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ESI 热点论文、高被引论文

教育学专题

(2011-2015)

聚焦研究前沿

深化自主创新



浙江工业大学图书馆
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2016年3月

前言

该专题的宗旨是为我校师生教学科研提供学科热点和前沿情报等学术资讯，由图书馆信息咨询部整理编制。数据来源为我校购买的各类数字资源，通过分析整理，编写了与我校**教育学**相关的最新热点论文、最新研究前沿等信息，以期为我校师生开展科学研究、申报课题基金项目等学术活动提供帮助。

本期，我们整理了**教育学**领域的ESI热点论文、高被引论文列表(2011-2015)。

ESI 针对 22 个专业领域，通过论文数、论文被引频次、论文篇均被引频次、高被引论文、热点论文和前沿论文等 6 大指标，从各个角度对国家/地区科研水平、机构学术声誉、科学家学术影响力以及期刊学术水平进行全面衡量。

高被引论文 (Highly Cited Paper(last 10 years))，即刊载于 ESI 收录期刊中最近 10 年间各研究领域中被引频次排名位于全球前 1% 的论文。这些论文是由汤森路透公司统计的 10 年内被频繁引用，引用次数位居同领域前列的论文。

本专题所列内容涉及的有关图示说明：

4 Citations: 17

HOT PAPER **RESEARCH FRONT** **WEB OF SCIENCE**


Title: UPDATE 1 OF: SYNTHESIS AND FUNCTIONALIZATION OF INDOLES THROUGH PALLADIUM-CATALYZED REACTIONS


Authors: CACCHI S; FABRIZI G

Source: CHEM REV
111: PR215-PR283 2011

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热点论文 (HOT PAPER) 是由汤森路透每两个月根据引文数量统计的 22 个学科的热点论文。这些论文是最近两年内发表且被引频次在最近两个月内的排名达到各学科领域的前 0.1%。热点论文是指与同领域和同时期出版的论文相比，在出版后很快就得到较高引用的论文。热点论文入选的条件是出版时间不超过 2 年，而且是在当前两个月内被引。根据以上条件，最后每个领域前 0.1% 的论文得以入选。由 标记代表该论文为热点论文，点击图标 链接可跳转至该热点论文的详细页面（链接有效期为 2 个月）。

研究前沿 (RESEARCH FRONT) 包含一组高被引论文，这些论文是在其发表年份和领域按被引次数都位于前 1% 的论文。点击图标  链接可跳转至该研究前沿的说明页面（链接有效期为 2 个月）。

WEB OF SCIENCE: 由  标记代表该论文为被 Web of Science 收录。点击链接可直接跳转至该论文被 Web of Science 收录的详细记录页面。

本期数据来源于 ESI 基本科学指标数据库 (Essential Science Indicators)。

ESI 基本科学指标数据库 (Essential Science Indicators) 是汤森路透在汇集和分析 Web of Science[®] (SCIE/SSCI) 所收录的学术文献及其所引用的参考文献的基础上建立起来的分析型数据库。ESI 提供十年滚动数据，每两个月更新一次，最近一次更新为 2016 年 1 月 14 日（本期 ESI 数据时间跨度：2005 年 1 月 1 日至 2015 年 10 月 31 日）。各位老师如需要本期推荐的论文全文，可通过“图书馆主页-读者服务-文献传递”方式获取。本专题通讯有**电子版**，如有老师需要，可通过邮件联系获取**电子版**：info@zjut.edu.cn，亦可直接到“图书馆主页-参考咨询-研究前沿与基金动态”下载。

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图书馆

2016 年 3 月

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2005-2015 年 ESI 教育学学科 SSCI 高被引论文共 434 篇, 其中热点论文 7 篇, 以下按年度分列高被引论文。

1 2005-2015 年 ESI 教育学学科 SSCI 热点论文 7 篇

第 1 条, 共 7 条

标题: A technique for tracking the reading rate to identify the e-book reading behaviors and comprehension outcomes of elementary school students

作者: Huang, YM (Huang, Yueh-Min); Liang, TH (Liang, Tsung-Ho)

来源出版物: BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY 卷: 46 期: 4 页: 864-876 DOI: 10.1111/bjet.12182 出版年: JUL 2015

Web of Science 核心合集中的 "被引频次": 11

被引频次合计: 11

使用次数 (最近 180 天): 30

使用次数 (2013 年至今): 38

摘要: Tracking individual reading behaviors is a difficult task, as is carrying out real-time recording and analysis throughout the reading process, but these aims are worth pursuing. In this study, the reading rate is adopted as an indicator to identify different reading behaviors and comprehension outcomes. A reading rate tracking technique is thus developed with an Interactive E-book Learning System (IELS), and this study examines whether the reading rate detected by this system can properly reflect the actual reading behaviors and comprehension outcomes of users. A total of 500 quantitative records were collected from the reading profiles of 43 fifth-grade students, separated into two groups for oral and silent reading behaviors, and then analyzed to reveal the reading rates accounting for specific reading behaviors and comprehension outcomes. Our findings indicate that the reading rate can accurately reflect students' reading behaviors. In addition, a somewhat positive correlation between reading rates and comprehension outcomes was only found in the silent reading group. By using the technique presented in this work, the reading behaviors related to e-books can be easily interpreted based on the reading rate over time throughout the reading process, something that is much more difficult when using printed books. Based on the results of this work, it is anticipated that educators can get better insights into students' behaviors with regard to reading, so as to deliver more personalized and effective instruction.

KeyWords Plus: CHILDRENS EMERGENT LITERACY; ELECTRONIC BOOKS; ENVIRONMENT; STRATEGIES; SKILLS; SPEED; TIME; TEXT

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第 2 条, 共 7 条

标题: The use of flipped classrooms in higher education: A scoping review

作者: O'Flaherty, J (O'Flaherty, Jacqueline); Phillips, C (Phillips, Craig)

来源出版物: INTERNET AND HIGHER EDUCATION 卷: 25 页: 85-95 **DOI:**

10.1016/j.iheduc.2015.02.002 出版年: APR 2015

Web of Science 核心合集中的 "被引频次": 7

被引频次合计: 7

使用次数 (最近 180 天): 64

使用次数 (2013 年至今): 142

摘要: There is increasing pressure for Higher Education institutions to undergo transformation, with education being seen as needing to adapt in ways that meet the conceptual needs of our time. Reflecting this is the rise of the flipped or inverted classroom. The purpose of this scoping review was to provide a comprehensive overview of relevant research regarding the emergence of the flipped classroom and the links to pedagogy and educational outcomes, identifying any gaps in the literature which could inform future design and evaluation. The scoping review is underpinned by the five-stage framework Arksey and O'Malley. The results indicate that there is much indirect evidence emerging of improved academic performance and student and staff satisfaction with the flipped approach but a paucity of conclusive evidence that it contributes to building lifelong learning and other 21st Century skills in under-graduate education and post-graduate education. (C) 2015 Elsevier Inc. All rights reserved.

作者关键词: Higher education; Flipped classroom; Scoping review; Educational outcomes; Face to face teaching; Engagement

KeyWords Plus: MEDICAL-EDUCATION; ENGAGEMENT; STRATEGIES; STUDENTS

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第 3 条, 共 7 条

标题: The effectiveness of a meaningful learning-based evaluation model for context-aware mobile learning

作者: Huang, YM (Huang, Yueh-Min); Chiu, PS (Chiu, Po-Sheng)

来源出版物: BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY 卷: 46 期: 2 特刊: SI 页: 437-447 **DOI:** 10.1111/bjet.12147 出版年: MAR 2015

Web of Science 核心合集中的 "被引频次": 13

被引频次合计: 13

使用次数 (最近 180 天): 20

使用次数 (2013 年至今): 30

摘要: In recent years, context-aware mobile learning (CAML) has been widely applied to various fields and has become a popular issue in educational research. Despite the tremendous potential of CAML and its growing significance, continued evaluations and refinements under the advice of field experts and instructors are crucial to ensure its validity, value and sustainability. In this paper, an evaluation model for CAML is developed based on meaningful learning theory using the analytic hierarchy process (AHP). To verify the effectiveness of the model, three different CAML learning activities are tested, and some experts are invited to evaluate and compare them. As a result, the strengths and weaknesses of each learning activity are obtained. With the aid of the evaluation model proposed in this work, CAML developers can progressively enhance the value of learning activities, thus improving this new approach to learning.

KeyWords Plus: ENVIRONMENT; TECHNOLOGY; DECISION; STUDENTS; SEEKING; BOOKS; CYCLE

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第 4 条, 共 7 条

标题: The OECD and the expansion of PISA: new global modes of governance in education

作者: Sellar, S (Sellar, Sam); Lingard, B (Lingard, Bob)

来源出版物: BRITISH EDUCATIONAL RESEARCH JOURNAL 卷: 40 期: 6 页: 917-936

DOI: 10.1002/berj.3120 出版年: DEC 2014

Web of Science 核心合集中的 "被引频次": 17

被引频次合计: 17

使用次数 (最近 180 天): 18

使用次数 (2013 年至今): 39

摘要: This paper examines the expansion of the OECD's Programme for International Student Assessment (PISA) and associated growth in the influence of the OECD's education work. PISA has become one of the OECD's most successful products' and has both strengthened the role of the Directorate for Education within the organization and enhanced the significance of the organization in education globally. We provide an overview of the OECD, including organizational changes in response to globalization and the changing place of the Directorate for Education within the organization, particularly with the development of PISA in the late 1990s. We show how the OECD is expanding PISA by broadening the scope of what is measured; increasing the scale of the assessment to cover more countries, systems and schools; and enhancing its explanatory power to provide policy-makers with better information. The OECD has

also developed the Programme for International Assessment of Adult Competencies (PIAAC) and PISA-based Tests for Schools, which draw on the PISA template to extend the influence of its education work to new sites. The paper draws on data from 33 interviews with past and present personnel from the OECD, the International Association for the Evaluation of Educational Achievement (IEA) and the English and Australian education systems, as well as analysis of relevant OECD documents. We argue that PISA, and the OECD's education work more broadly, has facilitated new epistemological and infrastructural modes of global governance for the OECD in education.

KeyWords Plus: POLICY; ACHIEVEMENT; POLITICS; ENGLAND

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第 5 条, 共 7 条

标题: Psychological distress in children with developmental coordination disorder and attention-deficit hyperactivity disorder

作者: Missiuna, C (Missiuna, Cheryl); Cairney, J (Cairney, John); Pollock, N (Pollock, Nancy); Campbell, W (Campbell, Wenonah); Russell, DJ (Russell, Dianne J.); Macdonald, K (Macdonald, Kathryn); Schmidt, L (Schmidt, Louis); Heath, N (Heath, Nancy); Veldhuizen, S (Veldhuizen, Scott); Cousins, M (Cousins, Martha)

来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 35 期: 5 页: 1198-1207 **DOI:** 10.1016/j.ridd.2014.01.007 **出版年:** MAY 2014

Web of Science 核心合集中的 "被引频次": 13

被引频次合计: 13

使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 21

摘要: This study explored whether or not a population-based sample of children with developmental coordination disorder (DCD), with and without comorbid attention deficit/hyperactivity disorder (ADHD), experienced higher levels of psychological distress than their peers. A two-stage procedure was used to identify 244 children: 68 with DCD only, 54 with ADHD only, 31 with comorbid DCD and ADHD, and 91 randomly selected typically developing (TD) children. Symptoms of depression and anxiety were measured by child and parent report. Child sex and caregiver ethnicity differed across groups, with a higher ratio of boys to girls in the ADHD only group and a slightly higher proportion of nonCaucasian caregivers in the TO group. After controlling for age, sex, and caregiver ethnicity, there was significant variation across groups in both anxiety (by parent report, $F(3,235) = 8.9$, $p < 0.001$; by child report, $F(3,236) = 5.6$, $p = 0.001$) and depression (parent report, $F(3,236) = 23.7$, $p < 0.001$; child report, $F(3,238) = 9.9$, $p < 0.001$). In general, children in all three disorder groups had significantly higher levels of symptoms than TD children, but most pairwise differences among those three groups were not significant. The one exception was the higher level of depressive symptoms noted by parent report in the ADHD/DCD group. In conclusion, children identified on the basis of motor coordination

problems through a population-based screen showed significantly more symptoms of depression and anxiety than typically developing children. Children who have both DCD and ADHD are particularly at heightened risk of psychological distress. (C) 2014 Elsevier Ltd. All rights reserved.

作者关键词: Developmental coordination disorder (DCD); Attention-deficit hyperactivity disorder (ADHD); Population-based; Depression; Anxiety

KeyWords Plus: MOTOR COORDINATION; SELF-WORTH; DEPRESSIVE SYMPTOMATOLOGY; PSYCHOSOCIAL ADJUSTMENT; MOVEMENT DIFFICULTIES; LIFE SATISFACTION; PERCEIVED FREEDOM; ADHD; SCHOOL; CLUMSINESS

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第 6 条, 共 7 条

标题: Effects of pairs of problems and examples on task performance and different types of cognitive load

作者: Leppink, J (Leppink, Jimmie); Paas, F (Paas, Fred); van Gog, T (van Gog, Tamara); van der Vleuten, CPM (van der Vleuten, Cees P. M.); van Merriënboer, JJG (van Merriënboer, Jeroen J. G.)

来源出版物: LEARNING AND INSTRUCTION 卷: 30 页: 32-42 DOI: 10.1016/j.learninstruc.2013.12.001 出版年: APR 2014

Web of Science 核心合集中的 "被引频次": 24

被引频次合计: 24

使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 29

摘要: In two studies, we investigated whether a recently developed psychometric instrument can differentiate intrinsic, extraneous, and germane cognitive load. Study I revealed a similar three-factor solution for language learning ($n = 108$) and a statistics lecture ($n = 174$), and statistics exam scores correlated negatively with the factors assumed to represent intrinsic and extraneous cognitive load during the lecture. In Study II, university freshmen who studied applications of Bayes' theorem in example example ($n = 18$) or example problem ($n = 18$) condition demonstrated better posttest performance than their peers who studied the applications

in problem example ($n = 18$) or problem problem ($n = 20$) condition, and a slightly modified version of the aforementioned psychometric instrument could help researchers to differentiate intrinsic and extraneous cognitive load. The findings provide support for a recent reconceptualization of germane cognitive load as referring to the actual working memory resources devoted to dealing with intrinsic cognitive load. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Cognitive load; Example-example pairs; Example-problem pairs; Problem-example pairs; Problem-problem pairs

KeyWords Plus: PROBLEM-SOLVING SKILLS; WORKED EXAMPLES; STRATEGIES; INSTRUCTION; STATISTICS; DESIGN

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第 7 条, 共 7 条

标题: Looking East: Shanghai, PISA 2009 and the reconstitution of reference societies in the global education policy field

作者: Sellar, S (Sellar, Sam); Lingard, B (Lingard, Bob)

来源出版物: COMPARATIVE EDUCATION 卷: 49 期: 4 页: 464-485 DOI: 10.1080/03050068.2013.770943 出版年: NOV 1 2013

Web of Science 核心合集中的 "被引频次": 31

被引频次合计: 32

使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 38

摘要: This paper examines the outstanding performance of Shanghai, China on PISA 2009 and its effects on other national systems and within the global education policy field. The OECD's PISA is helping to create this field by constituting the globe as a commensurate space of school system performance. The effects of Shanghai's success are considered in three other national contexts: the USA, England and Australia. We combine (a) analysis of data from more than 30 research interviews with senior policy actors at the OECD, the IEA and within Australia and England; and (b) document analysis of policy speeches, commissioned research reports and media coverage from the three national contexts. Shanghai's performance in PISA 2009 produced a global PISA-shock' that has repositioned this system as a significant new reference society', shifting the global gaze in education from Finland to the East' at the beginning of the so-called Asian century'.

KeyWords Plus: EUROPEAN EDUCATION; ENGLAND; DISCOURSE; RECEPTION;

POLITICS; SCIENCE; DEBATE; REFORM; JAPAN

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2 2005-2015 年 ESI 教育学学科 SSCI 高被引论文 434 篇

2.1 2015 年 ESI 教育学学科 SSCI 高被引论文 37 篇

第 1 条, 共 37 条

标题: Redrawing the Boundaries on Theory, Research, and Practice Concerning Language Teachers' Philosophies and Language Teacher Cognition: Toward a Critical Perspective

作者: Crookes, GV (Crookes, Graham V.)

来源出版物: MODERN LANGUAGE JOURNAL 卷: 99 期: 3 页: 485-499 DOI: 10.1111/modl.12237 出版年: FAL 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 5

摘要: Two areas of investigation and professional practice language teachers' philosophies and language teacher cognition can be considered as related, perhaps overlapping, insofar as they are both the result of thought. The concept of a philosophy of teaching may hold together sets of language teacher cognitions, or guide specific investigations of such sets, and thus might contribute to redrawing the investigative boundaries of this area. Theoretical discussion in this article explores this matter, and supports the general idea of expanding the boundaries of language teacher cognition in ways that might facilitate inquiry into philosophies of teaching. Guided by critical perspectives on second language teaching, this exploration narrows down to focus on one category of language teachers' philosophies critical ones and considers what some of their content might be, what cognitions or areas of cognitive activity might be involved, and further considers problems of conceptual and theoretical congruence. In concluding, practical implications in terms of content for language teacher education and associated research are briefly considered.

作者关键词: language teacher cognition; philosophies of teaching; critical pedagogy; language teacher development

KeyWords Plus: CLASSROOM; EDUCATION; KNOWLEDGE; IDENTITY; ENGLISH

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第 2 条, 共 37 条

标题: Task design and its induced learning effects in a cross-institutional blog-mediated telecollaboration

作者: Chen, WC (Chen, Wen-Chun); Shih, YCD (Shih, Yu-Chih Doris); Liu, GZ (Liu, Gi-Zen)

来源出版物: COMPUTER ASSISTED LANGUAGE LEARNING 卷: 28 期: 4 页: 285-305

DOI: 10.1080/09588221.2013.818557 出版年: JUL 4 2015

Web of Science 核心合集中的 "被引频次": 5

被引频次合计: 5

使用次数 (最近 180 天): 14

使用次数 (2013 年至今): 70

摘要: This research investigated if and how the instructional design affected the learning outcome in a blog-mediated project, namely students' communicative writing in the social media. Thirty-four college-level English learners from two universities in Taiwan participated in the telecollaboration. The current research continues to highlight the social networking nature of Web 2.0 by locating idea units (IUs) in students' semi-formal weekly discussions, instead of focusing on syntactic complexity of conventional written modality. In this study, the language learners' output performance (the quantity of IUs was operationalized as the dependent variable) was hypothesized to be affected by task type and duration time. The findings indicate that both were significant in eliciting the amount of IUs. As a result, the contributions of this study include (a) shedding some light on the academic and educational capacity of blog-mediated telecollaboration, (b) revealing multiple factors that might affect the telecollaborative mechanism with the use of weblogs for language learning purposes, and finally (c) evaluating interactive blogging activities' educational value for complementing formal-writing training.

作者关键词: communicative writing; social networking; task type; blog; telecollaboration; duration time

KeyWords Plus: ENGLISH; FACILITATE; DISCOURSE; STUDENTS; MODEL

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第 3 条, 共 37 条

标题: Knowing in primary physical education in the UK: negotiating movement culture

作者: Ward, G (Ward, Gavin); Quennerstedt, M (Quennerstedt, Mikael)

来源出版物: SPORT EDUCATION AND SOCIETY 卷: 20 期: 5 特刊: SI 页: 588-603 DOI: 10.1080/13573322.2014.975114 出版年: JUL 4 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 18

摘要: This paper aims to understand how pupils and teachers actions-in-context constitute being-a-pupil and being-a-teacher within a primary school physical education (PE) movement culture. Dewey and Bentley's theory of transaction, which views organism-in-environment-as-a-whole, enables the researcher to explore how actions-in-ongoing activities constitute and negotiate PE movement culture. Video footage from seven primary school PE lessons from a school in the West Midlands in the UK was analysed by focusing upon the ends-in-view of actions as they appeared through the educational content (what) and pedagogy (how) of the recorded PE experiences. Findings indicated that the movement culture within the school was a monoculture of looks-like-sport characterised by the privileging of the functional coordination of cooperative action. Three themes of pupils' and teachers' negotiation of the movement culture emerged U-turning, Knowing the game and Moving into and out of games. This movement culture required teachers to ensure pupils looked busy and reproduced cooperative looks-like-sport actions. In fulfilling this role, they struggled to negotiate between their knowledge of sport-for-real and directing pupils towards educational ends-in-view within games activities. Simply being good at sports was not a prerequisite for pupils' success in this movement culture. In order to re-actualise their knowledge of sport, pupils were required to negotiate the teacher's 'how' and 'what' by exploring what constituted cooperative actions within the spatial and social dimensions of the activities they were set. These findings suggest that if PE is to be more than just the reproduction of codified sport, careful adjustment and consideration of ends-in-view is of great importance. Without regard for the latter there is potential to create significant complexity for both teachers and pupils beyond that required by learning and performing sport.

作者关键词: Primary school; Movement culture; Sport; Transaction; Physical education

KeyWords Plus: PROFESSIONAL-DEVELOPMENT; SPORT EDUCATION; SCHOOL; EXPERIENCES; TEACHERS; PE

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第 4 条, 共 37 条

标题: Learning through group work in physical education: a symbolic interactionist approach

作者: Barker, D (Barker, Dean); Quennerstedt, M (Quennerstedt, Mikael); Annerstedt, C

(Annerstedt, Claes)

来源出版物: SPORT EDUCATION AND SOCIETY 卷: 20 期: 5 特刊: SI 页: 604-623 DOI: 10.1080/13573322.2014.962493 出版年: JUL 4 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 13

使用次数 (2013 年至今): 23

摘要: In line with contemporary constructivist pedagogies, students are frequently expected to learn through interaction in physical education (PE). There is a relatively sophisticated body of literature focusing on learning in groups, peer teaching, and cooperative learning. Current research has not, however, focused on how the body is implicated in interactional learning. This is surprising given that much learning in PE is expected to take place in the physical domain. The aim of this paper is to contribute to current theorizing by examining social interactions in PE practice. By drawing on symbolic interactionist theory, we put forward a framework for considering how inter-student interactions occur in a multimodal sense. Key ideas relate to (1) the sequential organization of interactions; (2) the ways in which semiotic resources in different fields are used to elaborate each other; (3) the importance of interpretation as a driver of interaction; (4) the creation of local environments in which participants attend to and work together within a shared world of perception; and (5) the influence of material environments on social interaction. The specific concepts employed are epistemic ecology, epistemic position, and learning trajectory. The paper includes observational data from an investigation of learning in Swedish PE to demonstrate the explanatory power and limitations of the theoretical tenets presented. The paper is concluded with practical implications of understanding group work in a multimodal manner.

作者关键词: Multimodal; Interaction; Epistemic position; Group learning; Learning trajectory; Epistemic ecology

KeyWords Plus: ORGANIZATION; KNOWLEDGE

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第 5 条, 共 37 条

标题: Faculty and student representations of academic writing at Spanish universities

作者: Castello, M (Castello, Montserrat); Mateos, M (Mateos, Mar)

来源出版物: CULTURA Y EDUCACION 卷: 27 期: 3 特刊: SI 页: 477-503 DOI: 10.1080/11356405.2015.1072357 出版年: JUL 3 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 5

摘要: Research on academic writing has been the focus of several international publications, seminars and conferences during the last decades. However, knowledge of the practices and conceptions, along with the status of writing in higher education, is quite disparate depending on the contexts and traditions. In this paper, we survey the research on representations of academic writing internationally as well as the background of the European Writing Survey (EUWRIT), which has two versions, one targeted at students and the other at faculty, both of which were used in our research project. This paper explains the rationale of the scales and describes the items and the international underpinnings which endorse their development. Then, the characteristics of the sample, which were shared by all the studies included in this special issue, are outlined. Participants were 1,044 students and 280 faculty in different disciplines at nine Spanish universities. The theoretical structure and reliability of each of the scales are analysed. The paper ends with the descriptive general results regarding faculty and students and the differences observed based on some characteristics of participants from different disciplines. ResumenEl estudio de la escritura academica ha sido el centro de interes de publicaciones seminarios y conferencias de alcance internacional. Sin embargo, el conocimiento de las practicas y concepciones y del estatus que la escritura tiene en la Educacion Superior es muy diferente segun los contextos y las tradiciones. En este articulo se revisan los trabajos sobre las representaciones de la escritura academica en el contexto internacional y se presentan los cuestionarios Encuesta Europea sobre la Escritura Academica (EEEA) para profesores y estudiantes, utilizados en el presente proyecto de investigacion. Tambien se describen las caracteristicas de la muestra a partir de la cual se han realizado los analisis que conforman los articulos del monografico (1,044 estudiantes y 280 profesores de nueve universidades espanolas y se analiza la estructura teorica y la fiabilidad de las escalas. Se analizan los resultados descriptivos generales relativos a profesores y estudiantes y las diferencias observadas en funcion de algunas caracteristicas de la muestra en las diferentes disciplinas.

作者关键词: academic writing; conceptions of writing; representations of writing; higher education; escritura academica; concepciones sobre la escritura; representaciones sobre la escritura; educacion superior

KeyWords Plus: HIGHER-EDUCATION; DISCOURSE; BELIEFS; GENRES

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第 6 条, 共 37 条

标题: Interprofessional education in anatomy: Learning together in medical and nursing training

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来源出版物: ANATOMICAL SCIENCES EDUCATION 卷: 8 期: 4 特刊: SI 页: 324-330
DOI: 10.1002/ase.1506 出版年: JUL-AUG 2015

Web of Science 核心合集中的 "被引频次": 8

被引频次合计: 8

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 15

摘要: Teamwork and the interprofessional collaboration of all health professions are a guarantee of patient safety and highly qualified treatment in patient care. In the daily clinical routine, physicians and nurses must work together, but the education of the different health professions occurs separately in various places, mostly without interrelated contact. Such training abets mutual misunderstanding and cements professional protectionism, which is why interprofessional education can play an important role in dismantling such barriers to future cooperation. In this article, a pilot project in interprofessional education involving both medical and nursing students is presented, and the concept and the course of training are described in detail. The report illustrates how nursing topics and anatomy lectures can be combined for interprofessional learning in an early phase of training. Evaluation of the course showed that the students were highly satisfied with the collaborative training and believed interprofessional education (IPE) to be an important experience for their future profession and understanding of other health professionals. The results show that the IPE teaching concept, which combines anatomy and nursing topics, provides an optimal setting for learning together and helps nurses and doctors in training to gain knowledge about other health professionals' roles, thus evolving mutual understanding. Anat Sci Educ 8: 324-330. (c) 2014 American Association of Anatomists.

