare a scarse relazioni con gli altri studenti, basso livello di coinvolgimento nelle attività universitarie, basse medie dei voti e bassi tassi di laurea (Figura 19).

<p>Ho avuto difficoltà di respirazione (p. es.: respiro affanoso, sensazione di mancanza di ossigeno). *</p>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">RARAMENTE O MAI</td> <td style="padding: 2px;">A VOLTE</td> <td style="padding: 2px;">REGOLARMENTE</td> <td style="padding: 2px;">SPESSE</td> <td style="padding: 2px;">QUASI SEMPRE</td> </tr> </table>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE
RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE		
<p>Ho provato una sensazione di tremolio (p. es.: alle mani). *</p>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">RARAMENTE O MAI</td> <td style="padding: 2px;">A VOLTE</td> <td style="padding: 2px;">REGOLARMENTE</td> <td style="padding: 2px;">SPESSE</td> <td style="padding: 2px;">QUASI SEMPRE</td> </tr> </table>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE
RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE		
<p>Ho avvertito una forte sensazione di panico. *</p>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">RARAMENTE O MAI</td> <td style="padding: 2px;">A VOLTE</td> <td style="padding: 2px;">REGOLARMENTE</td> <td style="padding: 2px;">SPESSE</td> <td style="padding: 2px;">QUASI SEMPRE</td> </tr> </table>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE
RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE		
<p>Ero cosciente dell'azione del mio cuore anche se non stavo effettuando nessuno sforzo fisico (p. es.: sensazione di aumento o di rallentamento della frequenza cardiaca). *</p>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">RARAMENTE O MAI</td> <td style="padding: 2px;">A VOLTE</td> <td style="padding: 2px;">REGOLARMENTE</td> <td style="padding: 2px;">SPESSE</td> <td style="padding: 2px;">QUASI SEMPRE</td> </tr> </table>	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE
RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSE	QUASI SEMPRE		

Figura 19. Quesiti per ansia

7.12 Procrastinazione

La procrastinazione è il rimandare volontariamente un'attività importante, prevista e necessaria, nonostante si aspettino potenziali conseguenze negative che superano le conseguenze positive del ritardo. La procrastinazione può essere dannosa per il rendimento scolastico e il ritmo di studio, portando spesso all'abbandono. Stress, ansia e stanchezza sono stati collegati alla procrastinazione (Figura 20).

Fino a che punto procrastini questo compito? (Scrivere la tesina del semestre) *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
Fino a che punto procrastini questo compito? (Studiare per gli esami) *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
Fino a che punto procrastini questo compito? (Effettuare i compiti di lettura settimanali) *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
Fino a che punto procrastini questi compiti? (Compiti amministrativi accademici: compilazione di moduli, registrazione ai corsi, ottenimento della tessera universitaria, ecc.) *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
Fino a che punto procrastini questi compiti? (Incontri da effettuare in presenza: con il tuo consulente, con un professore, ecc.) *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE
Fino a che punto procrastini questi compiti? (Attività universitarie di vario genere) *	RARAMENTE O MAI	A VOLTE	REGOLARMENTE	SPESSO	QUASI SEMPRE

Figura 20. Quesiti per procrastinazione

8. Feedback

Dopo aver inviato le risposte ai quesiti del questionario, riceverai un messaggio di ringraziamento (Figura 21) insieme ai risultati del feedback. In primo luogo, in base alle tue risposte vedrai il profilo generale (Adattivo/Disadattato) seguito da una breve descrizione e da un grafico a barre (Figura 21).



Figura 21. Grafico del profilo

Quindi potrai vedere un grafico comprendente tutte le 12 scale che costituiscono il profilo generale in una rappresentazione circolare a 3 colori (Figura 22),

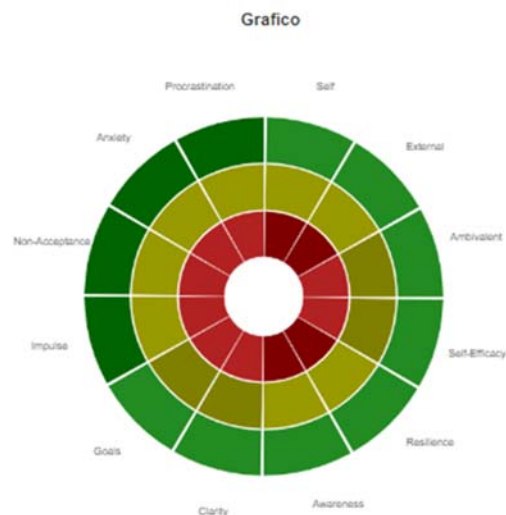


Figura 22. Rappresentazione di 12 sottoscale

Ogni colore -verde, giallo, rosso- corrisponde al livello -alto, medio, basso, rispettivamente- delle sottoscale così come estratte dai punteggi delle risposte di ciascun utente (Figura 23).

