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Resource use and academic performance among first year psychology students / Gail Huon ...

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**Abstract**

Multiple questionnaires completed over the semester by 514 students enrolled in a first year psychology course reveal that no single pattern of reliance on print, online, or in-person resources guarantees a high mark. Analyses of the reported and measured frequency of use of various resources correlated against students?, performance on both individual assessments and their final marks suggests that students employ a range of strategies in their use of class resources. They tend to rely on their textbooks, Web-based lecture notes, and online quizzes, but their final marks are more strongly determined by their university entrance scores than by their resource use strategy, their sex, or whether or not English is their first language. The data suggest that students adapt their learning strategies to the resources available, with an apparent emphasis on learning what will be assessed rather than exploring for understanding. Importantly, the results argue that investment in development of educational technologies ? and students?, use of educational technologies ? must be informed by empirical data concerning its impact on the efficiency and quality of learning. (HRK / Abstract übernommen), Gail Huon, E-Mail: gail.huon@anu.edu.au