

EXPLORATORY FACTORIAL ANALYSIS OF A SCALE OF LEARNING STRATEGIES

Abstract

Learning strategies are techniques, methods, procedures, or sequences of actions chosen by the student, consciously to accomplish a given task and to achieve learning objectives. The study of strategies is fundamental to education because they work as a tool for the learner. This study aims to describe the construction of a Learning Strategies Scale for Young and Adult Students (EEA-JA), to present preliminary data on their psychometric properties and construct validity. Participated 800 students from a private university in the south of Minas Gerais, enrolled in nine courses. The majority of the female participants (N = 453) and the average age of 22 years. The exploratory factorial analysis of the 40 items of the scale showed two factors consistent with the description of the cognitive and metacognitive learning strategies described by the Cognitive and Human Information Processing theories, with internal consistency measured by Cronbach's alpha (0.85). These initial results reveal promising psychometric properties of the scale for use in the educational context.

Keywords: *Learning Strategies. Scale. Validation.*