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Platform for Advancement of Self

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Deliverable: IO2

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Output Type	Studies analysis / Other
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Deliverable Form IO2

Output Description

The selected questionnaires will be distributed to a small number of students from the target groups in Greece, Belgium and Italy to check: (a) the translation and whether the items accurately address the research questions and (b) their psychometric properties (to some extent). The aim is to test whether the questions are well defined, understood and comprehensible. Innovation involves the comparison of the problematic and meaningful items across the three countries, possible cultural differences, limitations or similarities enhancing or inhibiting transferability.

Such a work on translation will enhance the impact of the PAS in terms of validity. Besides, all of the three participants will have carefully translated instruments available for the use with students in case of future projects or other endeavours in the field of policy-making (provision-counselling work/research) for students. These instruments will be available to any other country asking for them.

Output Identification

- Distribution of the questionnaires to a small number of students
- Discussion and feedback from the students on the instruments
- Incorporation of the necessary changes into the instruments
- Estimation of the time length for the completion of all questionnaires included in the project





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IO2: Pilot Study

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 Antwerp
- University of Turin
- University of Ioannina



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1 Methodology

1.1 Participants

1.1.1 University of Ioannina.

A convenience sample of 63 students from the University of Ioannina enrolled in the Department of Early Childhood Education participated in the pilot study. Their average age was 18,9 ($SD = 3.29$, Min. = 18, Max. = 44). All participants in this phase of study were female students, as this condition is typical for these particular departments in Greece.

1.1.2 University of Turin.

The Italian sample for the pilot study was composed by a small number of students (33; 24.2% males) recruited from the University of Turin (Università di Torino). Among them just one was a working student. The students were selected through convenience sampling; they were all enrolled in Humanistic Faculties. The average age of the students was 19.61 ($SD = 0.998$, Min. = 18, Max. = 23).

Table 1. Number of students for the pilot study

Time dedicated to studies	Freq.	Percent	Cum.
Full-time student	23	95.83	95.83
Working student	1	4.17	100.00
Total	24	100.00	

1.1.3 University of Antwerp.

At the start of the project, there was successful completion of the pilot version of PAS-questionnaire, by a substantial pilot sample ($n=33$) (36,3% males) within the targeted group of first year students in the academic educational programme Training and Educational Sciences (TES) at the University of Antwerp. The average age of the students was 33.23 ($SD = 8.423$, Min. = 21, Max. = 52) which is not abnormal for this program since typically students in the training and

education program enrol for the first time into university education after a degree in professional education and some years of experience. The whole procedure enabled the Belgian group to first explore the face validity of the questionnaire and gain first insights into aspects of the construct validity and reliability of the selected scales and items. This research was followed-up by questioning a smaller sample of students to assess the cognitive validity of the pilot version. By using subsequent cognitive reporting, important issues raised regarding the content (e.g. item difficulty, item relevancy), as well as the structure and length of the pilot version of the PAS-questionnaire in our research context. This resulted in a list of important adjustments to be made in following completion rounds and which were discussed at the project board in 2018. Important to note is that at this time of survey completion, respondents were participating voluntarily to the study, and were not obliged to fill this in, during a given course in the educational programme. Surveys had to be completed in respondents' free time by means of an online questionnaire.

1.2 Procedure

The selected questionnaires were distributed to a small number of students 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.

1.2.1 Probing.

Questionnaires were printed and distributed to the sample of students. The time length for the completion of all questionnaires included in the project was estimated around 40/60 minutes. The order of questionnaires to be administered was established, starting with the psychological surveys and then proceeding with the learning ones. In addition, the demographic details requested from the participants were defined (gender, age, school of study, GPA, number of failed courses).

1.2.2 Back-to-back Translation.

In order to enhance the impact of the PAS in terms of validity, a work of translation of questionnaires was conducted. After an accurate and in-depth literature review, some instruments whose Italian, Dutch or Greek version was missing were carefully translated. These instruments are available for the use with students in case of future projects or other endeavours in the field of policy-making (provision- counselling work/research) for students.

1.2.3 Interviews.

After administering the survey, a focus group session was organised in the Italian sample with the participants' sample, in order to discuss and receive feedback from the students on the instruments in terms of intelligibility of items and time length for the completion of the survey. In the Belgian sample, students were invited via the online learning platform of the university to participate in the pilot study. This allowed to build experiences in one sample with an online version of the questionnaire. Students in the Belgian sample were asked to complete the questionnaire and to score for each item on a 5-point Likert scale how difficult the question was for them. They had the possibility to explain their scores in an open field in the online questionnaire.

The pilot study revealed some problematic and meaningful items, possibly due to specific characteristics in cultural context and educational system of the Italian, Belgian or Greek context. Changes and alterations in the wording of some items were incorporated into the instruments. Having received students' responses, Cronbach alpha and CFA were checked.

1.3 Material – Measures

It was decided to administer the selected questionnaires in the following order:

Inventory of Learning Style (ILS) (Vermunt, 1994) which was divided in 2 parts, with the first consisting of the Cognitive & Regulation Strategies (27 items) and the second one having the motivation subscale (25 items). The original version of this questionnaire was in Dutch. This survey was carefully translated and back translated, since the Italian version was not available.

Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, 1991) (15 items). Validity and detect substantial differential item functioning of the Italian version of this instrument was

conducted among high school students by Bonanomi et al. (2018). A Dutch version of the questionnaire was available (Blom & Severiens, 2008).

The Resilience Scale (RS) (Wagnild & Young, 1987) (25 items). For the Italian version, it was used the translation made for the validation in Italian context by Girtler et al. (2010). For the Dutch version we made use of a validated translation of the original questionnaire (Portzky et al., 2010).

Difficulties in Emotion Regulation Scale (DERS) (Gratz & Roemer, 2004) (18 items). This survey was carefully translated and back translated, since the Italian version was not available. A Dutch validated version was available (McKay et al., 2011).

Depression – Anxiety – Stress Scale (DASS) (Lovibond & Lovibond, 1995) (21 items). The Italian validation was conducted by Bottesi et al. (2015). 1. For the Dutch version a validated translation was used (Raes et al., 2005).

Procrastination Assessment Scale Student (PASS) (Solomon & Rothblum, 1984) (18 items). This survey was carefully translated and back translated, since no Italian nor a Dutch version was not available.

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

2 Data Analysis

2.1 University of Ioannina

2.1.1 Reliability coefficients

Table 2. Cronbach's Alphas for the Greek sample

	N	Items	Cronbach's Alpha
ILS			
<i>Deep processing</i>	63	4	.661
<i>Stepwise processing</i>	63	6	.597
<i>Concrete processing</i>	63	3	.794
Regulation			
<i>Self regulation</i>	63	5	.686
<i>External regulation</i>	63	5	.663
<i>Lack of regulation</i>	63	4	.795
Motivation			
<i>Certificate oriented</i>	63	5	.406
<i>Vocation (Job) oriented</i>	63	5	.856
<i>Test oriented</i>	63	5	.780
<i>Personal interest</i>	63	5	.382
<i>Ambivalent</i>	63	5	.722
MSLQ			
<i>Self-efficacy</i>	63	7	.860
<i>Peer learning</i>	63	3	.551
<i>Help seeking</i>	63	4	.347
DASS			
<i>Depression</i>	63	7	.908
<i>Anxiety</i>	63	7	.882
<i>Stress</i>	63	7	.854
DERS			



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<i>Awareness</i>	63	3	.176
<i>Clarity</i>	63	3	.791
<i>Goals</i>	63	3	.802
<i>Impulse</i>	63	3	.864
<i>Non acceptance</i>	63	3	.719
<i>Strategies</i>	63	3	.647
PASS			
<i>Procrastination</i>	63	12	.258
<i>Tendency to reduce procrastination</i>	63	6	.846
<i>Resilience</i>	63	25	.890



2.1.2 Descriptive statistics

Table 3. Descriptive statistics of the Greek sample

	N	Minimum	Maximum	Mean	Std. Dev.	Skewness	
						Statistic	Std. Error
<i>Deep processing</i>	63	4	18	10.5	3.29	.14	.30
<i>Stepwise processing</i>	8	8	29	22.3	3.87	-.88	.30
<i>Concrete processing</i>	4	4	14	9.27	2.85	-.01	.30
<i>Self-regulation</i>	6	6	21	13.3	4.0	.00	.30
<i>External regulation</i>	12	12	24	18.5	3.04	-.24	.30
<i>Lack regulation</i>	4	4	18	9.60	3.78	.56	.30
<i>Certificate oriented</i>	10	10	23	16.6	3.17	-.00	.30
<i>Job oriented</i>	5	5	25	20.7	4.19	-2.13	.30
<i>Test oriented</i>	8	8	25	19.4	3.81	-.93	.30
<i>Personal interest</i>	10	10	24	18.7	2.56	-1.18	.30
<i>Ambivalent</i>	5	5	20	9.65	3.71	.62	.30
<i>Self-efficacy</i>	19	19	40	28.7	4.49	.00	.30
<i>Peer learning</i>	6	6	14	10.1	2.26	-.29	.30
<i>Help seeking</i>	7	7	19	14.4	2.40	-.47	.30
<i>Depression</i>	7	7	32	14.0	6.72	1.03	.30
<i>Anxiety</i>	7	7	32	14.0	6.63	1.02	.30
<i>Stress</i>	7	7	30	16.1	6.39	.38	.30
<i>Awareness</i>	33	33	12	7.13	1.93	.05	.30
<i>Clarity</i>	3	3	14	6.73	2.78	.60	.30
<i>Goals</i>	3	3	15	9.68	3.45	-.02	.30
<i>Impulse</i>	3	3	15	6.54	3.16	.99	.30
<i>Non-acceptance</i>	3	3	13	5.68	2.66	1.11	.30
<i>Strategies</i>	3	3	13	6.08	2.75	.87	.30
<i>Procrastination</i>	13	13	73	32.8	8.63	1.37	.30
<i>Tendency to reduce procrastination</i>	6	6	30	19.3	7.12	-.09	.30
<i>Resilience</i>	50	50	119	92.0	12.6	-.59	.30