作者关键词: anatomy education; communication skills; histology education; interprofessional learning; medical education; medical students; nursing education; nursing students; peer teaching; undergraduate education; ultrasound

KeyWords Plus: PHYSICAL-THERAPY STUDENTS; HEALTH-CARE STUDENTS; EXPERIENCE; WORKING; QUESTIONNAIRE

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第 7 条, 共 37 条

标题: A technique for tracking the reading rate to identify the e-book reading behaviors and comprehension outcomes of elementary school students

作者: Huang, YM (Huang, Yueh-Min); Liang, TH (Liang, Tsung-Ho)

来源出版物: BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY 卷: 46 期: 4 页: 864-876 DOI: 10.1111/bjet.12182 出版年: JUL 2015

Web of Science 核心合集中的 "被引频次": 11

被引频次合计: 11

使用次数 (最近 180 天): 30

使用次数 (2013 年至今): 38

摘要: Tracking individual reading behaviors is a difficult task, as is carrying out real-time recording and analysis throughout the reading process, but these aims are worth pursuing. In this study, the reading rate is adopted as an indicator to identify different reading behaviors and comprehension outcomes. A reading rate tracking technique is thus developed with an Interactive E-book Learning System (IELS), and this study examines whether the reading rate detected by this system can properly reflect the actual reading behaviors and comprehension outcomes of users. A total of 500 quantitative records were collected from the reading profiles of 43 fifth-grade students, separated into two groups for oral and silent reading behaviors, and then analyzed to reveal the reading rates accounting for specific reading behaviors and comprehension outcomes. Our findings indicate that the reading rate can accurately reflect students' reading behaviors. In addition, a somewhat positive correlation between reading rates and comprehension outcomes was only found in the silent reading group. By using the technique presented in this work, the reading behaviors related to e-books can be easily interpreted based on the reading rate over time throughout the reading process, something that is much more difficult when using printed books. Based on the results of this work, it is anticipated that educators can get better insights into students' behaviors with regard to reading, so as to deliver more personalized and effective instruction.

KeyWords Plus: CHILDRENS EMERGENT LITERACY; ELECTRONIC BOOKS; ENVIRONMENT; STRATEGIES; SKILLS; SPEED; TIME; TEXT

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第 8 条, 共 37 条

标题: RESEARCH-BASED WRITING PRACTICES AND THE COMMON CORE
Meta-analysis and Meta-synthesis

作者: Graham, S (Graham, Steve); Harris, KR (Harris, Karen R.); Santangelo, T (Santangelo, Tanya)

来源出版物: ELEMENTARY SCHOOL JOURNAL 卷: 115 期: 4 页: 498-522 DOI:
10.1086/681964 出版年: JUN 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 13

使用次数 (2013 年至今): 15

摘要: In order to meet writing objectives specified in the Common Core State Standards (CCSS),

many teachers need to make significant changes in how writing is taught. While CCSS identified what students need to master, it did not provide guidance on how teachers are to meet these writing benchmarks. The current article presents research-supported practices that can be used to meet CCSS writing objectives in kindergarten to grade 8. We identified these practices by conducting a new meta-analysis of writing intervention studies, which included true and quasi-experiments, as well as single-subject design studies. In addition, we conducted a meta-synthesis of qualitative studies examining the practices of exceptional literacy teachers. Studies in 20 previous reviews served as the data source for these analyses. The recommended practices derived from these analyses are presented within a framework that takes into account both the social contextual and cognitive/motivational nature of writing.

KeyWords Plus: NATIONAL-SURVEY; LEARNING-DISABILITIES; METAANALYSIS; STUDENTS; INSTRUCTION; SCHOOL; INTERVENTIONS; GRADES

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第 9 条, 共 37 条

标题: Conquest or Reconquest? Students' Conceptions of Nation Embedded in a Historical Narrative

作者: Lopez, C (Lopez, Cesar); Carretero, M (Carretero, Mario); Rodriguez-Moneo, M (Rodriguez-Moneo, Maria)

来源出版物: JOURNAL OF THE LEARNING SCIENCES 卷: 24 期: 2 页: 252-285 DOI: 10.1080/10508406.2014.919863 出版年: APR 3 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 3

摘要: This article focuses on university students' understanding of the concept of nation. First an analysis of this concept from a historiographical point of view is presented. This allows for distinguishing between different conceptions of the nation related to 3 main approaches: the romantic, the modernist, and the ethnosymbolic approaches. Based on this analysis and also taking into account present research about history education and the construction of national identities, 5 different dimensions of the concept are presented: (a) historical subject, (b) identification, (c) territory, (d) legitimate claim, and (e) general concept scheme. Qualitative individual interviews were carried out with 31 Spanish college students about a Spanish foundational historical narrative, embedding the concept of nation, called the Reconquest (711 ad-1495 ad). Results indicated that although students showed tensions in their narratives, romantic conceptions dominated most of them. Possible reasons for the existence of these views are analyzed in terms of how the concept of nation is presented in and out of school. Also, implications for teaching and learning this concept are discussed, looking at learning strategies that could improve the understanding of this concept through its 5 analyzed dimensions.

KeyWords Plus: TEXTBOOKS; IDENTITY

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第 10 条, 共 37 条

标题: The use of flipped classrooms in higher education: A scoping review

作者: O'Flaherty, J (O'Flaherty, Jacqueline); Phillips, C (Phillips, Craig)

来源出版物: INTERNET AND HIGHER EDUCATION 卷: 25 页: 85-95 DOI: 10.1016/j.iheduc.2015.02.002 出版年: APR 2015

Web of Science 核心合集中的 "被引频次": 7

被引频次合计: 7

使用次数 (最近 180 天): 64

使用次数 (2013 年至今): 142

摘要: There is increasing pressure for Higher Education institutions to undergo transformation, with education being seen as needing to adapt in ways that meet the conceptual needs of our time. Reflecting this is the rise of the flipped or inverted classroom. The purpose of this scoping review was to provide a comprehensive overview of relevant research regarding the emergence of the flipped classroom and the links to pedagogy and educational outcomes, identifying any gaps in the literature which could inform future design and evaluation. The scoping review is underpinned by the five-stage framework Arksey and O'Malley. The results indicate that there is much indirect evidence emerging of improved academic performance and student and staff satisfaction with the flipped approach but a paucity of conclusive evidence that it contributes to building lifelong learning and other 21st Century skills in under-graduate education and post-graduate education. (C) 2015 Elsevier Inc. All rights reserved.

作者关键词: Higher education; Flipped classroom; Scoping review; Educational outcomes; Face to face teaching; Engagement

KeyWords Plus: MEDICAL-EDUCATION; ENGAGEMENT; STRATEGIES; STUDENTS

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第 11 条, 共 37 条

标题: Processing Determinism

作者: O'Grady, W (O'Grady, William)

来源出版物: LANGUAGE LEARNING 卷: 65 期: 1 特刊: SI 页: 6-32 DOI: 10.1111/lang.12091 出版年: MAR 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 7

摘要: I propose that the course of development in first and second language acquisition is shaped by two types of processing pressures-internal efficiency-related factors relevant to easing the burden on working memory and external input-related factors such as frequency of occurrence. In an attempt to document the role of internal factors, I consider a series of case studies involving contrasts that are rarely instantiated in the input, yet show early mastery. I conclude with some general remarks about the nature of development and the possibility that it unfolds more uniformly than often suggested.

作者关键词: development; processing; language acquisition

KeyWords Plus: 3RD-PERSON SINGULAR S; LANGUAGE-ACQUISITION; SENTENCE-POSITION; QUANTIFIER SCOPE; PRONOUNS; GRAMMAR; COMPREHENSION; INPUT; COMPETITION; PROMINENCE

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第 12 条, 共 37 条

标题: An Outline of Processability Theory and Its Relationship to Other Approaches to SLA

作者: Pienemann, M (Pienemann, Manfred)

来源出版物: LANGUAGE LEARNING 卷: 65 期: 1 特刊: SI 页: 123-151 DOI: 10.1111/lang.12095 出版年: MAR 2015

Web of Science 核心合集中的 "被引频次": 5

被引频次合计: 5

使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 12

摘要: In this article I make the point that there has been a continuous focus on second language development in second language acquisition research for over 40 years and that there is clear empirical evidence for generalizable developmental patterns. I will both summarize some of the core assumptions of Processability Theory (PT) as an approach to explaining developmental patterns and learner variation and compare the position assumed by PT with the Dynamic Systems Theory approach proposed by de Bot, Lowie, and Verspoor and with O'Grady's processing-based approach to Emergentism. In addition, I will summarize the Teachability Hypothesis and describe

its limited relationship to PT in order to respond briefly to the article on the same issue by Zhang and Lantolf in this Special Issue.

作者关键词: Processability Theory; acquisition order; processing

KeyWords Plus: 2ND-LANGUAGE ACQUISITION RESEARCH;
LANGUAGE-ACQUISITION; ENGLISH; INTERLANGUAGE; MORPHEMES; CHILDREN;
SWEDISH; 2ND

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第 13 条, 共 37 条

标题: Natural or Artificial: Is the Route of L2 Development Teachable?

作者: Zhang, X (Zhang, Xian); Lantolf, JP (Lantolf, James P.)

来源出版物: LANGUAGE LEARNING 卷: 65 期: 1 特刊: SI 页: 152-180 DOI:
10.1111/lang.12094 出版年: MAR 2015

Web of Science 核心合集中的 "被引频次": 5

被引频次合计: 5

使用次数 (最近 180 天): 11

使用次数 (2013 年至今): 14

摘要: The current study was designed to assess the central claim of the Teachability Hypothesis (TH), a corollary of general Processability Theory (PT), which predicts instruction cannot alter posited universal, hierarchically organized psycholinguistic constraints behind PT's developmental sequences. We employed an interventional design, which adhered to instructional procedures of Systemic Theoretical Instruction, and we taught four university learners at Stage 2 (subject-verb-object) Chinese topicalization for Stage 4 (object-first, e. g., Pizza ta ye chi le, Pizza, 'Pizza he also ate'). We believe the findings show that, under the instructional conditions utilized in the study, the predictions of TH do not hold. We conclude it is possible to artificially construct a developmental route different from the one predicted by natural developmental sequences, in agreement with the claims of Vygotsky's developmental education.

作者关键词: teachability hypothesis; processability theory; sociocultural theory; natural sequence; concept-based instruction

KeyWords Plus: ACQUISITION; INSTRUCTION; IMITATION; KNOWLEDGE; IMPLICIT;
CONTEXT

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第 14 条, 共 37 条

标题: Researching Acquisition Sequences: Idealization and De-idealization in SLA

作者: Ellis, R (Ellis, Rod)

来源出版物: LANGUAGE LEARNING 卷: 65 期: 1 特刊: SI 页: 181-209 DOI: 10.1111/lang.12089 出版年: MAR 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 11

摘要: Idealization plays a fundamental role in scientific inquiry. This article examines the case for maintaining the claim that the second language acquisition (SLA) of grammatical structures such as negation manifests identifiable stages of acquisition. It proposes that, while research has demonstrated the need for de-idealization, there is no need to abandon the idealization itself. Drawing on work on idealization in the philosophy of science, it argues that the sequence of acquisition should be seen as a minimal idealization that is of continuing value for the domains of both SLA and, in particular, teacher education. This thesis is explored by examining four studies of second language negation that investigated the same data set. These studies afford important insights about the variability evident in the different stages and, as such, identify the limitations of the idealization but do not justify its rejection. The article concludes with a discussion of other factors (e. g., the first language and the role of instruction), the investigation of which may reveal further limitations and thus contribute further to the de-idealization of the fundamental claim.

作者关键词: acquisition sequences; L2 negation; idealization; de-idealization

KeyWords Plus: 2ND LANGUAGE-ACQUISITION; 2ND-LANGUAGE ACQUISITION; INTERLANGUAGE; ENGLISH; INSTRUCTION; NEGATION; CHILDREN

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第 15 条, 共 37 条

标题: The effectiveness of a meaningful learning-based evaluation model for context-aware mobile learning

作者: Huang, YM (Huang, Yueh-Min); Chiu, PS (Chiu, Po-Sheng)

来源出版物: BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY 卷: 46 期: 2 特刊: SI 页: 437-447 DOI: 10.1111/bjet.12147 出版年: MAR 2015

Web of Science 核心合集中的 "被引频次": 13

被引频次合计: 13

使用次数 (最近 180 天): 20

使用次数 (2013 年至今): 30

摘要: In recent years, context-aware mobile learning (CAML) has been widely applied to various fields and has become a popular issue in educational research. Despite the tremendous potential of CAML and its growing significance, continued evaluations and refinements under the advice of field experts and instructors are crucial to ensure its validity, value and sustainability. In this paper, an evaluation model for CAML is developed based on meaningful learning theory using the analytic hierarchy process (AHP). To verify the effectiveness of the model, three different CAML learning activities are tested, and some experts are invited to evaluate and compare them. As a result, the strengths and weaknesses of each learning activity are obtained. With the aid of the evaluation model proposed in this work, CAML developers can progressively enhance the value of learning activities, thus improving this new approach to learning.

KeyWords Plus: ENVIRONMENT; TECHNOLOGY; DECISION; STUDENTS; SEEKING; BOOKS; CYCLE

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第 16 条, 共 37 条

标题: Using Student Test Scores to Measure Teacher Performance: Some Problems in the Design and Implementation of Evaluation Systems

作者: Ballou, D (Ballou, Dale); Springer, MG (Springer, Matthew G.)

来源出版物: EDUCATIONAL RESEARCHER 卷: 44 期: 2 特刊: SI 页: 77-86 DOI: 10.3102/0013189X15574904 出版年: MAR 2015

Web of Science 核心合集中的 "被引频次": 6

被引频次合计: 6

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 16

摘要: Our aim in this article is to draw attention to some underappreciated problems in the design and implementation of evaluation systems that incorporate value-added measures. We focus on four: (1) taking into account measurement error in teacher assessments, (2) revising teachers' scores as more information becomes available about their students, and (3) and (4) minimizing opportunistic behavior by teachers during roster verification and the supervision of exams.

作者关键词: accountability; educational policy; policy analysis; regression analyses; statistics; teacher research

KeyWords Plus: ACCOUNTABILITY

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第 17 条, 共 37 条

标题: Exploring the Potential of Value-Added Performance Measures to Affect the Quality of the Teacher Workforce

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摘要: The past decade has seen a tremendous amount of research on the use of value-added modeling to assess individual teachers, and a significant number of states and districts are now using, or plan to use, value added as a component of a teacher's summative performance evaluation. In this article, I explore the various mechanisms through which the use of value added might affect teacher quality and describe what we know empirically about the potential of each mechanism. Given that many of these mechanisms work through the behavioral response of teachers to the high-stakes uses of evaluation, I argue that the jury is still out on how the use of value added will affect the quality of the teacher workforce.

作者关键词: accountability; school; teacher effectiveness; statistics; teacher assessment

KeyWords Plus: STUDENT-ACHIEVEMENT; SCHOOLS; MODELS; PRODUCTIVITY; STABILITY; ATTRITION; CLASSROOM; OUTCOMES; PAY

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第 18 条, 共 37 条

标题: Make Room Value Added: Principals' Human Capital Decisions and the Emergence of Teacher Observation Data

作者: Goldring, E (Goldring, Ellen); Grissom, JA (Grissom, Jason A.); Rubin, M (Rubin, Mollie); Neumerski, CM (Neumerski, Christine M.); Cannata, M (Cannata, Marisa); Drake, T (Drake, Timothy); Schuermann, P (Schuermann, Patrick)

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摘要: Increasingly, states and districts are combining student growth measures with rigorous, rubric-aligned teacher observations in constructing teacher evaluation measures. Although the student growth or value-added components of these measures have received much research and policy attention, the results of this study suggest that the data generated by high-quality observation systems have potential to inform principals' use of data for human capital decisions. Interview and survey data from six school districts that have recently implemented new evaluation systems with classroom observations provide evidence that principals tend to rely less on test scores in their human capital decisions. The consistency, transparency, and specificity of observation data may provide benefits for principals seeking to use these data to inform their decision making.

作者关键词: accountability; leadership; principals; qualitative research

KeyWords Plus: ACCOUNTABILITY

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第 19 条, 共 37 条

标题: Teacher Perspectives on Evaluation Reform: Chicago's REACH Students

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摘要: In the 2012-2013 school year, Chicago Public Schools unveiled its new teacher evaluation

system in all of its almost 600 schools. This study draws on 32 interviews from a random sample of teachers and 2 years of survey data from more than 12,000 teachers per year to measure their perceptions of the clarity, practicality, and cost of the new system. Relationships between these measures and teacher characteristics and indicators of leadership and school community are also explored. We find teachers are positive about the new system especially the observation process. However, they have concerns about the inclusion of student growth in their evaluation. We find teacher perceptions about evaluation are positively correlated with their perceptions of leadership and professional community.

作者关键词: accountability; mixed-methods; policy; teacher assessment; teacher perceptions

KeyWords Plus: STATE POLICY; IMPLEMENTATION; SENSE

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第 20 条, 共 37 条

标题: Will VAMS Reinforce the Walls of the Egg-Crate School?

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使用次数 (2013 年至今): 14

摘要: Throughout the United States there is an increasing trend toward using value-added methods (VAMs) for high-stakes decisions. When policymakers use VAMs to identify, reward, and dismiss teachers, they may perpetuate the egg-crate model of schooling and undermine efforts to build instructional capacity schoolwide. At any time, in any school, some teachers are more knowledgeable, experienced, and skilled than others. Schools function best when they continuously leverage teachers' expertise so that all students in all classrooms are well served. Drawing from research about the incentives and norms that influence teachers' work within schools, this article illustrates what can happen when these methodologies are used to make job decisions and it identifies the hazards of using VAMs for this purpose. Contextualizing this within the larger discussion about performance evaluation systems, the article suggests how VAMs can be used productively as one source of information to promote improvement schoolwide.

作者关键词: accountability; learning environments; observational research; teacher assessment

KeyWords Plus: STUDENT-ACHIEVEMENT; INDIVIDUAL TEACHERS; TURNOVER; SUCCESS

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第 21 条, 共 37 条

标题: TECH8 intelligent and adaptive e-learning system: Integration into Technology and Science classrooms in lower secondary schools

作者: Dolenc, K (Dolenc, Kosta); Abersek, B (Abersek, Boris)

来源出版物: COMPUTERS & EDUCATION 卷: 82 页: 354-365 DOI: 10.1016/j.compedu.2014.12.010 出版年: MAR 2015

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摘要: E-materials and various e-learning systems have become regular features in lower secondary schools in Slovenia and around the world. Many different systems and materials have been created for students, but only a few offer the same amount of individualisation that is present in traditional one to one teaching (one teacher to one student). The purpose of this research is to demonstrate the design and evaluation of an adaptive, intelligent and, most important, an individualised intelligent tutoring system (ITS) based on the cognitive characteristics of the individual learner. The TECH8 model presented is designed modularly, based on a system for collecting a range of metadata and variables that are vital for the teaching process. Prepared in such a way, the proposed system supports individualization and differentiation; because of this, it can be adapted to each individual's level of knowledge and understanding of the subject matter. This TECH8 system was evaluated in a real learning environment. The evaluation sample of the study consists of 117 students from five schools (suburban and urban). Qualitative and quantitative data was gathered with a system for collecting metadata and variables. The assembled data was analysed and statistically processed using descriptive analysis. This data was also compared to data from national assessments of knowledge, which encompassed the entire student population (approx. 5000) in the years 2008, 2010 and 2013. The study and the comparisons indicated that appropriately created TECH8 e-learning material, yields results that are better than those from traditional teaching but not better than one to one teaching. With the help of the collected metadata, optimisation, evaluation and an upgrade of the TECH8 itself will be carried out. In addition, such individualized e-learning systems can reinforce knowledge gained through traditional classroom education. (C) 2014 Elsevier Ltd. All rights reserved.

作者关键词: Adaptive system; Intelligent e-learning; Intelligent tutoring system; Lower secondary school

KeyWords Plus: TUTORING SYSTEMS; TEXT; SCREEN; PAPER; MODEL; WEB

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第 22 条, 共 37 条

标题: Medical student and junior doctors' tolerance of ambiguity: development of a new scale

作者: Hancock, J (Hancock, Jason); Roberts, M (Roberts, Martin); Monrouxe, L (Monrouxe, Lynn); Mattick, K (Mattick, Karen)

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使用次数 (2013 年至今): 18

摘要: The practice of medicine involves inherent ambiguity, arising from limitations of knowledge, diagnostic problems, complexities of treatment and outcome and unpredictability of patient response. Research into doctors' tolerance of ambiguity is hampered by poor conceptual clarity and inadequate measurement scales. We aimed to create and pilot a measurement scale for tolerance of ambiguity in medical students and junior doctors that addresses the limitations of existing scales. After defining tolerance of ambiguity, scale items were generated by literature review and expert consultation. Feedback on the draft scale was sought and incorporated. 411 medical students and 75 foundation doctors in Exeter, UK were asked to complete the scale. Psychometric analysis enabled further scale refinement and comparison of scale scores across subgroups. The pilot study achieved a 64 % response rate. The final 29 item version of the Tolerance of Ambiguity in Medical Students and Doctors (TAMSAD) scale had good internal reliability (Cronbach's alpha 0.80). Tolerance of ambiguity was higher in foundation year 2 doctors than first, third and fourth year medical students (-5.23 , $P = 0.012$; -5.98 , $P = 0.013$; -4.62 , $P = 0.035$, for each year group respectively). The TAMSAD scale offers a valid and reliable alternative to existing scales. Further work is required in different settings and in longitudinal studies but this study offers intriguing provisional insights.

作者关键词: Ambiguity; Epistemology; Medical education; Tolerance; Uncertainty

KeyWords Plus: UNCERTAINTY; INTOLERANCE; PHYSICIANS; SELECTION; STRESS

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第 23 条, 共 37 条

标题: Self-testing promotes superior retention of anatomy and physiology information

作者: Dobson, JL (Dobson, John L.); Linderholm, T (Linderholm, Tracy)

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摘要: The testing effect shows that learning is enhanced by the act of recalling information after exposure. Although the testing effect is among the most robust findings in cognitive science, much of its empirical support is from laboratory studies and it has been applied as a strategy for enhancing learning in the classroom in a limited fashion. The purpose of this investigation was to replicate the testing effect in a university anatomy and physiology course and to extend the applicability of it to independent student study. Students repeatedly studied three sets of passages that described structures and concepts pertaining to (1) cardiac electrophysiology, (2) ventilation and (3) endocrinology. Each student was randomly assigned to study one of those three passage sets by reading it three consecutive times (R-R-R), another by reading and then rereading it while taking notes (R-R + N) and the third by reading it, recalling as much as possible (i.e., self-testing) and then rereading it (R-T-R). Retention assessed after 1 week was significantly greater following R-T-R (53.95 +/- A 1.72) compared to R-R-R (48.04 +/- A 1.83) and R-R + N (48.31 +/- A 1.78). Evidence is also presented that suggests students benefited from instructions to self-test when preparing for exams on their own. The testing effect, then, can be generalized to real-life settings such as university anatomy and physiology courses and to independent study situations.

作者关键词: Testing; Self-testing; Retrieval practice; Learning; Anatomy and physiology

KeyWords Plus: RETRIEVAL; STRATEGIES

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第 24 条, 共 37 条

标题: Educating for Futures in Marginalized Regions: A sociological framework for rethinking and researching aspirations

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使用次数 (2013 年至今): 14

摘要: 'Raising aspirations' for education among young people in low socioeconomic regions has become a widespread policy prescription for increasing human capital investment and economic competitiveness in so-called 'knowledge economies'. However, policy tends not to address difficult social, cultural, economic and political conditions for aspiring, based in structural changes associated with globalization. Drawing conceptually on the works of Pierre Bourdieu, Raymond Williams, Arjun Appadurai and authors in the Funds of Knowledge tradition, this article theorizes two logics for aspiring that are recognizable in research with young people and families: a doxic logic, grounded in populist-ideological mediations; and a habituated logic, grounded in biographic-historical legacies and embodied as habitus. A less tangible third 'logic' is also theorized: emergent senses of future potential, grounded in lived cultures, which hold possibility for imagining and pursuing alternative futures. The article offers a sociological framework for understanding aspirations as complex social-cultural phenomena, and for capacitating emergent and hopeful aspirations through school- and community-based research and dialogue.

作者关键词: Bourdieu; community study; Appadurai; curriculum and pedagogy; aspirations; funds of knowledge

KeyWords Plus: KNOWLEDGE; FUNDS

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第 25 条, 共 37 条

标题: Introducing Sexual Orientation and Gender Identity Into the Electronic Health Record: One Academic Health Center's Experience

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摘要: Many U.S. populations experience significant health disparities. Increasing health care

providers' awareness of and education about sexual orientation (SO) and gender identity (GI) diversity could help reduce health disparities among lesbian, gay, bisexual, and transgender (LGBT) patients. The authors share the University of California, Davis, Health System's (UCDHS's) experience as it became the first U.S. academic health center to formally introduce patient SO/GI demographic data into its electronic health record (EHR) as a step toward reducing LGBT health disparities. Adding these data to the EHR initially met with resistance. The authors, members of the UCDHS Task Force for Inclusion of SO/GI in the EHR, viewed this resistance as an invitation to educate leaders, providers, and staff about LGBT health disparities and to expose providers to techniques for discussing SO/GI with patients. They describe the strategies they employed to effect institutional culture change, including involvement of senior leadership, key informant interviews, educational outreach via grand rounds and resident workshops, and creation of a patient safety net through inviting providers to self-identify as welcoming LGBT patients. The ongoing cultural change process has inspired spin-off projects contributing to an improved climate for LGBT individuals at UCDHS, including an employee organization supporting SO/GI diversity, support for and among LGBT medical learners through events and listservs, development and implementation of an LGBT health curriculum, and creation of peer navigator programs for LGBT patients with cancer. The authors reflect on lessons learned and on institutional pride in and commitment to providing quality care for LGBT patients.

