

## Need for Cognition Scale

For each of the statements below, please indicate whether or not the statement is characteristic of you or of what you believe. For example, if the statement is extremely uncharacteristic of you or of what you believe about yourself (not at all like you), please place a "1" on the line to the left of the statement. If the statement is extremely characteristic of you or of what you believe about yourself (very much like you) please place a "5" on the line to the left of the statement. You should use the following scale as you rate each of the statements below.

1	2	3	4	5
Extremely uncharacteristic of me	somewhat uncharacteristic of me	uncertain	somewhat characteristic of me	extremely characteristic of me

1. _____	I prefer complex to simple problems.
2. _____	I like to have the responsibility of handling a situation that requires a lot of thinking.
3. _____	Thinking is not my idea of fun.**
4. _____	I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.**
5. _____	I try to anticipate and avoid situations where there is a likely chance I will have to think in depth about something.**
6. _____	I find satisfaction in deliberating hard and for long hours.
7. _____	I only think as hard as I have to.**
8. _____	I prefer to think about small daily projects to long term ones.**
9. _____	I like tasks that require little thought once I've learned them.**
10. _____	The idea of relying on thought to make my way to the top appeals to me.
11. _____	I really enjoy a task that involves coming up with new solutions to problems.
12. _____	Learning new ways to think doesn't excite me very much.**
13. _____	I prefer my life to be filled with puzzles I must solve.
14. _____	The notion of thinking abstractly is appealing to me.
15. _____	I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.
16. _____	I feel relief rather than satisfaction after completing a task that requires a lot of mental effort.**
17. _____	It's enough for me that something gets the job done; I don't care how or why it works.**
18. _____	I usually end up deliberating about issues even when they do not affect me personally.

## Understanding Mathematics/Computer Science Scale

Make a check mark (x) on the appropriate blank to indicate your response to each item below.

1. I am superior \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ inferior  
Extremely Quite Slightly Neutral Slightly Quite Extremely

at moving from a verbal description of a problem to a precise mathematical formulation/programming code.

2. I comprehend \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ do not comprehend  
Extremely Quite Slightly Neutral Slightly Quite Extremely

the progression of thought in the development of mathematics/computer science.

3. I am capable \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ incapable  
Extremely Quite Slightly Neutral Slightly Quite Extremely

of thinking about mathematics/computer science issues from multiple points of view.

4. I am capable \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ incapable  
Extremely Quite Slightly Neutral Slightly Quite Extremely

of filling in the gaps in subtle descriptions of mathematics/computer science issues.

5. I am able \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ unable  
Extremely Quite Slightly Neutral Slightly Quite Extremely

to do independent thinking to solve mathematics/computer science problems.

6. I am capable \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ incapable  
Extremely Quite Slightly Neutral Slightly Quite Extremely

of thinking creatively to solve mathematics/computer science problems.

7. I comprehend \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ do not comprehend  
Extremely Quite Slightly Neutral Slightly Quite Extremely

the purpose of mathematics/computer science.

8. I am good \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ bad  
Extremely Quite Slightly Neutral Slightly Quite Extremely

at linking mathematics/computer science topics together.

9. I am sure \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ unsure  
Extremely Quite Slightly Neutral Slightly Quite Extremely

that I can handle mathematics/computer science concepts I have never seen before.

10. I am capable \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ incapable  
Extremely Quite Slightly Neutral Slightly Quite Extremely

of explaining mathematics/computer science concepts in writing.

Answer the following two questions if you have worked on a historical project in this course.

In your opinion, what are the benefits of learning Mathematics/Computer Science from historical sources?

In your opinion, what are the drawbacks of learning Mathematics/Computer Science from historical sources?