

GAMES[®]

(This version shows good and bad items in the scale clusters.)

Goal-oriented study items (items that address setting and meeting study goals)

- 30. I end up waiting until the night before the test to do my readings.
- 41. It turns out that I need more time to do an assignment than I thought.

- 3. I set a specific work effort (time or amount) before beginning to study.
- 8. I analyze what I have to do before beginning to study.
- 13. I set a specific content learning goal before beginning to study.
- 18. When I set up specific times to do my studying, I follow through with them.
- 25. I make sure to understand what is expected of me in terms of assignments.
- 35. I figure out why I am learning the material I'm about to study.
- 38. I make sure to understand what is expected of me in terms of learning.

Active study items (items that focus on being active and mindfully involved during studying)

- 1. I study while watching TV or listening to music.
- 4. I recopy my notes verbatim to study for a test.
- 26. I study for all of my classes in pretty much the same way.

- 11. I create outlines, concept maps or organizational charts of how the ideas fit together.
- 16. I take breaks periodically to keep from getting too tired.
- 19. I make notes in the margins of the text when I read.
- 23. I work through any problems that are illustrated in the text or my class notes.
- 29. I pause periodically to summarize or paraphrase what I've just studied.
- 32. I create my own examples.
- 36. I create vocabulary lists with definitions.
- 40. I write down questions I want to ask the instructor.

Meaningful and memorable items (items that focus on making the information richer and connected with prior knowledge)

- 7. I do not see connections between various classes I'm taking.
- 22. I do not relate course information to my own experiences.
- 34. The material I am learning in my courses has no relevance to my life.

- 5. I make vivid images of concepts and relationships among them.
- 12. I look for real life applications for the things I'm learning.
- 17. I make connections between what I am studying and past classes or units.
- 27. I put course concepts in my own words.
- 42. I make up my own examples for concepts I am learning.

Explain to understand items (items that revolve around students testing their understanding by discussion with others)

- 10. I do not discuss course material with my friends.
- 39. I do not use study groups to learn course material.

- 6. After studying, I meet with a partner to trade questions and explanations.
- 15. I make a class presentation on the material, if possible.
- 21. I learn better when I help someone else understand.
- 31. I discuss the course content with anyone willing to listen.

Self-monitor items (items that evaluate the degree to which students regulate their studying and test their understanding)

- 14. I am easily distracted when I am studying.
- 37. When I make plans for studying, I don't hold myself to them.

- 2. I work with another student to quiz each other on the main ideas.
- 9. I remain aware of mood and energy levels during study and respond appropriately if either gets problematic.
- 20. I have a range of strategies for learning.
- 24. If my study strategy isn't working, I try another.
- 28. I make sure I can answer my own questions during studying.
- 33. When an unclear point finally becomes clear, I notice what made that happen.