KeyWords Plus: UNITED-STATES; MEDICAL-EDUCATION; DISPARITIES; CARE; GAY; STIGMA; ADULTS; HOMELESSNESS; ADOLESCENTS; SAMPLE

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第 26 条, 共 37 条

标题: Linking Simulation-Based Educational Assessments and Patient-Related Outcomes: A Systematic Review and Meta-Analysis

作者: Brydges, R (Brydges, Ryan); Hatala, R (Hatala, Rose); Zendejas, B (Zendejas, Benjamin); Erwin, PJ (Erwin, Patricia J.); Cook, DA (Cook, David A.)

来源出版物: ACADEMIC MEDICINE 卷: 90 期: 2 页: 246-256 DOI: 10.1097/ACM.0000000000000549 出版年: FEB 2015

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摘要: Purpose

To examine the evidence supporting the use of simulation-based assessments as surrogates for

patient-related outcomes assessed in the workplace.

Method

The authors systematically searched MEDLINE, EMBASE, Scopus, and key journals through February 26, 2013. They included original studies that assessed health professionals and trainees using simulation and then linked those scores with patient-related outcomes assessed in the workplace. Two reviewers independently extracted information on participants, tasks, validity evidence, study quality, patient-related and simulation-based outcomes, and magnitude of correlation. All correlations were pooled using random-effects meta-analysis.

Results

Of 11,628 potentially relevant articles, the 33 included studies enrolled 1,203 participants, including postgraduate physicians ($n = 24$ studies), practicing physicians ($n = 8$), medical students ($n = 6$), dentists ($n = 2$), and nurses ($n = 1$). The pooled correlation for provider behaviors was 0.51 (95% confidence interval [CI], 0.38 to 0.62; $n = 27$ studies); for time behaviors, 0.44 (95% CI, 0.15 to 0.66; $n = 7$); and for patient outcomes, 0.24 (95% CI, 0.02 to 0.47; $n = 5$). Most reported validity evidence was favorable, though studies often included only correlational evidence. Validity evidence of internal structure ($n = 13$ studies), content ($n = 12$), response process ($n = 2$), and consequences ($n = 1$) were reported less often. Three tools showed large pooled correlations and favorable (albeit incomplete) validity evidence.

Conclusions

Simulation-based assessments often correlate positively with patient-related outcomes. Although these surrogates are imperfect, tools with established validity evidence may replace workplace-based assessments for evaluating select procedural skills.

KeyWords Plus: TECHNOLOGY-ENHANCED SIMULATION; SURROGATE END-POINTS; MEDICAL-EDUCATION; TECHNICAL SKILLS; PERFORMANCE ASSESSMENTS; ANESTHESIA SIMULATOR; PREDICTIVE-VALIDITY; SURGICAL SIMULATION; DELIBERATE PRACTICE; HEALTH-PROFESSIONS

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第 27 条, 共 37 条

标题: Dimensional Comparison Theory: Paradoxical relations between self-beliefs and achievements in multiple domains

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摘要: The internal/external frame of reference (I/E) model posits paradoxical relations between achievement and self-concept in mathematics and verbal domains, in which achievement in each domain has a positive effect on self-concept in the matching domain (e.g., mathematics achievement on mathematics self-concept) but a negative (contrastive) effect on self-concept in the non-matching domain (e.g., mathematics achievement on verbal self-concept). Extending the I/E model, Dimensional Comparison Theory (DCT) posits that self-evaluations are based on dimensional comparisons (e.g., how my accomplishments in one domain compare with my accomplishments in another domain) as well as the more traditional social and temporal comparisons, and on other sources of information about one's accomplishments. Extending the traditional tests of the I/E model, DCT predicts strong contrast effects only for contrasting domains that are at the opposite ends of the theoretical continuum of academic self-concept (far comparisons: e.g., the negative effect of math achievement on verbal self-concept), but much weaker negative contrast or even positive assimilation effects for complementary domains that are close to each other (near domains: e.g., positive effects of math achievement on physics self-concept; positive effects of native language on foreign language self-concept). Here we illustrate new predictions, theoretical insights, and methodology associated with DCT based on multiple academic domains (native language, foreign language, history, biology, physics and math), showing significant contrast effects for far comparisons and significantly less contrast or assimilation effects for near domains. (C) 2014 Elsevier Ltd. All rights reserved.

作者关键词: Internal/external frame of reference effect; Assimilation and contrast effects; Social and dimensional comparison processes; Self-concept vs. self-efficacy; Multilevel structural equation models

KeyWords Plus: INTERNAL EXTERNAL FRAME; JINGLE-JANGLE FALLACIES; 6 SCHOOL SUBJECTS; REFERENCE MODEL; INTERNAL/EXTERNAL FRAME; ACADEMIC-ACHIEVEMENT; MOTIVATION ORIENTATIONS; HIERARCHICAL STRUCTURE; GENDER-DIFFERENCES; HOMEWORK EFFORT

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第 28 条, 共 37 条

标题: Queer(y)ing New Schooling Accountabilities Through My School: Using Butlerian Tools to Think Differently About Policy Performativity

作者: Gowlett, C (Gowlett, Christina)

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摘要: This article takes the role of provocateur to 'queer(y)' the rules of intelligibility surrounding new schooling accountabilities. Butler's work is seldom used outside the arena of gender and sexualities research. A 'queer(y)ing' methodology is subsequently applied in a context very different to where it is frequently associated. Empirical data from a case study secondary school in Australia are used to contextualise the use of queer theory in thinking differently about new schooling accountabilities and how they can unfold in ways that are unforeseen and unexpected. By applying Butlerian theory in a manner very different to what is commonly expected, the author also destabilises the use of queer theory as well.

作者关键词: queer theory; my school; Judith Butler; performative resignification; performativity

KeyWords Plus: EDUCATION; POLITICS

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第 29 条, 共 37 条

标题: Practicality Studies: How to Move From What Works in Principle to What Works in Practice

作者: Janssen, F (Janssen, Fred); Westbroek, H (Westbroek, Hanna); Doyle, W (Doyle, Walter)

来源出版物: JOURNAL OF THE LEARNING SCIENCES 卷: 24 期: 1 页: 176-186 DOI: 10.1080/10508406.2014.954751 出版年: JAN 2 2015

Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 17

摘要: In his article "Principled Practical Knowledge: Not a Bridge but a Ladder," Carl Bereiter (2014) argues that theoretical knowledge is too shallow to support the generation of innovative learning activities. He makes a case for principled practical knowledge (PPK)-"principled

know-how and know-why"-to fulfill this practical generative role. We argue and illustrate in this commentary that PPK as portrayed by Bereiter does not offer much practical guidance for 2 potential users: professional designers and teachers. For professional designers PPK should be further specified in order to fulfill its generative role. But even this enriched form of PPK still does not suffice to address the challenging issues of practicality teachers face. We explain the magnitude and dimensions that underlie practicality in the everyday work of teachers and suggest how recent work on fast and frugal heuristics can contribute to helping teachers to make instructional innovations practical.

KeyWords Plus: EXPLANATION; EDUCATION; TEACHERS; DESIGN

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第 30 条, 共 37 条

标题: "She's been involved in everything as far as I can see": Supporting the active participation of people with intellectual disability in community groups

作者: Craig, D (Craig, Diane); Bigby, C (Bigby, Christine)

来源出版物: JOURNAL OF INTELLECTUAL & DEVELOPMENTAL DISABILITY 卷: 40
期: 1 页: 12-25 DOI: 10.3109/13668250.2014.977235 出版年: JAN 2 2015

Web of Science 核心合集中的 "被引频次": 5

被引频次合计: 5

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 12

摘要: Background The social processes that operate in community groups need to be better understood if people with intellectual disability are to be included in such groups. This study aimed to identify the nature and impact of the group processes on the active participation of people with intellectual disability.

Method Extensive field notes were taken during 2 years of participant observation whereby 5 people with a moderate level of impairment were supported to participate as individuals in community groups for periods of 5 to 10 months. Analysis used a critical realist approach.

Results Active participation was influenced by the interaction of 5 key social processes: leadership response, characteristics of the participants with intellectual disability, access to expertise, the presence of an integrating activity, and dealing with the difference dilemma.

Conclusions By revealing these processes, the study identified a number of interventions and ways of approaching community groups that have the potential to increase the extent to which people with moderate levels of impairment become active participants.

作者关键词: community groups; contact theory; moderate intellectual disability; social inclusion; participation

KeyWords Plus: INTERGROUP CONTACT THEORY; RESIDENTIAL SETTINGS; SOCIAL INTEGRATION; ATTITUDES; NETWORKS; ADULTS

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第 31 条, 共 37 条

标题: The Process of Stress Assignment in Reading Aloud: Critical Issues From Studies on Italian

作者: Sulpizio, S (Sulpizio, Simone); Burani, C (Burani, Cristina); Colombo, L (Colombo, Lucia)

来源出版物: SCIENTIFIC STUDIES OF READING 卷: 19 期: 1 特刊: SI 页: 5-20 DOI: 10.1080/10888438.2014.976340 出版年: JAN 2 2015

Web of Science 核心合集中的 "被引频次": 6

被引频次合计: 6

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 6

摘要: In polysyllabic languages the assignment of stress is crucial for understanding the reading process. Here we review empirical evidence, drawn mainly from studies on Italian, and discuss critical issues in understanding reading. We first discuss the lexical and sublexical mechanisms responsible for stress assignment and propose that the former is based on item-specific knowledge and the latter on the statistical-distributional knowledge that readers have acquired about their language. Then we examine the idea that stress and phonemes pertain to two dimensions of the word, which can be placed at two different representational levels. Finally, we analyze the effects of stress assignment on word articulation, a promising field for future investigation. These issues are addressed by reviewing the studies conducted in adult and young readers to outline the developmental trajectory of stress assignment and discuss how it operates in the reading system.

KeyWords Plus: VISUAL WORD RECOGNITION; LEXICAL STRESS; SYLLABLE-FREQUENCY; METRICAL STRUCTURE; APHASIC PATIENT; SPEECH; MODEL; PRONUNCIATION; PSEUDOWORDS; INFORMATION

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第 32 条, 共 37 条

标题: Motion Encoding in Russian and English: Moving Beyond Talmy's Typology

作者: Pavlenko, A (Pavlenko, Aneta); Volynsky, M (Volynsky, Maria)

来源出版物: MODERN LANGUAGE JOURNAL 卷: 99 页: 32-48 DOI: 10.1111/modl.12177

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Web of Science 核心合集中的 "被引频次": 5

被引频次合计: 5

使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 13

摘要: The aim of the present study is twofold. One, we will show that Talmy's (1985, 1991, 2000) motion typology that groups Russian and English together as satellite-framed languages may be justified on linguistic grounds but is inadequate from a psycholinguistic point of view. Two, we will argue that the shortcomings of the typology may account for inconclusive findings in research on language effects in motion cognition. The study examined lexicalization of motion in narratives elicited with the use of a picture book *Frog, where are you?* (Mayer, 1969) from L1 speakers of Russian ($n=31$), L1 speakers of English ($n=38$), and Russian-English bilinguals ($n=30$). All bilinguals told the story twice, once in each language, and were subdivided into early, childhood, and late bilinguals in order to control for combined effects of the Age of Arrival (AoA) and Length of Residence (LoR) in the L2 context on L2 performance. Quantitative and qualitative analyses of the four motion verb corpora (L1 Russian, L1 English, Bilingual L1 Russian, Bilingual L2 English) revealed that L1 Russian speakers segment motion events in a more fine-grained way and encode the manner, directionality, and spatiotemporal contours of motion events significantly more frequently than speakers of L1 English. Bilinguals followed language-specific lexicalization patterns in both languages but late bilinguals displayed reduced lexical diversity in L2 English. These findings were linked to differences in obligatoriness, boundedness, and complexity of encoding of motion components in the two languages. We argue that these dimensions of motion encoding can be productively explored in instructional contexts and in future studies of language and motion cognition that go beyond Talmy's typology.

作者关键词: Russian; motion lexicon; manner encoding

KeyWords Plus: HIGHLY PROFICIENT LEARNERS; CROSS-LINGUISTIC INFLUENCE; UNIVERSAL ONTOLOGY; LANGUAGE; JAPANESE; EVENTS; MANNER; VERBS; PATH; INDIVIDUATION

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第 33 条, 共 37 条

标题: Real and Fictive Motion Processing in Polish L2 Users of English and Monolinguals: Evidence for Different Conceptual Representations

作者: Tomczak, E (Tomczak, Ewa); Ewert, A (Ewert, Anna)

来源出版物: MODERN LANGUAGE JOURNAL 卷: 99 页: 49-65 DOI: 10.1111/modl.12178
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Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 15

摘要: We examine cross-linguistic influence in the processing of motion sentences by L2 users from an embodied cognition perspective. The experiment employs a priming paradigm to test two hypotheses based on previous action and motion research in cognitive psychology. The first hypothesis maintains that conceptual representations of motion are embodied by sensory and motor systems (Glenberg & Kaschak, 2002; Zwaan & Taylor, 2006) and predicts that linguistic descriptions of motion will be susceptible to conceptual priming effects. The second hypothesis assumes that the processing of fictive motion sentences, such as The road runs through the forest (cf. Talmy, 2000a), involves additional mental simulation of motion (Matlock, 2004b; Richardson & Matlock, 2007) and predicts that fictive motion will be processed more slowly than real motion. The participants were groups of Polish and English monolinguals and Polish L2 users of English, who were students in an English-medium university program. Sentence meaningfulness judgment and response time data were collected from the monolinguals and the L2 users tested in both languages. Sentence meaningfulness judgments were examined to see how the participants represent motion in language and response time data were analyzed for evidence of conceptual processing. The results showed expected differences in response times to various sentence types in all groups, but the priming effect was not observed in Polish monolinguals and only selectively present in the L2 users responding in both languages. The results of our experiment indicate that fictive motion processing is both embodied in physical experience of motion and modified by language.

作者关键词: motion verbs; fictive motion; L1; L2 processing; embodied cognition; conceptual processing

KeyWords Plus: MRC PSYCHOLINGUISTIC DATABASE; L1 EVENT CONCEPTUALIZATION; THEN-MEANING ACCOUNTS; 2ND-LANGUAGE SPEAKERS; WORD RECOGNITION; EYE-MOVEMENT; LANGUAGE; VERBS; BILINGUALS; COGNITION

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第 34 条, 共 37 条

标题: Driving Along the Road or Heading for the Village? Conceptual Differences Underlying Motion Event Encoding in French, German, and French-German L2 Users

作者: Flecken, M (Flecken, Monique); Carroll, M (Carroll, Mary); Weimar, K (Weimar, Katja); Von Stutterheim, C (Von Stutterheim, Christiane)

来源出版物: MODERN LANGUAGE JOURNAL 卷: 99 页: 100-122 DOI: 10.1111/j.1540-4781.2015.12181.x 增刊: S 出版年: 2015

Web of Science 核心合集中的 "被引频次": 5

被引频次合计: 5

使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 12

摘要: The typological contrast between verb- and satellite-framed languages (Talmy, 1985) has set the basis for many empirical studies on L2 acquisition. The current analysis goes beyond this typology by looking in detail at the conceptualization of the path of motion in a motion event. We take as a starting point the cognitive salience of specific elements of motion events that are relevant when conceptualizing space. When expressing direction in French, specific spatial relations involving the entity in motion (its alignment and its distance toward a [potential] endpoint) are relevant, given a variety of path verbs in the lexicon expressing this information (e.g., *se diriger vers*, *avancer* to direct oneself toward, 'to advance'). This is not the case in German (manner verbs in the lexicon mainly). In German, spatial information is packaged in adjuncts and particles and the path of motion is typically structured via features of the ground (*entlanglaufen/fahren* to walk/drive along') or endpoints (*to walk/drive to/toward*'). We investigate those fundamental differences in spatial conceptualization in French and German, as reflected in pre-articulatory patterns of attention allocation (measured with eye tracking) to moving entities and endpoints in motion scenes in an event description task. Our focus is on spatial conceptualization in an L2 (French L2 users of German), analyzing the extent to which these L2 users display target-like patterns or traces of L1 conceptualization transfer. Findings show that, in line with directional concepts expressed in verbs, L1 French speakers allocate more attention to entities in motion and endpoints, before utterance onset, than L1 German speakers do. The L2 German speakers pattern with L1 German speakers in the use of manner verbs, but they have not fully acquired the spatial concepts and means that structure the path of motion in the L2. This is reflected in pre-articulatory attention allocation patterns, according to which the L2 speakers pattern with native speakers of their L1 (French). The findings show a continued deep entrenchment of L1-based processing patterns and spatial frames of reference when speakers prepare for speech in an L2.

作者关键词: motion events; cross-linguistic analysis; eye tracking; language production; L2 acquisition; path of motion

KeyWords Plus: LANGUAGE PRODUCTION; EYE-MOVEMENTS; PATTERNS; ENGLISH; COGNITION; SPEAKERS; L1; EXPRESSIONS; FORMULATION; BILINGUALS

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第 35 条, 共 37 条

标题: Televised Whorf: Cognitive Restructuring in Advanced Foreign Language Learners as a Function of Audiovisual Media Exposure

作者: Bylund, E (Bylund, Emanuel); Athanasopoulos, P (Athanasopoulos, Panos)

来 源 出 版 物 : MODERN LANGUAGE JOURNAL 卷 : 99 页 : 123-137 DOI:
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Web of Science 核心合集中的 "被引频次": 4

被引频次合计: 4

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 18

摘要: The encoding of goal-oriented motion events varies across different languages. Speakers of languages without grammatical aspect (e.g., Swedish) tend to mention motion endpoints when describing events (e.g., two nuns walk to a house) and attach importance to event endpoints when matching scenes from memory. Speakers of aspect languages (e.g., English), on the other hand, are more prone to direct attention to the ongoingness of motion events, which is reflected both in their event descriptions (e.g., two nuns are walking) and in their nonverbal similarity judgements. This study examines to what extent native speakers (L1) of Swedish (n=82) with English as a foreign language (FL) restructure their categorisation of goal-oriented motion as a function of their proficiency and experience with the English language (e.g., exposure, learning history, etc.). Seventeen monolingual native English speakers from the United Kingdom (UK) were recruited for comparison purposes. Data on motion event cognition were collected through a memory-based triads matching task in which a target scene with an intermediate degree of endpoint orientation was matched with two alternative scenes with low and high degrees of endpoint orientation. Results showed that the preference among the Swedish speakers of FL English to base their similarity judgements on ongoingness rather than event endpoints was correlated with exposure to English in everyday life, such that those who often watched television in English approximated the ongoingness preference of the English native speakers. These findings suggest that event cognition patterns may be restructured through exposure to FL audiovisual media. The results add to the emerging picture that learning a new language entails learning new ways of observing and reasoning about reality.

作者关键词: English as a foreign language; grammatical aspect; linguistic relativity; audiovisual media; multimodality; motion event; Swedish

KeyWords Plus: MOTION EVENT COGNITION; VOCABULARY ACQUISITION;
LINGUISTIC RELATIVITY; SPATIAL LANGUAGE; CAPTIONED VIDEO; ENGLISH;
REPRESENTATION; BILINGUALS; SPEAKERS; COLOR

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第 36 条, 共 37 条

标题: Learning to Think in a Second Language: Effects of Proficiency and Length of Exposure in English Learners of German

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来源出版物: MODERN LANGUAGE JOURNAL 卷: 99 页: 138-153 DOI: 10.1111/modl.12183 增刊: S 出版年: 2015

Web of Science 核心合集中的 "被引频次": 7

被引频次合计: 7

使用次数 (最近 180 天): 13

使用次数 (2013 年至今): 26

摘要: The aim of the current study is to investigate motion event cognition in second language learners in a higher education context. Based on recent findings that speakers of grammatical aspect languages like English attend less to the endpoint (goal) of events than do speakers of nonaspect languages like Swedish in a nonverbal categorization task involving working memory (Athanasopoulos & Bylund, 2013; Bylund & Athanasopoulos, 2015), the current study asks whether native speakers of an aspect language start paying more attention to event endpoints when learning a nonaspect language. Native English and German (a nonaspect language) speakers, and English learners of L2 German, who were pursuing studies in German language and literature at an English university, were asked to match a target scene with intermediate degree of endpoint orientation with two alternate scenes with low and high degree of endpoint orientation, respectively. Results showed that, compared to the native English speakers, the learners of German were more prone to base their similarity judgements on endpoint saliency, rather than ongoingness, primarily as a function of increasing L2 proficiency and year of university study. Further analyses revealed a nonlinear relationship between length of L2 exposure and categorization patterns, subserved by a progressive strengthening of the relationship between L2 proficiency and categorization as length of exposure increased. These findings present evidence that cognitive restructuring may occur through increasing experience with an L2, but also suggest that this relationship may be complex and unfold over a long period of time.

作者关键词: German as a foreign language; grammatical aspect; boundedness; linguistic relativity; instructed SLA; motion events

KeyWords Plus: CROSS-LINGUISTIC DIFFERENCES; MOTION EVENT COGNITION; CATEGORICAL PERCEPTION; LANGUAGE; BILINGUALS; THOUGHT; ACQUISITION; RELATIVITY; SPEAKERS; CONCEPTUALIZATION

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第 37 条, 共 37 条

标题: The power of play: The effects of Portal 2 and Lumosity on cognitive and noncognitive skills

作者: Shute, VJ (Shute, Valerie J.); Ventura, M (Ventura, Matthew); Ke, FF (Ke, Fengfeng)

来源出版物: COMPUTERS & EDUCATION 卷: 80 页: 58-67 DOI: 10.1016/j.compedu.2014.08.013 出版年: JAN 2015

Web of Science 核心合集中的 "被引频次": 6

被引频次合计: 6

使用次数 (最近 180 天): 28

使用次数 (2013 年至今): 94

摘要: In this study, we tested 77 undergraduates who were randomly assigned to play either a popular video game (Portal 2) or a popular brain training game (Lumosity) for 8 h. Before and after gameplay, participants completed a set of online tests related to problem solving, spatial skill, and persistence. Results revealed that participants who were assigned to play Portal 2 showed a statistically significant advantage over Lumosity on each of the three composite measures-problem solving, spatial skill, and persistence. Portal 2 players also showed significant increases from pretest to posttest on specific small- and large-scale spatial tests while those in the Lumosity condition did not show any pretest to posttest differences on any measure. Results are discussed in terms of the positive impact video games can have on cognitive and noncognitive skills. (C) 2014 Elsevier Ltd. All rights reserved.

作者关键词: Assessment; Persistence; Problem solving; Spatial skills; Videogames

KeyWords Plus: VIDEO-GAME; ACADEMIC-PERFORMANCE; PERSONALITY; CONSCIENTIOUSNESS; CREATIVITY; ATTENTION; VALIDITY; ABILITY; TRAITS; MEMORY

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2.2 2014 年 ESI 教育学学科 SSCI 高被引论文 41 篇

第 1 条, 共 41 条

标题: The OECD and the expansion of PISA: new global modes of governance in education

作者: Sellar, S (Sellar, Sam); Lingard, B (Lingard, Bob)

来源出版物: BRITISH EDUCATIONAL RESEARCH JOURNAL 卷: 40 期: 6 页: 917-936

DOI: 10.1002/berj.3120 出版年: DEC 2014

Web of Science 核心合集中的 "被引频次": 17

被引频次合计: 17

使用次数 (最近 180 天): 18

使用次数 (2013 年至今): 39

摘要: This paper examines the expansion of the OECD's Programme for International Student Assessment (PISA) and associated growth in the influence of the OECD's education work. PISA has become one of the OECD's most successful products' and has both strengthened the role of the Directorate for Education within the organization and enhanced the significance of the organization in education globally. We provide an overview of the OECD, including organizational changes in response to globalization and the changing place of the Directorate for Education within the organization, particularly with the development of PISA in the late 1990s. We show how the OECD is expanding PISA by broadening the scope of what is measured; increasing the scale of the assessment to cover more countries, systems and schools; and enhancing its explanatory power to provide policy-makers with better information. The OECD has also developed the Programme for International Assessment of Adult Competencies (PIAAC) and PISA-based Tests for Schools, which draw on the PISA template to extend the influence of its education work to new sites. The paper draws on data from 33 interviews with past and present personnel from the OECD, the International Association for the Evaluation of Educational Achievement (IEA) and the English and Australian education systems, as well as analysis of relevant OECD documents. We argue that PISA, and the OECD's education work more broadly, has facilitated new epistemological and infrastructural modes of global governance for the OECD in education.

KeyWords Plus: POLICY; ACHIEVEMENT; POLITICS; ENGLAND

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第 2 条, 共 41 条

标题: Facts Are More Important Than Novelty: Replication in the Education Sciences

作者: Makel, MC (Makel, Matthew C.); Plucker, JA (Plucker, Jonathan A.)

来源出版物: EDUCATIONAL RESEARCHER 卷: 43 期: 6 页: 304-316 DOI:

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Web of Science 核心合集中的 "被引频次": 12

被引频次合计: 12

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 26

摘要: Despite increased attention to methodological rigor in education research, the field has focused heavily on experimental design and not on the merit of replicating important results. The present study analyzed the complete publication history of the current top 100 education journals ranked by 5-year impact factor and found that only 0.13% of education articles were replications. Contrary to previous findings in medicine, but similar to psychology, the majority of education replications successfully replicated the original studies. However, replications were significantly less likely to be successful when there was no overlap in authorship between the original and replicating articles. The results emphasize the importance of third-party, direct replications in helping education research improve its ability to shape education policy and practice.