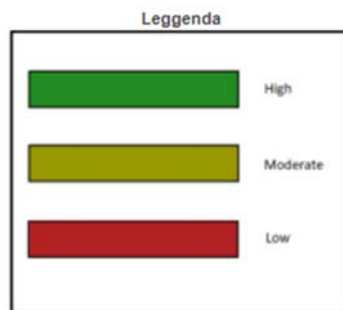


Figura 23. Livelli delle sottoscale

Infine, puoi scaricare il tuo feedback in formato pdf facendo clic sul pulsante "Esporta PDF" (Figura 24).




Figura 24. Esportazione PDF

Se hai scelto di ricevere il feedback tramite e-mail (vedi Figura 8), riceverai immediatamente un messaggio in cui puoi anche scaricare il feedback in formato digitale (Figura 25).

Risultati del questionario ⌵ Inbox x

pasproject.results@gmail.com

to me ▾

 Italian ▾ > English ▾ [Translate message](#)

Risultati del questionario PAS Project

Caro utente,
grazie per aver dedicato del tempo per completare questo questionario.
Per vedere i tuoi risultati clicca [qui](#)

 Reply

 Forward

Figura 25. Messaggio di posta elettronica

9. Conclusion

Questa guida per l'utente è stata sviluppata nell'ambito del lancio della nuova piattaforma PAS Project, disponibile all'indirizzo <https://limehosting.gr/pas/web/site/index?lang=4>. Il suo scopo è supportare tutti gli utenti -studenti e tutor- nel corretto accesso a tutte le informazioni, caratteristiche e procedure per completare con successo il questionario insieme a tutti i dettagli necessari. Per questo è uno strumento di supporto in continuo aggiornamento e sempre disponibile nelle aree pubbliche e private della nuova piattaforma e nel sito ufficiale del Progetto PAS <http://pas.project.uoi.gr/>.

Per qualsiasi ulteriore informazione o chiarimento, puoi contattare i nostri servizi di supporto agli utenti disponibili in aree pubbliche e private (pas.project.uoi@gmail.com).



Università di Ioannina



Università di Torino



Università di Anversa



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Erasmus+ Programme
of the European Union



2018-1-EL01-KA203-047890



Deliverable: IO10

3.4 The User Guide in DUTCH





Platform for Advancement of the Self

Gebruikersgids

Versie 1.0

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Consortium

University of Ioannina

University of Turin

University of Antwerp



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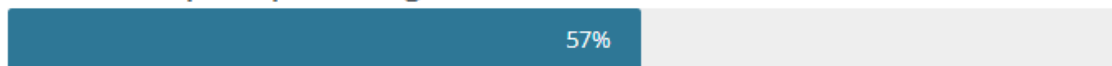
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1. Het PAS Project

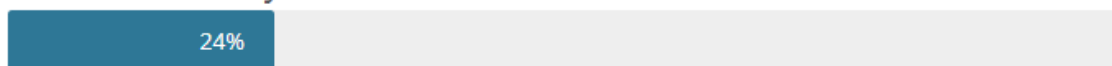
Een geslaagde overgang naar het hoger onderwijs wordt als cruciaal beschouwd voor zowel de student als de onderwijsinstelling. De complexiteit van deze gebeurtenis maakt deze overgang tot een stressvolle periode voor veel eerstejaars studenten, omdat ze voor een aantal veeleisende uitdagingen komen te staan, zoals de noodzaak om nieuwe leerpatronen te ontwikkelen en ook de aanpassing van de reeds bestaande leerstrategieën aan de nieuwe academische omgeving. Studenten vertonen moeilijkheden bij de academische aanpassing die vooral te wijten zijn aan ineffektieve leerstrategieën en een gebrek aan zelfregulatie.

Om dit aanpassingsproces te vergemakkelijken, beoogt dit project de ontwikkeling van een online **Platform for the Advancement of the Self (PAS)** dat cognitieve en psychologische constructen omvat die bijdragen tot het psycho-educatieve profiel en het academisch succes van studenten.