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2.1.3 Correlations

Table 4. Correlations for the Greek sample

	DEEP	STEPWSE	CONCRETE	SELF_REGULATION	EXTERNAL	LACK	PERSONAL	CERTIFICATE	TEST	VOCATION	AMBIVALENT	PEER LEARNING	HELP SEEK	SELF EFFICACY	AWARENESS	CLARITY	GOALS	IMPULSE	NONACCEPT	STRATEGIES	DEPRESSION	ANXIETY	STRESS	RESILIENCE	PROCRASTINATION	REDUCEPROCRA
DEEP	1	.167	.284*	.382**	.133	.015	.051	-.112	.085	.173	-.212	.265*	.325**	.206	-.139	-.177	-.162	-.055	-.180	-.129	-.096	-.022	-.196	.251*	-.012	.120
STEPWSE	.167	1	.101	.161	.290**	-.019	.073	.077	.215	.116	-.128	.099	.087	.257*	-.053	.003	.196	.102	.080	.096	-.227	.050	-.128	.231	-.196	-.005
CONCRETE	.284*	.101	1	.567**	-.059	.158	.245	-.230	-.144	.072	-.181	.143	-.045	.120	-.144	.115	-.114	-.156	.107	.001	.024	.083	.090	.089	.236	.111
SELF REGULATION	.382**	.161	.567**	1	.067	-.029	.268*	-.045	.091	.165	-.383**	.328**	.313*	.395**	-.042	-.089	-.204	-.190	-.084	-.279*	-.136	.083	-.093	.350**	-.071	.185
EXTERNAL	.133	.290**	-.059	.067	1	.073	.123	.222	.383**	.157	-.175	.117	.307*	.239	-.135	-.180	.162	.006	.074	-.124	-.049	-.034	-.117	.279*	-.083	.094
LACK	.015	-.019	.158	-.029	.073	1	-.084	.138	.002	-.019	.327**	.033	-.053	-.349**	-.075	.480**	.128	.248	.299*	.328**	.523**	.410**	.435**	-.219	.276*	.174
PERSONAL	.051	.073	.245	.268*	.123	-.084	1	-.016	.112	.412**	-.320**	.196	.196	.172	.073	.068	.089	.267*	.296*	.033	.107	.130	.170	-.188	-.085	-.013
CERTIFICATE	-.112	.077	-.230	-.045	.222	.138	-.016	1	.454**	.332**	.013	.105	.155	.150	.138	-.078	.017	-.002	-.122	-.096	.052	.092	.039	.176	-.100	-.118
TEST	.085	.215	-.144	.091	.383**	.002	.112	.454**	1	.435**	-.150	.091	.188	.243	.233	-.222	-.100	.113	-.023	-.197	-.079	.041	-.086	.220	-.212	.044
VOCATION	.173	.116	.072	.165	.157	-.019	.412**	.332**	.435**	1	-.496**	.205	.077	.220	.186	-.145	-.098	.139	.182	-.220	-.109	-.040	-.014	.338**	-.050	.050
AMBIVALENT	-.212	-.128	-.181	-.383**	-.175	.327**	-.320**	.013	-.150	-.496**	1	-.250*	-.273*	-.342**	-.070	.369**	.198	.260*	.175	.521**	.484**	.270*	.379**	-.533**	.158	.011
PEER LEARNING	.265*	.099	.143	.328**	.117	.033	.196	.105	.091	.205	-.250*	1	.367**	.207	-.069	.031	-.240	-.168	.122	-.141	.084	.187	.035	.122	-.075	.303*
HELP SEEK	.325**	.087	-.045	.313*	.307*	-.053	.196	.155	.188	.077	-.273*	.367**	1	.444**	-.078	-.203	-.116	-.104	-.247	-.403**	-.229	-.002	-.184	.518**	-.339**	-.038
SELF EFFICACY	.206	.257*	.120	.395**	.239	-.349**	.172	.150	.243	.220	-.342**	.207	.444**	1	-.054	-.430**	-.214	-.272*	-.361**	-.467**	-.375**	-.056	-.247	.631**	-.172	-.020
AWARENESS	-.139	-.053	-.144	-.042	-.135	-.075	.073	.138	.233	.186	-.070	-.069	-.078	-.054	1	.016	-.161	.076	.008	-.048	.164	.040	.059	.026	-.059	-.191
CLARITY	-.177	.003	.115	-.089	-.180	.480**	.068	-.078	-.222	-.145	.369**	.031	-.203	-.430**	.016	1	.333**	.454**	.511**	.598**	.545**	.518**	.548**	-.522**	.159	-.014
GOALS	-.162	.196	-.114	-.204	.162	.128	.089	.017	-.100	-.098	.198	-.240	-.116	-.214	-.161	.333**	1	.584**	.221	.544**	.088	.179	.298*	-.196	-.006	-.081
IMPULSE	-.055	.102	-.156	-.190	.006	.248	.267*	-.002	.113	.139	.260*	-.168	-.104	-.272*	.076	.454**	.584**	1	.439**	.630**	.314	.317*	.480**	-.240	.034	-.109
NONACCEPT	-.180	.080	.107	-.084	.074	.299*	.296*	-.122	-.023	.182	.175	.122	-.247	-.361**	.008	.511**	.221	.439**	1	.503**	.482**	.392**	.598**	-.422**	.088	.027
STRATEGIES	-.129	.096	.001	-.279*	-.124	.328**	.033	-.096	-.197	-.220	.521**	-.141	-.403**	-.467**	-.048	.598**	.544**	.630**	.503**	1	.458**	.385**	.509**	-.517**	.126	-.067
DEPRESSION	-.096	-.227	.024	-.136	-.049	.523**	.107	.052	-.079	-.109	.484**	.084	-.229	-.375**	.164	.545**	.088	.314	.482**	.458**	1	.671**	.776**	-.513**	.161	.034
ANXIETY	-.022	.050	.083	.083	-.034	.410**	.130	.092	.041	-.040	.270*	.187	-.002	-.056	.040	.518**	.179	.317*	.392**	.385**	.671**	1	.752**	-.233	.093	.053
STRESS	-.196	-.128	.090	-.093	-.117	.435**	.170	.039	-.086	-.014	.379**	.035	-.184	-.247	.059	.548**	.298*	.480**	.598**	.509**	.776**	.752**	1	-.424**	.195	.020
RESILIENCE	.251*	.231	.089	.350**	.279*	-.219	.188	.176	.220	.338**	-.533**	.122	.518**	.631**	.026	-.522**	-.196	-.240	-.422**	-.517**	-.513**	-.233	-.424**	1	-.129	.015
PROCRASTINATED	-.012	-.196	.236	-.071	-.083	.276*	-.085	-.100	-.212	-.050	.158	-.075	-.339**	-.172	-.059	.159	-.006	.034	.088	.126	.161	.093	.195	-.129	1	.195
REDUCEPROCRA	.120	-.005	.111	.185	.094	.174	-.013	-.118	.044	.050	.011	.303*	-.038	-.020	-.191	-.014	-.081	-.109	.027	-.067	.034	.053	.020	.015	.195	1

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).



2.2 University of Turin

2.2.1 Reliability coefficients

In table 5 Cronbach's alpha values can be found. The largest internal consistency scores can be found between the items measuring *Self efficacy* ($r=.944$), *Goals* ($r=.904$) and *Lack of regulation* ($r=.895$). The smallest consistencies are found in the items measuring *Personal interest* ($r=.347$), *Stepwise processing* ($r=.388$) and *Self-regulation* ($r=.591$).

Table 5. Cronbach's Alphas for the Italian sample

	<i>N</i>	<i>Items</i>	<i>Cronbach's Alpha</i>
ILS			
<i>Deep processing</i>	24	4	.813
<i>Stepwise processing</i>	24	6	.388
<i>Concrete processing</i>	24	3	.772
Regulation			
<i>Self-regulation</i>	24	5	.591
<i>External regulation</i>	24	5	.667
<i>Lack of regulation</i>	24	4	.895
Motivation			
<i>Certificate oriented</i>	24	5	.799
<i>Job oriented</i>	24	5	.782
<i>Test oriented</i>	24	5	.668
<i>Personal interest</i>	24	5	.347
<i>Ambivalent</i>	24	5	.770
MSLQ			
<i>Self-efficacy</i>	24	8	.944
<i>Peer learning</i>	24	3	.857
<i>Help seeking</i>	24	4	.562
DASS			
<i>Depression</i>	24	7	.887



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<i>Anxiety</i>	24	7	.843
<i>Stress</i>	24	7	.844
DERS			
<i>Awareness</i>	24	3	.583
<i>Clarity</i>	24	3	.736
<i>Goals</i>	24	3	.904
<i>Impulse</i>	24	3	.635
<i>Non acceptance</i>	24	3	.841
<i>Strategies</i>	24	3	.676
PASS			
<i>Procrastination</i>	24	12	.705
<i>Tendency to reduce procrastination</i>	24	3	.848
<i>Resilience</i>	24	25	.821

2.2.2 Descriptive statistics

In table 6 we run a skewness and kurtosis test in order to check if all the variables of the dataset are normally distributed. In general, the majority of the variables are normally distributed except from the following: *Lack of regulation*, *Job oriented* and *Anxiety*, since in terms of both skewness and kurtosis are below 0.05).

Table 6. Descriptive statistics of the Italian sample

Variable	Obs	<i>Skewness and kurtosis tests for normality</i>			
		Pr(skewness)	Pr(kurtosis)	Adj chi2(2)	Prob>chi2
<i>Deep processing</i>	23	0.2061	0.4979	2.29	0.3190
<i>Stepwise processing</i>	24	0.3911	0.5208	1.24	0.5371
<i>Concrete processing</i>	24	0.9391	0.4951	0.49	0.7833
<i>Self-regulation</i>	22	0.6861	0.4055	0.92	0.6318
<i>External regulation</i>	23	0.3551	0.2028	2.77	0.2508
<i>Lack regulation</i>	24	0.0113	0.0292	9.22	0.0099
<i>Certificate oriented</i>	24	0.7572	0.2718	1.42	0.4919
<i>Job oriented</i>	24	0.0083	0.1522	7.77	0.0205
<i>Personal interest</i>	24	0.0978	0.1238	5.03	0.0808
<i>Test oriented</i>	24	0.0978	0.1238	5.03	0.0808
<i>Ambivalent</i>	24	0.0329	0.7788	4.68	0.0964
<i>Self-efficacy</i>	24	0.1662	0.5762	2.47	0.2904
<i>Peer learning</i>	24	0.5001	0.2863	1.75	0.4177
<i>Help seeking</i>	24	0.1047	0.8114	3.00	0.2233
<i>Depression</i>	23	0.1911	0.3742	2.79	0.2476
<i>Anxiety</i>	23	0.0047	0.0335	10.09	0.0064
<i>Stress</i>	23	0.4271	0.0975	3.72	0.1553



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<i>Awareness</i>	24	0.1819	0.9250	1.97	0.3730
<i>Clarity</i>	24	0.5005	0.4710	1.05	0.5924
<i>Goals</i>	23	0.1921	0.7182	2.03	0.3631
<i>Impulse</i>	24	0.1088	0.6572	3.09	0.2133
<i>Non acceptance</i>	24	0.0171	0.1279	7.08	0.0290
<i>Strategies</i>	24	0.2249	0.8106	1.68	0.4325
<i>Procrastination</i>	23	0.0742	0.5361	3.87	0.1441
<i>Resilience</i>	24	0.9847	0.9516	0.00	0.9980
<i>Tendency to reduce procrastination</i>	23	0.5415	0.2254	2.04	0.3609



2.2.3 Correlations

Pearson correlations can be found in table 7; the largest positive correlations are between *Personal Interest – Test oriented* ($r=.765$), *Ambivalent - Depression* ($r=.732$) and *Non acceptance – Impulse* ($r=.699$), whereas the smallest negative correlations can be found between *Self-efficacy – Lack of regulation* ($r=-.708$), *Resilience - Impulse* ($r=-.578$) and *Self-efficacy - Ambivalent* ($r=-.511$).

