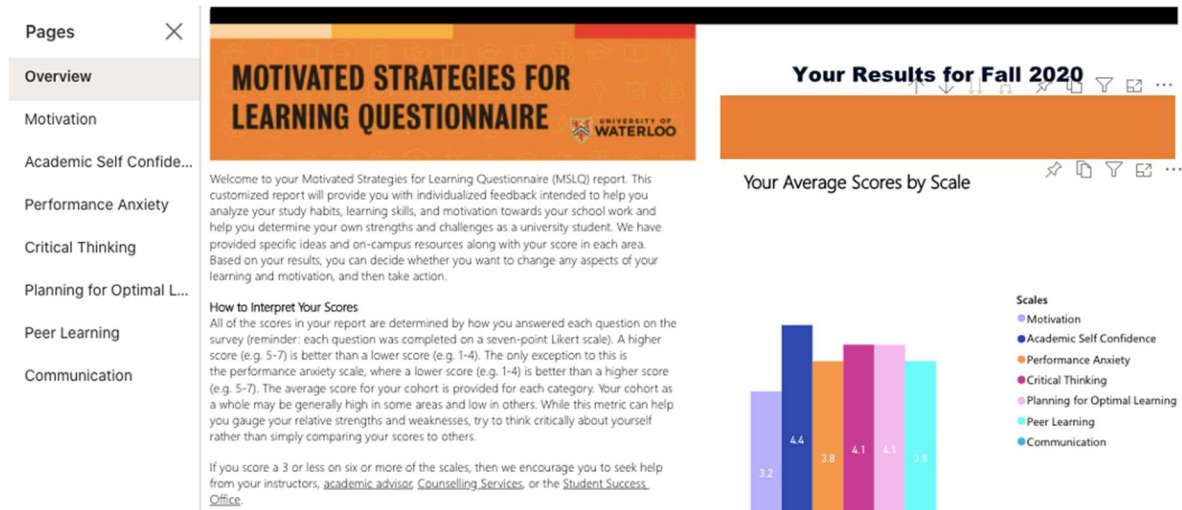


**LEARNING INNOVATION AND TEACHING ENHANCEMENT (LITE) SEED GRANTS**
**Appendix B: Sample pages from the MSLQ Student Report in PowerBI**
**1. Sample Overview Page**


**MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE**

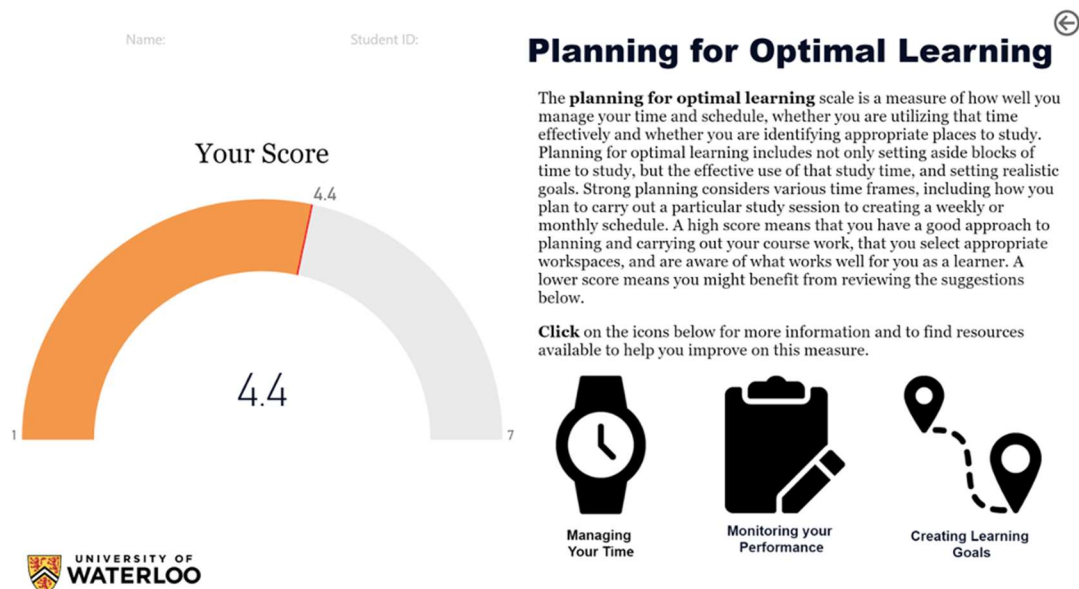
**Your Results for Fall 2020**

**Your Average Scores by Scale**

Scale	Average Score
Motivation	3.2
Academic Self Confidence	4.4
Performance Anxiety	3.8
Critical Thinking	4.1
Planning for Optimal Learning	4.1
Peer Learning	3.8
Communication	3.8

**How to Interpret Your Scores**  
All of the scores in your report are determined by how you answered each question on the survey (reminder: each question was completed on a seven-point Likert scale). A higher score (e.g. 5-7) is better than a lower score (e.g. 1-4). The only exception to this is the performance anxiety scale, where a lower score (e.g. 1-4) is better than a higher score (e.g. 5-7). The average score for your cohort is provided for each category. Your cohort as a whole may be generally high in some areas and low in others. While this metric can help you gauge your relative strengths and weaknesses, try to think critically about yourself rather than simply comparing your scores to others.

If you score a 3 or less on six or more of the scales, then we encourage you to seek help from your instructors, [academic advisor](#), [Counselling Services](#), or the [Student Success Office](#).

**2. Sample Subscale Overview Page**


Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

**Your Score**




4.4

**UNIVERSITY OF WATERLOO**

### Planning for Optimal Learning

The **planning for optimal learning** scale is a measure of how well you manage your time and schedule, whether you are utilizing that time effectively and whether you are identifying appropriate places to study. Planning for optimal learning includes not only setting aside blocks of time to study, but the effective use of that study time, and setting realistic goals. Strong planning considers various time frames, including how you plan to carry out a particular study session to creating a weekly or monthly schedule. A high score means that you have a good approach to planning and carrying out your course work, that you select appropriate workspaces, and are aware of what works well for you as a learner. A lower score means you might benefit from reviewing the suggestions below.

**Click** on the icons below for more information and to find resources available to help you improve on this measure.


-  **Managing Your Time**
-  **Monitoring your Performance**
-  **Creating Learning Goals**

## LEARNING INNOVATION AND TEACHING ENHANCEMENT (LITE) SEED GRANTS

## 3. Sample Subscale Resource &amp; Help-Text Page

Pages ×

- Overview
- Motivation
- Academic Self Confide...
- Performance Anxiety
- Critical Thinking
- Planning for Optimal L...
- Peer Learning
- Communication



## Resources: Managing Your Time

Time management is a very individualized skill, so try to come up with a schedule that works best for you. Do not just try to copy your friend's approach - it probably won't work! As a first year Arts student, you have a lot on your plate. It will take time to figure out what time management approach is the most effective for you and which strategies you need to implement to hold yourself accountable.

There are on-campus resources to help you figure out individualized strategies for managing your time, including talking to your [Academic Advisor](#) or a [Peer Success Coach](#). You might also consider attending a [Time Management Workshop](#) to create effective time management and study schedules. There are also a number of [online resources](#) on time management, including schedule examples.

The Library [Assignment Planners](#) can also help your to break down a larger assignment which help help you stay on track.

Go Back to Report 