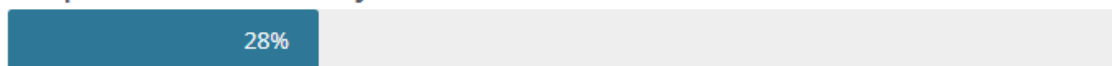
General drop out percentage



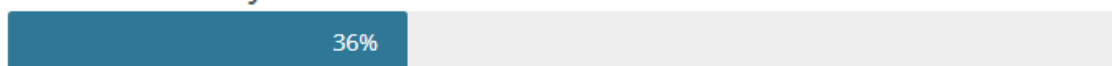
Students that stay enrolled



Drop out after the first year



Graduation in 4 years



National high school graduation rate



2. Het PAS Project Platform

De bedoeling van dit **PAS Project** platform is om:

- a) studenten bewust te maken van hun sterke en zwakke punten;
- b) De zelfontplooiing van studenten te bevorderen;
- c) De bereidheid van studenten te vergroten om hulp en steun te vragen van hetzij academische adviseurs hetzij professionals;
- d) Studenten te ondersteunen bij het ontwikkelen van competenties om effectiever om te gaan met moeilijkheden die zij ondervinden bij het leren of in andere situaties in de universiteit;
- e) studenten te ondersteunen om hun studie op tijd af te ronden en zich met leren bezig te houden
- f) de interactie en de betrekkingen tussen studenten en docenten te verbeteren
- g) coaching in het hoger onderwijs te ondersteunen
- h) docenten te ondersteunen bij het "tolereren" van moeilijkheden van studenten door richtsnoeren te verstrekken die richting geven aan de manier waarop zij te werk gaan bij het verbeteren van het leren en de ontwikkeling van studenten door het zelfbewustzijn te vergroten.

3. De gebruikersgids van het platform

Deze PAS-project gebruikersgids voor het platform richt zich tot universiteitsstudenten (in het bijzonder eerstejaarsstudenten) en tutoren/studeieadviseurs die betrokken zijn bij het onderwijs in het hoger onderwijs. Deze gids helpt gebruikers om vertrouwd te raken met het gebruik van het platform en de functies ervan, en leidt hen door de stappen die nodig zijn om het platform zelfstandig en met succes te gebruiken, zodat de verkregen resultaten geldig en betrouwbaar zijn. Deze gids is zowel in digitale als in gedrukte vorm beschikbaar in vier (4) verschillende talen die hoofdzakelijk overeenkomen met de nationale taal van elke projectpartner:

- 1) Engels
- 2) Grieks (Universiteit van Ioannina)
- 3) Italiaans (Universiteit van Turijn)
- 4) Nederlands (Universiteit Antwerpen)

De gebruikersgids bevat:

- Inleidend gedeelte
- Toestemmingsformulier
- Demografische gegevens
- Vragenlijst
- Feedback

4. Inleidende sectie

Om toegang te krijgen tot het online PAS-platform, kunt u op de volgende link klikken: <https://limehosting.gr/pas/web/site/index?lang=1> waar u op de startpagina van het platform terecht komt.

De eerste stap die u moet nemen is het kiezen van de taal waarin u de vragenlijst van het platform wilt invullen. U kunt dit doen door op de overeenkomstige vlag van het deelnemende land te klikken (figuur 1).



Figuur 1. Selectie van de taal

Nadat u de taal hebt geselecteerd, krijgt u algemene informatie over het PAS-project en moet u het land selecteren waarin de universiteit waar u studeert gevestigd is. Het pop-up menu heeft een keuze uit 3 landen of andere (Engels) (Figuur 2).



Erasmus KA203-047890



Het Erasmus + KA203-047890-programma, medegefinancierd door de Europese Unie, getiteld "PAS"

Selecteer een land

Hellas	
België	←
Italië	
Anders	

Selecteer een land

Figuur 2. Selectie van de locatie van universitair land

5. Toestemmingsformulier


Deze pagina geeft informatie over de partners die deelnemen aan dit Europese project en vraagt van de gebruiker om het toestemmingsformulier in te vullen om verder te kunnen gaan met het invullen van de vragenlijst.

Als u akkoord gaat met de voorwaarden van dit formulier, kunt u op het lege vakje klikken, waarna de knop "Accepteren" automatisch op het scherm verschijnt (Figuur 3).

Toestemmingsformulier van studenten

1. Ik heb de bovenstaande tekst gelezen en ik geef toestemming om deel te nemen aan het invullen van de vragenlijst.
2. Ik begrijp dat mijn deelname vrijwillig is en dat ik me op elk moment kan terugtrekken uit het onderzoek, zonder opgave van redenen en zonder gevolgen.
3. Alle informatie die tijdens het huidige onderzoek wordt verkregen, blijft vertrouwelijk en wordt uitsluitend voor onderzoeksdoeleinden gecodeerd.