Table 7. Correlations for the Italian sample

	Deep processing	Stepwise processing	Concrete processing	Self regulation	External regulation	Lack regulation	Certificate oriented	Job oriented	Test oriented	Personal interest	Ambivalent	Self-efficacy	Peer learning	Help seeking	Depression	Anxiety	Stress	Awareness	Clarity	Goals	Impulse	Non acceptance	Strategies	Procrastination	Tendency to reduce procrastination	Resilience
Deep processing	1																									
Stepwise processing	.402	1																								
Concrete processing	.327	.080	1																							
Self regulation	.426*	.051*	.437*	1																						
External regulation	.117	.117	.077	.127	1																					
Lack regulation	-.295	-.062	-.275	-.015	.404	1																				
Certificate oriented	-.398	-.103	-.229	-.523*	-.122	.105	1																			
Job oriented	-.072	.038	-.186	.353	.297	.018	.280	1																		
Test oriented	-.039	-.335	.113	-.378	-.226	-.189	.227	-.056	1																	

2.3 University of Antwerp

2.3.1 Reliability coefficients

In table 8 Cronbach's alpha values can be found. The largest internal consistency scores can be found between the items measuring *Resilience* ($r=.984$), *Non acceptance* ($r=.919$) and *Tendency to reduce procrastination* ($r=.907$). The smallest consistencies are found in the items measuring *Stepwise processing* ($r=.585$), *External regulation* ($r=.581$) and *Strategies* ($r=.568$).

Table 8. Cronbach's Alphas for the Belgian sample

	N	Items	Cronbach's Alpha
ILS			
<i>Deep processing</i>	35	4	.722
<i>Stepwise processing</i>	35	6	.585
<i>Concrete processing</i>	35	3	.815
Regulation			
<i>Self regulation</i>	35	5	.613
<i>External regulation</i>	35	5	.581
<i>Lack of regulation</i>	35	4	.697
Motivation			
<i>Certificate oriented</i>	35	5	.800
<i>Job oriented</i>	35	5	.662
<i>Test oriented</i>	35	5	.811
<i>Personal interest</i>	35	5	.646
<i>Ambivalent</i>	35	5	.834
MSLQ			
<i>Self-efficacy</i>	35	7	.764
<i>Peer learning</i>	35	3	.764
<i>Help seeking</i>	35	4	.710
DASS			
<i>Depression</i>	35	7	.664



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<i>Anxiety</i>	35	7	.652
<i>Stress</i>	35	7	.871
DERS			
<i>Awareness</i>	35	3	.849
<i>Clarity</i>	35	3	.700
<i>Goals</i>	35	3	.780
<i>Impulse</i>	35	3	.761
<i>Non acceptance</i>	35	3	.919
<i>Strategies</i>	35	3	.568
PASS			
<i>Procrastination</i>	35	12	.881
<i>Tendency to reduce procrastination</i>	35	6	.907
<i>Resilience</i>	35	25	.984

2.3.2 Descriptive Statistics

In table 9 the mean, minimum, maximum, standard deviation and skewness per scale can be found. No extreme mean and standard values can be found for the scales, except for the depression and anxiety scale for which a rather low mean was found. In addition, rather low mean values were found for the DERS scales as well.

Table 9. Descriptive statistics for the Belgian sample

	N	Minimum	Maximum	Mean	Std. Dev.	Skewness	
						Statistic	Std. Error
<i>Deep processing</i>	35	5.00	19.00	135.143	336.392	-.535	.398
<i>Stepwise processing</i>	35	10.00	26.00	181.429	372.703	-.007	.398
<i>Concrete processing</i>	35	5.00	15.00	117.143	261.861	-.774	.398
<i>Self-regulation</i>	35	7.00	22.00	133.429	376.472	.393	.398
<i>External regulation</i>	35	10.00	23.00	175.714	315.563	-.241	.398
<i>Lack regulation</i>	35	4.00	18.00	92.571	349.237	.576	.398
<i>Certificate oriented</i>	35	8.00	23.00	158.771	426.437	.018	.398
<i>Job oriented</i>	35	6.00	24.00	180.000	397.788	-.812	.398
<i>Test oriented</i>	35	7.00	25.00	180.000	442.586	-.607	.398
<i>Personal interest</i>	35	12.00	23.00	170.000	309.649	.347	.398
<i>Ambivalent</i>	35	5.00	23.00	103.429	418.641	.933	.398
<i>Self-efficacy</i>	35	18.00	33.00	263.429	321.708	-.532	.398
<i>Peer learning</i>	35	4.00	15.00	97.714	302.038	-.012	.398
<i>Help seeking</i>	35	5.00	20.00	146.000	316.414	-0.832	.398
<i>Depression</i>	35	7.00	20.00	94.571	279.014	1.944	.398
<i>Anxiety</i>	35	7.00	17.00	103.714	292.138	.563	.398
<i>Stress</i>	35	8.00	29.00	146.571	564.094	.974	.398
<i>Awareness</i>	35	4.00	21.00	119.429	379.584	.512	.398
<i>Clarity</i>	35	3.00	12.00	50.000	231.364	1.269	.398
<i>Goals</i>	35	3.00	18.00	88.571	370.238	.566	.398
<i>Impulse</i>	35	3.00	18.00	53.714	299.102	2.346	.398



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<i>Nonacceptance</i>	35	3.00	20.00	69.429	419.343	1.441	.398
<i>Strategies</i>	35	3.00	12.00	47.429	266.064	1.705	.398
<i>Procrastination</i>	35	13.00	45.00	225.429	802.695	1.516	.398
<i>Tendency to reduce procrastination</i>	35	6.00	30.00	148.286	752.050	.695	.398
<i>Resilience</i>	35	79.00	192.00	1 170.000	3 359.097	1.154	.398
<i>Valid N (listwise)</i>	35						





2.3.3 Correlations

Table 10. Correlations for the Belgian sample

	Deep processing	Stepwise processing	Concrete processing	Self regulation	External regulation	Lack regulation	Certificate oriented	Job oriented	Test oriented	Personal interest	Ambivalent	Self-efficacy	Peer learning	Help seeking	Depression	Anxiety	Stress	Awareness	Clarity	Goals	Impulse	Nonacceptance	Strategies	Procrastination	Reduction	Resilience	
Deep processing	1																										
Stepwise processing	-.072	1																									
Concrete processing	.381*	-.014	1																								
Self regulation	.506*	-.012	.434*	1																							
External regulation	-.117	.340*	.163	-.052	1																						
Lack regulation	-.307	-.152	-.252	-.034	-.091	1																					
Certificate oriented	-.116	-.073	-.301	-.059	.122	.192	1																				
Job oriented	.290	.141	.186	.029	-.169	-.108	-.017	1																			
Test oriented	-.267	-.027	.008	.053	.164	.112	.279	-.454*	1																		
Personal interest	.167	.183	.290	.608*	.154	.098	-.127	-.284	.303	1																	
Ambivalent	-.612*	.159	-.361*	-.136	.105	.670*	.135	-.408*	.443*	.218	1																
Self-efficacy	.274	.055	.274	.051	.122	-.432*	.025	.448*	-.275	-.307	-.546*	1															





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smallest negative correlations can be found between *Ambivalent - Deep processing* ($r=-.612$),
Ambivalent - Self-efficacy ($r=-.546$) and *Test-oriented - Job-oriented* ($r=-.454$).





3 Conclusions

The results of the pilot study in the Greek, Belgian and Italian sample have been subject of a thorough discussion during the project meeting that took place in March 2019 at the university of Ioannina. During this meeting different aspects have been 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 (see IO 3).



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5 Annex: Supporting Material – Questionnaire for students

5.1 University of Ioannina

Αγαπητέ/ή συνάδελφε,

Τα ερωτηματολόγια που ακολουθούν αφορούν σε μια έρευνα για τη μάθηση των φοιτητών και διαστάσεις σχετικές με τον τρόπο που σκέφτονται για τον εαυτό τους, στο πλαίσιο ενός ευρωπαϊκού προγράμματος European Project KA2 Erasmus+ IK. Συνεπώς, η συμβολή σας στην έρευνα είναι σημαντική σε ευρωπαϊκό επίπεδο.

Με βάση τις προδιαγραφές της μελέτης θα ήταν η πολύτιμη η συμβολή σας σε επόμενη συλλογή δεδομένων. Παρακαλώ επιλέξτε τον τρόπο που νομίζετε ότι μπορείτε να συμβάλετε σε επόμενη συμπλήρωση ερωτηματολογίων ώστε να μας βοηθήσετε να εξασφαλίσουμε την αντιστοίχιση των απαντήσεών σας διασφαλίζοντας παράλληλα την ανωνυμία σας. Ενδεικτικά αναφέρουμε:

1. Τα 3 τελευταία ψηφία του κινητού σας: _____
2. Τα 3 τελευταία ψηφία του ΑΜΚΑ: _____
3. Τα 3 τελευταία ψηφία του ΑΦΜ: _____
4. Ένα δικό σας συνθηματικό κωδικό: _____
5. Άλλο τρόπο που προτείνετε: _____

Φύλο: Α / Θ

Ηλικία:

Εξάμηνο Σπουδών:.....

Τμήμα:.....

