

The Revised Study Process Questionnaire (R-SPQ-2F)

		never or only rarely true of me	sometimes true of me	true of me about half the time	frequently true of me	always or almost always true of me
Deep motive						
1	I find that at times studying gives me a feeling of deep personal satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I feel that virtually any topic can be highly interesting once I get into it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I find that studying academic topics can at times be as exciting as a good novel or movie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I work hard at my studies because I find the material interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I come to most classes with questions in mind that I want answering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deep strategy						
6	I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I find most new topics interesting and often spend extra time trying to obtain more information about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I test myself on important topics until I understand them completely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I spend a lot of my free time finding out more about interesting topics which have been discussed in different classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I make a point of looking at most of the suggested readings that go with the lectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surface motive						
11	My aim is to pass the course while doing as little work as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I do not find my course very interesting so I keep my work to the minimum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I find I can get by in most assessments by memorising key sections rather than trying to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I see no point in learning material which is not likely to be in the examination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surface strategy						
16	I only study seriously what's given out in class or in the course outlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I learn some things by rote, going over and over them until I know them by heart even if I do not understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	I generally restrict my study to what is specifically set as I think it is unnecessary to do anything extra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	I believe that lecturers shouldn't expect students to spend significant amounts of time studying material everyone knows won't be examined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	I find the best way to pass examinations is to try to remember answers to likely questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Biggs, J.B., Kember, D., & Leung, D.Y.P. (2001) The Revised Two Factor Study Process Questionnaire: R-SPQ-2F. *British Journal of Educational Psychology*. 71, 133-149