Ik geef uitdrukkelijk toestemming om deel te nemen aan het huidige onderzoek



Figuur 3. Toestemmingsformulier

Indien u niet akkoord gaat met de voorwaarden van dit formulier, kunt u op de knop "Weigeren" klikken, waarna u wordt doorverwezen naar de Home Page.

6. Demografische gegevens

Op deze pagina moet de gebruiker voor demografische doeleinden enkele persoonlijke gegevens invullen.

- U moet informatie geven over uw geslacht, leeftijd, universiteit, afdeling en studiejaar (figuur 4).

Geslacht

Leeftijd (in jaren)

Universiteit

Departement

Studiejaar

Figuur 4. Demografische gegevens 1

- U moet uw universitair toelatingscijfer in cijfers invoeren (deze vraag is misschien niet voor alle gebruikers van toepassing) (figuur 5).

Wat is uw ingangscijfer bij je huidige opleiding?

Figuur 5. Demografische gegevens 2

- U moet uw werkstatus tijdens uw studie aangeven (figuur 6).

Werkt u tijdens uw studie?

Figuur 6. Demografische gegevens 3

- U moet informatie verstrekken over het gemiddelde cijfer van uw gevolgde cursussen, samen met het aantal gevolgde en behaalde cursussen (figuur 7).

Wat is ongeveer de gemiddelde waarde van al uw cijfers (totaal aantal punten gedeeld door het aantal vakken)?

Wat is ongeveer het totaal aantal gevolgde cursussen?

Wat is ongeveer het totaal aantal vakken waarvoor u geslaagd bent?

Figuur 7. Demografische gegevens 4

- U kunt uw e-mailadres invoeren als u uw feedback in pdf-formaat wilt ontvangen (optioneel) (figuur 8).

EMAIL (facultatief voor het ontvangen van het verslag/feedback naar uw e-mail)

Figuur 8. Demografische gegevens 5

7. Vragenlijst

Op de volgende bladzijden van het platform wordt verwezen naar de verschillende onderzochte schalen. Het omvat vragen betreffende de psychosociale aanpassing van universiteitsstudenten aan het hoger onderwijs door het analyseren van de psychologische variabelen die bijdragen tot het leren, de motivatie en het studietempo van studenten. Meer specifiek zijn de schalen die in dit project worden onderzocht de volgende:

1. Zelfregulatie
2. Externe regulatie
3. Ambivalentie
4. Zelfeffectiviteit
5. Veerkracht
6. Emotioneel bewustzijn
7. Emotionele helderheid
8. Doelen
9. Impuls
10. Emotionele niet-aanvaarding
11. Angst
12. Uitstelgedrag

De vragen worden gewaardeerd op een schaal van 5, met een schaalverdeling van 'zelden of nooit' tot 'bijna altijd' of van 'helemaal mee oneens' tot 'helemaal mee eens'. Het is verplicht om ALLE vragen te beantwoorden, anders kunt u niet verdergaan met de volgende reeks vragen en krijgt u geen feedback. Als u alle vragen hebt beantwoord, moet u uw antwoorden VERZENDEN.

7.1 Zelfregulatie

Zelfregulatie is een belangrijke studievaardigheid. Het verwijst naar de manier waarop je je leren in de hand neemt, je leren beheert en beslissingen neemt over wanneer en hoe je studeert. Zelfregulatie gaat ook over reflecteren op je studievoortgang en studiesucces. Zelfregulerende studenten houden vol als er leerproblemen op hun pad komen, gaan leren niet uit de weg en zijn goede time-managers (figuur 9).

Ik voeg uit andere bronnen iets aan de leerinhouden toe. *	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BUNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD		
Tijdens het leren richt ik mij ook op andere leerdoelen dan die van de cursus. *	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BUNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD		
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ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD		

Figuur 9. Items zelfregulatie

7.2 Externe regulatie

Externe regulatie verwijst naar de manier waarop je manier van studeren wordt gestuurd door anderen dan jezelf. Het gaat om een zeer afhankelijke manier van studeren, waarbij je probeert te voldoen aan de eisen van anderen of nauwgezet alle instructies volgt die in cursusmateriaal worden gegeven. Hoewel het belangrijk kan zijn om richtlijnen van docenten of cursusmateriaal op te volgen, werkt het averechts als je erg afhankelijk bent van de regelgeving van buitenaf, en alleen het gevraagde studietraject en de deadlines volgt die door anderen worden opgelegd. In het hoger onderwijs wordt verwacht dat studenten meer en meer onafhankelijke studenten worden, die hun eigen leren in handen kunnen nemen, en de regulering van anderen niet nodig hebben om succesvol te kunnen studeren (Figuur 10).