Αυτό το Τμήμα ήταν:

1^η επιλογή μου ΝΑΙ ΟΧΙ

2^η επιλογή μου ΝΑΙ ΟΧΙ

Άλλη επιλογή (αριθμός επιλογής) _____

Κατά τη διάρκεια των σπουδών μου εργάζομαι

ΝΑΙ ΟΧΙ

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

Η γνώση και η διορατικότητα δεν αναπτύσσονται από μόνα τους: απαιτείται προσπάθεια για να κατακτηθεί η ύλη σε ένα συγκεκριμένο θέμα. Αυτό το ερωτηματολόγιο ασχολείται με τις δραστηριότητες που αναλαμβάνουν οι φοιτητές στο πλαίσιο των σπουδών τους. Διαβάστε προσεκτικά κάθε δήλωση και, στη συνέχεια, υποδείξτε σε ποιο βαθμό συμμετέχετε στην εν λόγω δραστηριότητα ενώ μελετάτε. Όροι όπως «κύκλος μαθημάτων» και «ύλη» αναφέρονται στα μαθήματα που παρακολουθείτε. Οι αριθμοί αντιστοιχούν:

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

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

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

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

Μπορεί να υπάρχουν πολλοί λόγοι προκειμένου κάποιος να ακολουθήσει ένα πεδίο σπουδών. Αυτό το ερωτηματολόγιο του ILS ασχολείται με τα κίνητρα, τους στόχους και τις απόψεις που μπορεί να έχουν οι φοιτητές σχετικά με τις σπουδές τους. Αναφέρετε σε ποιο βαθμό ισχύει για εσάς η κάθε δήλωση. Λάβετε υπόψη σας ότι δε σας ζητείται να αναφέρετε εάν νομίζετε ότι ένα κίνητρο ή ένας στόχος είναι καλός, λιγότερο καλός ή κακός. Σας ζητείται μόνο να υποδείξετε σε ποιο βαθμό νομίζετε ότι μια δήλωση ισχύει για εσάς προσωπικά. Οι αριθμοί αντιστοιχούν:

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

28	Σπουδάζω στον συγκεκριμένο τομέα από καθαρό ενδιαφέρον για το αντικείμενο.	1	2	3	4	5
29	Ο αποκλειστικός σκοπός των σπουδών μου είναι η προσωπική μου ανάπτυξη.	1	2	3	4	5
30	Αντιμετωπίζω τις σπουδές μου «πολύ χαλαρά».	1	2	3	4	5
31	Όταν έχω την επιλογή, διαλέγω μαθήματα τα οποία ταιριάζουν στα προσωπικά μου ενδιαφέροντα.	1	2	3	4	5
32	Σπουδάζω το συγκεκριμένο αντικείμενο επειδή μου αρέσει να μαθαίνω και να μελετώ.	1	2	3	4	5
33	Στοχεύω να επιτύχω ακαδημαϊκά επιτεύγματα υψηλού επιπέδου.	1	2	3	4	5
34	Ο κύριος στόχος των σπουδών μου είναι να περάσω τις εξετάσεις.	1	2	3	4	5
35	Αυτό που επιθυμώ από τις συγκεκριμένες σπουδές μου είναι να συγκεντρώσω μονάδες για την απόκτηση του πτυχίου.	1	2	3	4	5
36	Μελετώ πρωτίστως για να περάσω τις εξετάσεις.	1	2	3	4	5
37	Για μένα η γραπτή απόδειξη (η ανάρτηση της βαθμολογίας) ότι έχω περάσει τις εξετάσεις αποτελεί κάτι που έχει αξία από μόνο του.	1	2	3	4	5
38	Θέλω να αποδείξω στον εαυτό μου ότι είμαι ικανός να σπουδάζω στην ανώτερη εκπαίδευση.	1	2	3	4	5
39	Θέλω να αποδείξω στους άλλους ότι είμαι ικανός να ολοκληρώσω με επιτυχία ένα πρόγραμμα ανώτερης εκπαίδευσης.	1	2	3	4	5
40	Αντιμετωπίζω την επιλογή μου να σπουδάσω στην ανώτερη εκπαίδευση ως μία πρόκληση.	1	2	3	4	5
41	Θέλω να ανακαλύψω τα δικά μου προσόντα, τα πράγματα δηλαδή που μπορώ ή δεν μπορώ να καταφέρω.	1	2	3	4	5
42	Θέλω να δοκιμάσω τον εαυτό μου προκειμένου να καταλάβω εάν είμαι ικανός να ακολουθήσω σπουδές στην ανώτερη εκπαίδευση.	1	2	3	4	5
43	Όταν έχω τη δυνατότητα, επιλέγω μαθήματα τα οποία ενδέχεται να μου φανούν χρήσιμα ως προς το τωρινό ή μελλοντικό μου επάγγελμα.	1	2	3	4	5
44	Έχω επιλέξει τον συγκεκριμένο τομέα σπουδών επειδή μου δίνει τη δυνατότητα να προετοιμαστώ για τον τύπο της εργασίας που πραγματικά με ενδιαφέρει.	1	2	3	4	5
45	Οι σπουδές στην ανώτερη εκπαίδευση είναι απαραίτητες για το είδος της εργασίας με το οποίο θέλω να ασχοληθώ πραγματικά.	1	2	3	4	5
46	Ο κύριος στόχος των σπουδών μου είναι να προετοιμαστώ για ένα επάγγελμα.	1	2	3	4	5



47	Αυτό που πραγματικά επιθυμώ να αποκτήσω μέσα από τις σπουδές μου είναι επαγγελματικές δεξιότητες.	1	2	3	4	5
48	Αμφιβάλω αν ο συγκεκριμένος τομέας σπουδών είναι ο κατάλληλος για μένα.	1	2	3	4	5
49	Έχω πολύ μικρή αυτοπεποίθηση ως προς τις ικανότητές μου στον τομέα των σπουδών.	1	2	3	4	5
50	Αναρωτιέμαι κατά πόσο οι συγκεκριμένες σπουδές αξίζουν όλη την προσπάθεια που καταβάλλω.	1	2	3	4	5
51	Αμφιβάλω αν η συγκεκριμένη μορφή σπουδών είναι η κατάλληλη για μένα.	1	2	3	4	5
52	Φοβάμαι ότι οι συγκεκριμένες σπουδές είναι πολύ απαιτητικές για μένα.	1	2	3	4	5



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

Οι ακόλουθες ερωτήσεις ρωτούν για το κίνητρό σας και τις στάσεις σας σχετικά με τον κύκλο μαθημάτων σας. Θυμηθείτε ότι δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις, απαντήστε όσο το δυνατόν ακριβέστερα. Χρησιμοποιήστε την παρακάτω κλίμακα για να απαντήσετε στις ερωτήσεις. Αν διαφωνείτε πλήρως με τη δήλωση, κυκλώστε 1. Αν συμφωνείτε εξ ολοκλήρου με τη δήλωση, κυκλώστε 5. Εάν είστε αναποφάσιστοι σχετικά με τη δήλωση, κυκλώστε τον αριθμό 3:

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

1	Όταν μελετώ για ένα μάθημα, συχνά προσπαθώ να εξηγήσω το εκπαιδευτικό υλικό σε έναν συμφοιτητή μου ή σε έναν φίλο μου.	1	2	3	4	5
2	Προσπαθώ να δουλεύω με συμφοιτητές μου (που παρακολουθούμε το ίδιο μάθημα) για να ολοκληρώσω τις ακαδημαϊκές εργασίες.	1	2	3	4	5
3	Όταν μελετώ για ένα μάθημα, συχνά διαθέτω χρόνο για να συζητήσω το εκπαιδευτικό υλικό με ομάδα φοιτητών.	1	2	3	4	5
4	Ακόμα κι αν αντιμετωπίζω πρόβλημα να μάθω την ύλη του μαθήματος, προσπαθώ να ολοκληρώσω τη δουλειά μόνος μου χωρίς να αναζητήσω βοήθεια από κανέναν.	1	2	3	4	5
5	Ζητώ από τον καθηγητή να επεξηγήσει έννοιες τις οποίες δεν έχω κατανοήσει επαρκώς.	1	2	3	4	5
6	Όταν δεν μπορώ να κατανοήσω το εκπαιδευτικό υλικό ενός μαθήματος, ζητώ βοήθεια από άλλον συμφοιτητή μου (που παρακολουθεί το ίδιο μάθημα).	1	2	3	4	5
7	Προσπαθώ να εντοπίσω συμφοιτητές που παρακολουθούν το ίδιο μάθημα από τους οποίους, αν χρειαστεί, να μπορώ να ζητήσω βοήθεια.	1	2	3	4	5
8	Πιστεύω ότι η συνολική μου επίδοση θα είναι άριστη.	1	2	3	4	5
9	Είμαι σίγουρος ότι μπορώ να κατανοήσω τα πιο δύσκολα σημεία της ύλης που παρουσιάζονται στο υλικό που μελετώ για τα μαθήματα.	1	2	3	4	5
10	Είμαι πεπεισμένος ότι μπορώ να κατανοήσω τις βασικές έννοιες που διδάσκονται στα μαθήματα.	1	2	3	4	5
11	Είμαι πεπεισμένος ότι μπορώ να κατανοήσω τα πιο περίπλοκα σημεία της ύλης που παρουσιάζονται από τους καθηγητές των μαθημάτων.	1	2	3	4	5
12	Είμαι πεπεισμένος ότι μπορώ να κάνω εξαιρετική δουλειά στις εργασίες και τις εξετάσεις των μαθημάτων.	1	2	3	4	5
13	Αναμένω να τα πάω καλά στα μαθήματα.	1	2	3	4	5
14	Είμαι σίγουρος ότι μπορώ να κατακτήσω τις δεξιότητες που διδάχθηκαν στα μαθήματα.	1	2	3	4	5
15	Λαμβάνοντας υπόψη τη γενικότερη δυσκολία των μαθημάτων, τους διδάσκοντες και τις δεξιότητές μου, νομίζω ότι θα τα πάω καλά.	1	2	3	4	5

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

Παρακαλώ διαβάστε προσεκτικά τις παρακάτω προτάσεις. Στα δεξιά της κάθε πρότασης θα βρείτε πέντε (5) αριθμούς με κλίμακα από το «1» στα αριστερά (Διαφωνώ Απολύτως) έως το «5» στα δεξιά (Συμφωνώ Απολύτως). Παρακαλώ σημειώστε τον αριθμό που περιγράφει καλύτερα τα αισθήματά σας για την συγκεκριμένη πρόταση. Για παράδειγμα αν Διαφωνείτε Απόλυτα με μια πρόταση κυκλώστε τον αριθμό «1». Αν έχετε Ουδέτερη στάση σημειώστε το «3». Αν Συμφωνείτε Απόλυτα κυκλώστε τον αριθμό «5».