作者关键词: assessment; content analysis; educational policy; evaluation; replication; research methodology

KeyWords Plus: FILE DRAWER PROBLEM; PSYCHOLOGICAL-RESEARCH; JOURNAL EDITORS; PUBLICATION DECISIONS; SPECIAL SECTION; VICE-VERSA; AGAIN; BIAS; REPLICABILITY; INCENTIVES

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第 3 条, 共 41 条

标题: Modeling and Measuring the Structure of Professional Vision in Preservice Teachers

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来源出版物: AMERICAN EDUCATIONAL RESEARCH JOURNAL 卷: 51 期: 4 页: 739-771

DOI: 10.3102/0002831214531321 出版年: AUG 2014

Web of Science 核心合集中的 "被引频次": 11

被引频次合计: 11

使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 23

摘要: Professional vision has been identified as an important element of teacher expertise that can be developed in teacher education. It describes the use of knowledge to notice and interpret significant features of classroom situations. Three aspects of professional vision have been described by qualitative research: describe, explain, and predict classroom situations. We refer to these aspects in order to model professional vision. We developed a video-based instrument to empirically test the model. The results show that our measure to assess aspects of professional

vision differentiates between description, explanation, and prediction. The study provides insight into the structure of professional vision, allowing us to conceptualize it theoretically and discuss the targeted use for teaching and formative assessment of preservice teachers.

作者关键词: teacher education; teacher expertise; professional vision; video; item response theory; competence assessment

KeyWords Plus: VIDEO CLUB; MATHEMATICAL KNOWLEDGE; STUDENT-ACHIEVEMENT; EDUCATION; CLASSROOM; INSTRUCTION; CONTEXT; EXPERT; VALIDATION; SUBJECT

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第 4 条, 共 41 条

标题: Exploring the role of first impressions in rater-based assessments

作者: Wood, TJ (Wood, Timothy J.)

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摘要: Medical education relies heavily on assessment formats that require raters to assess the competence and skills of learners. Unfortunately, there are often inconsistencies and variability in the scores raters assign. To ensure the scores from these assessment tools have validity, it is important to understand the underlying cognitive processes that raters use when judging the abilities of their learners. The goal of this paper, therefore, is to contribute to a better understanding of the cognitive processes used by raters. Representative findings from the social judgment and decision making, cognitive psychology, and educational measurement literature will be used to enlighten the underpinnings of these rater-based assessments. Of particular interest is the impact judgments referred to as first impressions (or thin slices) have on rater-based assessments. These are judgments about people made very quickly and based on very little information. A narrative review will provide a synthesis of research in these three literatures (social judgment and decision making, educational psychology, and cognitive psychology) and will focus on the underlying cognitive processes, the accuracy and the impact of first impressions on rater-based assessments. The application of these findings to the types of rater-based assessments used in medical education will then be reviewed. Gaps in understanding will be identified and suggested directions for future research studies will be discussed.

作者关键词: First impressions; Rater-based assessment; Rater-cognition

KeyWords Plus: CLINICAL SKILLS ASSESSMENT; THIN-SLICE JUDGMENTS; 3 CAUSAL-MODELS; PERFORMANCE-APPRAISAL; DECISION-MAKING; HALO ERROR; INTERPERSONAL PERCEPTION; PERSON PERCEPTION; ZERO-ACQUAINTANCE; DIAGNOSTIC ERROR

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第 5 条, 共 41 条

标题: Understanding trust as an essential element of trainee supervision and learning in the workplace

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摘要: Clinical supervision requires that supervisors make decisions about how much independence to allow their trainees for patient care tasks. The simultaneous goals of ensuring quality patient care and affording trainees appropriate and progressively greater responsibility require that the supervising physician trusts the trainee. Trust allows the trainee to experience increasing levels of participation and responsibility in the workplace in a way that builds competence for future practice. The factors influencing a supervisor's trust in a trainee are related to the supervisor, trainee, the supervisor-trainee relationship, task, and context. This literature-based overview of these five factors informs design principles for clinical education that support the granting of entrustment. Entrustable professional activities offer promise as an example of a novel supervision and assessment strategy based on trust. Informed by the design principles offered here, entrustment can support supervisors' accountability for the outcomes of training by maintaining focus on future patient care outcomes.

作者关键词: Clinical competence; Education; Medical; Judgment; Trust; Workplace

KeyWords Plus: ACGME DUTY HOURS; MEDICAL-EDUCATION; CLINICAL-PERFORMANCE; HIDDEN CURRICULUM; SELF-ASSESSMENT; COMPETENCE; PHYSICIAN; PATIENT; IMPACT; EXPERIENCE

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第 6 条, 共 41 条

标题: Parameters of Content Analysis

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KeyWords Plus: EDUCATION RESEARCH; PERSPECTIVE; TECHNOLOGY; SCIENCE

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第 7 条, 共 41 条

标题: A review of the game-centred approaches to teaching and coaching literature since 2006

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来源出版物: PHYSICAL EDUCATION AND SPORT PEDAGOGY 卷: 19 期: 3 页: 278-300
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摘要: Background: In 2006, Oslin and Mitchell published a review of the game-centred approaches (GCAs) to teaching and coaching literature highlighting a number of core concepts thought to provide justification for the use of GCAs including (a) its potential to enhance participant motivation, (b) potential for tactical transfer, and (c) development of decision-making skills and effective decision-makers. Oslin and Mitchell also suggested recommendations for future GCA research.

Purpose: The purpose of this paper was threefold: (a) to present a review of Anglophone research into GCAs building on the previous review of Oslin and Mitchell published in 2006; (b) to identify new trends in research since 2006; and (c) to investigate the extent to which the initial suggestions and future research directions suggested by Oslin and Mitchell have been addressed.

Data collection: GCA literature since 2006 was searched systematically using a three-phase approach. Phase 1 included initial searches of the EBSCO database using terms associated with GCAs and their acronyms (e. g. TGfU (teaching games for understanding), GS (Game Sense), etc.). Phase 2 expanded the search adopting more generic terms from keywords located in the recent literature (e. g. teaching games, tactical development, game performance, etc.). Multiple searches through the EBSCO database were conducted, whereby key terms were cross-referenced until a saturation point was reached. Phase 3 involved removing those publications that were not empirical, peer reviewed, intervention studies or published in English.

Findings: Forty-four studies on GCA implementation were identified and the methodological and substantive nature of these studies was examined. The review noted two positive trends: (a) the expansion of research which included the growth of research on GCAs in Europe and Southeast Asia and (b) an increased amount of research in the affective domain. The review found, however, that a number of key challenges remain within GCA research, which include (a) the need for improved articulation of GCA verification procedures; (b) further assessment of tactical awareness development; (c) extended inquiry about GCAs in coaching contexts; (d) more research into 'newer' GCAs (i.e. PP (play practice), IGCM (invasion game competence model) and TDLM (tactical decision learning model)); (e) use of longitudinal research designs; (f) inadequate length of GCA induction and training for teachers and coaches, and (g) examination of GCAs in terms of fitness and special populations.

Conclusions: GCA pedagogies are of significant importance as they have the potential to promote change within current adult-centric cultures of youth sport and encourage engagement in physical activity over the life course. To meet these needs, it is recommended that GCA research undergo continued expansion with the use of research designs and data collection techniques that aid the examination of different philosophical understandings of GCAs (e. g. ethnographic, phenomenological and psycho-phenomenological). These are paramount to the exploration of 'who the individual is' and 'how the learner is motivated to continue to participate' and further permit the in-depth, contextual and ecological analysis of GCA interventions that Oslin and Mitchell recommended in their previous review.

作者关键词: game-centred approaches; teaching; coaching; review

KeyWords Plus: PHYSICAL-ACTIVITY LEVELS; TEAM INVASION GAMES; EDUCATION; SPORT; PERFORMANCE; TEACHERS; PERSPECTIVES; SOCCER; MODEL; UNIT

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第 8 条, 共 41 条

标题: Visuo-spatial ability in individuals with Down syndrome: Is it really a strength?

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摘要: Down syndrome (DS) is associated with extreme difficulty in verbal skills and relatively better visuo-spatial skills. Indeed, visuo-spatial ability is often considered a strength in DS. However, it is not clear whether this strength is only relative to the poor verbal skills, or, more impressively, relative to cognitive ability in general. To answer this question, we conducted an extensive literature review of studies on visuo-spatial abilities in people with Down syndrome from January 1987 to May 2013. Based on a general taxonomy of spatial abilities patterned after Lohman, Pellegrino, Alderton, and Regian (1987) and Carroll (1993) and existing studies of DS, we included five different domains of spatial abilities - visuo-spatial memory, visuo-spatial construction, mental rotation, closure, and wayfinding. We evaluated a total of 49 studies including 127 different comparisons. Most comparisons involved a group with DS vs. a group with typical development matched on mental age and compared on a task measuring one of the five visuo-spatial abilities. Although further research is needed for firm conclusions on some visuo-spatial abilities, there was no evidence that visuo-spatial ability is a strength in DS relative to general cognitive ability. Rather, the review suggests an uneven profile of visuo-spatial abilities in DS in which some abilities are commensurate with general cognitive ability level, and others are below. (C) 2014 Elsevier Ltd. All rights reserved.

作者关键词: Visuo-spatial ability; Down syndrome; Spatial memory; Mental rotation; Visuo-spatial construction; Closure; Wayfinding; Review

KeyWords Plus: SHORT-TERM-MEMORY; FRAGILE-X-SYNDROME; NONSPECIFIC MENTAL-RETARDATION; 2 GENETIC SYNDROMES; WORKING-MEMORY; WILLIAMS-SYNDROME; COGNITIVE-DEVELOPMENT; LANGUAGE IMPAIRMENT; NONDEMENTED ADULTS; EXECUTIVE FUNCTION

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第 9 条, 共 41 条

标题: Using Metaphor Theory to Examine Conceptions of Energy in Biology, Chemistry, and Physics

作者: Lancor, R (Lancor, Rachael)

来源出版物: SCIENCE & EDUCATION 卷: 23 期: 6 页: 1245-1267 DOI: 10.1007/s11191-012-9535-8 出版年: JUN 2014

Web of Science 核心合集中的 "被引频次": 9

被引频次合计: 9

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使用次数 (2013 年至今): 16

摘要: Energy is one of the most important unifying themes in science. Yet the way energy is conceptualized varies depending on context. In this paper, the discourse used to explain the role of energy in systems from biology, chemistry, and physics is examined from the perspective of metaphor theory. Six substance metaphors for energy are identified in pedagogical discourse (i.e., textbooks and the science education literature): energy as a substance that can be accounted for, can flow, can be carried, can change forms, can be lost, and can be an ingredient, a product or stored in some way. Each of these conceptual metaphors highlight and obscure various characteristics of energy, and provide a set of frameworks that each afford a different understanding of the energy concept.

KeyWords Plus: TEACHERS CONCEPTIONS; ALTERNATIVE APPROACH; EDUCATION; THERMODYNAMICS; PHOTOSYNTHESIS; RESPIRATION; MATTER; FORMS

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第 10 条, 共 41 条

标题: Psychiatric symptoms in boys with fragile X syndrome: A comparison with nonsyndromic autism spectrum disorder

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来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 35 期: 5 页: 1072-1086
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使用次数 (2013 年至今): 19

摘要: In the present study, we examined the profile of psychiatric symptoms in boys with fragile X syndrome (FXS) using a parent report instrument. In addition, by comparing boys with FXS to boys with nonsyndromic autism spectrum disorder (ASD) utilizing multiple matching strategies, we examined between-group differences in the types of psychiatric symptoms observed and in the strength of their concurrent associations. Across all matching strategies, symptoms of manic/hyperactive behaviors and general anxiety were more frequently reported for boys with FXS than for boys with nonsyndromic ASD. Results also indicated a positive association between social avoidance and general anxiety in FXS that was stronger than that observed in nonsyndromic ASD across all matching strategies. Theoretical and treatment implications are discussed. (C)

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作者关键词: Fragile X syndrome; Autism spectrum disorder; Anxiety; Hyperactivity; Social avoidance; Psychiatric symptoms

KeyWords Plus: DEVELOPMENTAL DISORDERS; BEHAVIORAL-PHENOTYPE; PRESCHOOL-CHILDREN; ATTENTION; HYPERACTIVITY; INDIVIDUALS; MINOCYCLINE; DIAGNOSIS; ANXIETY; MALES

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第 11 条, 共 41 条

标题: Psychological distress in children with developmental coordination disorder and attention-deficit hyperactivity disorder

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摘要: This study explored whether or not a population-based sample of children with developmental coordination disorder (DCD), with and without comorbid attention deficit/hyperactivity disorder (ADHD), experienced higher levels of psychological distress than their peers. A two-stage procedure was used to identify 244 children: 68 with DCD only, 54 with ADHD only, 31 with comorbid DCD and ADHD, and 91 randomly selected typically developing (TD) children. Symptoms of depression and anxiety were measured by child and parent report. Child sex and caregiver ethnicity differed across groups, with a higher ratio of boys to girls in the ADHD only group and a slightly higher proportion of nonCaucasian caregivers in the TO group. After controlling for age, sex, and caregiver ethnicity, there was significant variation across groups in both anxiety (by parent report, $F(3,235) = 8.9$, $p < 0.001$; by child report, $F(3,236) = 5.6$, $p = 0.001$) and depression (parent report, $F(3,236) = 23.7$, $p < 0.001$; child report, $F(3,238) = 9.9$, $p < 0.001$). In general, children in all three disorder groups had significantly higher levels of symptoms than TD children, but most pairwise differences among those three groups were not

significant. The one exception was the higher level of depressive symptoms noted by parent report in the ADHD/DCD group. In conclusion, children identified on the basis of motor coordination problems through a population-based screen showed significantly more symptoms of depression and anxiety than typically developing children. Children who have both DCD and ADHD are particularly at heightened risk of psychological distress. (C) 2014 Elsevier Ltd. All rights reserved.

作者关键词: Developmental coordination disorder (DCD); Attention-deficit hyperactivity disorder (ADHD); Population-based; Depression; Anxiety

KeyWords Plus: MOTOR COORDINATION; SELF-WORTH; DEPRESSIVE SYMPTOMATOLOGY; PSYCHOSOCIAL ADJUSTMENT; MOVEMENT DIFFICULTIES; LIFE SATISFACTION; PERCEIVED FREEDOM; ADHD; SCHOOL; CLUMSINESS

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第 12 条, 共 41 条

标题: What counts as validity evidence? Examples and prevalence in a systematic review of simulation-based assessment

作者: Cook, DA (Cook, David A.); Zendejas, B (Zendejas, Benjamin); Hamstra, SJ (Hamstra, Stanley J.); Hatala, R (Hatala, Rose); Brydges, R (Brydges, Ryan)

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摘要: Ongoing transformations in health professions education underscore the need for valid and reliable assessment. The current standard for assessment validation requires evidence from five sources: content, response process, internal structure, relations with other variables, and consequences. However, researchers remain uncertain regarding the types of data that contribute to each evidence source. We sought to enumerate the validity evidence sources and supporting data elements for assessments using technology-enhanced simulation. We conducted a systematic

literature search including MEDLINE, ERIC, and Scopus through May 2011. We included original research that evaluated the validity of simulation-based assessment scores using two or more evidence sources. Working in duplicate, we abstracted information on the prevalence of each evidence source and the underlying data elements. Among 217 eligible studies only six (3 %) referenced the five-source framework, and 51 (24 %) made no reference to any validity framework. The most common evidence sources and data elements were: relations with other variables (94 % of studies; reported most often as variation in simulator scores across training levels), internal structure (76 %; supported by reliability data or item analysis), and content (63 %; reported as expert panels or modification of existing instruments). Evidence of response process and consequences were each present in < 10 % of studies. We conclude that relations with training level appear to be overrepresented in this field, while evidence of consequences and response process are infrequently reported. Validation science will be improved as educators use established frameworks to collect and interpret evidence from the full spectrum of possible sources and elements.

作者关键词: Medical education; Simulation; Validity; Reliability; Assessment; Evaluation; Reporting quality; Methods quantitative; Educational technology

KeyWords Plus: MEDICAL-EDUCATION; SKILLS; PERFORMANCE; COMPETENCE; METAANALYSIS; TECHNOLOGY; OUTCOMES; AIRWAY

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第 13 条, 共 41 条

标题: Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis

作者: Hatala, R (Hatala, Rose); Cook, D (Cook, David A.); Zendejas, B (Zendejas, Benjamin); Hamstra, S (Hamstra, Stanley J.); Brydges, R (Brydges, Ryan)

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使用次数 (最近 180 天): 6

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摘要: Although feedback has been identified as a key instructional feature in simulation based medical education (SBME), we remain uncertain as to the magnitude of its effectiveness and the mechanisms by which it may be effective. We employed a meta-analysis and critical narrative synthesis to examine the effectiveness of feedback for SBME procedural skills training and to examine how it works in this context. Our results demonstrate that feedback is moderately effective during procedural skills training in SBME, with a pooled effect size favoring feedback for skill outcomes of 0.74 (95 % CI 0.38-1.09; $p < .001$). Terminal feedback appears more effective than concurrent feedback for novice learners' skill retention. Multiple sources of feedback, including instructor feedback, lead to short-term performance gains although data on long-term effects is lacking. The mechanism by which feedback may be operating is consistent with the guidance hypothesis, with more research needed to examine other mechanisms such as cognitive load theory and social development theory.

作者关键词: Simulation-based medical education; Procedural skills training; Feedback; Motor learning; Technical skills

KeyWords Plus: RANDOMIZED CONTROLLED-TRIAL; TECHNOLOGY-ENHANCED SIMULATION; MEDICAL-EDUCATION RESEARCH; COGNITIVE LOAD THEORY; VIRTUAL-REALITY; PERFORMANCE FEEDBACK; PSYCHOMOTOR-SKILLS; SURGICAL SKILLS; ACQUISITION; RETENTION

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第 14 条, 共 41 条

标题: Family quality of life and psychological well-being in parents of children with autism spectrum disorders: a double ABCX model

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使用次数 (2013 年至今): 24

摘要: Background

This study examined family quality of life (FQOL) and psychological well-being from a multidimensional perspective. The proposed model was based on the double ABCX model, with severity of the disorder, behaviour problems, social support, sense of coherence (SOC) and coping strategies as components.

Method

One hundred and eighteen parents (59 mothers and 59 fathers) with a child diagnosed with autism spectrum disorders (ASD) participated in the study. Separate path analyses were performed to evaluate models of FQOL and psychological well-being for mothers and fathers.

Results

In all models, behaviour problems had a negative indirect effect on adaptation (FQOL and psychological well-being) through SOC. For both mothers and fathers, the severity of the disorder and social support played significant roles in FQOL models. Coping strategies were related with adaptation, active avoidance coping with FQOL for fathers and positive and problem-focused coping with psychological well-being for mothers.

Conclusions

The results of this study highlight the value of the multidimensional approach. The specific patterns of results for mothers and fathers contribute to comprehension of the psychological adaptation of parents. Findings could be taken into account in interventions with families.

作者关键词: coping strategies; family quality of life; autism spectrum disorders; double ABCX model; psychological well-being; sense of coherence

KeyWords Plus: SCHOOL-AGE-CHILDREN; DEVELOPMENTAL-DISABILITIES; MENTAL-RETARDATION; COPING STRATEGIES; BEHAVIOR-PROBLEMS; YOUNG-CHILDREN; POSITIVE PERCEPTIONS; PRESCHOOL-CHILDREN; COHERENCE SCALE; SOCIAL SUPPORT

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第 15 条, 共 41 条

标题: Embedding diagnostic mechanisms in a digital game for learning mathematics

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使用次数 (最近 180 天): 12

使用次数 (2013 年至今): 68

摘要: Mathematics is closely related to daily life, but it is also one of the lessons which often cause anxiety to primary school students. Digital game-based learning (DGBL) has been regarded as a sound learning strategy in raising learner willingness and interest in many disciplines. Thus, ways of designing a DGBL system to mitigate anxiety are well worth studying. This study adopts an Input-Process-Outcome DGBL model to develop a DGBL system with a diagnostic mechanism strategy for a primary school mathematics course. In addition to exploring the impact of different learning methods on learning performance, this study further analyzes the learning methods in terms of learner anxiety about mathematics, learning motivation and learning satisfaction from the perspective of Attention, Relevance, Confidence-building, and Satisfaction (ARCS) motivation theory. The diagnostic mechanism strategy demonstrates the advantages of the DGBL system for mathematics learning. During the learning process, the ARCS questionnaire revealed that students who engage in learning through the DGBL method are positively motivated. The findings of this study suggest that centering on the daily life experiences of learners, integrating a proper game model into mathematics learning and providing a diagnostic mechanism prompt can effectively enhance interest in learning mathematics and reduce anxiety. When anxiety is mitigated, both learning motivation and learning performance are enhanced.

作者关键词: Digital game-based learning; Diagnostic mechanism; Mathematics anxiety; ARCS motivation theory

KeyWords Plus: EDUCATION; SYSTEM; MOTIVATION; IMPACT; IMPLEMENTATION; STRATEGIES; ENGLISH; DESIGN

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第 16 条, 共 41 条

标题: Effects of pairs of problems and examples on task performance and different types of cognitive load

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被引频次合计: 24

使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 29

摘要: In two studies, we investigated whether a recently developed psychometric instrument can differentiate intrinsic, extraneous, and germane cognitive load. Study I revealed a similar three-factor solution for language learning ($n = 108$) and a statistics lecture ($n = 174$), and statistics exam scores correlated negatively with the factors assumed to represent intrinsic and extraneous cognitive load during the lecture. In Study II, university freshmen who studied applications of Bayes' theorem in example example ($n = 18$) or example problem ($n = 18$) condition demonstrated better posttest performance than their peers who studied the applications in problem example ($n = 18$) or problem problem ($n = 20$) condition, and a slightly modified version of the aforementioned psychometric instrument could help researchers to differentiate intrinsic and extraneous cognitive load. The findings provide support for a recent reconceptualization of germane cognitive load as referring to the actual working memory resources devoted to dealing with intrinsic cognitive load. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Cognitive load; Example-example pairs; Example-problem pairs; Problem-example pairs; Problem-problem pairs

KeyWords Plus: PROBLEM-SOLVING SKILLS; WORKED EXAMPLES; STRATEGIES; INSTRUCTION; STATISTICS; DESIGN

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第 17 条, 共 41 条

标题: Changing "Course": Reconceptualizing Educational Variables for Massive Open Online Courses

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来源出版物: EDUCATIONAL RESEARCHER 卷: 43 期: 2 页: 74-84 DOI: 10.3102/0013189X14523038 出版年: MAR 2014

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使用次数 (最近 180 天): 41

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摘要: In massive open online courses (MOOCs), low barriers to registration attract large numbers of students with diverse interests and backgrounds, and student use of course content is asynchronous and unconstrained. The authors argue that MOOC data are not only plentiful and different in kind but require reconceptualization new educational variables or different

interpretations of existing variables. The authors illustrate this by demonstrating the inadequacy or insufficiency of conventional interpretations of four variables for quantitative analysis and reporting: enrollment, participation, curriculum, and achievement. Drawing from 230 million clicks from 154,763 registrants for a prototypical MOOC offering in 2012, the authors present new approaches to describing and understanding user behavior in this emerging educational context.

作者关键词: computers and learning; higher education; learning environments

KeyWords Plus: PARTICIPATION; STUDENTS; DROP

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第 18 条, 共 41 条

标题: Assessment of Course-Based Undergraduate Research Experiences: A Meeting Report

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被引频次合计: 19

使用次数 (最近 180 天): 16

使用次数 (2013 年至今): 51

摘要: The Course-Based Undergraduate Research Experiences Network (CUREnet) was initiated in 2012 with funding from the National Science Foundation program for Research Coordination Networks in Undergraduate Biology Education. CUREnet aims to address topics, problems, and opportunities inherent to integrating research experiences into undergraduate courses. During CUREnet meetings and discussions, it became apparent that there is need for a clear definition of what constitutes a CURE and systematic exploration of what makes CUREs meaningful in terms of student learning. Thus, we assembled a small working group of people with expertise in CURE instruction and assessment to: 1) draft an operational definition of a CURE, with the aim of defining what makes a laboratory course or project a "research experience"; 2) summarize research on CUREs, as well as findings from studies of undergraduate research internships that would be useful for thinking about how students are influenced by participating in CUREs; and 3)

identify areas of greatest need with respect to CURE assessment, and directions for future research on and evaluation of CUREs. This report summarizes the outcomes and recommendations of this meeting.

KeyWords Plus: GENOMICS EDUCATION PARTNERSHIP; COLLEGE-STUDENTS; SCIENCE RESEARCH; PERCEPTIONS; BENEFITS; STEM; INTEGRATION; SCIENTIST; EFFICACY; IDENTITY

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第 19 条, 共 41 条

标题: Reconsidering Fidelity in Simulation-Based Training

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使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 30

摘要: In simulation-based health professions education, the concept of simulator fidelity is usually understood as the degree to which a simulator looks, feels, and acts like a human patient. Although this can be a useful guide in designing simulators, this definition emphasizes technological advances and physical resemblance over principles of educational effectiveness. In fact, several empirical studies have shown that the degree of fidelity appears to be independent of educational effectiveness. The authors confronted these issues while conducting a recent systematic review of simulation-based health professions education, and in this Perspective they use their experience in conducting that review to examine key concepts and assumptions surrounding the topic of fidelity in simulation. Several concepts typically associated with fidelity are more useful in explaining educational effectiveness, such as transfer of learning, learner engagement, and suspension of disbelief. Given that these concepts more directly influence properties of the learning experience, the authors make the following recommendations: (1) abandon the term fidelity in

simulation-based health professions education and replace it with terms reflecting the underlying primary concepts of physical resemblance and functional task alignment; (2) make a shift away from the current emphasis on physical resemblance to a focus on functional correspondence between the simulator and the applied context; and (3) focus on methods to enhance educational effectiveness using principles of transfer of learning, learner engagement, and suspension of disbelief. These recommendations clarify underlying concepts for researchers in simulation-based health professions education and will help advance this burgeoning field.

