

Self-regulated learning – structured interview protocol

From: (Nandagopal & Ericsson 2012, adapted from Zimmerman & Martinez-Pons, 1986).

1. Students often have to sit tests throughout their course:
 - Do you have a particular method for preparing for these tests?
 - What if you were preparing for a particularly difficult test?
2. Imagine that you have to write a short paper about a topic in your major area of study – your score on this paper will affect your grade:
 - In such cases, do you have any particular method to help you plan and write your paper?
 - What if you were having difficulty with the topic?
3. Sometimes in college, students must work without the help of teachers or tutors:
 - Is there a particular method you use when you don't understand a question in your homework?
 - What would you do if the assignment deals with a very difficult type of problem?
4. When completing homework assignments:
 - Do you have a particular method for checking your work after it is finished?
 - What if it is a difficult assignment?
5. When taking a test:
 - Do you have a particular method for obtaining as many marks as possible when faced with a) multiple choice questions; b) a short-answer question; c) longer essay questions?
 - What if it is a particularly difficult test question?
6. Many times, students have difficulty completing homework assignments because there are more interesting things they would rather be doing, such as watching TV, talking to friends, etc.

- Do you have any particular method for motivating yourself to complete your homework or studying under these circumstances?
 - What if you were trying to meet a pressing deadline?
7. Some students find it easier to study or complete assignments if they can arrange a place where they can study:
- Do you have a particular method for arranging the place where you study?
 - What if you are having difficulty concentrating on your study?

Coding Frame

Strategies	Category	Definition
1) Self-evaluating	(A) <i>Self-regulating</i>	Statements indicating student-initiated evaluations of the quality of progress of their work. (i.e., 'I check over my work to make sure I did it right.')
2) Organizing & transforming	(B) <i>Organizing</i>	Statements indicating student-initiated overt or covert rearrangement of instructional materials to improve on learning, e.g., 'I make an outline before I write my paper.'
3) Goal setting & planning	(A) <i>Self-regulating</i>	Statements indicating students setting of educational goals or sub-goals and planning for sequencing, timing and completing activities related to those goals, e.g., 'First I start studying 2 weeks before exams, and I pace myself.'
4) Seeking information	(C) <i>Seeking-information</i>	Statements indicating student-initiated efforts to secure further task information from non-social sources when undertaking an assignment, e.g., 'Before beginning to write the paper, I go to the library to get as much information as possible concerning the topic.'
5) Keeping records and monitoring	(A) <i>Self-regulating</i>	Statements indicating student-initiated efforts to record events or results, e.g., 'I took notes of the class discussion.' 'I kept a list of the words I got wrong.'
6) Environment restructuring	(A) <i>Self-regulating</i>	Statements indicating student-initiated efforts to select or arrange the physical setting to make learning easier, e.g., 'I turned off the radio so I can concentrate on what I'm doing.'
7) Self-consequences (self-regulating)	(A) <i>Self-regulating</i>	Statements indicating arrangement or imagination of rewards or punishment for success or failure, e.g., 'If I do well on a test, I treat myself to a movie.'
8) Rehearsing and memorizing	(D) <i>Mnemonic-use</i>	Statements indicating student-initiated efforts to memorize material by overt or covert practice, e.g., 'In preparing for a math test, I keep writing the formula down until I remember it.'
9–11) Seeking	(E) <i>Seeking social</i>	Statements indicating student-initiated efforts to solicit help from peers (9), teacher (10), and others (11), e.g., 'If I have

social assistance from: (9) peers; (10) teachers; (11) others	<i>assistance</i>	problems with the math assignments, I ask a friend/tutor to help.'
12–14) Reviewing records	(F) <i>Reviewing</i>	Statements indicating student-initiated efforts to re-read tests (12), notes (13), or textbook (14) to prepare for class or further testing, e.g., 'When preparing for a test, I review my notes.'
15) Other	-	If necessary, definitions of 'other' strategies to be derived inductively from the data.

References

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