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

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

22	Δεν εμμένω σε καταστάσεις για τις οποίες δεν μπορώ να κάνω τίποτα.	1	2	3	4	5
23	Όταν βρίσκομαι σε μια δύσκολη κατάσταση, μπορώ συνήθως να βρω μια λύση.	1	2	3	4	5
24	Έχω αρκετή ενέργεια για να κάνω αυτά που έχω να κάνω.	1	2	3	4	5
25	Δεν με πειράζει αν υπάρχουν άνθρωποι που δεν με συμπαθούν.	1	2	3	4	5
D) DIFFICULTIES IN EMOTION REGULATION SCALE – DERS (Gratz & Roemer, 2004)						
<ol style="list-style-type: none"> 1. Σχεδόν Ποτέ 2. Μερικές Φορές 3. Σχεδόν τις Μισές Φορές 4. Τις Περισσότερες Φορές 5. Σχεδόν Πάντα 						
1	Δίνω ιδιαίτερη προσοχή στο πώς νιώθω.	1	2	3	4	5
2	Δεν έχω ιδέα πώς νιώθω.	1	2	3	4	5
3	Έχω δυσκολία να κατανοήσω τα συναισθήματά μου.	1	2	3	4	5
4	Είμαι προσεκτικός με τα συναισθήματά μου.	1	2	3	4	5
5	Είμαι μπερδεμένος με τα συναισθήματά μου.	1	2	3	4	5
6	Όταν είμαι αναστατωμένος, αναγνωρίζω τα συναισθήματά μου.	1	2	3	4	5
7	Όταν είμαι αναστατωμένος, αισθάνομαι αμηχανία επειδή νιώθω έτσι.	1	2	3	4	5
8	Όταν είμαι αναστατωμένος, δυσκολεύομαι να συνεχίσω τη δουλειά μου.	1	2	3	4	5
9	Όταν είμαι αναστατωμένος, χάνω τον έλεγχό μου.	1	2	3	4	5
10	Όταν είμαι αναστατωμένος, πιστεύω ότι θα παραμείνω έτσι για μεγάλο διάστημα.	1	2	3	4	5
11	Όταν είμαι αναστατωμένος, πιστεύω ότι θα καταλήξω να νιώθω μεγάλη κατάθλιψη.	1	2	3	4	5
12	Όταν είμαι αναστατωμένος, έχω δυσκολία να επικεντρωθώ σε άλλα πράγματα.	1	2	3	4	5
13	Όταν είμαι αναστατωμένος, αισθάνομαι ντροπή επειδή νιώθω έτσι.	1	2	3	4	5
14	Όταν είμαι αναστατωμένος, αισθάνομαι ενοχή επειδή νιώθω έτσι.	1	2	3	4	5
15	Όταν είμαι αναστατωμένος, δυσκολεύομαι να συγκεντρωθώ.	1	2	3	4	5
16	Όταν είμαι αναστατωμένος, έχω δυσκολία να ελέγξω τη συμπεριφορά μου.	1	2	3	4	5
17	Όταν είμαι αναστατωμένος, πιστεύω ότι το να αφεθώ σε αυτήν την κατάσταση είναι το μόνο που μπορώ να κάνω.	1	2	3	4	5
18	Όταν είμαι αναστατωμένος, χάνω τον έλεγχο της συμπεριφοράς μου.	1	2	3	4	5



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E) DEPRESSION - ANXIETY - STRESS SCALE (DASS) (Lovibond & Lovibond, 1995)						
<p>Παρακαλώ διαβάστε κάθε δήλωση και κυκλώστε έναν αριθμό από το 1, 2, 3, 4, 5 που προσδιορίζει πόσο η συγκεκριμένη φράση ταιριάζει στο πώς αισθανόσαστε την προηγούμενη εβδομάδα. Δεν υπάρχουν σωστές ή λάθος απαντήσεις. Μην μένετε πολύ σε κάθε δήλωση.</p> <ol style="list-style-type: none"> 1. Σχεδόν Ποτέ 2. Μερικές Φορές 3. Σχεδόν τις Μισές Φορές 4. Τις Περισσότερες Φορές 5. Σχεδόν Πάντα 						
1	Δεν μπορούσα να ηρεμήσω τον εαυτό μου.	1	2	3	4	5
2	Ένιωθα ότι το στόμα μου ήταν ξηρό.	1	2	3	4	5
3	Δεν μπορούσα να βιώσω κανένα θετικό συναίσθημα.	1	2	3	4	5
4	Δυσκολευόμουν ν' ανασάνω (π.χ. υπερβολικά γρήγορη αναπνοή, κόπσιμο της ανάσας μου χωρίς να έχω κάνει σωματική προσπάθεια).	1	2	3	4	5
5	Μου φάνηκε δύσκολο να αναλάβω την πρωτοβουλία να κάνω κάποια πράγματα	1	2	3	4	5
6	Είχα την τάση να αντιδρώ υπερβολικά στις καταστάσεις που αντιμετώπιζα.	1	2	3	4	5
7	Αισθάνθηκα τρεμούλα (π.χ. στα χέρια).	1	2	3	4	5
8	Αισθανόμουν συχνά νευρικήτητα.	1	2	3	4	5
9	Ανησυχούσα για τις καταστάσεις στις οποίες θα μπορούσα να πανικοβληθώ και να φανώ ανόητος στους άλλους.	1	2	3	4	5
10	Ένιωσα ότι δεν είχα τίποτα να προσμένω με ενδιαφέρον.	1	2	3	4	5
11	Βρήκα τον εαυτό μου να νιώθει ενοχλημένος.	1	2	3	4	5
12	Μου ήταν δύσκολο να χαλαρώσω.	1	2	3	4	5
13	Ένιωθα μελαγχολικός και απογοητευμένος.	1	2	3	4	5
14	Δεν μπορούσα να ανεχτώ ο,τιδήποτε με κρατούσε από το να συνεχίσω με αυτό που έκανα.	1	2	3	4	5
15	Ένιωσα πολύ κοντά στον πανικό.	1	2	3	4	5
16	Τίποτα δεν μπορούσε να με κάνει να νιώσω ενθουσιασμό.	1	2	3	4	5
17	Ένιωσα ότι δεν άξιζα πολύ ως άτομο.	1	2	3	4	5
18	Ένιωσα ότι ήμουν αρκετά ευερέθιστος.	1	2	3	4	5
19	Αισθανόμουν την καρδιά μου να χτυπάει χωρίς να έχει προηγηθεί σωματική άσκηση (ταχυπαλμία, αρρυθμία).	1	2	3	4	5
20	Ένιωσα φοβισμένος χωρίς να υπάρχει λόγος.	1	2	3	4	5
21	Ένιωσα πως η ζωή δεν είχε νόημα.	1	2	3	4	5



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F) PROCRASTINATION ASSESSMENT SCALE STUDENT – (PASS) (Solomon & Rothblum, 1984)					
<p>Για καθεμιά από τις παρακάτω δραστηριότητες, παρακαλούμε σημειώσε τον βαθμό στον οποίο καθυστερείς ή αναβάλλεις. Βαθμολόγησε κάθε ερώτηση σε μια κλίμακα από το 1 ως το 5 σύμφωνα με το πόσο συχνά περιμένεις μέχρι την τελευταία στιγμή για να κάνεις την δραστηριότητα. Μετά, δείξε σε μια κλίμακα από το 1 ως το 5 το βαθμό στον οποίο αισθάνεσαι ότι η αναβλητικότητα στο συγκεκριμένο έργο είναι πρόβλημα. Τέλος, δείξε σε μια κλίμακα από 1 ως 5 το βαθμό στον οποίο θα ήθελες να μειώσεις την τάση σου να αναβάλλεις σε καθένα από αυτά τα έργα.</p>					
I. Συγγραφή εργασιών					
1	Σε ποιο βαθμό αναβάλλεις να γράψεις μια εργασία για να αξιολογηθείς σε κάποιο μάθημα του εξαμήνου;				
	Ποτέ δεν αναβάλλω	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα αναβάλλω
	1	2	3	4	5
2	Σε ποιο βαθμό η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;				
	Καθόλου	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα
	1	2	3	4	5
3	Σε ποιο βαθμό θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;				
	Δεν θέλω να μειώσω αυτή την τάση		Μάλλον θέλω να μειώσω αυτή την τάση		Οποσδήποτε θέλω να μειώσω αυτή την τάση
	1	2	3	4	5
II. Μελέτη για τις εξετάσεις					
4	Σε ποιο βαθμό αναβάλλεις να μελετήσεις για τις εξετάσεις;				
	Ποτέ δεν αναβάλλω	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα αναβάλλω
	1	2	3	4	5
5	Σε ποιο βαθμό η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;				
	Καθόλου	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα
	1	2	3	4	5
6	Σε ποιο βαθμό θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;				
	Δεν θέλω να μειώσω αυτή την τάση		Μάλλον θέλω να μειώσω αυτή την τάση		Οποσδήποτε θέλω να μειώσω αυτή την τάση
	1	2	3	4	5
III. Εβδομαδιαία Ακαδημαϊκά Καθήκοντα (Μελέτη σημειώσεων, εβδομαδιαίες εργασίες)					
7	Σε ποιο βαθμό αναβάλλεις στα παραπάνω καθήκοντα;				
	Ποτέ δεν αναβάλλω	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα αναβάλλω
	1	2	3	4	5

8	Σε ποιο βαθμό η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;				
	Καθόλου	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα
	1	2	3	4	5
9	Σε ποιο βαθμό θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;				
	Δεν θέλω να μειώσω αυτή την τάση		Μάλλον θέλω να μειώσω αυτή την τάση		Οποσδήποτε θέλω να μειώσω αυτή την τάση
	1	2	3	4	5
IV. Ακαδημαϊκά Διοικητικά καθήκοντα (Συμπλήρωση αιτήσεων, Εγγραφή στο επόμενο εξάμηνο, Δηλώσεις μαθημάτων, Παραλαβή πάσο κλπ)					
10	Σε ποιο βαθμό αναβάλλεις να παρακολουθείς τις παραδόσεις των μαθημάτων;				
	Ποτέ δεν αναβάλλω	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα αναβάλλω
	1	2	3	4	5
11	Σε ποιο βαθμό η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;				
	Καθόλου	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα
	1	2	3	4	5
12	Σε ποιο βαθμό θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;				
	Δεν θέλω να μειώσω αυτή την τάση		Μάλλον θέλω να μειώσω αυτή την τάση		Οποσδήποτε θέλω να μειώσω αυτή την τάση
	1	2	3	4	5
V. Παρακολούθηση παραδόσεων μαθήματος					
13	Σε ποιο βαθμό αναβάλλεις να παρακολουθείς τις παραδόσεις των μαθημάτων;				
	Ποτέ δεν αναβάλλω	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα αναβάλλω
	1	2	3	4	5
14	Σε ποιο βαθμό η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;				
	Καθόλου	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα
	1	2	3	4	5
15	Σε ποιο βαθμό θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;				
	Δεν θέλω να μειώσω αυτή την τάση		Μάλλον θέλω να μειώσω αυτή την τάση		Οποσδήποτε θέλω να μειώσω αυτή την τάση
	1	2	3	4	5
VI. Ακαδημαϊκές δραστηριότητες γενικά					
16	Σε ποιο βαθμό αναβάλλεις να γράψεις μια εργασία για να αξιολογηθείς σε κάποιο μάθημα του εξαμήνου;				

	Ποτέ δεν αναβάλλω	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα αναβάλλω
	1	2	3	4	5
17	Σε ποιο βαθμό η αναβλητικότητα σε αυτό το καθήκον είναι πρόβλημα για σένα;				
	Καθόλου	Σχεδόν ποτέ	Μερικές φορές	Σχεδόν πάντα	Πάντα
	1	2	3	4	5
18	Σε ποιο βαθμό θέλεις να μειώσεις την τάση σου να αναβάλλεις σε αυτό το καθήκον;				
	Δεν θέλω να μειώσω αυτή την τάση		Μάλλον θέλω να μειώσω αυτή την τάση		Οποσδήποτε θέλω να μειώσω αυτή την τάση
	1	2	3	4	5