KeyWords Plus: HEALTH-PROFESSIONS EDUCATION; VIRTUAL-REALITY SIMULATOR; BENCH MODEL FIDELITY; MEDICAL-EDUCATION; LAPAROSCOPIC SKILLS; PROCEDURAL SKILLS; ACQUISITION; METAANALYSIS; VALIDATION; PORCINE

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第 20 条, 共 41 条

标题: Burnout Among U. S. Medical Students, Residents, and Early Career Physicians Relative to the General U. S. Population

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使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 27

摘要: Purpose To compare the prevalence of burnout and other forms of distress across career stages and the experiences of trainees and early career (EC) physicians versus those of similarly aged college graduates pursuing other careers.

Method In 2011 and 2012, the authors conducted a national survey of medical students, residents/fellows, and EC physicians (5 years in practice) and of a probability-based sample of the general U.S. population. All surveys assessed burnout, symptoms of depression and suicidal ideation, quality of life, and fatigue.

Results Response rates were 35.2% (4,402/12,500) for medical students, 22.5% (1,701/7,560) for residents/fellows, and 26.7% (7,288/27,276) for EC physicians. In multivariate models that controlled for relationship status, sex, age, and career stage, being a resident/fellow was associated with increased odds of burnout and being a medical student with increased odds of depressive symptoms, whereas EC physicians had the lowest odds of high fatigue. Compared with the population control samples, medical students, residents/fellows, and EC physicians were more likely to be burned out (all $P < .0001$). Medical students and residents/fellows were more likely to exhibit symptoms of depression than the population control samples (both $P < .0001$) but not more likely to have experienced recent suicidal ideation.

Conclusions Training appears to be the peak time for distress among physicians, but differences in the prevalence of burnout, depressive symptoms, and recent suicidal ideation are relatively small. At each stage, burnout is more prevalent among physicians than among their peers in the U.S. population.

KeyWords Plus: QUALITY-OF-LIFE; AMERICAN-SURGEONS; SUICIDAL-IDEATION; PATIENT-CARE; ASSOCIATION; FATIGUE; WORK; SATISFACTION; ATTITUDES; DISTRESS

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第 21 条, 共 41 条

标题: The Flipped Classroom: A Course Redesign to Foster Learning and Engagement in a Health Professions School

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使用次数 (2013 年至今): 247

摘要: Recent calls for educational reform highlight ongoing concerns about the ability of current curricula to equip aspiring health care professionals with the skills for success. Whereas a wide range of proposed solutions attempt to address apparent deficiencies in current educational models, a growing body of literature consistently points to the need to rethink the traditional in-class, lecture-based course model. One such proposal is the flipped classroom, in which content is offloaded for students to learn on their own, and class time is dedicated to engaging students in student-centered learning activities, like problem-based learning and inquiry-oriented strategies. In 2012, the authors flipped a required first-year pharmaceuticals course at the University of North Carolina Eshelman School of Pharmacy. They offloaded all lectures to self-paced online videos and used class time to engage students in active learning exercises. In this article, the authors describe the philosophy and methodology used to redesign the Basic Pharmaceuticals II course and outline the research they conducted to investigate the resulting outcomes. This article is intended to serve as a guide to instructors and educational programs seeking to develop, implement, and evaluate innovative and practical strategies to transform students' learning experience. As class attendance, students' learning, and the perceived value of this model all increased following participation in the flipped classroom, the authors conclude that this approach warrants careful consideration as educators aim to enhance learning, improve outcomes, and fully equip students to address 21st-century health care needs.

KeyWords Plus: MEDICAL-EDUCATION; LECTURES

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第 22 条, 共 41 条

标题: Is teachers' general pedagogical knowledge a premise for noticing and interpreting classroom situations? A video-based assessment approach

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使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 26

摘要: We examine how the declarative-conceptual general pedagogical knowledge (GPK) assessed via a paper-and-pencil test can be understood as a premise for early career teachers' ability to notice and interpret classroom situations assessed via video-vignettes. Longitudinal data from TEDS-M conducted in 2008 at the end of teacher education and a follow-up study in Germany in 2012 is used. Teachers' skills to notice and interpret differ. Interpreting correlates with the current level of GPK, whereas noticing does not. GPK at the end of teacher education neither predicts noticing nor interpreting, which suggests teachers' cognitions are reorganized during the transition into teaching. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Assessment; Competences; General pedagogical knowledge; Teacher; Teacher education; Video-vignettes

KeyWords Plus: MATHEMATICAL KNOWLEDGE; COGNITIVE SKILL; EDUCATION; OPPORTUNITIES; ACQUISITION; INSTRUCTION; DECISIONS

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第 23 条, 共 41 条

标题: Student ratings of teaching quality in primary school: Dimensions and prediction of student outcomes

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被引频次合计: 18

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使用次数 (2013 年至今): 35

摘要: The contribution examines theoretical foundations, factorial structure, and predictive power of student ratings of teaching quality. Three basic dimensions of teaching quality have previously

been described: classroom management, cognitive activation, and supportive climate. However, student ratings, especially those provided by primary school students, have been criticised for being biased by factors such as teacher popularity. The present study examines ratings of teaching quality and science learning among third graders. Results of multilevel confirmatory factor analyses ($N = 1556$ students, 89 classes) indicate that the three-dimensional model of teaching quality can be replicated in ratings of third graders. In a longitudinal study ($N = 1070$ students, 54 classes), we found ratings of classroom management to predict student achievement, and ratings of cognitive activation and supportive climate to predict students' development of subject-related interest after teacher popularity is controlled for. The analyses show that student ratings can be useful measures of teaching quality in primary school. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Teaching quality; Student ratings; Primary school; Validity; Teacher popularity

KeyWords Plus: COVARIANCE STRUCTURE-ANALYSIS; LEARNING ENVIRONMENTS; SELF-DETERMINATION; FIT INDEXES; CLASSROOM; PERCEPTIONS; INSTRUCTION; MOTIVATION; MULTILEVEL; KNOWLEDGE

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第 24 条, 共 41 条

标题: Cognitive mechanisms underlying reading and spelling development in five European orthographies

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摘要: This paper addresses the question whether the cognitive underpinnings of reading and spelling are universal or language/orthography-specific. We analyzed concurrent predictions of phonological processing (awareness and memory) and rapid automatized naming (RAN) for literacy development in a large European sample of 1062 typically developing elementary school children beyond Grade 2 acquiring five different alphabetic orthographies with varying degrees of grapheme-phoneme consistency (English, French, German, Hungarian, Finnish). Findings indicate that (1) phonological processing and RAN both account for significant amounts of unique variance in literacy attainment in all five orthographies. Associations of predictors with reading speed, reading accuracy, and spelling are differential: in general, RAN is the best predictor of reading speed while phonological processing accounts for higher amounts of unique variance in reading accuracy and spelling; (2) the predictive patterns are largely comparable across orthographies, but they tend to be stronger in English than in all other orthographies. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Reading development; Cross-linguistic; Orthographic consistency; Phonological awareness; Rapid automatized naming

KeyWords Plus: LITERACY SKILLS; NAMING SPEED; INCONSISTENT ORTHOGRAPHIES; ACQUISITION; CHILDREN; LANGUAGE; PREDICTORS; CONSISTENT; DYSLEXIA; FLUENCY

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第 25 条, 共 41 条

标题: Emotional design in multimedia learning: Effects of shape and color on affect and learning

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摘要: We examine design factors that may evoke positive emotions in learners and investigate the effects of these positive emotions on learning. Recent research showed that the emotional design

of multimedia learning material can induce positive emotions in learners that in turn facilitate comprehension and transfer. We sought to replicate these results with a different population and different mood induction procedure and examine individual emotions, and to decompose the effects of the design elements of color and shape. Study 1 showed that well-designed materials induced positive emotions and facilitated comprehension, though transfer performance was not affected by emotional design. Study 2 found that round face-like shapes both alone and in conjunction with warm color induced positive emotions. Warm colors alone, however, did not affect learners' emotions. Comprehension was facilitated by warm colors and round face-like shapes, independently as well as together. Transfer was facilitated by round face-like shapes when used with neutral colors. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Emotion; Emotional design; Learning; Multimedia; Cognition

KeyWords Plus: POSITIVE AFFECT; COGNITIVE-LOAD; SEDUCTIVE DETAILS; ACADEMIC EMOTIONS; SCIENTIFIC TEXT; NEGATIVE AFFECT; MOOD; ACHIEVEMENT; MOTIVATION; CONSEQUENCES

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第 26 条, 共 41 条

标题: Triggering situational interest by decorative illustrations both fosters and hinders learning in computer-based learning environments

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来源出版物: LEARNING AND INSTRUCTION 卷: 29 页: 141-152 DOI: 10.1016/j.learninstruc.2012.07.002 出版年: FEB 2014

Web of Science 核心合集中的 "被引频次": 14

被引频次合计: 15

使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 32

摘要: Do decorative illustrations in computer-based learning environments trigger interest and engagement in learning or do they distract? In a pre-study (N = 87 8th grade students) we tested the effects of decorative illustrations on situational interest and we selected highly interesting illustrations for our main study. In the latter study (N = 52) we tested the influence of interesting decorative illustrations on immediate learning outcomes in geometry (near and far transfer) and on further learning. Decorative illustrations hindered near transfer for students with low prior knowledge; students with very high prior knowledge levels profited from this kind of illustrations. Although, we did not find an overall effect on far transfer, decorative illustrations foster far transfer via enhanced situational interest. There were no effects on further learning. Overall, our

findings suggest that the dominating cognitive interpretations of multimedia effects should be supplemented by considering the interplay between cognitive and motivational factors. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Cognitive-affective theory of learning with media; Situational interest research; Seductive details; Computer-based learning environments

KeyWords Plus: SEDUCTIVE DETAILS; ACHIEVEMENT GOALS; COGNITIVE INTEREST; SCIENTIFIC TEXT; STUDENTS; MULTIMEDIA; CLASSROOM; RECALL; PERFORMANCE; STRATEGIES

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第 27 条, 共 41 条

标题: Confusion can be beneficial for learning

作者: D'Mello, S (D'Mello, Sidney); Lehman, B (Lehman, Blair); Pekrun, R (Pekrun, Reinhard); Graesser, A (Graesser, Art)

来源出版物: LEARNING AND INSTRUCTION 卷: 29 页: 153-170 DOI: 10.1016/j.learninstruc.2012.05.003 出版年: FEB 2014

Web of Science 核心合集中的 "被引频次": 27

被引频次合计: 27

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 34

摘要: We tested key predictions of a theoretical model positing that confusion, which accompanies a state of cognitive disequilibrium that is triggered by contradictions, conflicts, anomalies, erroneous information, and other discrepant events, can be beneficial to learning if appropriately induced, regulated, and resolved. Hypotheses of the model were tested in two experiments where learners engaged in dialogues on scientific reasoning concepts in a simulated collaborative learning session with animated agents playing the role of a tutor and a peer student. Confusion was experimentally induced via a contradictory-information manipulation involving the animated agents expressing incorrect and/or contradictory opinions and asking the (human) learners to decide which opinion had more scientific merit. The results indicated that self-reports of confusion were largely insensitive to the manipulations. However, confusion was manifested by more objective measures that inferred confusion on the basis of learners' responses immediately following contradictions. Furthermore, whereas the contradictions had no effect on learning when learners were not confused by the manipulations, performance on multiple-choice posttests and on transfer tests was substantially higher when the contradictions were successful in confusing learners. Theoretical and applied implications are discussed. (C) 2012 Elsevier Ltd. All rights

reserved.

作者关键词: Confusion; Emotions; Learning; Scientific reasoning; Impasses; Cognitive disequilibrium

KeyWords Plus: COGNITIVE-AFFECTIVE STATES; CONCEPTUAL CHANGE; ANOMALOUS DATA; EMOTIONS; KNOWLEDGE; STUDENTS; EXPERIENCES; CONFLICT; QUESTIONS; AUTOTUTOR

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第 28 条, 共 41 条

标题: Experimenting with electromagnetism using augmented reality: Impact on flow student experience and educational effectiveness

作者: Ibanez, MB (Blanca Ibanez, Maria); Di Serio, A (Di Serio, Angela); Villaran, D (Villaran, Diego); Kloos, CD (Delgado Kloos, Carlos)

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被引频次合计: 17

使用次数 (最近 180 天): 24

使用次数 (2013 年至今): 124

摘要: Educational researchers have recognized Augmented Reality (AR) as a technology with great potential to impact affective and cognitive learning outcomes. However, very little work has been carried out to substantiate these claims. The purpose of this study was to assess to which extent an AR learning application affects learners' level of enjoyment and learning effectiveness. The study followed an experimental/control group design using the type of the application (AR-based, web-based) as independent variable. 64 high school students were randomly assigned to the experimental or control group to learn the basic principles of electromagnetism. The participants' knowledge acquisition was evaluated by comparing pre- and post-tests. The participants' level overall-state perception on flow was measured with the Flow State Scale and their flow states were monitored throughout the learning activity. Finally, participants' perceptions of benefits and difficulties of using the augmented reality application in this study were qualitatively identified. The results showed that the augmented reality approach was more effective in promoting students' knowledge of electromagnetic concepts and phenomena. The analysis also indicated that the augmented reality application led participants to reach higher flow experience levels than those achieved by users of the web-based application. However, not all the factors seem to have influence on learners' flow state, this study found that they were limited to: concentration, distorted sense of time, sense of control, clearer direct feedback, and autotelic

experience. A deeper analysis of the flow process showed that neither of the groups reported being in flow in those tasks that were very easy or too difficult. However, for those tasks that were not perceived as difficult and included visualization clues, the experimental group showed higher levels of flow than the control group. The study suggests that augmented reality can be exploited as an effective learning environment for learning the basic principles of electromagnetism at high school provided that learning designers strike a careful balance between AR support and task difficulty. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Secondary education; Simulations; Interactive learning environments; Applications in subject areas; Augmented reality

KeyWords Plus: VIRTUAL WORLDS; MODELING APPROACH; STATE SCALE; ENVIRONMENTS; OPPORTUNITIES; AFFORDANCES; MOTIVATION; KNOWLEDGE; BEHAVIOR

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第 29 条, 共 41 条

标题: Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning

作者: Ehri, LC (Ehri, Linnea C.)

来源出版物: SCIENTIFIC STUDIES OF READING 卷: 18 期: 1 特刊: SI 页: 5-21 DOI: 10.1080/10888438.2013.819356 出版年: JAN 2 2014

Web of Science 核心合集中的 "被引频次": 29

被引频次合计: 29

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 45

摘要: Orthographic mapping (OM) involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory. It explains how children learn to read words by sight, to spell words from memory, and to acquire vocabulary words from print. This development is portrayed by Ehri (2005a) as a sequence of overlapping phases, each characterized by the predominant type of connection linking spellings of words to their pronunciations in memory. During development, the connections improve in quality and word-learning value, from visual nonalphabetic, to partial alphabetic, to full grapho-phonemic, to consolidated grapho-syllabic and grapho-morphemic. OM is enabled by phonemic awareness and grapheme-phoneme knowledge. Recent findings indicate that OM to support sight word reading is facilitated when beginners are taught about articulatory features of phonemes and when grapheme-phoneme relations are taught with letter-embedded picture mnemonics. Vocabulary

learning is facilitated when spellings accompany pronunciations and meanings of new words to activate OM. Teaching students the strategy of pronouncing novel words aloud as they read text silently activates OM and helps them build their vocabularies. Because spelling-sound connections are retained in memory, they impact the processing of phonological constituents and phonological memory for words.

KeyWords Plus: PHONEMIC AWARENESS INSTRUCTION; BEGINNING READERS; MNEMONIC VALUE; CHILDREN; COMPREHENSION; RECOGNITION; ABILITY

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第 30 条, 共 41 条

标题: Word Knowledge in a Theory of Reading Comprehension

作者: Perfetti, C (Perfetti, Charles); Stafura, J (Stafura, Joseph)

来源出版物: SCIENTIFIC STUDIES OF READING 卷: 18 期: 1 特刊: SI 页: 22-37 DOI: 10.1080/10888438.2013.827687 出版年: JAN 2 2014

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被引频次合计: 26

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 38

摘要: We reintroduce a wide-angle view of reading comprehension, the Reading Systems Framework, which places word knowledge in the center of the picture, taking into account the progress made in comprehension research and theory. Within this framework, word-to-text integration processes can serve as a model for the study of local comprehension processes, that is, those that make sense out of short stretches of text. These processes require linkage between the word identification system and the comprehension system, with the lexicon in the linking role. Studies of these processes examine the influence of one sentence on the reading of a single word in a second sentence, which enables the integration of the word meaning into the reader's mental model of the text. Skilled comprehenders, more than less skilled, show immediate use of word meanings in the integration process. Other evidence is also consistent with the assumption that word meaning processes are causal components in comprehension skill.

KeyWords Plus: INDIVIDUAL-DIFFERENCES; LANGUAGE COMPREHENSION; TEXT COMPREHENSION; SITUATION MODELS; SIMPLE VIEW; PHONOLOGICAL REPRESENTATIONS; VOCABULARY KNOWLEDGE; COMPONENT SKILLS; LEXICAL QUALITY; WORKING-MEMORY

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第 31 条, 共 41 条

标题: Why Do Children Differ in Their Development of Reading and Related Skills?

作者: Olson, RK (Olson, Richard K.); Keenan, JM (Keenan, Janice M.); Byrne, B (Byrne, Brian); Samuelsson, S (Samuelsson, Stefan)

来源出版物: SCIENTIFIC STUDIES OF READING 卷: 18 期: 1 特刊: SI 页: 38-54 DOI: 10.1080/10888438.2013.800521 出版年: JAN 2 2014

Web of Science 核心合集中的 "被引频次": 11

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使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 18

摘要: Modern behavior-genetic studies of twins in the United States, Australia, Scandinavia, and the United Kingdom show that genes account for most of the variance in children's reading ability by the end of the 1st year of formal reading instruction. Strong genetic influence continues across the grades, though the relevant genes vary for reading words and comprehending text, and some of the genetic influence comes through a gene-environment correlation. Strong genetic influences do not diminish the importance of the environment for reading development in the population and for helping struggling readers, but they question setting the same minimal performance criterion for all children.

KeyWords Plus: EARLY LITERACY DEVELOPMENT; ENVIRONMENTAL-INFLUENCES; GENETIC-ANALYSIS; UNITED-STATES; INDIVIDUAL-DIFFERENCES; LONGITUDINAL TWIN; PREREADING SKILLS; WORD RECOGNITION; SCHOOL YEARS; SCANDINAVIA

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第 32 条, 共 41 条

标题: Have We Forsaken Reading Theory in the Name of "Quick Fix" Interventions for Children With Reading Disability?

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来源出版物: SCIENTIFIC STUDIES OF READING 卷: 18 期: 1 特刊: SI 页: 55-73 DOI: 10.1080/10888438.2013.836200 出版年: JAN 2 2014

Web of Science 核心合集中的 "被引频次": 10

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使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 20

摘要: Our contribution to this special issue on reading theory questions the effectiveness of the prevailing interventions intended to improve word-reading and reading comprehension skills in children with reading disability (RD). Our hypothesis is that we as a field may have inadvertently diluted reading theory in ways that compromise the power of intervention programs. For both word reading and reading comprehension we argue that current intervention programs target instruction at a knowledge level below that which is necessary to foster reading skill development that is generative in children with RD. Further, we contend that current interventions for children with RD fail to mimic and promote the inductive learning mechanisms that characterize typical reading development. Thus, we return to reading theory in an attempt to identify ways that current interventions may be reconceptualized to treat word-reading and reading comprehension deficits. In doing so, we call for the development of a new generation of reading interventions that target the fundamental knowledge structures and learning mechanisms known to support typical reading development.

KeyWords Plus: LATENT SEMANTIC ANALYSIS; PRIOR KNOWLEDGE; DEVELOPMENTAL DYSLEXIA; INDIVIDUAL-DIFFERENCES; POOR READERS; DISCOURSE COMPREHENSION; LEARNING-DISABILITIES; BACKGROUND KNOWLEDGE; BEGINNING READERS; TEXT COHERENCE

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第 33 条, 共 41 条

标题: Rethinking feedback practices in higher education: a peer review perspective

作者: Nicol, D (Nicol, David); Thomson, A (Thomson, Avril); Breslin, C (Breslin, Caroline)

来源出版物: ASSESSMENT & EVALUATION IN HIGHER EDUCATION 卷: 39 期: 1 页: 102-122 出版年: JAN 2 2014

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KeyWords Plus: REVISION; STUDENTS; WRITTEN; IMPACT

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第 34 条, 共 41 条

标题: Using Student-Generated Analogies to Investigate Conceptions of Energy: A multidisciplinary study

作者: Lancor, RA (Lancor, Rachael Anderman)

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Web of Science 核心合集中的 "被引频次": 13

被引频次合计: 13

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 28

摘要: The concept of energy is widely employed in introductory science courses. However, the term energy is defined and utilized in different ways depending on the context, even within a given discipline. Through the lens of metaphor theory, these various definitions of energy are seen as metaphors that highlight and obscure characteristics of energy. Working under this framework, undergraduate students in introductory biology, chemistry, and physics courses were asked to write analogies that reflect their understanding of the role of energy in the context of ecosystems (n=49), chemical reactions (n=36), mechanical systems (n=65), and electrical circuits (n=44). These analogies were analyzed qualitatively using metaphor theory to gain understanding of how students conceptualize energy in these different contexts. The results of this study indicate that students use seven different conceptual metaphors to explain the role of energy in various scientific contexts: energy as a substance that can be accounted for, energy as a substance that can flow, can change forms, can be carried, can be lost, can be an ingredient or a product, and energy as a process or interaction. This result gives teachers a framework to use in evaluating student ideas about energy.

作者关键词: Energy; Multidisciplinary; Metaphor theory; Analogy

KeyWords Plus: INSTRUCTIONAL ANALOGIES; ALTERNATIVE APPROACH; SCIENCE; THERMODYNAMICS; BIOLOGY; PHYSICS; FORMS

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第 35 条, 共 41 条

标题: What is a hydrogen bond? Resonance covalency in the supramolecular domain

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来源出版物: CHEMISTRY EDUCATION RESEARCH AND PRACTICE 卷: 15 期: 3 页:

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Web of Science 核心合集中的 "被引频次": 16

被引频次合计: 16

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 27

摘要: We address the broader conceptual and pedagogical implications of recent recommendations of the International Union of Pure and Applied Chemistry (IUPAC) concerning the re-definition of hydrogen bonding, drawing upon the recommended IUPAC statistical methodology of mutually correlated experimental and theoretical descriptors to operationally address the title question. Both direct and statistical lines of evidence point to the essential resonance covalency of H-bonding interactions, rather than the statistically insignificant "dipole-dipole" character that is persistently advocated in current textbooks. The revised conception of H-bonding is both supported by modern quantum chemical technology and consistent with the pre-quantal insights of G. N. Lewis and other bonding pioneers. We offer specific suggestions for how relatively minor changes in the usual discussion of Lewis-structural and resonance concepts-supported by modern web-based computational modeling tools-can readily accommodate this fundamental change of perspective.

KeyWords Plus: CHEMICAL-BOND; BARRIER; CHEMISTRY; IDENTIFICATION; MOLECULES; COUPLINGS; KNOWLEDGE; FRAMEWORK; EDUCATION

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第 36 条, 共 41 条

标题: An Investigation of Reading Rate Patterns and Retrieval Outcomes of Elementary School Students with E-books

作者: Liang, TH (Liang, Tsung-Ho); Huang, YM (Huang, Yueh-Min)

来源出版物: EDUCATIONAL TECHNOLOGY & SOCIETY 卷: 17 期: 1 页: 218-230 出版年: JAN 2014

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使用次数 (2013 年至今): 30

摘要: While many studies have examined the capabilities of e-books to promote children's reading abilities, more extensive investigations of the related reading patterns and outcomes seem necessary before this technology is widely adopted. This study used a reading rate tracking technique to collect the reading rate data from 24 sixth-graders participating in six reading tasks.

After each reading task, the students were asked to complete a retrieval test in order to assess their reading outcomes. Using a two-stage cluster analysis method, this study identified two different reading rate patterns, the Coherent and Fluctuant Readers, from 2,820 on-reading records collected by a reading rate tracking technique. The characteristics of the patterns not only represent the changes in specific reading rate related to different groups, but can also be regarded as the extrinsic indications of various reading actions or navigation strategies, and are thus somewhat associated with the retrieval outcomes. Moreover, this study also found that e-book reading is plausibly able to promote the student's retrieval as compared with reading printed books. Future research can examine how these patterns result in different outcomes, and thus further help teachers as they seek to guide students' reading of e-books.

作者关键词: Reading rate; Retrieval outcome; Reading e-books; Cognitive process; Elementary school

KeyWords Plus: CHILDRENS EMERGENT LITERACY; ELECTRONIC BOOKS; INDIVIDUAL-DIFFERENCES; GENDER-DIFFERENCES; WORKING-MEMORY; ENGLISH; SKILLS; COMPREHENSION; PERFORMANCE; ENVIRONMENT

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第 37 条, 共 41 条

标题: Effects of Dose Frequency of Early Communication Intervention in Young Children With and Without Down Syndrome

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来源出版物: AJIDD-AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES 卷: 119 期: 1 页: 17-32 DOI: 10.1352/1944-7558-119.1.17 出版年: JAN 2014

Web of Science 核心合集中的 "被引频次": 13

被引频次合计: 13

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 14

摘要: Children with intellectual disability were randomly assigned to receive Milieu Communication Teaching (MCT) at one 1-hr session per week (low dose frequency, LDF) or five 1-hr sessions per week (high dose frequency, HDF) over 9 months (Fey, Yoder, Warren, & Bredin-Oja, 2013). Non-Down syndrome (NDS) and Down syndrome (DS) subgroups were matched on intelligence, mental age, and chronological age. The NDS group had significantly more growth in spoken vocabulary than the DS group. In the DS subgroup, the HDF group had more spoken vocabulary growth than the LDF group when IQ was controlled. In both etiological subgroups, the HDF group yielded greater vocabulary production outcomes than the LDF group for children who played functionally with a range of objects.

