Supplementary Material

Pearson’s correlations between self-reported measures from the use of learning strategies (CHTE) and the academic self-concept (ASCA) scores.

|  | | Underlining | | Schemas  Creation | | | Summarizing | | Concept  Mapping | | | | Self-generating  Questions | | | Self-regulation | Cognitive  Ability | | | Motivation | | | Creativity | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Schemas creation |  |  | .20 |  | — |  | |  |  |  | |  | |  |  |  | |  |  | |  |  |  |  |  |  |
| Summarizing |  |  | .45\*\* |  | .42\* |  | | — |  |  | |  | |  |  |  | |  |  | |  |  |  |  |  |  |
| Concept mapping |  |  | -.26 |  | .42\* |  | | .11 |  | — | |  | |  |  |  | |  |  | |  |  |  |  |  |  |
| Self-generating questions |  |  | -.09 |  | -.02 |  | | .03 |  | .13 | |  | | — |  |  | |  |  | |  |  |  |  |  |  |
| Self-regulation |  |  | -.24 |  | -.05 |  | | -.04 |  | .12 | |  | | .12 |  | — | |  |  | |  |  |  |  |  |  |
| Cognitive ability |  |  | -.10 |  | -.20 |  | | -.09 |  | .04 | |  | | .28 |  | .46\*\* | |  | — | |  |  |  |  |  |  |
| Motivation |  |  | -.03 |  | .14 |  | | -.01 |  | .16 | |  | | .30 |  | .43\* | |  | .33 | |  | — |  |  |  |  |
| Creativity |  |  | .00 |  | .05 |  | | -.06 |  | -.21 | |  | | .08 |  | .50\*\* | |  | .24 | |  | .10 |  | — |  |  |
| Judgment of learning |  |  | -.15 |  | .14 |  | | .15 |  | .26 | |  | | .18 |  | .18 | |  | .04 | |  | .22 |  | .16 |  |  |
| \*\**p* < .001; \**p* < .05 | | | | | | | | | | |