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

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

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

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

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

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

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

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

28	I do these studies out of sheer interest in the topics that are dealt with.	1	2	3	4	5
29	The only aim of my studies is to enrich myself.	1	2	3	4	5
30	I see these studies as sheer relaxation.	1	2	3	4	5
31	When I have a choice, I opt for courses that suit my personal interests.	1	2	3	4	5
32	I do these studies because I like to learn and to study.	1	2	3	4	5
33	I aim at attaining high levels of study achievements.	1	2	3	4	5
34	The main goal I pursue in my studies is to pass exams.	1	2	3	4	5
35	What I want in these studies is to earn credits for a diploma.	1	2	3	4	5
36	I study above all to pass the exam.	1	2	3	4	5
37	To me, written proof of having passed an exam represents something of value in itself.	1	2	3	4	5
38	I want to prove to myself that I am capable of doing studies in higher education.	1	2	3	4	5
39	I want to show others that I am capable of successfully doing a higher education programme.	1	2	3	4	5
40	I view the choice I have made to enrol in higher education as a challenge.	1	2	3	4	5
41	I want to discover my own qualities, the things I am capable and incapable of.	1	2	3	4	5
42	I want to test myself to see whether I am capable of doing studies in higher education.	1	2	3	4	5
43	When I have a choice, I opt for courses that seem useful to me for my present or future profession.	1	2	3	4	5
44	I have chosen this subject area, because it prepares me for the type of work I am highly interested in.	1	2	3	4	5
45	For the kind of work I would like to do, I need to have studied in higher education.	1	2	3	4	5
46	The main goal I pursue in my studies is to prepare myself for a profession.	1	2	3	4	5

47	What I want to acquire above all through my studies is professional skill.	1	2	3	4	5
48	I doubt whether this is the right subject area for me.	1	2	3	4	5
49	I have little confidence in my study capacities.	1	2	3	4	5
50	I wonder whether these studies are worth all the effort.	1	2	3	4	5
51	I doubt whether this type of education is the right type of education for me.	1	2	3	4	5
52	I am afraid these studies are too demanding for me.	1	2	3	4	5

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

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

6. disagree entirely
7. disagree for the most part
8. undecided
9. agree for the most part
10. agree entirely

1	When studying for this course, I often try to explain the material to a classmate or a friend.	1	2	3	4	5
2	I try to work with other students from this class to complete the course assignments.	1	2	3	4	5
3	When studying for this course, I often set aside time to discuss the course material with a group of students from the class.	1	2	3	4	5
4	Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.	1	2	3	4	5
5	I ask the instructor to clarify concepts I don't understand well.	1	2	3	4	5
6	When I can't understand the material in this course, I ask another student in this class for help.	1	2	3	4	5
7	I try to identify students in this class whom I can ask for help if necessary.	1	2	3	4	5
8	I believe I will receive an excellent grade in this class.	1	2	3	4	5
9	I'm certain I can understand the most difficult material presented in the readings for this course.	1	2	3	4	5
10	I'm confident I can understand the basic concepts taught in this course.	1	2	3	4	5
11	I'm confident I can understand the most complex material presented by the instructor in this course.	1	2	3	4	5
12	I'm confident I can do an excellent job on the assignments and tests in this course.	1	2	3	4	5
13	I expect to do well in this class.	1	2	3	4	5
14	I'm certain I can master the skills being taught in this class.	1	2	3	4	5
15	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1	2	3	4	5

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

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

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

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



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22	I do not dwell on things that I can't do anything about.	1	2	3	4	5
23	When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5
24	I have enough energy to do what I have to do.	1	2	3	4	5
25	It's okay if there are people who don't like me.	1	2	3	4	5



1) DIFFICULTIES IN EMOTION REGULATION SCALE – DERS (Gratz & Roemer, 2004)						
6. I do this almost never 7. I do this sometimes 8. I do this regularly 9. I do this often 10. I do this almost always						
1	I pay attention to how I feel.	1	2	3	4	5
2	I have no idea how I am feeling.	1	2	3	4	5
3	I have difficulty making sense out of my feelings.	1	2	3	4	5
4	I am attentive to my feelings.	1	2	3	4	5
5	I am confused about how I feel.	1	2	3	4	5
6	When I'm upset, I acknowledge my emotions.	1	2	3	4	5
7	When I'm upset, I become embarrassed for feeling that way.	1	2	3	4	5
8	When I'm upset, I have difficulty getting work done.	1	2	3	4	5
9	When I'm upset, I become out of control.	1	2	3	4	5
10	When I'm upset, I believe that I will remain that way for a long time.	1	2	3	4	5
11	When I'm upset, I believe that I'll end up feeling very depressed.	1	2	3	4	5
12	When I'm upset, I have difficulty focusing on other things.	1	2	3	4	5
13	When I'm upset, I feel ashamed with myself for feeling that way.	1	2	3	4	5
14	When I'm upset, I feel guilty for feeling that way.	1	2	3	4	5
15	When I'm upset, I have difficulty concentrating.	1	2	3	4	5
16	When I'm upset, I have difficulty controlling my behaviors.	1	2	3	4	5
17	When I'm upset, I believe that wallowing in it is all I can do.	1	2	3	4	5
18	When I'm upset, I lose control over my behaviors.	1	2	3	4	5

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

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

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

1	I found it hard to wind down	1	2	3	4	5
2	I was aware of dryness of my mouth	1	2	3	4	5
3	I couldn't seem to experience any positive feeling at all	1	2	3	4	5
4	I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion)	1	2	3	4	5
5	I found it difficult to work up the initiative to do things	1	2	3	4	5
6	I tended to over-react to situations	1	2	3	4	5
7	I experienced trembling (eg, in the hands)	1	2	3	4	5
8	I felt that I was using a lot of nervous energy	1	2	3	4	5
9	I was worried about situations in which I might panic and make a fool of myself	1	2	3	4	5
10	I felt that I had nothing to look forward to	1	2	3	4	5
11	I found myself getting agitated	1	2	3	4	5
12	I found it difficult to relax	1	2	3	4	5
13	I felt down-hearted and blue	1	2	3	4	5
14	I was intolerant of anything that kept me from getting on with what I was doing	1	2	3	4	5
15	I felt I was close to panic	1	2	3	4	5
16	I was unable to become enthusiastic about anything	1	2	3	4	5
17	I felt I wasn't worth much as a person	1	2	3	4	5
18	I felt that I was rather touchy	1	2	3	4	5
19	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	1	2	3	4	5
20	I felt scared without any good reason	1	2	3	4	5
21	I felt that life was meaningless	1	2	3	4	5



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

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

I. Writing a Term Paper

1	To what degree do you procrastinate on this task?				
	Never Procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
	1	2	3	4	5
2	To what degree is procrastination on this task a problem for you?				
	Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
	1	2	3	4	5
3	To what extent do you want to decrease your tendency to procrastinate on this task?				
	Do not want to decrease		Somewhat		Definitely want to decrease
	1	2	3	4	5

II. Studying for Exams

4	To what degree do you procrastinate on this task?				
	Never Procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
	1	2	3	4	5
5	To what degree is procrastination on this task a problem for you?				
	Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
	1	2	3	4	5
6	To what extent do you want to decrease your tendency to procrastinate on this task?				
	Do not want to decrease		Somewhat		Definitely want to decrease
	1	2	3	4	5

III. Keeping Up Weekly Reading Assignments

7	To what degree do you procrastinate on this task?				
	Never Procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
	1	2	3	4	5
8	To what degree is procrastination on this task a problem for you?				

	Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
	1	2	3	4	5
9	To what extent do you want to decrease your tendency to procrastinate on this task?				
	Do not want to decrease		Somewhat		Definitely want to decrease
	1	2	3	4	5
IV. Academic Administrative Tasks: Filling out Forms, Registering for Classes, Getting ID Card, etc.					
10	To what degree do you procrastinate on this task?				
	Never Procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
	1	2	3	4	5
11	To what degree is procrastination on this task a problem for you?				
	Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
	1	2	3	4	5
12	To what extent do you want to decrease your tendency to procrastinate on this task?				
	Do not want to decrease		Somewhat		Definitely want to decrease
	1	2	3	4	5
V. Attendance Tasks: Meeting with Your Advisor, Making an Appointment with a Professor, etc.					
13	To what degree do you procrastinate on this task?				
	Never Procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
	1	2	3	4	5
14	To what degree is procrastination on this task a problem for you?				
	Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
	1	2	3	4	5
15	To what extent do you want to decrease your tendency to procrastinate on this task?				
	Do not want to decrease		Somewhat		Definitely want to decrease
	1	2	3	4	5
VI. School Activities in General					
16	To what degree do you procrastinate on this task?				
	Never Procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
	1	2	3	4	5
17	To what degree is procrastination on this task a problem for you?				



	Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
	1	2	3	4	5
18	To what extent do you want to decrease your tendency to procrastinate on this task?				
	Do not want to decrease		Somewhat		Definitely want to decrease
	1	2	3	4	5



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5.2 University of Turin

Gentile studente/ssa,

ti chiediamo di compilare questo questionario che riguarda diversi ambiti della tua esperienza universitaria.

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

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

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

Grazie per la tua preziosa disponibilità e collaborazione.

