**Scoring procedure**

Students respond to items on a 1 - 5 scale (5 high). Sub-scale scores are formed by adding together the responses on the items in that sub-scale. Scores on the three main approaches are created by adding together the sub-scale scores which contribute to each approach. Scoring can be carried out by computer, using a program such as SPSS. Each item is set as a variable (e.g. D04 = Deep item 4), and then a sub-scale total is produced by creating a new variable by summing the items. For example, Seeking Meaning (SM) = D04 + D17 +D30 + D43. Then the approaches can be created in the same way Deep Approach (DA) = SM + RI + UE + II.

***Deep Approach***

**Seeking meaning**

4. I usually set out to understand for myself the meaning of what we have to learn.

17. When I’m reading an article or book, I try to find out for myself exactly what the author means.

30. When I am reading I stop from time to time to reflect on what I am trying to learn from it.

43. Before tackling a problem or assignment, I first try to work out what lies behind it.

**Relating ideas**

11. I try to relate ideas I come across to those in other topics or other courses whenever possible.

21. When I’m working on a new topic, I try to see in my own mind how all the ideas fit together.

33 Ideas in course books or articles often set me off on long chains of thought of my own.

46. I like to play around with ideas of my own even if they don’t get me very far.

**Use of evidence**

9 I look at the evidence carefully and try to reach my own conclusion about what I’m studying.

23. Often I find myself questioning things I hear in lectures or read in books.

36. When I read, I examine the details carefully to see how they fit in with what’s being said.

49. It’s important for me to be able to follow the argument, or to see the reason behind things.

**Interest in ideas (*Related sub-scale***)

13. Regularly I find myself thinking about ideas from lectures when I’m doing other things.

26. I find that studying academic topics can be quite exciting at times.

39. Some of the ideas I come across on the course I find really gripping.

52. I sometimes get ‘hooked’ on academic topics and feel I would like to keep on studying them.

***Strategic approach***

**Organised studying**

1. I manage to find conditions for studying which allow me to get on with my work easily.

14. I think I’m quite systematic and organised when it comes to revising for exams.

27. I’m good at following up some of the reading suggested by lecturers or tutors.

40. I usually plan out my week’s work in advance, either on paper or in my head.

**Time management**

5. I organise my study time carefully to make the best use of it.

18. I’m pretty good at getting down to work whenever I need to.

31. I work steadily through the term or semester, rather than leave it all until the last minute.

44. I generally make good use of my time during the day.

**Alertness to assessment demands**

2. When working on an assignment, I’m keeping in mind how best to impress the marker.

15. I look carefully at tutors’ comments on course work to see how to get higher marks next time.

28. I keep in mind who is going to mark an assignment and what they’re likely to be looking for.

41. I keep an eye open for what lecturers seem to think is important and concentrate on that.

**Achieving (*Related sub-scale)***

10. It’s important to me to feel that I’m doing as well as I really can on the courses here.

24. I feel that I’m getting on well, and this helps me put more effort into the work.

37. I put a lot of effort into studying because I’m determined to do well.

50. I don’t find it at all difficult to motivate myself.

**Monitoring effectiveness (*Related sub-scale)***

7. I go over the work I’ve done carefully to check the reasoning and that it makes sense.

20 I think about what I want to get out of this course to keep my studying well focused.

34. Before starting work on an assignment or exam question, I think first how best to tackle it.

47. When I have finished a piece of work, I check it through to see if it really meets the requirements.

***Surface Approach***

**Lack of purpose**

3. Often I find myself wondering whether the work I am doing here is really worthwhile.

16. There’s not much of the work here that I find interesting or relevant.

29. I think that if you learn everything, then you will definitely get good marks.

42. Much of the subject I am doing can be reduced to lists and details which I can learn by heart.

**Unrelated memorising**

6. I find I have to concentrate on just memorising a good deal of what I have to learn.

19. Much of what I’m studying makes little sense: it’s like unrelated bits and pieces.

32. I’m not really sure what’s important in lectures, so I try to get down all I can.

45. I often have trouble in making sense of the things I have to remember.

**Syllabus-boundness**

12. I tend to read very little beyond what is actually required to pass.

25. I concentrate on learning just those bits of information I have to know to pass.

38. I gear my studying closely to just what seems to be required for assignments and exams.

51. I like to be told precisely what to do in essays or other assignments.

**Fear of failure**

8. Often I feel I’m drowning in the sheer amount of material we’re having to cope with.

22. I often worry about whether I’ll ever be able to cope with the work properly.

35. I often seem to panic if I get behind with my work.

48. Often I lie awake worrying about work I think I won’t be able to do.

***What style of teaching do you prefer?*** Give each of these four items a score out of 5 like before, then add together the scores for each section.

**Supporting understanding** *(related to a deep approach)*

b. - lecturers who encourage us to think for ourselves and show us how they themselves think.

c. - exams which allow me to show that I’ve thought about the course material for myself.

f. - courses where we’re encouraged to read around the subject a lot for ourselves.

g. - books which challenge you and provide explanations which go beyond the lectures.

**Transmitting information** *(related to a surface approach)*

a. - lecturers who tell us exactly what to put down in our notes.

d. - exams or tests which need only the material provided in our lecture notes.

e. - courses in which it’s made very clear just which books we have to read.

h. - books which give you definite facts and information which can easily be learned.