



## Default Question Block

### INFORMATION SHEET

#### Research on motivation at school

Principal Investigator: Andrew Elliot Ph.D.

Study Coordinator: Nicolas Sommet Ph.D

This form describes a research study that is being conducted by Pr. Andrew Elliot & Dr. Nicolas Sommet from the University of Rochester Department of Clinical and Social Sciences in Psychology.

The purpose of this study is to examine the link between people's goals and motivation at school and their academic processes and outcomes.

If you decide to take part in this study, you will be asked to complete one survey that will take **between 10 and 15 minutes to complete**. The survey will ask questions about your goals and motivation at school, as well as other academic outcomes. We estimate that approximately 1000 subjects will take part in this study.

The risks of participation are minimal. Some of the survey questions may make you feel uncomfortable. You can skip any of the questions you do not want to answer. There are no other expected risks. There are also no expected benefits.

You will not be paid for participating in this study. There will be no cost to you to participate in this study.

**SONA:** Persons who are enrolled in undergraduate psychology courses at the University of Rochester will earn 0.5 hours of extra credit to be applied to the psychology course of their choice. Participating in this study will not affect your class standing or grades at the University of Rochester. You will not be offered or receive any special consideration if you take part in this research. The University of Rochester makes every effort to keep the information collected from you private. In order to do so, the SONA ID, which is linked to student ID, will not be collected in the survey. Credit for participation will be granted via the SONA platform keeping your survey responses anonymous. Sometimes, however, researchers need to share information that may identify you with people that work for the University or regulators. If this does happen we will take precautions to protect the information you have provided.

The University of Rochester makes every effort to keep the information collected from you private. In order to do so, the



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	Not at all	Somewhat	Completely
My aim is to completely master the material presented in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My goal is to perform better than the other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My goal is to learn as much as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My aim is to perform well relative to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## MOTIVATION AT SCHOOL (2/3)

	Not at all	Somewhat	Completely
My goal is to learn as much as possible because I find this a highly stimulating and challenging goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My aim is to completely master the material presented in my classes because I would feel bad, guilty, or anxious if I didn't do it.

My goal is to learn as much as possible because I can only be proud of myself if I do so.

My aim is to completely master the material presented in my classes because I find this a personally valuable goal.

My goal is to learn as much as possible because I have to comply with the demands of others such as parents, friends, and teachers.

My aim is to completely master the material presented in my classes because others will reward me only if I achieve this goal.

A 5x7 grid of 35 gray circles on a light gray background. The circles are arranged in 5 rows and 7 columns, with a small gap between each circle. The circles are light gray with a thin dark gray outline.

My aim is to completely master the material presented in my classes because I find this a highly stimulating and challenging goal.

My goal is to learn as much as possible because I would feel bad, guilty, or anxious if I didn't do it.

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My goal is to learn as much as possible because others will reward me only if I achieve this goal.

[illegible]

	Not at all	Somewhat
1. I am satisfied with the way the company handles its business.	1.00	0.00
2. I am satisfied with the way the company treats its employees.	0.00	1.00
3. I am satisfied with the way the company treats its customers.	0.00	1.00
4. I am satisfied with the way the company treats its suppliers.	0.00	1.00
5. I am satisfied with the way the company treats its community.	0.00	1.00
6. I am satisfied with the way the company treats its environment.	0.00	1.00
7. I am satisfied with the way the company treats its shareholders.	0.00	1.00
8. I am satisfied with the way the company treats its competitors.	0.00	1.00
9. I am satisfied with the way the company treats its government.	0.00	1.00
10. I am satisfied with the way the company treats its society.	0.00	1.00



In trying to understand new ideas, I often try to relate them to real life situations to which they might apply.

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

If conditions aren't right for me in my classes, I generally manage to do something to change them.

In my classes, one of the main attractions for me is to learn new things.

I find that studying can often be really exciting and gripping.

I spend a good deal of my spare time learning about things related to my classes.

I find it helpful to 'map out' a new topic for myself by seeing how the ideas fit together.

Some of the issues that crop up in my classes are so interesting that I pursue them though they are not part of my studies.

A grid of 49 small gray circles arranged in 7 rows and 7 columns. The circles are evenly spaced and have a light gray fill with a thin dark gray outline.

When I am given a task to do in my classes I like to be told precisely what is expected.

I generally prefer to tackle each part of a task or problem in order, working out one at a time.

When I'm doing a piece of work I try to follow instructions exactly, even if they conflict with my own ideas.

I prefer the work I am given to be clearly structured and highly organized.

I prefer to follow well tried approaches to problems rather than anything too adventurous.

[illegible]

When I learn something new in my classes I put a lot of effort into memorizing important facts.

I find it better to start straight away with the details of a new task and build up an overall picture in that way.

The best way for me to understand what technical terms mean is to remember the textbook definitions.

I think it is important to look at problems rationally and logically without making intuitive leaps.

I find I tend to remember things best if I concentrate on the order in which they are presented.

A 5x7 grid of 35 gray circles. The circles are arranged in 5 rows and 7 columns, with a small gap between each circle. The circles are light gray with a thin dark gray outline.

## 5\_challenge\_aspiration

## ACADEMIC OUTCOMES (2/3)

The following statements refer to **the tasks you like to perform in your classes at university**. Please indicate how true each one is of you.

In my classes, I perform task...:

[illegible]



Please indicate what would be **the minimum average grade** that **you would be satisfied with** in your classes this semester, by selecting the letter associated with that grade?

▼

## 6\_persistence\_and\_emotions

### ACADEMIC OUTCOMES (3/3)

The following statements refer to **your persistence in your work in your classes at university**. Please indicate how true each one is of you.

	Not at all	Somewhat	Completely
When I become confused about something I'm reading for this course, I go back and try to figure it out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of whether or not I like the material, I work my hardest to learn it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something that I am studying gets difficult, I spend extra time and effort trying to understand it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to learn all of the testable material "inside and out," even if it is boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Demographics

## CONCLUDING QUESTIONS

What is your major?

*(if undeclared, please write "undeclared")*

What is your class standing?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other

Please specify:

What is your current GPA?

What is your sex?

- ☐ Male
- ☐ Female

What is your age?