DATI ANAMNESTICI

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

Studente/ssa	<input type="checkbox"/> A tempo pieno	<input type="checkbox"/> Lavoratore/trice
--------------	--	---

ESAMI SOSTENUTI

TITOLO CORSO	CFU	VOTO

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

parte 1 (strategie cognitive e di regolazione)

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

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

	Lo faccio raramente o mai	Lo faccio qualche volta	Lo faccio regolarmente	Lo faccio spesso	Lo faccio quasi sempre
1. Confronto le conclusioni illustrate nei diversi capitoli.	1	2	3	4	5
2. Controllo se le conclusioni tratte dai diversi autori di un libro di testo seguono i fatti su cui si basano logicamente.	1	2	3	4	5
3. Cerco di combinare in un unico concetto gli argomenti trattati separatamente in un corso.	1	2	3	4	5
4. Cerco di individuare somiglianze e differenze tra le teorie che vengono affrontate all'interno di un corso.	1	2	3	4	5
5. Memorizzo una lista di caratteristiche di un dato fenomeno.	1	2	3	4	5
6. Stilo una lista degli aspetti più importanti e li imparo a memoria.	1	2	3	4	5
7. Non avanzo al capitolo successivo finchè non padroneggio nei dettagli il capitolo precedente.	1	2	3	4	5
8. Memorizzo il significato di qualsiasi termine che mi è non familiare.	1	2	3	4	5
9. Ripeto le parti principali di un argomento finchè non le imparo a memoria.	1	2	3	4	5
10. Memorizzo le definizioni nel modo più letterale possibile.	1	2	3	4	5
11. Quando studio un argomento, penso agli episodi provenienti dalla mia esperienza personale e che sono collegati all'argomento.	1	2	3	4	5

12. Cerco di interpretare gli eventi della realtà quotidiana con l'aiuto delle conoscenze acquisite in un corso.	1	2	3	4	5
13. Con l'aiuto delle teorie illustrate in un corso, immagino delle soluzioni per problemi pratici.	1	2	3	4	5
14. Aggiungo qualcosa all'argomento di studio traendo da altre fonti.	1	2	3	4	5
15. Quando studio, perseguo non solo gli obiettivi di apprendimento fissati dall'insegnante, ma anche da me stesso/a.	1	2	3	4	5
16. Oltre al programma, studio altro materiale che riguarda i contenuti del corso.	1	2	3	4	5
17. Per testare il mio progresso nell'apprendimento, provo a rispondere a delle domande che pongo a me stesso.	1	2	3	4	5
18. Se non comprendo bene un testo, provo a cercare altro materiale che riguarda l'argomento.	1	2	3	4	5
19. Uso le indicazioni fornite dall'insegnante e gli obiettivi del corso per sapere esattamente cosa fare.	1	2	3	4	5
20. Studio seguendo le indicazioni fornite nel materiale oggetto di studio o dall'insegnante.	1	2	3	4	5
21. Se riesco a dare delle buone risposte alle domande che ci sono nel libro di testo o formulate dall'insegnante, deduco che possiedo una buona padronanza dell'argomento.	1	2	3	4	5
22. Se riesco a completare tutte le attività richieste dal libro di testo o dall'insegnante, deduco che possiedo una buona padronanza dell'argomento.	1	2	3	4	5
23. Ho bisogno di ulteriori spiegazioni da parte dell'insegnante per riuscire a studiare.	1	2	3	4	5
24. Mi rendo conto che non mi è chiaro cosa devo memorizzare e cosa non devo memorizzare.	1	2	3	4	5
25. Mi rendo conto di avere difficoltà nell'elaborare una grande quantità di materiale.	1	2	3	4	5
26. Mi rendo conto che è difficile per me decidere se padroneggio un argomento a sufficienza.	1	2	3	4	5

27. Mi rendo conto che ho bisogno di qualcuno su cui fare affidamento in caso di difficoltà.	1	2	3	4	5
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Inventory of Learning Style (ILS) (Vermunt, 1994)

parte 2 (motivazione)

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

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

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

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

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

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

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

		Son o in total e disa ccor do	Son o parzi alme nte in disa ccor do	Son o inde ciso/ a	Sono per lo più d'acco rdo	Sono total ment e d'acc ordo
1.	Quando studio per questo corso, spesso provo a spiegare il materiale ai miei compagni o amici.	1	2	3	4	5
2.	Cerco di lavorare con altri studenti di questo corso per raggiungere gli obiettivi proposti dal corso.	1	2	3	4	5
3.	Quando studio per questo corso, spesso riservo del tempo per discutere della materia con un gruppo di altri studenti.	1	2	3	4	5
4.	Anche se ho difficoltà a studiare la materia di questo corso, provo a fare il lavoro da solo, senza l'aiuto di nessuno.	1	2	3	4	5
5.	Chiedo al docente di chiarire i concetti che non capisco bene.	1	2	3	4	5
6.	Quando non riesco a capire la materia di questo corso, chiedo a qualche altro studente di aiutarmi.	1	2	3	4	5
7.	Cerco di identificare gli studenti di questo corso ai quali posso chiedere aiuto se necessario.	1	2	3	4	5
8.	Credo che riceverò un voto eccellente in questo corso.	1	2	3	4	5
9.	Sono certo che potrò comprendere il materiale più difficile presentato nelle letture di questo corso.	1	2	3	4	5
10.	Sono fiducioso di riuscire a comprendere i concetti di base presentati in questo corso.	1	2	3	4	5
11.	Sono fiducioso di poter comprendere il materiale più complesso presentato dai docenti del corso.	1	2	3	4	5
12.	Sono fiducioso di poter ottenere degli ottimi punteggi rispetto ai compiti e ai test di questo corso.	1	2	3	4	5
13.	Mi aspetto di andare bene in questo corso.	1	2	3	4	5

14.	Sono certo di poter padroneggiare le competenze trasmesse in questo corso.	1	2	3	4	5
15.	Considerando le difficoltà del corso, l'insegnante, e le mie capacità, penso che andrò bene in questo corso.	1	2	3	4	5

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

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

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

	Sono in totale disaccordo	Sono parzialmente in disaccordo	Sono indeciso/a	Sono per lo più d'accordo	Sono totalmente d'accordo
1. Quando faccio dei progetti, li porto a termine.	1	2	3	4	5
2. Di solito riesco a cavarmela in un modo o nell'altro.	1	2	3	4	5
3. Conto su me stesso/a più che sugli altri.	1	2	3	4	5
4. Mantenere un interesse sulle cose, per me è importante.	1	2	3	4	5
5. Posso contare su me stesso/a se devo.	1	2	3	4	5
6. Sono orgoglioso/a di aver realizzato delle cose nella mia vita.	1	2	3	4	5
7. Di solito affronto le cose senza farmi problemi.	1	2	3	4	5
8. Sono amico/a di me stesso/a.	1	2	3	4	5
9. Sento di poter gestire molte cose contemporaneamente.	1	2	3	4	5
10. Sono determinato/a.	1	2	3	4	5
11. Io spesso mi chiedo qual è il significato di tutto questo.	1	2	3	4	5
12. Affronto le cose una alla volta.	1	2	3	4	5
13. Posso affrontare momenti difficili perché ho già avuto esperienza in passato.	1	2	3	4	5
14. Ho auto-disciplina.	1	2	3	4	5
15. Sono interessato alle cose.	1	2	3	4	5
16. Di solito trovo qualcosa per cui sorridere.	1	2	3	4	5
17. Il credere in me stesso/a mi aiuta a superare i momenti difficili.	1	2	3	4	5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.3 University of Antwerp

Beste student,

Welkom bij dit onderzoek over leren, motivatie en welbevinden. Het doel van dit onderzoek is om meer inzicht te verkrijgen in de relatie tussen de manier waarop je leren aanpakt, jouw motivatie en welbevinden tijdens je studies.

Eerst stellen we enkele vragen over jouw achtergrond. Hierna volgen een aantal vragen die te maken hebben met hoe je leren gewoonlijk aanpakt en wat je motivatie hiervoor is. Vervolgens krijg je vragen die te maken hebben met je welbevinden - meer bepaald in welke mate je stress ervaart - wat je veerkracht is en hoe je je emoties ervaart tijdens je studies.

We willen je aanmoedigen om alle vragen te beantwoorden. Er bestaan geen goede of foute antwoorden.

De gegevens verkregen uit dit onderzoek zullen anoniem verwerkt worden en in rapporten over het onderzoek zullen gepubliceerde gegevens strikt vertrouwelijk en anoniem verwerkt worden en niet te herleiden zijn naar personen.

Alvast bedankt voor je deelname!

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

- Ja
- Neen

Deliverable: IO2

Achtergrondgegevens

1. Geslacht:
 - Man
 - Vrouw
 - X

2. Leeftijd:
.....

3. Ik ben:
 - Werkstudent
 - Voltijds student

4. Hoe is je tijd studie- werk verdeeld?
 - < 25% studietijd
 - 25% studietijd – 75% werktijd
 - 50% studietijd – 50% werktijd
 - 75% studietijd – 25% werktijd
 - > 75% studietijd

5. Voor hoeveel opleidingsonderdelen ben je ingeschreven?
.....

6. Voor hoeveel opleidingsonderdelen nam je deel aan examens?
.....

7. Voor hoeveel opleidingsonderdelen ben je geslaagd?
.....

8. Hoe schat je je studiesucces in op het einde van dit opleidingsjaar?
 - Ik slaag in eerste zittijd
 - Ik slaag in tweede zittijd



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Deliverable: IO2

- o Ik slaag helemaal niet
- o Ik ben van plan om deze opleiding te onderbreken of te stoppen



Leren

Leeractiviteiten

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

	vr ij w el no oi t	so m s	re ge l m ati g	va ak	vrij wel alti jd
1 Opsommingen met kenmerken van een bepaald onderwerp prent ik in mijn hoofd.					
2 Als ik aan het leren ben, denk ik aan ervaringen die ik zelf heb meegemaakt en die te maken hebben met de leerinhouden.					
3 Ik merk dat ik de aanwijzingen van de docent over hoe ik moet leren niet zo duidelijk vind.					
4 Ik voeg uit andere bronnen iets aan de leerinhouden toe.					
5 Ik merk dat ik het moeilijk vind om te bepalen of ik de leerinhouden voldoende beheers.					
6 Ik vergelijk conclusies uit verschillende hoofdstukken met elkaar.					
7 Tijdens het leren richt ik mij ook op andere leerdoelen dan die van de cursus.					
8 Ik ga in het leer materiaal na of wat de docent vertelt inderdaad zo is.					
9 Ik som de belangrijkste feiten van de leerinhoud op en die leer ik dan uit mijn hoofd.					
10 Ik probeer dingen die om me heen gebeuren te begrijpen met behulp van de kennis die ik in de opleiding heb geleerd.					
11 Ik probeer verbanden te leggen tussen de verschillende opleidingsonderdelen.					
12 Ik merk dat de extra uitleg en aanwijzingen die een docent geeft een onmisbare hulp zijn bij het leren.					

13	Ik werk een hoofdstuk uit mijn cursus stap voor stap af en bestudeer elk onderdeel apart.					
14	Ik lees naast de verplichte leerstof ook ander leer materiaal (boeken, tijdschriften, websites) die met de leerstof te maken hebben.					
15	Ik leer volgens de aanwijzingen die de docent of de cursus mij geven.					
16	Ik zoek uit wat de overeenkomsten en verschillen zijn tussen de onderwerpen die in een cursus worden behandeld.					
17	Ik leer de betekenis van alle woorden die ik niet ken uit het hoofd.					
18	Als ik de vragen die in het cursusmateriaal of door de docent worden gesteld goed kan beantwoorden, besluit ik dat ik de leerstof goed beheers.					
19	Ik herhaal de belangrijkste onderdelen van een hoofdstuk net zo lang tot ik ze uit mijn hoofd ken.					
20	Om te toetsen of ik voldoende heb geleerd, bedenk ik zelf vragen die ik dan beantwoord.					
21	Met behulp van wat ik in de opleiding leer, bedenk ik oplossingen voor praktische problemen.					
22	Als ik een stuk uit de cursus niet begrijp, zoek ik dat op in andere informatiebronnen (boeken, websites, tijdschriften).					
23	Als ik alle opgaven die bij een bepaald hoofdstuk horen, kan maken, besluit ik dat ik voldoende heb geleerd.					
24	Ik gebruik de opmerkingen en aanwijzingen van de docent om precies te weten te komen hoe ik de leerstof moet leren.					
25	Ik merk dat ik moeite heb met het leren van een grote hoeveelheid leerinhouden.					
26	Definities leer ik zo letterlijk mogelijk van buiten.					
27	Ik merk dat ik iemand mis bij wie ik terecht kan voor hulp als ik leermoeilijkheden ervaar.					