作者关键词: Down syndrome; intervention; vocabulary; dose frequency

KeyWords Plus: INTELLECTUAL DISABILITIES; LANGUAGE IMPAIRMENT; INTENTIONAL COMMUNICATION; SENTENCE IMITATION; ACQUISITION; VOCABULARY; INTENSITY; COMPREHENSION; DIFFICULTIES; INDIVIDUALS

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第 38 条, 共 41 条

标题: Rethinking chemistry: a learning progression on chemical thinking

作者: Sevian, H (Sevian, Hannah); Talanquer, V (Talanquer, Vicente)

来源出版物: CHEMISTRY EDUCATION RESEARCH AND PRACTICE 卷: 15 期: 1 页: 10-23 DOI: 10.1039/c3rp00111c 出版年: 2014

Web of Science 核心合集中的 "被引频次": 21

被引频次合计: 23

使用次数 (最近 180 天): 18

使用次数 (2013 年至今): 73

摘要: Dominant educational approaches in chemistry focus on the learning of somewhat isolated concepts and ideas about chemical substances and reactions. Reform efforts often seek to engage students in the generation of knowledge through the investigation of chemical phenomena, with emphasis on the development and application of models to build causal explanations and predict outcomes. However, chemistry has been characterized as a technoscience that blends scientific pursuit and technological goals. Besides searching for explanations, our discipline also involves the design of substances and processes to address relevant problems, as well as the evaluation of social, economic, and environmental benefits, costs, and risks associated with chemical knowledge and products. In order to develop authentic curricula, instruction, and assessments that are better aligned with the core goals and practices of chemistry, we need to understand how students' chemical thinking progresses over time. We define chemical thinking as the development and application of chemical knowledge and practices with the main intent of analyzing, synthesizing, and transforming matter for practical purposes. In this paper we present a blueprint of a theoretically sound and evidence-based foundation for an educational framework centered on the idea of chemical thinking. Our investigations are focused on the development of a learning progression that describes likely pathways in the evolution of students' chemical thinking with training in the discipline from grade 8 (age 13-14) through 16 (undergraduate completion).

KeyWords Plus: SOCIOSCIENTIFIC ARGUMENTATION; STUDENTS CONCEPTIONS; CONTENT KNOWLEDGE; EDUCATION; SCIENCE; MATTER; SUBSTANCES; PERSPECTIVES; PREDICTIONS; HEURISTICS

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第 39 条, 共 41 条

标题: Adolescent Boys' Science Aspirations: Masculinity, Capital, and Power

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来源出版物: JOURNAL OF RESEARCH IN SCIENCE TEACHING 卷: 51 期: 1 页: 1-30

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使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 18

摘要: There is widespread international concern about post-16 participation rates in science, with women's under-representation constituting a particular issue. This paper contributes to these debates through a novel, critical examination of the role of masculinity within boys' negotiations of science aspirations. Drawing on a UK longitudinal study of children's science and career aspirations from age 10 to 14 (including a survey of over 9,000 (Year 6, age 10/11) and 5,600 (Year 8, age 12/13) pupils in England and repeat individual interviews with 92 children (at age 10/11) and 85 (age 12/13), the paper focuses in-depth on repeat interviews with 37 boys. We identify five discursive performances of masculinity, which are related to the boys' (science) aspirations: two are associated with science/related aspirations (termed young professors and cool/footballer scientists) and three characterize boys who aspire otherwise (behaving/achieving boys; popular masculinity boys and laddish boys). Classed patterns across these five discourses are then explored through two cross-cutting phenomena, (1) popular constructions of science as brainy/smart and (2) the uneven social distribution of science capital, explaining how each of these are implicated facilitating middle-class boys' identifications from/with science and dissuading working-class boys' aspirations. We argue that these analyses illuminate an orthodoxy of science careers which maps closely on to current patterns of participation in post-16 science and which impacts powerfully on who can/not conceive of a career in science as being for me. (c) 2013 Wiley Periodicals, Inc. J Res Sci Teach 51: 1-30, 2014

作者关键词: science aspirations; boys; masculinity; Bourdieu

KeyWords Plus: SCHOOL SCIENCE; STUDENTS EXPERIENCES; SOCIOECONOMIC-STATUS; GENDER-DIFFERENCES; EDUCATION; GIRLS; PARTICIPATION; ATTITUDES; IDENTITY; WOMEN

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第 40 条, 共 41 条

标题: Models-based practice: great white hope or white elephant?

作者: Casey, A (Casey, Ashley)

来源出版物: PHYSICAL EDUCATION AND SPORT PEDAGOGY 卷: 19 期: 1 页: 18-34

DOI: 10.1080/17408989.2012.726977 出版年: JAN 1 2014

Web of Science 核心合集中的 "被引频次": 11

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使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 31

摘要: Background: Many critical curriculum theorists in physical education have advocated a model- or models-based approach to teaching in the subject. This paper explores the literature base around models-based practice (MBP) and asks if this multi-models approach to curriculum planning has the potential to be the great white hope of pedagogical change or, if in fact, it is a white elephant that should be reconsidered or abandoned. Purpose: To review the literature around pedagogical and curricular change in physical education that relates to teachers experience of models-based practice. This review of research on teachers' perceptions and use of MBP was undertaken in an effort to ascertain the ways in which practitioners' interpreted this type of change in practice. Data collection: Papers were selected by searching EBSCO databases with the identifiers Instructional Models, Sport Education, Teaching Games for Understanding and their hybrids, Cooperative learning, Teaching Personal and Social Responsibility, Personalised System of Instruction Peer Teaching Model and Inquiry Teaching. These were chosen as they match the seven innovative models in Metzler's (2010) compendium of instructional models. Further articles were obtained through the citations and references in the original documents. Data analysis: Analysis of the 45 papers followed a systematic process of inductive analysis and constant comparison. The categories, which emerged from the analysis, were based upon the researcher's perceptions of findings and revealed five key findings/themes; (i) change for teachers, (ii) difficulty and time, (iii) diversification in the teacher's role, (iv) evidence of effectiveness and (iv) university/teacher collaboration. Findings: While changes in attitude, positive feelings, efficacy, enthusiasm and vigour were reported by teachers, there was also an acknowledgement that they lacked experience in using MBP which made them feel like they were beginning teachers' again. For some the conceptual shift was too much and they deliberately returned to their old pedagogies. For others, the change occurred slowly but gradually over the course of the intervention. When professional learning was part of the relationship between the teachers and researchers, then these returns to old practices was not reported. However, it was acknowledged that to engage with MBP required greater effort on behalf of the teacher and that to feel comfortable could take upwards of two years. Change was a difficult undertaking, but when evidence' of success was used to support the teachers' learning then they felt more confident in their decisions. The biggest factor in engendering change was the sustained support offered through collaborative partnerships between schools and universities. These supportive relationships allowed the teachers to continually reconsider their practice with the help of experienced colleagues. Conclusions: While MBP has

begun to help practitioners to change and develop their pedagogies and curriculum, we are still a way away from understanding the impact of changing to a models-based approach. Research needs to be focused beyond the initial use of the model(s) and one needs to explore the longitudinal impact of adopting a multi-model curriculum. Furthermore, advocates of MBP need to explore the pedagogical and curricular ramifications on teachers of the long-term adoption of a models-based approach.

作者关键词: pedagogical model; physical education; models-based practice; instructional model; curriculum model

KeyWords Plus: SPORT EDUCATION; PHYSICAL-EDUCATION; PROFESSIONAL-DEVELOPMENT; CURRICULUM CHANGE; TEACHING GAMES; TEACHERS; IMPLEMENTATION; RESPONSIBILITY; PROGRAM; EXPERIENCES

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第 41 条, 共 41 条

标题: Research on self-determination in physical education: key findings and proposals for future research

作者: Van den Berghe, L (Van den Berghe, Lynn); Vansteenkiste, M (Vansteenkiste, Maarten); Cardon, G (Cardon, Greet); Kirk, D (Kirk, David); Haerens, L (Haerens, Leen)

来源出版物: PHYSICAL EDUCATION AND SPORT PEDAGOGY 卷: 19 期: 1 页: 97-121
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使用次数 (最近 180 天): 15

使用次数 (2013 年至今): 72

摘要: Background: During the last 30 years, several theories of motivation have generated insights into the motives underlying learners' behavior in physical education. Self-determination theory (SDT), a general theory on social development and motivation, has enjoyed increasing popularity in physical education research during the past decade. SDT states that for students to be optimally motivated for physical education, it is critical to support the satisfaction of their innate, psychological needs for autonomy, competence, and relatedness by being autonomy-supportive, by structuring the environment, and by creating a warm and solid relationship with the students. Purpose: Our goal was to provide a critical review of 74 SDT-grounded peer-reviewed studies in the field of physical education, to identify research gaps, and to provide suggestions for moving this line of research forward by discussing how insights from a pedagogical view can contribute to the development of SDT-based research. Findings: The included studies confirmed the motivational sequence as proposed by SDT. It was revealed that future research can be of extra value if (a) combinations of the three dimensions of need-supportive practices are addressed, (b) more intervention and experimental studies are conducted, (c) more insight is gained into antecedents of teachers' behaviors, (d) a broader set of learning outcomes is investigated, and (e) relevant physical education-related contextual factors are taken into account. Conclusions: Given the increasing number of SDT studies in the context of physical education, this review

recommends a better integration of pedagogical and psychological knowledge in future SDT-grounded work in the context of physical education. A better integration is needed because it can lead to ecologically valid and practical recommendations on how to enhance students' motivation taking into account the pedagogical context of physical education.

作者关键词: pedagogy; psychology; self-determination theory; motivation

KeyWords Plus: TRANS-CONTEXTUAL MODEL; PERCEIVED AUTONOMY SUPPORT; INTRINSIC MOTIVATION; UNIVERSITY-STUDENTS; POSITIVE FEEDBACK; ACTIVITY BEHAVIOR; TEACHERS; PERFORMANCE; GOAL; PERCEPTIONS

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2.3 2013 年 ESI 教育学学科 SSCI 高被引论文 38 篇

第 1 条, 共 38 条

标题: Working memory and mathematics in primary school children: A meta-analysis

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来源出版物: EDUCATIONAL RESEARCH REVIEW 卷: 10 页: 29-44 DOI: 10.1016/j.edurev.2013.05.003 出版年: DEC 2013

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使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 50

摘要: Working memory, including central executive functions (inhibition, shifting and updating) are factors thought to play a central role in mathematical skill development. However, results reported with regard to the associations between mathematics and working memory components are inconsistent. The aim of this meta-analysis is twofold: to investigate the strength of this relation, and to establish whether the variation in the association is caused by tests, sample characteristics and study and other methodological characteristics. Results indicate that all working memory components are associated with mathematical performance, with the highest correlation between mathematics and verbal updating. Variation in the strength of the associations can consistently be explained by the type of mathematics measure used: general tests yield

stronger correlations than more specific tests. Furthermore, characteristics of working memory measures, age and sample explain variance in correlations in some analyses. Interpretations of the contribution of moderator variables to various models are discussed. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Mathematics; Working memory; Executive functions; Children; Meta-analysis

KeyWords Plus: SHORT-TERM-MEMORY; EXECUTIVE FUNCTIONS; COGNITIVE-ABILITIES; COMPLEX ADDITION; YOUNG-CHILDREN; SKILLS; MATH; ACHIEVEMENT; DIFFICULTIES; PRESCHOOLERS

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第 2 条, 共 38 条

标题: Evidence-Based Practices and Implementation Science in Special Education

作者: Cook, BG (Cook, Bryan G.); Odom, SL (Odom, Samuel L.)

来源出版物: EXCEPTIONAL CHILDREN 卷: 79 期: 2 特刊: SI 页: 135-+ 出版年: WIN 2013

Web of Science 核心合集中的 "被引频次": 43

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使用次数 (最近 180 天): 1

使用次数 (2013 年至今): 145

摘要: Establishing a process for identifying evidence-based practices (EBPs) in special education has been a significant advance for the field because it has the potential for generating more effective educational programs and producing more positive outcomes for students with disabilities. However, the potential benefit of EBPs is bounded by the quality, reach, and maintenance of implementation. The cross-disciplinary field of implementation science has great relevance for translating the promise of EBPs into positive outcomes for children and youth with disabilities. This article examines the history, extent, and limitations of EBPs and describes the emergence and current state of implementation science as applied in special education. Subsequent articles in this special issue of Exceptional Children address a range of issues related to implementation science in special education: the research-to-practice gap, dissemination and diffusion, adherence and sustainability, scaling up, a model for state-level implementation, and fostering implementation through professional development.

KeyWords Plus: POSITIVE BEHAVIOR SUPPORT; SYSTEMS; REFORM

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第 3 条, 共 38 条

标题: Balancing Fidelity With Flexibility and Fit: What Do We Really Know About Fidelity of Implementation in Schools?

作者: Harn, B (Harn, Beth); Parisi, D (Parisi, Danielle); Stoolmiller, M (Stoolmiller, Mike)

来源出版物: EXCEPTIONAL CHILDREN 卷: 79 期: 2 特刊: SI 页: 181-193 出版年: WIN 2013

Web of Science 核心合集中的 "被引频次": 21

被引频次合计: 21

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 37

摘要: Treatment fidelity, or the application of an intervention as it is designed, is a critical issue for the successful implementation of evidence-based practices. Typically it is assumed that evidence-based practices implemented with high fidelity will result in improved outcomes, whereas low fidelity will lead to poorer outcomes. These assumptions presume agreement across researchers and practitioners on what fidelity is, how to measure it, and what level of fidelity optimizes outcomes; however, there is no widespread agreement on any of these issues. This article discusses the dimensions and nuances of treatment fidelity as well as the implications for measuring and analyzing it in relation to student outcomes. The authors review research demonstrating the differential relationship of fidelity across schools, program type, and impact on student outcomes that special educators should consider when designing intervention studies and implementing evidence-based practices. Special educators should prioritize practices and programs with clearly identified components that are empirically validated yet designed flexibly to match various contexts and student populations. Suggestions to support schools in implementing and sustaining evidence-based practices are provided.

KeyWords Plus: INCREDIBLE YEARS TEACHER; TREATMENT INTEGRITY; CONDUCT PROBLEMS; INTERVENTION; OUTCOMES; PROGRAM; CHILDREN; BEHAVIOR; SUPPORT; PREVENTION

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第 4 条, 共 38 条

标题: Statewide Implementation of Evidence-Based Programs

作者: Fixsen, D (Fixsen, Dean); Blase, K (Blase, Karen); Metz, A (Metz, Allison); Van Dyke, M (Van Dyke, Melissa)

来源出版物: EXCEPTIONAL CHILDREN 卷: 79 期: 2 特刊: SI 页: 213-230 出版年: WIN 2013

Web of Science 核心合集中的 "被引频次": 38

被引频次合计: 38

使用次数 (最近 180 天): 1

使用次数 (2013 年至今): 43

摘要: Evidence-based programs will be useful to the extent they produce benefits to individuals on a socially significant scale. It appears the combination of effective programs and effective implementation methods is required to assure consistent uses of programs and reliable benefits to children and families. To date, focus has been placed primarily on generating evidence and determining degrees of rigor required to qualify practices and programs as "evidence-based" To be useful to society, the focus needs to shift to defining "programs" and to developing state-level infrastructures for statewide implementation of evidence-based programs and other innovations in human services. In this article, the authors explicate a framework for accomplishing these goals and discuss examples of the framework in use.

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第 5 条, 共 38 条

标题: Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity

作者: McDonald, M (McDonald, Morva); Kazemi, E (Kazemi, Elham); Kavanagh, SS (Kavanagh, Sarah Schneider)

来源出版物: JOURNAL OF TEACHER EDUCATION 卷: 64 期: 5 特刊: SI 页: 378-386 DOI: 10.1177/0022487113493807 出版年: NOV 2013

Web of Science 核心合集中的 "被引频次": 26

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使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 18

摘要: Currently, the field of teacher education is undergoing a major shift a turn away from a predominant focus on specifying the necessary knowledge for teaching toward specifying teaching practices that entail knowledge and doing. In this article, the authors suggest that current work on K-12 core teaching practices has the potential to shift teacher education toward the practice of teaching. However, the authors argue that to realize this vision we must reimagine not only the

curriculum for learning to teach but also the pedagogy of teacher education. We present one example of what we mean by reimagined teacher education pedagogy by offering a framework through which to conceptualize the preparation of teachers organized around core practices. From our perspectives, this framework could be the backbone of a larger research and development agenda aimed at engaging teachers and teacher educators in systematic knowledge generation regarding ambitious teaching and teacher education pedagogy. We conclude with an invitation to the field to join with us in imagining approaches to generating and aggregating knowledge about teaching and the pedagogy of teacher education that will move not only our individual practice but also our collective practice forward.

作者关键词: elementary teacher education; preservice education; secondary teacher education

KeyWords Plus: KNOWLEDGE

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第 6 条, 共 38 条

标题: Looking East: Shanghai, PISA 2009 and the reconstitution of reference societies in the global education policy field

作者: Sellar, S (Sellar, Sam); Lingard, B (Lingard, Bob)

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使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 38

摘要: This paper examines the outstanding performance of Shanghai, China on PISA 2009 and its effects on other national systems and within the global education policy field. The OECD's PISA is helping to create this field by constituting the globe as a commensurate space of school system performance. The effects of Shanghai's success are considered in three other national contexts: the USA, England and Australia. We combine (a) analysis of data from more than 30 research interviews with senior policy actors at the OECD, the IEA and within Australia and England; and (b) document analysis of policy speeches, commissioned research reports and media coverage from the three national contexts. Shanghai's performance in PISA 2009 produced a global PISA-shock' that has repositioned this system as a significant new reference society', shifting the global gaze in education from Finland to the East' at the beginning of the so-called Asian century'.

KeyWords Plus: EUROPEAN EDUCATION; ENGLAND; DISCOURSE; RECEPTION; POLITICS; SCIENCE; DEBATE; REFORM; JAPAN

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第 7 条, 共 38 条

标题: Basic Auditory Processing Deficits in Dyslexia: Systematic Review of the Behavioral and Event-Related Potential/Field Evidence

作者: Hamalainen, JA (Hamalainen, Jarmo A.); Salminen, HK (Salminen, Hanne K.); Leppanen, PHT (Leppanen, Paavo H. T.)

来源出版物: JOURNAL OF LEARNING DISABILITIES 卷: 46 期: 5 页: 413-427 DOI: 10.1177/0022219411436213 出版年: SEP 2013

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摘要: A review of research that uses behavioral, electroencephalographic, and/or magnetoencephalographic methods to investigate auditory processing deficits in individuals with dyslexia is presented. Findings show that measures of frequency, rise time, and duration discrimination as well as amplitude modulation and frequency modulation detection were most often impaired in individuals with dyslexia. Less consistent findings were found for intensity and gap perception. Additional factors that mediate auditory processing deficits in individuals with dyslexia and their implications are discussed.

作者关键词: auditory processing; dyslexia; neuropsychology

KeyWords Plus: DEVELOPMENTAL DYSLEXIA; MISMATCH NEGATIVITY; FREQUENCY DISCRIMINATION; SPEECH-PERCEPTION; READING DISABILITIES; LANGUAGE IMPAIRMENT; FAMILIAL RISK; MAGNOCELLULAR DEFICIT; ENVELOPE PERCEPTION; CORTICAL RESPONSES

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第 8 条, 共 38 条

标题: A Review of School Climate Research

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来源出版物: REVIEW OF EDUCATIONAL RESEARCH 卷: 83 期: 3 页: 357-385 DOI: 10.3102/0034654313483907 出版年: SEP 2013

Web of Science 核心合集中的 "被引频次": 38

被引频次合计: 39

使用次数 (最近 180 天): 14

使用次数 (2013 年至今): 111

摘要: For more than a century, there has been a growing interest in school climate. Recently, the U.S. Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education, foreign educational ministries, and UNICEF have focused on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel learning and working together to create ever safer, more supportive and engaging K-12 schools. This work presents an integrative review on school climate research. The 206 citations used in this review include experimental studies, correlational studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. We conclude with a critique of the field and a series of recommendations for school climate researchers and policymakers.

作者关键词: school climate; school improvement; socio-emotional learning; prosocial education; bullying

KeyWords Plus: TEACHER-CHILD RELATIONSHIPS; MIDDLE SCHOOL; STUDENT PERCEPTIONS; SOCIAL CLIMATE; ACADEMIC-ACHIEVEMENT; LEARNING-ENVIRONMENT; ELEMENTARY-SCHOOLS; ADOLESCENT HEALTH; AFRICAN-AMERICAN; MENTAL-HEALTH

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第 9 条, 共 38 条

标题: Workplace-based assessment: raters' performance theories and constructs

作者: Govaerts, MJB (Govaerts, M. J. B.); Van de Wiel, MWJ (Van de Wiel, M. W. J.); Schuwirth, LWT (Schuwirth, L. W. T.); Van der Vleuten, CPM (Van der Vleuten, C. P. M.); Muijtjens, AMM (Muijtjens, A. M. M.)

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Web of Science 核心合集中的 "被引频次": 22

被引频次合计: 22

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 27

摘要: Weaknesses in the nature of rater judgments are generally considered to compromise the

utility of workplace-based assessment (WBA). In order to gain insight into the underpinnings of rater behaviours, we investigated how raters form impressions of and make judgments on trainee performance. Using theoretical frameworks of social cognition and person perception, we explored raters' implicit performance theories, use of task-specific performance schemas and the formation of person schemas during WBA. We used think-aloud procedures and verbal protocol analysis to investigate schema-based processing by experienced ($N = 18$) and inexperienced ($N = 16$) raters (supervisor-raters in general practice residency training). Qualitative data analysis was used to explore schema content and usage. We quantitatively assessed rater idiosyncrasy in the use of performance schemas and we investigated effects of rater expertise on the use of (task-specific) performance schemas. Ratets used different schemas in judging trainee performance. We developed a normative performance theory comprising seventeen inter-related performance dimensions. Levels of rater idiosyncrasy were substantial and unrelated to rater expertise. Experienced raters made significantly more use of task-specific performance schemas compared to inexperienced raters, suggesting more differentiated performance schemas in experienced raters. Most raters started to develop person schemas the moment they began to observe trainee performance. The findings further our understanding of processes underpinning judgment and decision making in WBA. Ratets make and justify judgments based on personal theories and performance constructs. Ratets' information processing seems to be affected by differences in rater expertise. The results of this study can help to improve rater training, the design of assessment instruments and decision making in WBA.

作者关键词: Clinical education; Cognition-based assessment models; Competence assessment; Performance assessment; Professional judgment; Rater judgments; Rating process; Workplace-based assessment

KeyWords Plus: MEDICAL-EDUCATION; SOCIAL COGNITION; QUALITATIVE RESEARCH; PERSON PERCEPTION; RATING ACCURACY; COMPETENCE; PERSPECTIVES; SCHEMATA

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第 10 条, 共 38 条

标题: An investigation of college chemistry students' understanding of structure-property relationships

作者: Cooper, MM (Cooper, Melanie M.); Corley, LM (Corley, Leah M.); Underwood, SM (Underwood, Sonia M.)

来源出版物: JOURNAL OF RESEARCH IN SCIENCE TEACHING 卷: 50 期: 6 特刊: SI 页: 699-721 DOI: 10.1002/tea.21093 出版年: AUG 2013

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被引频次合计: 22

使用次数 (最近 180 天): 11

使用次数 (2013 年至今): 41

摘要: The connection between the molecular-level structure of a substance and its macroscopic properties is a fundamental concept in chemistry. Students in college-level general and organic chemistry courses were interviewed to investigate how they used structure-property relationships to predict properties such as melting and boiling points. Although student difficulties in this area are well documented, they are usually classified as individual misconceptions. However our studies showed that student problems appear to arise from a complex interplay of problems involving a number of different sources: (1) models of phases/phase change, (2) use of representations, (3) language and terminology, and (4) use of heuristics in student reasoning. No two students used the same sets of ideas to perform the task at hand, and while we did see some recurrences of a single idea or heuristic, the ways that students combined them were different. We believe that, at least for high-level complex tasks such as determining structure-property relationships, student understanding is best understood as a set of loosely connected ideas, skills, and heuristics that are not well integrated. These are not single misconceptions that can be reconstructed in isolation. What is clear is that students who have done everything we ask of them, and who have earned high grades in chemistry courses are unable to address a core concept in chemistry. Typical assessments often mask the difficulties that students have with core concepts, since many students may correctly answer a question using heuristics, but have faulty reasoning. We recommend that instruction should include a scaffolded progression of ideas, and opportunities to construct and connect their understanding that will allow students to construct a more coherent framework from which to make predictions about the behavior of matter. (C) 2013 Wiley Periodicals, Inc.

