

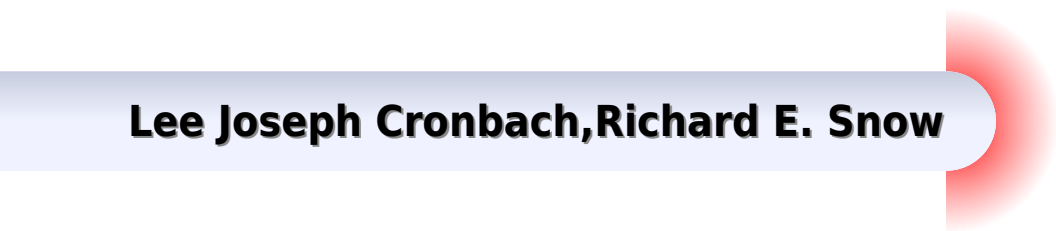
APTITUDES
AND
INSTRUCTIONAL
METHODS:

A Handbook for
Research on Interactions

Cronbach and Snow

Aptitudes And Instructional Methods A Handbook For Research On Interactions

Lee Joseph Cronbach, Richard E. Snow



Aptitudes And Instructional Methods A Handbook For Research On Interactions:

Aptitudes and Instructional Methods Lee Joseph Cronbach, Richard E. Snow, 1981 **Aptitudes and Instructional Methods** Lee Joseph Cronbach, Richard E. Snow, 1981 *Encyclopedia of Educational Theory and Philosophy* D. C. Phillips, 2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems The two volume *Encyclopedia of Educational Theory and Philosophy* introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board Entries are followed by cross references and further reading suggestions A Chronology of Theory within the field of education highlights developments over the centuries a Reader's Guide groups entries thematically and a master Bibliography facilitates further study The Reader's Guide detailed index and cross references combine for strong search and browse capabilities in the electronic version Available in a choice of print or electronic formats *Encyclopedia of Educational Theory and Philosophy* is an ideal reference for anyone interested in the roots of contemporary educational theory **Fifty Modern Thinkers on Education** Liora Bresler, David Cooper, Joy Palmer, 2002-09-11 *Fifty Modern Thinkers on Education* looks at fifty of the twentieth century's most significant contributors to the debate on education Among those included are Pierre Bourdieu Elliot Eisner Hans J Eysenck Michel Foucault Henry Giroux Jurgen Habermas Susan Isaacs A S Neill Herbert Read Simone Weil Together with *Fifty Major Thinkers on Education* this book provides a unique history of educational thinking Each essay gives key biographical information an outline of the individual's principal achievements and activities an assessment of his or her impact and influence and a list of their major writings and suggested further reading *Fifty Modern Thinkers on Education* Joy Palmer, David Edward Cooper, Liora Bresler, 2001 Looks at fifty of the twentieth century's most significant contributors to the debate on education Each essay gives key biographical information an outline of the individual's principal achievements and activities an assessment of his or her impact and influence and a list of their major writings and suggested further reading **Aptitude, Learning, and Instruction** Richard E. Snow, Pat-Anthony Federico, William E. Montague, 2021-05-30 For the previous 6 years before publication Office of Naval Research ONR had been conducting a thematically oriented contract research program aimed in large part at developing the kind of broad theoretical framework necessary for a workable process interpretation of aptitude learning and performance Originally published in 1980 the papers in this collection are generally addressed to three broad

areas that were central to those interests of the ONR Personnel and Training Research Programs One area is concerned with individual differences information processing as revealed in simple laboratory or psychometric tests The second area focuses on the structural aspects of learning and performance using tools and concepts from semantic memory theory to describe what is learned and how it is learned And the third area is aimed at the management of instruction It addresses itself to the kinds of research and instructional designs required for effective implementation of adaptive instruction

Leaders in Educational Research María de Ibarrola,D.C. Phillips,2014-11-04 In this volume fourteen fellows of the International Academy of Education whose research work is known internationally reflect upon the ways in which their careers have been shaped by early family influences by random events and surprise opportunities and by nascent intellectual interests and academic mentoring The authors come from many different countries Australia Belgium Cyprus Germany Greece Israel Mexico South Africa and the USA and from a number of disciplinary or intellectual orientations including curriculum development economics educational measurement and statistical analysis history philosophy policy analysis program evaluation psychology and sociology They come from diverse social and cultural backgrounds and in many cases rose above the travails presented by wars social unrest and social injustice to attain an education that launched them eventually into a research career On this path many were unexpectedly assisted by established researchers who served as mentors or enablers Their personal stories then are of broad interest and may even be a source of comfort and inspiration to younger colleagues who are commencing their careers in the international educational research community

Language Aptitude Zhisheng (Edward) Wen,Peter Skehan,Adriana Biedroń,Shaofeng Li,Richard L. Sparks,2019-05-02 Language Aptitude Advancing Theory Testing Research and Practice brings together cutting edge global perspectives on foreign language aptitude Drawing from educational psychology cognitive science and neuroscience the editors have assembled interdisciplinary authors writing for an applied linguistics and education audience The book is broken into five major themes revisiting and updating current language aptitude theories and models emerging insights from contemporary research into language aptitude and the age factor or the critical period hypothesis redefining constructs and broadening territories of foreign language aptitude exploring language aptitude from a neurocognitive perspective and exploring future directions of foreign language aptitude research Focused on critical issues in foreign language aptitude and second language learning and teaching this book will be an important research resource and supplemental reading in both applied linguistics and cognitive psychology

Cognitive Approaches To Automated Instruction J. Wesley Regian,Valerie J. Shute,Valerie Shute,2013-05-13 Useful to researchers as well as practitioners looking for guidance on designing automated instruction systems this book provides a snapshot of the state of the art in this research area In so doing it focuses on the two critical problems first diagnosis of the student s current level of understanding or performance and second selection of the appropriate intervention that will transition the student toward expert performance Containing a comprehensive set of principled approaches to

automated instruction diagnosis and remediation it is the first volume on the topic to provide specific detailed guidance on how to develop these systems Leading researchers and practitioners represented in this book address the following questions in each chapter What is your approach to cognitive diagnosis for automated instruction What is the theoretical basis of your approach What data support the utility of the approach What is the range of applicability of your approach What knowledge engineering or task analysis methods are required to support your approach Referring to automated instruction as instruction that is delivered on any microprocessor based system the contributors to and editors of this book believe that it is possible for automated instructional systems to be more effective than they currently are Specifically they argue that by using artificial intelligence programming techniques it is possible for automated instructional systems to emulate the desirable properties of human tutors in one on one instruction Instructional Design: Theory, research, and models Robert D. Tennyson, S. Dijkstra, 1997 First Published in 1997 Routledge is an imprint of Taylor Francis an informa company

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