Questionnaire Items and Original Sources

Item	Dimension	Code	Question	Item Source
1	Planning	P1	I think of several ways to solve a problem and choose the best one.	Planning (7 items; Schraw & Dennison, 1994)
2	Planning	P2	I skim through a reading to see how it is organized before I read it thoroughly.	Planning (2 items; Young, 2005)
3	Monitoring	M1*	I generally had trouble telling when I understood and when I didn't.	Monitoring (3 items; Miller, Behrens, Greene, & Newman, 1993)
4	Monitoring	M2	I find myself pausing regularly to check my comprehension.	Comprehension monitoring (7 items; Schraw & Dennison, 1994)
5	Monitoring	M3	I thought up questions to test how well I had learned something.	Comprehension monitoring (5 items; Warr & Downing, 2000)
6	Metacognition-strategies	ME1	If class/subject/module readings are difficult to understand, I change the way I read the material.	Metacognitive self-regulation (12 items; Pintrich et al., 1991)
7	Metacognition- goal setting	ME2	When I study for a class/subject/module, I set goals for myself in order to direct my activities in each study period.	Metacognitive self-regulation (12 items; Pintrich et al., 1991)
8	Metacognition-self-monitoring	ME3	I tried to monitor closely the areas where I needed the most study and practice.	Metacognitive activity (12 items; Ford et al., 1998)
9	Metacognition-self-control	ME4	If I got confused during a class/subject/module, I made sure I sorted it out as soon as I could before moving on.	Metacognitive activity (15 items; Schmidt & Ford, 2003)
10	Attention	A1	I concentrate fully when studying.	Concentration (8 items; Weinstein et al., 1987)
11	Attention	A2	I let my mind wander while doing the task.	Off-task attention (2 items; Kanfer & Ackerman, 1989)
12	Learning strategies	LS1	When a theoretical point or conclusion is presented in lecture or in the text, I try to decide if there is good supporting evidence.	Deep processing (5 items; Elliot et al., 1999)
13	Learning strategies	LS2	I try to apply ideas from class/subject/module readings in other class/subject/module activities such as lecture and discussion.	Elaboration (6 items; Pintrich et al., 1991)
14	Learning strategies	LS3	I try to find relationships between what I am learning and what I already know.	Information processing (8 items; Weinstein et al., 1987)
15	Time management	TM	When I decide to study, I set aside a specific length of time and stick to it.	Time management (8 items; Weinstein et al., 1987)
16	Environmental structuring	ES	I arrange a place to study without distractions.	Environmental restructuring (3 items; Gredler & Garavalia, 2000)
17	Help-seeking	HS*	Even if I have trouble learning the material in a class/subject/module, I try to do the work on my own, without help from anyone.	Help seeking (4 items; Pintrich et al., 1991)
18	Motivation	MOT1	I am motivated to learn skills emphasized in any class/subject/module.	Motivation to learn (8 items; Noe & Schmitt, 1986)
19	Motivation	MOT2	I am very interested in the content area of any class/subject/module.	Task value (6 items; Pintrich et al., 1991)
20	Motivation	MOT3	I am willing to exert considerable effort in any class/subject/module in order to improve my skills.	Expectancy (7 items; Noe & Schmitt, 1986)
21	Emotion control	EC1	When I felt anxious about how things were going, I told myself that things would work out alright.	Emotion control (5 items; Warr & Downing, 2000)
22	Emotion control	EC2	When difficulties arose, I calmly considered how I could continue the task.	Emotion control (8 items; Keith & Frese, 2005)
23	Attributions	ATR	If I don't understand class/subject/module materials, it is because I didn't try hard enough.	Control of learning beliefs (4 items; Pintrich et al., 1991)

* Items needed to be reversed.

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