作者关键词: conceptual change; misconceptions; cognitive science; evaluation and theory

KeyWords Plus: LEARNING PROGRESSION; INDIVIDUAL-DIFFERENCES; COGNITIVE STRUCTURE; LEWIS STRUCTURES; MISCONCEPTIONS; SCIENCE; ENERGY; PERSPECTIVES; CONCEPTIONS; SUBSTANCES

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第 11 条, 共 38 条

标题: "Let's Get Physical": Advantages of a physical model over 3D computer models and textbooks in learning imaging anatomy

作者: Preece, D (Preece, Daniel); Williams, SB (Williams, Sarah B.); Lam, R (Lam, Richard); Weller, R (Weller, Renate)

来源出版物: ANATOMICAL SCIENCES EDUCATION 卷: 6 期: 4 页: 216-224 DOI: 10.1002/ase.1345 出版年: JUL 2013

Web of Science 核心合集中的 "被引频次": 27

被引频次合计: 31

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 58

摘要: Three-dimensional (3D) information plays an important part in medical and veterinary education. Appreciating complex 3D spatial relationships requires a strong foundational understanding of anatomy and mental 3D visualization skills. Novel learning resources have been introduced to anatomy training to achieve this. Objective evaluation of their comparative efficacies remains scarce in the literature. This study developed and evaluated the use of a physical model in demonstrating the complex spatial relationships of the equine foot. It was hypothesized that the newly developed physical model would be more effective for students to learn magnetic resonance imaging (MRI) anatomy of the foot than textbooks or computer-based 3D models. Third year veterinary medicine students were randomly assigned to one of three teaching aid groups (physical model; textbooks; 3D computer model). The comparative efficacies of the three teaching aids were assessed through students' abilities to identify anatomical structures on MR images. Overall mean MRI assessment scores were significantly higher in students utilizing the physical model (86.39%) compared with students using textbooks (62.61%) and the 3D computer model (63.68%) ($P < 0.001$), with no significant difference between the textbook and 3D computer model groups ($P = 0.685$). Student feedback was also more positive in the physical model group compared with both the textbook and 3D computer model groups. Our results suggest that physical models may hold a significant advantage over alternative learning resources in enhancing visuospatial and 3D understanding of complex anatomical architecture, and that 3D computer models have significant limitations with regards to 3D learning. (c) 2013 American Association of Anatomists.

作者关键词: gross anatomy; physical models; teaching methods; veterinary anatomy education; veterinary imaging; horse; MRI; rapid prototyping

KeyWords Plus: UNDERGRADUATE HUMAN ANATOMY; MEDICAL-EDUCATION; VIRTUAL-REALITY; IMAGERY STRATEGIES; CLINICAL ANATOMY; TEACHING ANATOMY; CAT DISSECTION; TEMPORAL BONE; PLASTINATION; CLAY

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第 12 条, 共 38 条

标题: Epidemiology of stuttering: 21st century advances

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来源出版物: JOURNAL OF FLUENCY DISORDERS 卷: 38 期: 2 页: 66-87 DOI: 10.1016/j.jfludis.2012.11.002 出版年: JUN 2013

Web of Science 核心合集中的 "被引频次": 25

被引频次合计: 29

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 62

摘要: Epidemiological advances in stuttering during the current century are reviewed within the perspectives of past knowledge. The review is organized in six sections: (a) onset, (b) incidence, (c) prevalence, (d) developmental paths, (e) genetics and (f) subtypes. It is concluded that: (1) most of the risk for stuttering onset is over by age 5, earlier than has been previously thought, with a male-to-female ratio near onset smaller than what has been thought, (2) there are indications that the lifespan incidence in the general population may be higher than the 5% commonly cited in past work, (3) the average prevalence over the lifespan may be lower than the commonly held 1%, (4) the effects of race, ethnicity, culture, bilingualism, and socioeconomic status on the incidence/prevalence of stuttering remain uncertain, (5) longitudinal, as well as incidence and prevalence studies support high levels of natural recovery from stuttering, (6) advances in biological genetic research have brought within reach the identification of candidate genes that contribute to stuttering in the population at large, (7) subtype-differentiation has attracted growing interest, with most of the accumulated evidence supporting a distinction between persistent and recovered subtypes.

Educational objectives: Readers will be exposed to a summary presentation of the most recent data concerning basic epidemiological factors in stuttering. Most of these factors also pertain to children's risks for experiencing stuttering onset, as well as risks for persistency. The article also aims to increase awareness of the implications of the information to research, and professional preparation that meets the epidemiology of the disorder. (C) 2012 Elsevier Inc. All rights reserved.

作者关键词: Stuttering; Epidemiology; Incidence-prevalence; Persistency-recovery; Subtypes; Genetics

KeyWords Plus: GENETIC SUSCEPTIBILITY; TEACHER PERCEPTIONS; SPEECH DISORDERS; SCHOOL STUDENTS; YOUNG-CHILDREN; LATE CHILDHOOD; NO WORD; PREVALENCE; RECOVERY; ONSET

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第 13 条, 共 38 条

标题: A Rhythmic Musical Intervention for Poor Readers: A Comparison of Efficacy With a Letter-Based Intervention

作者: Bhide, A (Bhide, Adeetee); Power, A (Power, Alan); Goswami, U (Goswami, Usha)

来源出版物: MIND BRAIN AND EDUCATION 卷: 7 期: 2 页: 113-123 DOI: 10.1111/mbe.12016 出版年: JUN 2013

Web of Science 核心合集中的 "被引频次": 24

被引频次合计: 24

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 26

摘要: There is growing evidence that children with reading difficulties show impaired auditory rhythm perception and impairments in musical beat perception tasks. Rhythmic musical interventions with poorer readers may thus improve rhythmic entrainment and consequently improve reading and phonological skills. Here we compare the effects of a musical intervention for poor readers with a software intervention of known efficacy based on rhyme training and phoneme-grapheme learning. The research question was whether the musical intervention would produce gains of comparable effect sizes to the phoneme-grapheme intervention for children who were falling behind in reading development. Broadly, the two interventions had similar benefits for literacy, with large effect sizes.

KeyWords Plus: PRESCHOOL-CHILDREN; SYNCHRONIZATION; DYSLEXIA; SKILLS

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第 14 条, 共 38 条

标题: Relations between preschool attention span-persistence and age 25 educational outcomes

作者: McClelland, MM (McClelland, Megan M.); Acock, AC (Acock, Alan C.); Piccinin, A (Piccinin, Andrea); Rhea, SA (Rhea, Sally Ann); Stallings, MC (Stallings, Michael C.)

来源出版物: EARLY CHILDHOOD RESEARCH QUARTERLY 卷: 28 期: 2 页: 314-324

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Web of Science 核心合集中的 "被引频次": 31

被引频次合计: 31

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 63

摘要: This study examined relations between children's attention span-persistence in preschool and later school achievement and college completion. Children were drawn from the Colorado Adoption Project using adopted and non-adopted children (N=430). Results of structural equation modeling indicated that children's age 4 attention span-persistence significantly predicted math and reading achievement at age 21 after controlling for achievement levels at age 7, adopted status, child vocabulary skills, gender, and maternal education level. Relations between attention span-persistence and later achievement were not fully mediated by age 7 achievement levels. Logistic regressions also revealed that age 4 attention span-persistence skills significantly predicted the odds of completing college by age 25. The majority of this relationship was direct and was not significantly mediated by math or reading skills at age 7 or age 21. Specifically, children who were rated one standard deviation higher on attention span-persistence at age 4 had

48.7% greater odds of completing college by age 25. Discussion focuses on the importance of children's early attention span-persistence for later school achievement and educational attainment. (C) 2012 Elsevier Inc. All rights reserved.

作者关键词: Attention span-persistence; Self-regulation; Academic achievement; Educational attainment

KeyWords Plus: COLORADO-ADOPTION-PROJECT; LOW-INCOME PRESCHOOLERS; EFFORTFUL CONTROL; SELF-REGULATION; ACADEMIC-ACHIEVEMENT; SCHOOL READINESS; EXECUTIVE FUNCTION; EARLY-CHILDHOOD; OCCUPATIONAL ATTAINMENT; INDIVIDUAL-DIFFERENCES

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第 15 条, 共 38 条

标题: Early numerical development and the role of non-symbolic and symbolic skills

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来源出版物: LEARNING AND INSTRUCTION 卷: 25 页: 95-103 DOI: 10.1016/j.learninstruc.2012.12.001 出版年: JUN 2013

Web of Science 核心合集中的 "被引频次": 30

被引频次合计: 30

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 75

摘要: For learning math, non-symbolic quantity skills, symbolic skills and the mapping between number symbols and non-symbolic quantities are all important precursors. Little is known, however, about the interrelated development of these skills. The current study focuses on numerical development by: (a) investigating the structure of non-symbolic, symbolic and mapping skills; and (b) examining the role of non-symbolic versus symbolic numerical skills.

Non-symbolic, symbolic and mapping skills of 69 children were assessed at age 4, 5 and 6. Results provided evidence for: (a) the developmental course of all numerical skills showing distinguishable skills at a younger age versus an integration of skills in older children; and (b) the predominant role of symbolic skills versus the subordinate role of non-symbolic skills in the development of mapping skills. Moreover, symbolic and mapping skills were found to be important predictors for math performance. These results provide new insights in early numerical development. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Numerical development; Mapping skills; Non-symbolic skills; Symbolic skills; Math

KeyWords Plus: MATHEMATICAL LEARNING-DISABILITY; YOUNG-CHILDREN; NUMBER SENSE; INDIVIDUAL-DIFFERENCES; REPRESENTATIONS; ACHIEVEMENT; MAGNITUDE; DYSCALCULIA; INFORMATION; ACQUISITION

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第 16 条, 共 38 条

标题: A Review of Technological Pedagogical Content Knowledge

作者: Chai, CS (Chai, Ching Sing); Koh, JHL (Koh, Joyce Hwee Ling); Tsai, CC (Tsai, Chin-Chung)

来源出版物: EDUCATIONAL TECHNOLOGY & SOCIETY 卷: 16 期: 2 页: 31-51 出版年: APR 2013

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被引频次合计: 27

使用次数 (最近 180 天): 21

使用次数 (2013 年至今): 61

摘要: This paper reviews 74 journal papers that investigate ICT integration from the framework of technological pedagogical content knowledge (TPACK). The TPACK framework is an extension of the pedagogical content knowledge (Shulman, 1986). TPACK is the type of integrative and transformative knowledge teachers need for effective use of ICT in classrooms. As a framework for the design of teacher education programs, the TPACK framework addresses the problem arising from overemphasis on technological knowledge in many ICT courses that are conducted in isolation from teachers' subject matter learning and pedagogical training. The present review we have conducted indicates that TPACK is a burgeoning area of research with more application in the North American region. Studies conducted to date employed varied and sophisticated research methods and they have yielded positive results in enhancing teachers' capability to integrate ICT for instructional practice. However, there are still many potential gaps that the TPACK framework could be employed to facilitate deeper change in education. In particular, we suggest more development and research of technological environments base on TPACK; study of students' learning conception with technology; and cross fertilization of TPACK with other theoretical frameworks related to the study of technology integration.

作者关键词: Technological pedagogical content knowledge (TPACK); ICT; teacher education

KeyWords Plus: FACE-TO-FACE; INTERACTIVE WHITEBOARD; ACADEMIC-PERFORMANCE; SCIENCE-EDUCATION; TEACHER KNOWLEDGE; TPACK; FRAMEWORK; ONLINE; MATHEMATICS; JOURNALS

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第 17 条, 共 38 条

标题: Gamifying learning experiences: Practical implications and outcomes

作者: Dominguez, A (Dominguez, Adrian); Saenz-de-Navarrete, J (Saenz-de-Navarrete, Joseba); de-Marcos, L (de-Marcos, Luis); Fernandez-Sanz, L (Fernandez-Sanz, Luis); Pages, C (Pages, Carmen); Martinez-Herraiz, JJ (Martinez-Herraiz, Jose-Javier)

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被引频次合计: 58

使用次数 (最近 180 天): 63

使用次数 (2013 年至今): 328

摘要: Gamification is the use of game design elements and game mechanics in non-game contexts. This idea has been used successfully in many web based businesses to increase user engagement. Some researchers suggest that it could also be used in web based education as a tool to increase student motivation and engagement. In an attempt to verify those theories, we have designed and built a gamification plugin for a well-known e-learning platform. We have made an experiment using this plugin in a university course, collecting quantitative and qualitative data in the process. Our findings suggest that some common beliefs about the benefits obtained when using games in education can be challenged. Students who completed the gamified experience got better scores in practical assignments and in overall score, but our findings also suggest that these students performed poorly on written assignments and participated less on class activities, although their initial motivation was higher. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Gamification; Games-based learning; Computer game; Game mechanic; Motivation; Engagement; e-learning

KeyWords Plus: GAMES; STUDENTS

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第 18 条, 共 38 条

标题: Technological pedagogical content knowledge - a review of the literature

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来源出版物: JOURNAL OF COMPUTER ASSISTED LEARNING 卷: 29 期: 2 页: 109-121
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Web of Science 核心合集中的 "被引频次": 46

被引频次合计: 46

使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 102

摘要: Technological Pedagogical Content Knowledge (TPACK) has been introduced as a conceptual framework for the knowledge base teachers need to effectively teach with technology. The framework stems from the notion that technology integration in a specific educational context benefits from a careful alignment of content, pedagogy and the potential of technology, and that teachers who want to integrate technology in their teaching practice therefore need to be competent in all three domains. This study is a systematic literature review about TPACK of 55 peer-reviewed journal articles (and one book chapter), published between 2005 and 2011. The purpose of the review was to investigate the theoretical basis and the practical use of TPACK. Findings showed different understandings of TPACK and of technological knowledge. Implications of these different views impacted the way TPACK was measured. Notions about TPACK in subject domains were hardly found in the studies selected for this review. Teacher knowledge (TPACK) and beliefs about pedagogy and technology are intertwined. Both determine whether a teacher decides to teach with technology. Active involvement in (re)design and enactment of technology-enhanced lessons was found as a promising strategy for the development of TPACK in (student-)teachers. Future directions for research are discussed.

作者关键词: practicing teachers; strategies for technology integration; student teachers; teacher beliefs; technological knowledge; technological pedagogical content knowledge

KeyWords Plus: TEACHERS; SCIENCE; MODEL; TPACK

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第 19 条, 共 38 条

标题: Changing the perspective on early development of Rett syndrome

作者: Marschik, PB (Marschik, Peter B.); Kaufmann, WE (Kaufmann, Walter E.); Sigafoos, J (Sigafoos, Jeff); Wolin, T (Wolin, Thomas); Zhang, DJ (Zhang, Dajie); Bartl-Pokorny, KD (Bartl-Pokorny, Katrin D.); Pini, G (Pini, Giorgio); Zappella, M (Zappella, Michele); Tager-Flusberg, H (Tager-Flusberg, Helen); Einspieler, C (Einspieler, Christa); Johnston, MV (Johnston, Michael V.)

来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 34 期: 4 页: 1236-1239

DOI: 10.1016/j.ridd.2013.01.014 出版年: APR 2013

Web of Science 核心合集中的 "被引频次": 25

被引频次合计: 25

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 17

摘要: We delineated the achievement of early speech-language milestones in 15 young children with Rett syndrome (MECP2 positive) in the first two years of life using retrospective video analysis. By contrast to the commonly accepted concept that these children are normal in the pre-regression period, we found markedly atypical development of speech-language capacities, suggesting a paradigm shift in the pathogenesis of Rett syndrome and a possible approach to its early detection. (C) 2013 Elsevier Ltd. All rights reserved.

作者关键词: Rett syndrome; Preserved speech variant; Speech-language development; Milestones; Video analysis; Regression

KeyWords Plus: PRESERVED SPEECH VARIANT; GIRLS; MECP2; DISORDER; CHILDREN

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第 20 条, 共 38 条

标题: Laptop multitasking hinders classroom learning for both users and nearby peers

作者: Sana, F (Sana, Faria); Weston, T (Weston, Tina); Cepeda, NJ (Cepeda, Nicholas J.)

来源出版物: COMPUTERS & EDUCATION 卷: 62 页: 24-31 DOI: 10.1016/j.compedu.2012.10.003 出版年: MAR 2013

Web of Science 核心合集中的 "被引频次": 31

被引频次合计: 31

使用次数 (最近 180 天): 78

使用次数 (2013 年至今): 282

摘要: Laptops are commonplace in university classrooms. In light of cognitive psychology theory on costs associated with multitasking, we examined the effects of in-class laptop use on student learning in a simulated classroom. We found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Laptops; Multitasking; Attentional control; Pedagogy

KeyWords Plus: RETRIEVAL-PROCESSES; ATTENTION; MEMORY; PERFORMANCE; UNIVERSITY; SYSTEMS

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第 21 条, 共 38 条

标题: Current status, opportunities and challenges of augmented reality in education

作者: Wu, HK (Wu, Hsin-Kai); Lee, SWY (Lee, Silvia Wen-Yu); Chang, HY (Chang, Hsin-Yi); Liang, JC (Liang, Jyh-Chong)

来源出版物: COMPUTERS & EDUCATION 卷: 62 页: 41-49 DOI: 10.1016/j.compedu.2012.10.024 出版年: MAR 2013

Web of Science 核心合集中的 "被引频次": 45

被引频次合计: 45

使用次数 (最近 180 天): 36

使用次数 (2013 年至今): 179

摘要: Although augmented reality (AR) has gained much research attention in recent years, the term AR was given different meanings by varying researchers. In this article, we first provide an overview of definitions, taxonomies, and technologies of AR. We argue that viewing AR as a concept rather than a type of technology would be more productive for educators, researchers, and designers. Then we identify certain features and affordances of AR systems and applications. Yet, these compelling features may not be unique to AR applications and can be found in other technological systems or learning environments (e.g., ubiquitous and mobile learning environments). The instructional approach adopted by an AR system and the alignment among technology design, instructional approach, and learning experiences may be more important. Thus, we classify three categories of instructional approaches that emphasize the "roles," "tasks," and "locations," and discuss what and how different categories of AR approaches may help students

learn. While AR offers new learning opportunities, it also creates new challenges for educators. We outline technological, pedagogical, learning issues related to the implementation of AR in education. For example, students in AR environments may be cognitively overloaded by the large amount of information they encounter, the multiple technological devices they are required to use, and the complex tasks they have to complete. This article provides possible solutions for some of the challenges and suggests topics and issues for future research. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Virtual reality; Architectures for educational technology system

KeyWords Plus: UBIQUITOUS LEARNING-ENVIRONMENT; GEOMETRY EDUCATION; SCIENCE-EDUCATION; SIMULATIONS; STUDENTS; INSTRUCTION; ENGAGEMENT; COMPUTERS

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第 22 条, 共 38 条

标题: How motivation affects academic performance: a structural equation modelling analysis

作者: Kusurkar, RA (Kusurkar, R. A.); Ten Cate, TJ (Ten Cate, Th. J.); Vos, CMP (Vos, C. M. P.); Westers, P (Westers, P.); Croiset, G (Croiset, G.)

来源出版物: ADVANCES IN HEALTH SCIENCES EDUCATION 卷: 18 期: 1 页: 57-69 DOI: 10.1007/s10459-012-9354-3 出版年: MAR 2013

Web of Science 核心合集中的 "被引频次": 26

被引频次合计: 26

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 108

摘要: Few studies in medical education have studied effect of quality of motivation on performance. Self-Determination Theory based on quality of motivation differentiates between Autonomous Motivation (AM) that originates within an individual and Controlled Motivation (CM) that originates from external sources. To determine whether Relative Autonomous Motivation (RAM, a measure of the balance between AM and CM) affects academic performance through good study strategy and higher study effort and compare this model between subgroups: males and females; students selected via two different systems namely qualitative and weighted lottery selection. Data on motivation, study strategy and effort was collected from 383 medical students of VU University Medical Center Amsterdam and their academic performance results were obtained from the student administration. Structural Equation Modelling analysis technique

was used to test a hypothesized model in which high RAM would positively affect Good Study Strategy (GSS) and study effort, which in turn would positively affect academic performance in the form of grade point averages. This model fit well with the data, Chi square = 1.095, df = 3, p = 0.778, RMSEA model fit = 0.000. This model also fitted well for all tested subgroups of students. Differences were found in the strength of relationships between the variables for the different subgroups as expected. In conclusion, RAM positively correlated with academic performance through deep strategy towards study and higher study effort. This model seems valid in medical education in subgroups such as males, females, students selected by qualitative and weighted lottery selection.

作者关键词: Autonomous motivation; Controlled motivation; Study strategy; Study effort; Academic performance; Self-determination theory

KeyWords Plus: SELF-DETERMINATION THEORY; MEDICAL-STUDENTS; INTERNAL-MEDICINE; AUTONOMY SUPPORT; EDUCATION; PERSPECTIVE; AMOTIVATION; OUTCOMES; SCALE

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第 23 条, 共 38 条

标题: Learning to argue: A study of four schools and their attempt to develop the use of argumentation as a common instructional practice and its impact on students

作者: Osborne, J (Osborne, Jonathan); Simon, S (Simon, Shirley); Christodoulou, A (Christodoulou, Andri); Howell-Richardson, C (Howell-Richardson, Christina); Richardson, K (Richardson, Katherine)

来源出版物: JOURNAL OF RESEARCH IN SCIENCE TEACHING 卷: 50 期: 3 页: 315-347
DOI: 10.1002/tea.21073 出版年: MAR 2013

Web of Science 核心合集中的 "被引频次": 21

被引频次合计: 21

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 68

摘要: This article reports the outcomes of a project in which teachers' sought to develop their ability to use instructional practices associated with argumentation in the teaching of science in particular, the use of more dialogic approach based on small group work and the consideration of ideas, evidence, and argument. The project worked with four secondary school science

departments over 2 years with the aim of developing a more dialogic approach to the teaching of science as a common instructional practice within the school. To achieve this goal, two lead teachers in each school worked to improve the use of argumentation as an instructional practice by embedding activities in the school science curriculum and to develop their colleague's expertise across the curriculum for 11- to 16-year-old students. This research sought to identify: (a) whether such an approach using minimal support and professional development could lead to measurable difference in student outcomes, and (b) what changes in teachers' practice were achieved (reported elsewhere). To assess the effects on student learning and engagement, data were collected of students' conceptual understanding, reasoning, and attitudes toward science from both the experimental schools and a comparison sample using a set of standard instruments. Results show that few significant changes were found in students compared to the comparison sample. In this article, we report the findings and discuss what we argue are salient implications for teacher professional development and teacher learning. (c) 2013 Wiley Periodicals, Inc. *J Res Sci Teach* 50:315347, 2013

作者关键词: teacher professional development; argumentation; dialogic teaching; student engagement; epistemic learning

KeyWords Plus: PROFESSIONAL-DEVELOPMENT; ELEMENTARY SCIENCE; SCIENTIFIC EXPLANATIONS; INTERVENTION; ACHIEVEMENT; CURRICULUM; CLASSROOM; KNOWLEDGE; THINKING; IMPLEMENTATION

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第 24 条, 共 38 条

标题: Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland

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来源出版物: EARLY CHILDHOOD RESEARCH QUARTERLY 卷: 28 期: 1 页: 62-73 DOI: 10.1016/j.ecresq.2012.05.003 出版年: MAR 2013

Web of Science 核心合集中的 "被引频次": 23

被引频次合计: 23

使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 64

摘要: The present study investigated a direct assessment of behavioral self-regulation (the

Head-Toes-Knees-Shoulders; HTKS) and its contribution to early academic achievement among young children in Germany and Iceland. The authors examined the psychometric properties and construct validity of the HTKS, investigated gender differences in young children's behavioral self-regulation, and explored relations between the HTKS and a teacher report of behavioral self-regulation (the Child Behavior Rating Scale; CBRS) and emerging academic skills. Findings supported the construct validity of the HTKS when used with young German and Icelandic children. Multilevel analyses revealed gender differences, particularly on the CBRS teacher-rated measure. Finally, higher levels of behavioral self-regulation were related to higher academic skills after important background variables were controlled, although some cross-cultural differences in the predictive utility of the HTKS and CBRS were observed. Overall, these results extend prior psychometric work on the HTKS to samples of young European children and support the importance of understanding of the role behavioral self-regulation in young children's development. (C) 2012 Elsevier Inc. All rights reserved.

作者关键词: Behavioral self-regulation; Academic achievement; Head-Toes-Knees-Shoulders Task (HTKS); Early childhood; School readiness; Europe

KeyWords Plus: EXECUTIVE FUNCTION; GENDER-DIFFERENCES; SCHOOL READINESS; YOUNG-CHILDREN; KINDERGARTEN; ACHIEVEMENT; CLASSROOM; PRESCHOOL; TEACHER; RISK

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第 25 条, 共 38 条

标题: How Teacher Turnover Harms Student Achievement

作者: Ronfeldt, M (Ronfeldt, Matthew); Loeb, S (Loeb, Susanna); Wyckoff, J (Wyckoff, James)

来源出版物: AMERICAN EDUCATIONAL RESEARCH JOURNAL 卷: 50 期: 1 页: 4-36
DOI: 10.3102/0002831212463813 出版年: FEB 2013

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使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 34

摘要: Researchers and policymakers often assume that teacher turnover harms student

achievement, though recent studies suggest this may not be the case. Using a unique identification strategy that employs school-by-grade level turnover and two classes of fixed-effects models, this study estimates the effects of teacher turnover on over 850,000 New York City fourth- and fifth-grade student observations over 8 years. The results indicate that students in grade levels with higher turnover score lower in both English language arts (ELA) and math and that these effects are particularly strong in schools with more low-performing and Black students. Moreover, the results suggest that there is a disruptive effect of turnover beyond changing the distribution in teacher quality.

作者关键词: student achievement; teacher turnover; retention

KeyWords Plus: PROFESSIONAL COMMUNITY; SCHOOLS

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第 26 条, 共 38 条

标题: Establishing a Causal Relationship Between Intervention to Promote Self-Determination and Enhanced Student Self-Determination

作者: Wehmeyer, ML (Wehmeyer, Michael L.); Palmer, SB (Palmer, Susan B.); Shogren, K (Shogren, Karrie); Williams-Diehm, K (Williams-Diehm, Kendra); Soukup, JH (Soukup, Jane H.)