Motivatie

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

	he le m aa l m ee on ee ns	vo or ee n gr oo t de el m ee on ee ns	ev en ve el m gr oo ee t ns de al s on ee ns	vo or ee n gr oo t de el m ee on ee ns	he le m aa l m ee on ee ns
1 Ik interesseer me vooral in die opleidingsonderdelen die me nuttig lijken voor mijn huidige of toekomstige beroep.					
2 Ik doe deze studie uit pure belangstelling voor de onderwerpen die worden behandeld.					
3 Ik wil voor mezelf bewijzen dat ik een studie in het universitair onderwijs aankan.					
4 Ik twijfel er aan of deze studierichting wel de juiste richting voor mij is.					
5 Ik streef ernaar om hoge studieprestaties te leveren.					
6 Ik wil anderen laten zien, dat ik in staat ben universitair onderwijs met succes te volgen.					
7 Ik heb deze studierichting gekozen omdat het werk dat ik ermee kan doen mij enorm interesseert.					
8 Mijn belangrijkste doel bij deze studie is om te slagen voor mijn examens.					
9 Dat ik voor universitair onderwijs heb gekozen is voor mij een uitdaging.					
10 Mijn studie is alleen maar bedoeld om mezelf intellectueel te verrijken.					

11	Ik heb weinig vertrouwen in mijn studiecapaciteiten.					
12	Voor het soort werk dat ik wil moet ik in het universitair onderwijs gestudeerd hebben.					
13	Het gaat er mij bij deze studie om om goede cijfers te halen in functie van een diploma.					
14	Ik zie deze studie zuiver als een stuk ontspanning.					
15	Ik studeer vooral om te slagen voor het examen.					
16	Mijn belangrijkste doel bij deze studie is om mezelf voor te bereiden op de uitoefening van een beroep.					
17	Ik wil erachter proberen te komen wat mijn kwaliteiten zijn, wat ik kan en wat ik niet kan.					
18	Ik wil door deze studie vooral beroepsbekwaamheid verwerven.					
19	Ik vraag me af of deze studie alle moeite wel waard is.					
20	Ik twijfel er aan of dit soort onderwijs wel de juiste onderwijsvorm voor mij is.					
21	Ik wil voor mezelf uittesten of ik een studie in het universitair onderwijs aankan.					
22	Ik doe deze studie omdat ik leren en studeren op zich leuk vind.					
23	Ik ben bang dat deze studie te zwaar voor me is.					
24	Schriftelijke bewijzen van het slagen voor examens vertegenwoordigen voor mij een waarde op zich.					

Zelfeffectiviteit

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

	he	vo	ev	vo	he
	le	or	en	or	le
	m	ee	ve	ee	m
	aa	n	el	n	aa
	l	gr	m	gr	l
	m	oo	ee	oo	m
	ee	t	ee	t	ee
	on	de	ns	de	ee
	ee	el	al	el	ns
	ns	m	s	m	
		ee	on	ee	
		on	ee	ee	
		ee	ns	ns	
		ns			
Zelfeffectiviteit					
1	Ik denk dat ik zeer goede cijfers ga halen voor deze opleiding.				
2	Ik ben er zeker van dat ik de meest moeilijke leerinhoud die de docent uitlegt wel kan begrijpen.				
3	Ik heb er vertrouwen in dat ik de meeste leerinhoud die de docent uitlegt wel kan leren.				
4	Ik weet zeker dat ik de meest moeilijk onderdelen uit het leer materiaal die bij deze opleiding horen kan begrijpen.				
5	Ik heb er vertrouwen in dat ik een goed cijfer ga halen voor de opdrachten en de examens in deze opleiding.				
6	Ik verwacht dat ik de leerinhouden van de verschillende opleidingsonderdelen binnen deze opleiding goed begrijp.				
7	Ik weet zeker dat ik de opleidingsonderdelen binnen deze opleiding wel onder de knie kan krijgen.				
Leren van peers					
1	Als ik leer voor een examen, leg ik wat ik leer vaak uit aan vrienden en/of medestudenten.				
2	Ik werk samen met medestudenten om opdrachten voor opleidingsonderdelen binnen deze opleiding af te maken.				

3	Wanneer ik me op een examen voorbereid, dan maak ik tijd vrij om met medestudenten het leermateriaal te bespreken.				
Het zoeken van hulp					
1	Ook al heb ik moeite met een opleidingsonderdeel binnen deze opleiding, ik blijf het alleen proberen zonder de hulp van anderen.				
2	Wanneer ik onderdelen niet begrijp, vraag ik de docent om uitleg.				
3	Wanneer ik iets niet begrijp vraag ik een medestudent om uitleg.				
4	Ik ga op zoek naar medestudenten die ik om hulp kan vragen wanneer dit nodig mocht zijn.				

Psychologisch welbevinden

Depressie, angst en stress

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

	vr ij w el no oi t	so m s	re ge l m ati g	va ak	vr ij w el al tij d
1 Ik vind het moeilijk tot rust te komen nadat iets me overstuur heeft gemaakt.					
2 Ik merk dat mijn mond droog aanvoelt.					
3 Ik ben niet in staat om ook maar enig positief gevoel te ervaren.					
4 Ik heb moeite met ademen.					
5 Ik vind het moeilijk om het initiatief te nemen om iets te gaan doen.					
6 Ik heb de neiging om overdreven te reageren op situaties.					
7 Ik voel me beverig.					
8 Ik ben erg nerveus.					
9 Ik maak me zorgen over situaties waarin ik in paniek zou raken en mezelf belachelijk zou maken.					
10 Ik heb het gevoel dat ik niets heb om naar uit te kijken.					
11 Ik merk dat ik snel prikkelbaar ben.					
12 Ik vind het moeilijk me te ontspannen.					
13 Ik voel me verdrietig en depressief.					
14 Ik vind het moeilijk om te dulden dat ik gestoord word bij wat ik aan het doen ben.					
15 Ik heb het gevoel dat ik bijna in paniek raak.					



16	Ik ben niet in staat om over ook maar iets enthousiast te worden.					
17	Ik heb het gevoel dat ik als persoon niet veel voorstel.					
18	Ik merk dat ik nogal licht geraakt ben.					
19	Ik ben me bewust van mijn hartslag terwijl ik me niet fysiek inspan.					
20	Ik ben angstig zonder enige reden.					
21	Ik heb het gevoel dat mijn leven geen zin heeft.					



Emotieregulatie

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

	vr ij w el no oi t	so m s	re ge l m ati g	va ak	vr ij w el alt ij d
1	Ik besteed aandacht aan hoe ik me voel.				
2	Ik heb geen idee hoe ik me voel.				
3	Ik heb er moeite mee mijn gevoelens te begrijpen.				
4	Ik let op mijn gevoelens.				
5	Ik weet niet zeker hoe ik me voel.				
6	Als ik van streek ben, erken ik mijn emoties.				
7	Als ik van streek ben, schaam ik me daarvoor.				
8	Als ik van streek ben, vind ik het moeilijk om werk gedaan te krijgen.				
9	Als ik van streek ben, raak ik buiten zinnen.				
10	Als ik van streek ben, denk ik dat dat lange tijd gaat duren.				
11	Als ik van streek ben, denk ik dat ik uiteindelijk heel depressief word.				
12	Als ik van streek ben, heb ik er moeite mee me op andere dingen te concentreren.				
13	Als ik van streek ben, schaam ik me dat ik me zo voel.				
14	Als ik van streek ben, voel ik me schuldig.				
15	Als ik van streek ben, vind ik het moeilijk om me te concentreren.				
16	Als ik van streek ben, heb ik er moeite mee mijn gedrag te beheersen.				
17	Als ik van streek ben, denk ik dat ik er alleen maar in kan blijven hangen.				
18	Als ik van streek ben, verlies ik de controle over mijn gedrag.				



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Uitstelgedrag

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

	vr ij w el no oi t	so m s	re ge l m ati g	va ak	vr ij w el al tij d
Het schrijven van een paper					
1 In hoeverre stel je deze taak uit?					
2 Ervaar je het uitstellen van deze taak als problematisch?					
3 Wil je je uitstelgedrag voor deze taak doen verminderen?					
Het studeren voor examens					
4 In hoeverre stel je deze taak uit?					
5 Ervaar je het uitstellen van deze taak als problematisch?					
6 Wil je je uitstelgedrag voor deze taak doen verminderen?					
Het leer materiaal wekelijks bijhouden					
7 In hoeverre stel je deze taak uit?					
8 Ervaar je het uitstellen van deze taak als problematisch?					
9 Wil je je uitstelgedrag voor deze taak doen verminderen?					
Administratieve taken zoals het invullen van formulieren, registreren voor opleidingsonderdelen of examens, je studentenkaart verkrijgen					
10 In hoeverre stel je deze taak uit?					
11 Ervaar je het uitstellen van deze taak als problematisch?					
12 Wil je je uitstelgedrag voor deze taak doen verminderen?					

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

Veerkracht

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

	h e l e n m g r a o o a t l d e m e e o o n e e n s	vo o r e n e l g r o o t d e e l a l s	ev o o r e n e l g r o o t d e e l a l s	vo o r e n e l g r o o t d e e l a l s	he l e n m g r a o o a t l d e m e e o o n e e n s
1 Als ik plannen maak, voer ik ze uit.					
2 Ik red mezelf meestal wel.					
3 Ik kan meer onafhankelijk werken dan anderen.					
4 Ik vind het belangrijk om geïnteresseerd te blijven.					
5 Ik kan alleen zijn als dat nodig is.					
6 Ik ben trots op de dingen die ik heb bereikt in mijn leven.					
7 Ik kan omgaan met onverwachte problemen.					
8 Ik ben tevreden met mezelf.					
9 Ik kan omgaan met veel dingen tegelijk.					
10 Ik weet wat ik wil.					
11 Ik twijfel aan de zin van het leven.					
12 Ik pak problemen aan die ik tegenkom.					
13 Ik kom door moeilijke momenten heen omdat ik al eerder moeilijke momenten heb meegemaakt.					

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

Bedankt voor jouw deelname.

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