<p>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. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px;">HET ONEENS ZIJN</td> <td style="padding: 2px;">ONBESLIST</td> <td style="padding: 2px;">MEE EENS</td> <td style="padding: 2px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
<p>Als ik alle opgaven die bij een bepaald hoofdstuk horen, kan maken, besluit ik dat ik voldoende heb geleerd. *</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="padding: 2px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px;">HET ONEENS ZIJN</td> <td style="padding: 2px;">ONBESLIST</td> <td style="padding: 2px;">MEE EENS</td> <td style="padding: 2px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		

Figuur 10. Items externe regulatie

7.3 Ambivalentie

Ambivalentie verwijst naar motivatieproblemen die samenhangen met studeren. Als iemand twijfelt over de gemaakte studiekeuze en vragen blijft stellen over het nut van de studie voor de toekomstige loopbaan, kunnen ambivalente gevoelens een nadelige invloed hebben op het studiegedrag en de studieresultaten. Het kan ook een aanwijzing zijn dat iemand zich niet goed of op zijn gemak voelt in het huidige studietraject, of meer twijfels heeft over de zin van het bestuderen van al die leerinhouden met het oog op de toekomst. Er kunnen veel oorzaken zijn voor het hebben van ambivalente gevoelens over de studie, maar het gaat vaak samen met een gebrek aan motivatie, en leidt tot een geringere volharding in de studie (figuur 11).

Ik twijfel er aan of deze studierichting wel de juiste richting voor mij is. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik vraag me af of deze studie alle moeite wel waard is. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik twijfel er aan of dit soort onderwijs wel de juiste onderwijsvorm voor mij is. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		

Figuur 11. Items ambivalentie

7.4 Self-efficacy

Self-efficacy verwijst naar hoe je jezelf en je vaardigheden als student ziet in de gegeven opleiding. Het hangt nauw samen met zelfvertrouwen, en het is een belangrijke troef voor een succesvolle studieloopbaan. Een positief zelfvertrouwen in iemands capaciteiten is het resultaat van eerdere post-ervaringen, maar kan ook worden ontwikkeld door specifieke vaardigheidstrainingen, vooral in de zin van een positiever gevoel over jezelf krijgen, of minder kritisch worden over jezelf als de persoonlijke lat te hoog ligt (figuur 12).

Ik denk dat ik zeer goede cijfers ga halen voor deze opleiding. *	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik heb er vertrouwen in dat ik goede cijfers ga halen voor de taken en de examens in deze opleiding. *	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik weet zeker dat ik de opleidingsonderdelen binnen deze opleiding wel onder de knie kan krijgen. *	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik verwacht dat ik de leerinhouden van de verschillende opleidingsonderdelen binnen deze opleiding goed begrijp. *	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		

Figuur 12. Items self-efficacy

7.5 Veerkracht

Veerkracht is het vermogen om de geestelijke gezondheid en het welzijn met succes te handhaven of te herwinnen in het licht van aanzienlijke tegenslagen of risico's. Veerkracht kan voor studenten nuttig zijn om academische uitdagingen en eisen aan te kunnen, positieve vooruitgang mogelijk te maken en de druk van werk, studie en leven aan te kunnen (figuur 13).

Ik kan meer onafhankelijk werken dan anderen. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik kan alleen zijn als dat nodig is. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik weet wat ik wil. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik heb zelfdiscipline. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik blijf geïnteresseerd in dingen. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik kan zelfs in moeilijke tijden wel eens lachen. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		
Ik geloof in mezelf en dat helpt mij in moeilijke momenten. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">VOLLEDIG NIET EENS</td> <td style="padding: 2px 10px;">HET ONEENS ZIJN</td> <td style="padding: 2px 10px;">ONBESLIST</td> <td style="padding: 2px 10px;">MEE EENS</td> <td style="padding: 2px 10px;">VOLLEDIG EENS</td> </tr> </table>	VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS
VOLLEDIG NIET EENS	HET ONEENS ZIJN	ONBESLIST	MEE EENS	VOLLEDIG EENS		

Figuur 13. Items veerkracht

7.6 Emotioneel bewustzijn

Emotioneel bewustzijn is het vermogen om niet alleen je eigen emoties, maar ook die van anderen te herkennen en te begrijpen. Dit bewustzijn is een belangrijk onderdeel van wat "emotionele intelligentie" (E.I.) wordt genoemd, waartoe ook het vermogen behoort om problemen in het leven op te lossen door emoties te begrijpen, zoals het vermogen om je eigen emoties te reguleren en anderen op te beuren wanneer zij zich slecht voelen. Een hoog niveau van emotioneel bewustzijn betekent dat je snel van je gevoelens kunt leren. Als je je bijvoorbeeld verdrietig voelt, kun je nadenken over waarom dat zo is, en beslissingen nemen die je vervolgens helpen. Het betekent ook dat je emoties van tevoren kunt voorspellen - je weet welke handelingen tot welke emoties zullen leiden en dit betekent dat je dienovereenkomstig betere keuzes kunt maken (figuur 14).

