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# Learning and Studying Questionnaire

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## Introduction to the Project

The ESRC Teaching and Learning Research Programme is a nation-wide initiative designed to provide a more effective research base to help staff to enhance the teaching they provide for students. Our project is the only one at university level, and we are investigating how students learn with differing kinds of teaching and support. We shall be looking at students' approaches to learning and studying in five contrasting subject areas in some 30 course settings across Britain. We shall also be asking students about their experiences on a particular course unit and about the kinds of knowledge and skills they feel they have developed. Staff will also be working with us on the project, and the overall results for the class (not for individuals) will be fed back to the staff to allow them to develop the course unit further. Bringing together findings from all the different course unit settings is intended to produce a general picture of the ways in which research can inform teaching. We hope that you will be prepared to join in this important study by completing this questionnaire and another one later on in the course unit, and that some of you will also be ready to talk to us about your experiences in higher education. If you want to find out more about the study, you can look at the web site at <http://www.ed.ac.uk/etl>

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## Data Protection Act

In accordance with the Data Protection Act, we have to ask you to sign the following declaration. You can be quite sure that all the information we collect will be used only for the purposes of research and kept confidential to the research team itself: it will not be released to anybody else.

*I agree to allow the university to provide the research team with my name, contact details, grades and other information about my course of study. I also agree that this information, and the data collected from me, may be held and processed by the team for the purposes of research.*

Sign

Print name

Date

D	D	M	M	Y	Y		

## Background information ▲

Institution

Overall programme of study

This course unit or module

FOR OFFICE USE

Identity number

Please complete from the right, e.g.

Age   Year of study

Male  Female

### 1 What do you expect to get from the experience of higher education?

Put a cross in the appropriate box to indicate how strongly you agree with **each** of the following statements.

	<i>Very strongly</i>	<i>Fairly strongly</i>	<i>Somewhat/ not sure</i>	<i>Rather weakly</i>	<i>Very weakly/ not at all</i>
a. I want to develop knowledge and skills I can use in a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I hope the things I learn will help me to develop as a person and broaden my horizons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I'm focused on the opportunities here for an active social life and/or sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I hope the whole experience here will make me more independent and self-confident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I'm mainly here because it seemed the natural thing: I'd done well academically in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I want to learn things which might let me help people, and/or make a difference in the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I want to study the subject in depth by taking interesting and stimulating courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I mainly need the qualification to enable me to get a good job when I finish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I want an opportunity to prove to myself or to other people what I can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. When I look back, I sometimes wonder why I ever decided to come here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2 Reasons for taking this particular course unit or module

Put a cross in the appropriate box to indicate how strongly you agree with **each** of the following statements.

	<i>Very strongly</i>	<i>Fairly strongly</i>	<i>Somewhat/ not sure</i>	<i>Rather weakly</i>	<i>Very weakly/ not at all</i>
a. It's something I expect to find interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It's supposed to be a fairly easy course unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It should look good on my CV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It should help me to understand the subject better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It's an area I will need to know about for my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. It's not what I would have chosen but it's compulsory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I understand it's a course unit that's particularly well taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. People I know and like are also taking this unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. It fits in well with the rest of my timetable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other reasons .....

### 3 Approaches to learning and studying ▲

This next part of the questionnaire has been designed to allow you to describe, in a systematic way, how you go about learning and studying. The technique involves asking you a substantial number of questions which overlap to some extent to provide good overall coverage of different ways of studying. Most of the items are based on comments made previously by other students. Please give your **immediate** reaction to **every** comment, indicating how you **really do** study.

We want to know about your **typical** ways of studying in **the subject area** of which this module or course unit forms a part. If you have not yet encountered a particular situation, try to imagine how you would react.

Put a cross in the appropriate box to indicate how strongly you agree with each of the following statements.

✓ = agree    ✓? = agree somewhat    ✗? = disagree somewhat    ✗ = disagree

Try not to use ?? = unsure unless you really have to, or unless the item cannot apply to you.

	✓	✓?	??	✗?	✗
1. I usually set out to understand for myself the meaning of what we have to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I'm communicating ideas, I think over how well I've got my points across.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I'm pretty good at getting down to work whenever I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Topics are presented in such complicated ways I often can't see what is meant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When I've finished a piece of work, I check to see it really meets the requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I try to make sense of things by linking them to what I know already.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7. I try really hard to do just as well as I possibly can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. On the whole, I'm quite systematic and organised in my studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Often I have to learn over and over things that don't really make much sense to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm quite good at preparing for classes in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I tend to take what we are taught at face value without questioning it much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. For an essay or report, I don't just focus on the topic, I try to improve my writing skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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13. Ideas I come across in my academic reading often set me off on long chains of thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If I'm not understanding things well enough when I'm studying, I try a different approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I try to relate ideas I come across to other topics or other courses whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I carefully prioritise my time to make sure I can fit everything in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I often have trouble in making sense of the things I have to remember.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I generally keep working hard even when things aren't going all that well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE TURN OVER ▲

**3 continued**

	✓	✓?	??	X?	X
19. I'm just going through the motions of studying without seeing where I'm going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Concentration is not usually a problem for me, unless I'm really tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Much of what I've learned seems no more than lots of unrelated bits and pieces in my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I generally put a lot of effort into my studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I think about what I want to get out of my studies so as to keep my work well focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. It's important for me to follow the argument, or to see the reason behind things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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25. I organise my study time carefully to make the best use of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I go over the work I've done to check my reasoning and see that it makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. In making sense of new ideas, I often relate them to practical or real-life contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Whatever I'm working on, I generally push myself to make a good job of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I don't think through topics for myself, I just rely on what we're taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. When I find something boring, I can usually force myself to keep focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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31. I tend to just learn things without thinking about the best way to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I work steadily during the course, rather than just leaving things until the last minute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. When I'm reading for a course, I try to find out for myself exactly what the author means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I try to find better ways of tracking down relevant information in my subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I look at evidence carefully to reach my own conclusion about what I'm studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I pay careful attention to any advice or feedback I'm given, and try to improve my understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Finally**, how well do you think you're doing in this subject area, based on your performance and comments you have received on your work? *Please try to rate yourself **objectively**, based on the grades you have been obtaining.*

very well	well	quite well	about average	not so well	rather badly			
9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In case we would like to talk to you or send you an email about the project, would you be prepared to give us contact details?

e-mail address ..... mobile/tel. no. ....

**Have you answered every question? Please check.**

**We are very grateful to you for spending time completing this questionnaire.**

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