

Suggested Citation: Yan, Z. (2018). How teachers' beliefs and demographic variables impact on self-regulated learning instruction. *Educational Studies*, 44(5), 564-577. DOI: 10.1080/03055698.2017.1382331.

Self-Regulated Learning Instruction Scale (SRLIS)

<i>“Self-regulated learning”</i> refers to the learning process in which learners are able to make use of self-monitoring skills that include self-evaluation, monitoring, control and regulating to obtain knowledge. During the learning process, learners acquire better results through setting learning goals, arranging learning plans, selecting learning strategies, monitoring learning process, evaluating learning outcomes and eliminating disturbance.							
Based on your understanding and teaching situations, please indicate the degree of your agreement with each statement on the answer sheet.		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Q1	I teach students to find out the relationships between key points in their learning.	1	2	3	4	5	6
Q2	I teach students to understand the course content by hypothesis, deduction, etc.	1	2	3	4	5	6
Q3	I teach students to connect old knowledge with new knowledge by analogy, comparison, etc.	1	2	3	4	5	6
Q4	I teach students to check the mistakes they made on regular basis in order to monitor their learning situation.	1	2	3	4	5	6
Q5	I teach students to ask themselves questions to check whether they have understood the course content.	1	2	3	4	5	6
Q6	I teach students to set learning goals.	1	2	3	4	5	6
Q7	I teach students to select effective approaches and strategies to achieve their learning goals.	1	2	3	4	5	6
Q8	I teach students to positively evaluate their abilities to inspire their learning motivations.	1	2	3	4	5	6
Q9	I teach students to positively evaluate their “self-value” to inspire their learning motivations.	1	2	3	4	5	6
Q10	I teach students to reward themselves to inspire their learning motivations.	1	2	3	4	5	6