Ik besteed aandacht aan hoe ik me voel. *

ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD
-----------------	------	------------	------	------------

Ik let op mijn gevoelens. *

ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD
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Figuur 14. Items emotioneel bewustzijn

7.7 Emotionele duidelijkheid

Emotionele duidelijkheid is een belangrijk onderdeel van emotieregulatie, omdat het duidelijk kunnen identificeren van je emoties de eerste stap is in het bepalen hoe je ze kunt reguleren en ermee kunt omgaan. Met andere woorden, emotionele duidelijkheid verwijst naar de mate waarin u weet, begrijpt en duidelijk bent over welke emoties u voelt en waarom u ze voelt (figuur 15).

Ik heb geen idee hoe ik me voel. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">ZELDEN OF NOOIT</td> <td style="padding: 2px 10px;">SOMS</td> <td style="padding: 2px 10px;">REGELMATIG</td> <td style="padding: 2px 10px;">VAAK</td> <td style="padding: 2px 10px;">BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
Ik heb er moeite mee mijn gevoelens te begrijpen. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">ZELDEN OF NOOIT</td> <td style="padding: 2px 10px;">SOMS</td> <td style="padding: 2px 10px;">REGELMATIG</td> <td style="padding: 2px 10px;">VAAK</td> <td style="padding: 2px 10px;">BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
Ik weet niet zeker hoe ik me voel. *	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">ZELDEN OF NOOIT</td> <td style="padding: 2px 10px;">SOMS</td> <td style="padding: 2px 10px;">REGELMATIG</td> <td style="padding: 2px 10px;">VAAK</td> <td style="padding: 2px 10px;">BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		

Figuur 15. Items emotionele duidelijkheid

7.8 Doelen

Emotieregulatie speelt een integrale rol in doelgericht gedrag. In het algemeen zijn emoties bedoeld om onze aandacht te vestigen op belangrijke gebeurtenissen in het leven. Wanneer negatieve emoties, zoals frustratie, verdriet en hopeloosheid, echter niet goed gereguleerd worden, kunnen ze cognitieve bronnen belasten. Het raakvlak tussen doelgericht gedrag en emoties heeft te maken met het vermogen tot zelfregulatie, ofwel het vermogen om je gedachten, impulsen, gedragingen en emoties te beheersen. Het einddoel is echter altijd hetzelfde: ons emotioneel welzijn bevorderen en ons als mens beter voelen. Omgaan met stress maakt daar deel van uit, maar het gaat ook om zaken als je gelukkiger voelen, verdriet uit je leven bannen, omgaan met boze gevoelens en afrekenen met aanslepende wrokgevoelens (figuur 16).

<p>Als ik van streek ben, vind ik het moeilijk om werk gedaan te krijgen. *</p>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">ZELDEN OF NOOIT</td> <td style="padding: 2px;">SOMS</td> <td style="padding: 2px;">REGELMATIG</td> <td style="padding: 2px;">VAAK</td> <td style="padding: 2px;">BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
<p>Als ik van streek ben, heb ik er moeite mee me op andere dingen te concentreren. *</p>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">ZELDEN OF NOOIT</td> <td style="padding: 2px;">SOMS</td> <td style="padding: 2px;">REGELMATIG</td> <td style="padding: 2px;">VAAK</td> <td style="padding: 2px;">BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
<p>Als ik van streek ben, vind ik het moeilijk om me te concentreren. *</p>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">ZELDEN OF NOOIT</td> <td style="padding: 2px;">SOMS</td> <td style="padding: 2px;">REGELMATIG</td> <td style="padding: 2px;">VAAK</td> <td style="padding: 2px;">BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		

Figuur 16. Items doelen

7.9 Impuls

Het begrip "emotionele impuls" wordt vaak gebruikt, maar zelden nader omschreven. Het verwijst naar een emotie die wordt opgewekt door de beoordeling van een waargenomen of gedacht object, gebeurtenis of toestand van de wereld als aangenaam of onaangenaam, of als heilzaam of schadelijk, en welke actie geneigd is om dat object, die gebeurtenis of toestand van de wereld te beïnvloeden. De beoordeling leidt eerst tot een toestand van bereidheid om de relatie van de agent tot het betrokken voorwerp, de betrokken gebeurtenis of de betrokken toestand van de wereld tot stand te brengen, te wijzigen, te bestendigen of te beëindigen. Die bereidheid kan vervolgens leiden tot een actie die het doel van de bereidheid kan verwezenlijken. Emoties worden als "impulsief" beschouwd wanneer en omdat zij niet worden voorafgegaan door beraadslaging of de bewuste voorstelling van een of ander emotiedoel (Figuur 17).

