# 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) commercial LASSI |
| 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.