Als ik van streek ben, raak ik buiten zinnen. *	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BUNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD		
Als ik van streek ben, heb ik er moeite mee mijn gedrag te beheersen. *	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BUNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD		
Als ik van streek ben, verlies ik de controle over mijn gedrag. *	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BUNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BUNAALTIJD		

Figuur 17. Items impuls

7.10 Emotionele non-acceptatie

Emotionele acceptatie is de bereidheid om alle emoties, ook negatieve, volledig te ervaren. Niet-acceptatie manifesteert zich als het niet willen voelen van emoties die als "slecht" worden beoordeeld en wordt positief geassocieerd met onderdrukking en depressieve symptomen. Wij stellen echter dat non-acceptatie en onderdrukking verschillend zijn, omdat non-acceptatie een waardeoordeel is over de ervaring van emoties, terwijl onderdrukking een handeling is die wordt verricht om de expressie van emoties te controleren (figuur 18).

Als ik van streek ben, schaam ik me dat ik me zo voel. *	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
Als ik van streek ben, voel ik me schuldig. *	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD

Figuur 18. Items emotionele non-acceptatie

7.11 Angst

Angst is een veel voorkomende mentale toestand die mensen vaak in hun leven ervaren, vooral in overgangperiodes (bv. als ze naar de universiteit gaan). Veel studenten hebben te maken met angst tijdens hun eerste jaar omdat deze periode meestal gerelateerd is aan verschillende zorgen zoals het verlaten van familie en gezin, het aanpassen aan een nieuwe plaats en omgeving, financiële verantwoordelijkheden en nieuwe academische eisen. Angst is een universele en normale emotie die een noodzakelijke en adaptieve reactie is op stress, maar soms kunnen verhoogde niveaus een belemmering vormen op belangrijke gebieden van functioneren. Angst kan leiden tot slechte relaties met andere studenten, weinig betrokkenheid bij activiteiten op de campus, lage cijfers en een lage graad van afstuderen (figuur 19).

Ik heb moeite met ademen. *	<input type="radio"/> ZELDEN OF NOOIT <input type="radio"/> SOMS <input type="radio"/> REGELMATIG <input type="radio"/> VAAK <input type="radio"/> BIJNA ALTIJD
Ik voel me beverig. *	<input type="radio"/> ZELDEN OF NOOIT <input type="radio"/> SOMS <input type="radio"/> REGELMATIG <input type="radio"/> VAAK <input type="radio"/> BIJNA ALTIJD
Ik heb het gevoel dat ik bijna in paniek raak. *	<input type="radio"/> ZELDEN OF NOOIT <input type="radio"/> SOMS <input type="radio"/> REGELMATIG <input type="radio"/> VAAK <input type="radio"/> BIJNA ALTIJD
Ik ben me bewust van mijn hartslag terwijl ik me niet fysiek inspan. *	<input type="radio"/> ZELDEN OF NOOIT <input type="radio"/> SOMS <input type="radio"/> REGELMATIG <input type="radio"/> VAAK <input type="radio"/> BIJNA ALTIJD

Figuur 19. Items angst

7.12 Uitstelgedrag

Procrastinatie is het vrijwillig uitstellen van een voorgenomen en noodzakelijke belangrijke activiteit, ondanks de verwachting van potentiële negatieve gevolgen die zwaarder wegen dan de positieve gevolgen van het uitstel. Uitstelgedrag kan nadelig zijn voor de studieprestaties en het studietempo, en leidt vaak tot voortijdig schoolverlaten. Stress, angst en vermoeidheid zijn in verband gebracht met uitstelgedrag (figuur 20).

<p>Het schrijven van een paper - in hoeverre stel je deze taak uit? *</p>	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
<p>Het studeren voor examens - in hoeverre stel je deze taak uit? *</p>	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
<p>Het leermateriaal wekelijks bijhouden - in hoeverre stel je deze taak uit? *</p>	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
<p>Administratieve taken zoals het invullen van formulieren, registreren voor opleidingsonderdelen of examens, je studentenkaart verkrijgen - in hoeverre stel je deze taak uit? *</p>	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
<p>Afspraken zoals het samenzitten met je begeleider en een afspraak maken met een docent - in hoeverre stel je deze taak uit? *</p>	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		
<p>Leeractiviteiten in het algemeen - in hoeverre stel je deze taak uit? *</p>	<table border="1"> <tr> <td>ZELDEN OF NOOIT</td> <td>SOMS</td> <td>REGELMATIG</td> <td>VAAK</td> <td>BIJNAALTIJD</td> </tr> </table>	ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD
ZELDEN OF NOOIT	SOMS	REGELMATIG	VAAK	BIJNAALTIJD		

Figuur 20. Items uitstelgedrag

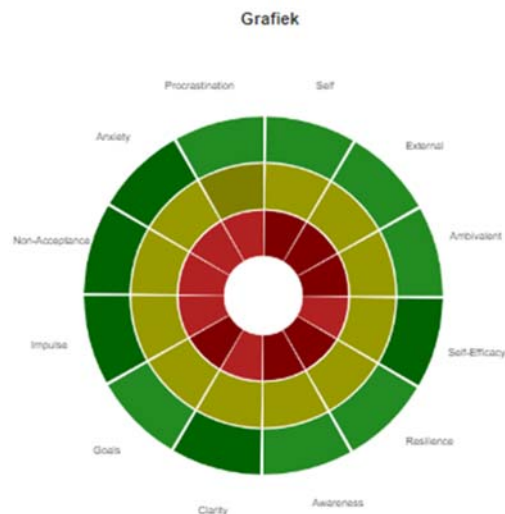
8. Feedback

Zodra u uw antwoorden op de vragenlijst heeft ingediend, ontvangt u een dankbericht (Figuur 21) samen met de resultaten van de feedback. Allereerst ziet u op basis van uw antwoorden het algemene profiel (Adaptief / Maladaptief), gevolgd door een korte beschrijving ervan en een staafdiagram (Figuur 21).



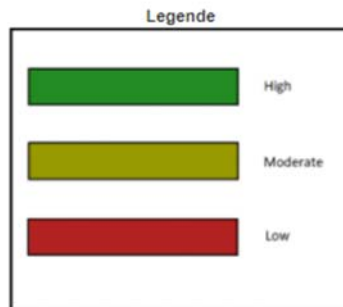
Figuur 21. Grafiek profiel

U krijgt dan een grafiek te zien met alle 12 schalen die het algemene profiel vormen in een cirkelvormige afbeelding in 3 kleuren (Figuur 22),



Figuur 22. Weergave van 12 subschalen

Elke kleur - groen, geel, rood - komt overeen met het niveau - hoog, gemiddeld, laag, respectievelijk - van de subschalen zoals die uit de scores van de antwoorden van elke gebruiker zijn afgeleid (figuur 23).



Figuur 23. Niveaus subschalen

Ten slotte kunt u uw feedback in pdf-formaat downloaden door op de knop "PDF exporteren" te klikken (Figuur 24).



Figuur 24. PDF Export

Als u ervoor gekozen heeft de feedback via e-mail te ontvangen (zie figuur 8), krijgt u direct een bericht waarin u de feedback ook in digitale vorm kunt downloaden (figuur 25).

Resultaten van de vragenlijst ⌵ Inbox x

pasproject.results@gmail.com

to me ▾

 Dutch ▾ > English ▾ [Translate message](#)

Resultaten vragenlijst PAS Project

Beste gebruiker,
bedankt dat je de tijd hebt genomen om deze vragenlijst in te vullen.
Om uw resultaten te zien, klik op [hier](#)

 Reply

 Forward

Figuur 25. Email

9. Conclusie

Deze gebruikershandleiding is ontwikkeld als onderdeel van de lancering van het nieuwe PAS Project platform, beschikbaar op <https://limehosting.gr/pas/web/site/index?lang=4>. Het doel ervan is alle gebruikers - studenten en begeleiders- te ondersteunen bij de juiste toegang tot alle informatie, functies en procedures om de vragenlijst met succes in te vullen, samen met alle nodige details. Daarom is het een ondersteunend hulpmiddel dat voortdurend wordt bijgewerkt en altijd beschikbaar is in de openbare en privégedeelten van het nieuwe platform en op de officiële site van het PAS-project <http://pas.project.uoi.gr/>.

Voor aanvullende informatie of verduidelijking kunt u contact opnemen met onze gebruikersondersteuningsdiensten die beschikbaar zijn in de openbare en privégedeelten (pas.project.uoi@gmail.com).



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