来源出版物: JOURNAL OF SPECIAL EDUCATION 卷: 46 期: 4 页: 195-210 DOI: 10.1177/0022466910392377 出版年: FEB 2013

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被引频次合计: 24

使用次数 (最近 180 天): 1

使用次数 (2013 年至今): 27

摘要: Promoting the self-determination of adolescents with disabilities has become best practice in secondary education and transition services, but to date there have been no studies establishing a causal relationship between efforts to promote self-determination and enhancement of the self-determination of youth with disabilities. This article reports a randomized trial placebo control group study of 371 high school students receiving special education services under the categorical areas of mental retardation or learning disabilities. Students were randomly assigned to an intervention or control group (by high school campus), with students in the intervention condition receiving multiple instructional components to promote self-determination. Latent growth curve analysis showed that although all students in the study showed improved self-determination over the 3 years of the study, students in the intervention group showed significantly greater growth, though specific intraindividual variables affected this growth. Implications for research and intervention are discussed.

作者关键词: self-determination; intervention; randomized trial; causal relationship

KeyWords Plus: QUALITY-OF-LIFE; TRANSITION-AGE YOUTH; LEARNING-DISABILITIES; INTELLECTUAL DISABILITY; MENTAL-RETARDATION; COGNITIVE DISABILITIES; ADULT OUTCOMES; HIGH-SCHOOL; EDUCATION; IMPACT

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第 27 条, 共 38 条

标题: MOOCs: A Systematic Study of the Published Literature 2008-2012

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来源出版物: INTERNATIONAL REVIEW OF RESEARCH IN OPEN AND DISTANCE LEARNING 卷: 14 期: 3 页: 202-227 出版年: 2013

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被引频次合计: 51

使用次数 (最近 180 天): 63

使用次数 (2013 年至今): 320

摘要: Massive open online courses (MOOCs) are a recent addition to the range of online learning options. Since 2008, MOOCs have been run by a variety of public and elite universities, especially in North America. Many academics have taken interest in MOOCs recognising the potential to deliver education around the globe on an unprecedented scale; some of these academics are taking a research-oriented perspective and academic papers describing their research are starting to appear in the traditional media of peer reviewed publications. This paper presents a systematic review of the published MOOC literature (2008-2012): Forty-five peer reviewed papers are identified through journals, database searches, searching the Web, and chaining from known sources to form the base for this review. We believe this is the first effort to systematically review literature relating to MOOCs, a fairly recent but massively popular phenomenon with a global reach. The review categorises the literature into eight different areas of interest, introductory, concept, case studies, educational theory, technology, participant focussed, provider focussed, and other, while also providing quantitative analysis of publications according to publication type, year of publication, and contributors. Future research directions guided by gaps in the literature are explored.

作者关键词: MOOC; massive open online course; massively open online course; systematic review; connectivism

KeyWords Plus: OPEN ONLINE COURSES; EDUCATION

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第 28 条, 共 38 条

标题: Revisiting the chemistry triplet: drawing upon the nature of chemical knowledge and the psychology of learning to inform chemistry education

作者: Taber, KS (Taber, Keith S.)

来源出版物: CHEMISTRY EDUCATION RESEARCH AND PRACTICE 卷: 14 期: 2 页: 156-168 DOI: 10.1039/c3rp00012e 出版年: 2013

Web of Science 核心合集集中的 "被引频次": 28

被引频次合计: 28

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 21

摘要: Much scholarship in chemical education draws upon the model of there being three 'levels' at which the teaching and learning of chemistry operates, a notion which is often represented graphically in terms of a triangle with the apices labelled as macroscopic, submicroscopic and symbolic. This model was proposed by Johnstone who argued that chemistry education needs to take into account ideas deriving from psychological research on cognition about how information is processed in learning. Johnstone's model, or the 'chemistry triplet', has been widely taken-up in chemistry education, but has also been developed and reconceptualised in diverse ways such that there is no canonical form generally adopted in the community. Three decades on from the introduction of Johnstone's model of the three levels, the present perspective article revisits both the analysis of chemical knowledge itself, and key ideas from the learning sciences that can offer insights into how to best teach the macroscopic, submicroscopic and symbolic aspects of chemical knowledge.

KeyWords Plus: MEMORY CONSOLIDATION; STUDENTS; MATTER; TASK

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第 29 条, 共 38 条

标题: PND at 25: Past, Present, and Future Trends in Summarizing Single-Subject Research

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来源出版物: REMEDIAL AND SPECIAL EDUCATION 卷: 34 期: 1 特刊: SI 页: 9-19 DOI: 10.1177/0741932512440730 出版年: JAN-FEB 2013

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被引频次合计: 30

使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 16

摘要: Twenty-five years ago, we proposed the use of the PND (percentage of nonoverlapping data) statistic for quantitative synthesis (or meta-analysis) of single-subject research. This procedure was controversial from its beginning, with criticism divided between those maintaining that no quantitative method should be used to summarize single-subject research and those suggesting that other methods may be preferable. Since that time, more than 40 research summaries have been published using the PND statistic or its variants, and a smaller number have been published using other methods. We argue that the PND method has proven to be very useful over time for this purpose, though other methods have also contributed. These procedures to date have led to more systematic, objective summaries of single-subject research. We discuss implications of present knowledge for future applications of research synthesis.

作者关键词: meta-analysis; quantitative; single-subject

KeyWords Plus: QUANTITATIVE SYNTHESIS; EARLY INTERVENTION; INTRASUBJECT DATA; VISUAL ANALYSES; METAANALYSIS; DISABILITIES; STUDENTS; BEHAVIOR; INDIVIDUALS; METHODOLOGY

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第 30 条, 共 38 条

标题: Single-Case Intervention Research Design Standards

作者: Kratochwill, TR (Kratochwill, Thomas R.); Hitchcock, JH (Hitchcock, John H.); Horner, RH (Horner, Robert H.); Levin, JR (Levin, Joel R.); Odom, SL (Odom, Samuel L.); Rindskopf, DM (Rindskopf, David M.); Shadish, WR (Shadish, William R.)

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摘要: In an effort to responsibly incorporate evidence based on single-case designs (SCDs) into the What Works Clearinghouse (WWC) evidence base, the WWC assembled a panel of individuals with expertise in quantitative methods and SCD methodology to draft SCD standards. In this article, the panel provides an overview of the SCD standards recommended by the panel (henceforth referred to as the Standards) and adopted in Version 1.0 of the WWC's official pilot standards. The Standards are sequentially applied to research studies that incorporate SCDs. The design standards focus on the methodological soundness of SCDs, whereby reviewers assign the

categories of Meets Standards, Meets Standards With Reservations, and Does Not Meet Standards to each study. Evidence criteria focus on the credibility of the reported evidence, whereby the outcome measures that meet the design standards (with or without reservations) are examined by reviewers trained in visual analysis and categorized as demonstrating Strong Evidence, Moderate Evidence, or No Evidence. An illustration of an actual research application of the Standards is provided. Issues that the panel did not address are presented as priorities for future consideration. Implications for research and the evidence-based practice movement in psychology and education are discussed. The WWC's Version 1.0 SCD standards are currently being piloted in systematic reviews conducted by the WWC. This document reflects the initial standards recommended by the authors as well as the underlying rationale for those standards. It should be noted that the WWC may revise the Version 1.0 standards based on the results of the pilot; future versions of the WWC standards can be found at <http://www.whatworks.ed.gov>.

作者关键词: single-case research design; WWC single-case design standards; design standards; evidence criteria

KeyWords Plus: MULTIPLE-BASE-LINE; VISUAL ANALYSIS; SUBJECT; CRITERIA

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第 31 条, 共 38 条

标题: New Frontiers: Regulating Learning in CSCL

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使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 38

摘要: Despite intensive research in computer-supported collaborative learning (CSCL) over the last decade, there is relatively little research about how groups and individuals in groups engage, sustain, support, and productively regulate collaborative processes. This article examines the role of regulatory processes in collaborative learning and how CSCL environments can be used for shared regulation of learning. First, we establish the importance of regulation processes and introduce three types of regulation contributing to successful collaboration: self-, co-, and socially

shared regulation of learning. Second, we illuminate two strands of seemingly diverse research that lay an important foundation for supporting and researching regulation in CSCL contexts establishing that (a) computer-based pedagogical tools used to successfully support regulation in individual learning contexts can be leveraged for collaborative task contexts, and (b) computer-based tools for supporting collaborative knowledge construction can be leveraged for supporting regulatory processes. Finally, we draw on emerging research in our own programs of research to demonstrate how regulation can be supported and researched in CSCL environments. The article concludes by charting a course for future CSCL research focused on supporting regulated learning in collaborative task contexts.

KeyWords Plus: MOTIVATION; KNOWLEDGE; TOOLS; COLLABORATION; METACOGNITION; COREGULATION; HYPERMEDIA; SCRIPTS; CONTEXT; ROLES

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第 32 条, 共 38 条

标题: Toward a Script Theory of Guidance in Computer-Supported Collaborative Learning

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使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 45

摘要: This article presents an outline of a script theory of guidance for computer-supported collaborative learning (CSCL). With its 4 types of components of internal and external scripts (play, scene, role, and scriptlet) and 7 principles, this theory addresses the question of how CSCL practices are shaped by dynamically reconfigured internal collaboration scripts of the participating learners. Furthermore, it explains how internal collaboration scripts develop through participation in CSCL practices. It emphasizes the importance of active application of subject matter knowledge in CSCL practices, and it prioritizes transactive over nontransactive forms of knowledge application in order to facilitate learning. Further, the theory explains how external collaboration scripts modify CSCL practices and how they influence the development of internal collaboration scripts. The principles specify an optimal scaffolding level for external collaboration scripts and allow for the formulation of hypotheses about the fading of external collaboration scripts. Finally, the article points toward conceptual challenges and future research questions.

KeyWords Plus: KNOWLEDGE CONSTRUCTION; ENVIRONMENTS; DISCOURSE

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第 33 条, 共 38 条

标题: Teachers' Content Knowledge and Pedagogical Content Knowledge: The Role of Structural Differences in Teacher Education

作者: Kleickmann, T (Kleickmann, Thilo); Richter, D (Richter, Dirk); Kunter, M (Kunter, Mareike); Elsner, J (Elsner, Juergen); Besser, M (Besser, Michael); Krauss, S (Krauss, Stefan); Baumert, J (Baumert, Juergen)

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使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 69

摘要: Pedagogical content knowledge (PCK) and content knowledge (CK) are key components of teacher competence that affect student progress. However, little is known about how teacher education affects the development of CK and PCK. To address this question, our research group constructed tests to directly assess mathematics teachers' CK and PCK. Based on these tests, we compared the PCK and CK of four groups of mathematics teachers at different points in their teaching careers in Germany. Confirmatory factor analyses showed that PCK and CK measurement was satisfactorily invariant across the teacher populations considered. As expected, the largest differences in CK and PCK were found between the beginning and the end of initial teacher education. Differences in the structures of teacher education were reasonably well reflected in participants' CK and PCK.

作者关键词: teacher education; content knowledge; pedagogical content knowledge; regression analysis; measurement invariance

KeyWords Plus: MATHEMATICAL KNOWLEDGE; QUALITY; REFORM

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第 34 条, 共 38 条

标题: Improving Reading Comprehension and Social Studies Knowledge in Middle School

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被引频次合计: 22

使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 27

摘要: This study aimed to determine the efficacy of a content acquisition and reading comprehension treatment implemented by eighth-grade social studies teachers. Using a within-teacher design, the eighth-grade teachers social studies classes were randomly assigned to treatment or comparison conditions. Teachers ($n = 5$) taught the same instructional content to both treatment and comparison classes, but the treatment classes used instructional practices focused on teaching essential words, text as a source for reading and discussion, and team-based learning approaches. Students in the treatment conditions ($n = 261$) scored statistically higher than students in the comparison conditions ($n = 158$) on all three outcomes: content acquisition ($ES = 0.17$), content reading comprehension ($ES = 0.29$), and standardized reading comprehension ($ES = 0.20$). Findings are interpreted as demonstrating support for the treatment in improving both knowledge acquisition and reading comprehension within content area instruction.

作者关键词: Comprehension; Comprehension monitoring; Metacognition; Predicting; Prior knowledge; Questioning; Summarizing; Content literacy; Domain knowledge; Research methodology; Experimental; quasi-experimental; To learners in which of the following categories does your work apply; Early adolescence; Adolescence

KeyWords Plus: MEDICAL-STUDENTS; PERFORMANCE; INSTRUCTION; INVARIANCE; CONSTRUCT; HISTORY

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第 35 条, 共 38 条

标题: Executive function in Williams and Down syndromes

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Web of Science 核心合集中的 "被引频次": 18

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使用次数 (最近 180 天): 1

使用次数 (2013 年至今): 30

摘要: Williams (WS) and Down (DS) syndromes are characterised by roughly opposing ability profiles. Relative verbal strengths and visuospatial difficulties have been reported in those with WS, while expressive language difficulties have been observed in individuals with DS. Few investigations into the executive function (EF) skills of these groups have examined the effect of verbal/visuospatial task type on performance. Analogous verbal and visuospatial measures were administered to these populations within four EF domains: executive-loaded working memory (ELWM), inhibition, fluency and set-shifting. Performance in both groups was compared to that of typically developing (TD) children using regression techniques controlling for potentially influential cognitive/developmental factors. Individuals with WS showed the expected relative visuospatial difficulties, as indicated by poorer performance than TD individuals, on tests of ELWM and fluency. Individuals with DS displayed the expected relative verbal difficulty in the domain of set-shifting. In addition, each population showed pervasive deficits across modality in one domain; ELWM for individuals with DS, and inhibition for individuals with WS. Individuals with WS and DS showed EF difficulties in comparison to a TO group, but, their executive performance was affected by EF task type (verbal/visuospatial) and EF domain in different ways. While the findings indicated that EF in these populations is characterised by a range of specific strengths and weaknesses, it was also suggested that the relative verbal/visuospatial strengths associated with each population do not consistently manifest across EF domains. Lastly, syndrome specificity was indicated by the differences in groups' performance patterns. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Williams syndrome; Down syndrome; Executive function

KeyWords Plus: SHORT-TERM-MEMORY; WORKING-MEMORY; DOWN-SYNDROME; INTELLECTUAL DISABILITIES; CHILDREN; INDIVIDUALS; TASKS; PERFORMANCE; ABILITY; SKILLS

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第 36 条, 共 38 条

标题: Using iPods (R) and iPads (R) in teaching programs for individuals with developmental disabilities: A systematic review

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被引频次合计: 63

使用次数 (最近 180 天): 18

使用次数 (2013 年至今): 140

摘要: We conducted a systematic review of studies that involved iPods (R), iPads (R), and related devices (e.g., iPhones (R)) in teaching programs for individuals with developmental disabilities. The search yielded 15 studies covering five domains: (a) academic, (b) communication, (c) employment, (d) leisure, and (e) transitioning across school settings. The 15 studies reported outcomes for 47 participants, who ranged from 4 to 27 years of age and had a diagnosis of autism spectrum disorder (ASD) and/or intellectual disability. Most studies involved the use of iPods (R) or iPads (R) and aimed to either (a) deliver instructional prompts via the iPod Touch (R) or iPad (R), or (b) teach the person to operate an iPod Touch (R) or iPad (R) to access preferred stimuli. The latter also included operating an iPod Touch (R) or an iPad (R) as a speech-generating device (SGD) to request preferred stimuli. The results of these 15 studies were largely positive, suggesting that iPods (R), iPod Touch (R), iPads (R), and related devices are viable technological aids for individuals with developmental disabilities. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Developmental disabilities; Teaching programs; iPod (R); iPad (R); Systematic review

KeyWords Plus: AUTISM SPECTRUM DISORDERS; COMPUTER-BASED INTERVENTIONS; SPEECH-GENERATING DEVICES; INTELLECTUAL DISABILITIES; STUDENTS; CHILDREN; SKILLS; ADOLESCENTS

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第 37 条, 共 38 条

标题: Exploring the Use of Conceptual Metaphors in Solving Problems on Entropy

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使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 38

摘要: A growing body of research has examined the experiential grounding of scientific thought and the role of experiential intuitive knowledge in science learning. Meanwhile, research in cognitive linguistics has identified many conceptual metaphors (CMs), metaphorical mappings between abstract concepts and experiential source domains, implicit in everyday and scientific language. However, the contributions of CMs to scientific understanding and reasoning are still not clear. This study explores the roles that CMs play in scientific problem-solving through a detailed analysis of two physical chemistry PhD students solving problems on entropy. We report evidence in support of three claims: a range of CMs are used in problem-solving enabling flexible, experiential construals of abstract scientific concepts; CMs are coordinated with one another and other resources supporting the alignment of qualitative and quantitative reasoning; use of CMs grounds abstract reasoning in a narrative discourse incorporating conceptions of paths, agents, and movement. We conclude that CMs should be added to the set of intuitive resources others have suggested contribute to expertise in science. This proposal is consistent with two assumptions: that cognition is embodied and that internal cognitive structures and processes interact with semiotic systems. The implications of the findings for learning and instruction are discussed.

KeyWords Plus: PHYSICS PROBLEMS; 2ND LAW; THINKING; SCIENCE; THERMODYNAMICS; REPRESENTATION; MISCONCEPTIONS; DISCOURSE; ATTENTION; LANGUAGE

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第 38 条, 共 38 条

标题: Rethinking ADHD and LD in DSM-5: Proposed Changes in Diagnostic Criteria

作者: Tannock, R (Tannock, Rosemary)

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使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 78

摘要: The Diagnostic and Statistical Manual of Mental Disorders (DSM) is currently undergoing revision that will lead to a fifth edition (DSM-5) in 2013. This article first provides a brief synopsis of the DSM-5 administrative structure, procedures, and guiding principles to enhance understanding of how changes are made in the DSM. The next two sections (on attention-deficit/hyperactivity disorder and learning disorders, respectively) highlight the major concerns and controversies surrounding the DSM-IV diagnostic criteria for these two disorders and provide a rationale for the proposed changes to the criteria, along with a commentary on the empirical evidence on which the proposed changes were based.

作者关键词: attention-deficit/hyperactivity disorder; specific learning disabilities; DSM-5; diagnostic criteria

KeyWords Plus: ATTENTION-DEFICIT/HYPERACTIVITY DISORDER; DEFICIT HYPERACTIVITY DISORDER; AGE-OF-ONSET; WRITTEN-LANGUAGE DISORDER; AUTISM SPECTRUM DISORDERS; GENERAL COGNITIVE-ABILITY; SPEECH SOUND DISORDERS; IV FIELD TRIALS; LEARNING-DISABILITIES; READING-DISABILITY

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2.4 2012 年 ESI 教育学学科 SSCI 高被引论文 39 篇

第 1 条, 共 39 条

标题: Experimental and Quasi-Experimental Studies of Inquiry-Based Science Teaching: A Meta-Analysis

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Web of Science 核心合集中的 "被引频次": 47

被引频次合计: 47

使用次数 (最近 180 天): 16

使用次数 (2013 年至今): 75

摘要: Although previous meta-analyses have indicated a connection between inquiry-based teaching and improved student learning, the type of instruction characterized as inquiry based has varied greatly, and few have focused on the extent to which activities are led by the teacher or student. This meta-analysis introduces a framework for inquiry-based teaching that distinguishes between cognitive features of the activity and degree of guidance given to students. This framework is used to code 37 experimental and quasi-experimental studies published between 1996 and 2006, a decade during which inquiry was the main focus of science education reform. The overall mean effect size is .50. Studies that contrasted epistemic activities or the combination of procedural, epistemic, and social activities had the highest mean effect sizes. Furthermore, studies involving teacher-led activities had mean effect sizes about .40 larger than those with student-led conditions. The importance of establishing the validity of the treatment construct in meta-analyses is also discussed.

作者关键词: science teaching; science learning; meta-analysis; inquiry-based teaching; student achievement

KeyWords Plus: CONCEPTUAL CHANGE; HIGH-SCHOOL; QUANTITATIVE SYNTHESIS; LEARNING-ENVIRONMENT; STUDENT OUTCOMES; DIFFERENT FORMS; INSTRUCTION; ACHIEVEMENT; DISCOVERY; EDUCATION

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第 2 条, 共 39 条

标题: Teacher beliefs and technology integration practices: A critical relationship

作者: Ertmer, PA (Ertmer, Peggy A.); Ottenbreit-Leftwich, AT (Ottenbreit-Leftwich, Anne T.); Sadik, O (Sadik, Olgun); Sendurur, E (Sendurur, Emine); Sendurur, P (Sendurur, Polat)

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使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 60

摘要: Early studies indicated that teachers' enacted beliefs, particularly in terms of classroom

technology practices, often did not align with their espoused beliefs. Researchers concluded this was due, at least in part, to a variety of external barriers that prevented teachers from using technology in ways that aligned more closely with their beliefs. However, many of these barriers (access, support, etc.) have since been eliminated in the majority of schools. This multiple case-study research was designed to revisit the question, "How do the pedagogical beliefs and classroom technology practices of teachers, recognized for their technology uses, align?"

Twelve K-12 classroom teachers were purposefully selected based on their award-winning technology practices, supported by evidence from personal and/or classroom websites. Follow-up interviews were conducted to examine the correspondence between teachers' classroom practices and their pedagogical beliefs. Results suggest close alignment; that is student-centered beliefs undergirded student-centered practices (authenticity, student choice, collaboration). Moreover, teachers with student-centered beliefs tended to enact student-centered curricula despite technological, administrative, or assessment barriers. Teachers' own beliefs and attitudes about the relevance of technology to students' learning were perceived as having the biggest impact on their success. Additionally, most teachers indicated that internal factors (e.g., passion for technology, having a problem-solving mentality) and support from others (administrators and personal learning networks) played key roles in shaping their practices. Teachers noted that the strongest barriers preventing other teachers from using technology were their existing attitudes and beliefs toward technology, as well as their current levels of knowledge and skills. Recommendations are made for refocusing our professional development efforts on strategies for facilitating changes in teachers' attitudes and beliefs. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Inservice teacher; Technology use; Technology integration; Teacher technology use; Teacher professional development

KeyWords Plus: COMPUTERS; SCHOOL

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第 3 条, 共 39 条

标题: No A 4 U: The relationship between multitasking and academic performance

作者: Junco, R (Junco, Reynol); Cotten, SR (Cotten, Shelia R.)

来源出版物: COMPUTERS & EDUCATION 卷: 59 期: 2 页: 505-514 DOI: 10.1016/j.compedu.2011.12.023 出版年: SEP 2012

Web of Science 核心合集中的 "被引频次": 58

被引频次合计: 59

使用次数 (最近 180 天): 21

使用次数 (2013 年至今): 76

摘要: The proliferation and ease of access to information and communication technologies (ICTs) such as Facebook, text messaging, and instant messaging has resulted in ICT users being presented with more real-time streaming data than ever before. Unfortunately, this has also resulted in individuals increasingly engaging in multitasking as an information management strategy. The purpose of this study was to examine how college students multitask with ID's and to determine the impacts of this multitasking on their college grade point average (GPA). Using web survey data from a Large sample of college students at one university (N = 1839), we found that students reported spending a large amount of time using ICTs on a daily basis. Students reported frequently searching for content not related to courses, using Facebook, emailing, talking on their cell phones, and texting while doing schoolwork. Hierarchical (blocked) linear regression analyses revealed that using Facebook and texting while doing schoolwork were negatively associated with overall college GPA. Engaging in Facebook use or texting while trying to complete schoolwork may tax students' capacity for cognitive processing and preclude deeper learning. Our research indicates that the type and purpose of ICT use matters in terms of the educational impacts of multitasking. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Multitasking; ICT use; Learning; Facebook; Texting; Mobile phones; GPA

KeyWords Plus: CELL PHONE CONVERSATIONS; ATTENTION; TIME

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第 4 条, 共 39 条

标题: A systematic literature review of empirical evidence on computer games and serious games

作者: Connolly, TM (Connolly, Thomas M.); Boyle, EA (Boyle, Elizabeth A.); MacArthur, E (MacArthur, Ewan); Hailey, T (Hailey, Thomas); Boyle, JM (Boyle, James M.)

来源出版物: COMPUTERS & EDUCATION 卷: 59 期: 2 页: 661-686 DOI: 10.1016/j.compedu.2012.03.004 出版年: SEP 2012

Web of Science 核心合集中的 "被引频次": 156

被引频次合计: 159

使用次数 (最近 180 天): 47

使用次数 (2013 年至今): 194

摘要: This paper examines the literature on computer games and serious games in regard to the potential positive impacts of gaming on users aged 14 years or above, especially with respect to learning, skill enhancement and engagement. Search terms identified 129 papers reporting empirical evidence about the impacts and outcomes of computer games and serious games with respect to learning and engagement and a multidimensional approach to categorizing games was developed. The findings revealed that playing computer games is linked to a range of perceptual, cognitive, behavioural, affective and motivational impacts and outcomes. The most frequently

occurring outcomes and impacts were knowledge acquisition/content understanding and affective and motivational outcomes. The range of indicators and measures used in the included papers are discussed, together with methodological limitations and recommendations for further work in this area. (C) 2012 Published by Elsevier Ltd.

作者关键词: Computer games; Serious games; Learning; Skill enhancement; Engagement

KeyWords Plus: VIDEO GAME; GENDER-DIFFERENCES; ONLINE GAMES; ATTENTION; STUDENTS; PLAYERS; ADOLESCENTS; PERSPECTIVE; PERFORMANCE; MOTIVATION

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第 5 条, 共 39 条

标题: Review of trends from mobile learning studies: A meta-analysis

作者: Wu, WH (Wu, Wen-Hsiung); Wu, YCJ (Wu, Yen-Chun Jim); Chen, CY (Chen, Chun-Yu); Kao, HY (Kao, Hao-Yun); Lin, CH (Lin, Che-Hung); Huang, SH (Huang, Sih-Han)

来源出版物: COMPUTERS & EDUCATION 卷: 59 期: 2 页: 817-827 DOI: 10.1016/j.compedu.2012.03.016 出版年: SEP 2012

Web of Science 核心合集中的 "被引频次": 55

被引频次合计: 57

使用次数 (最近 180 天): 17

使用次数 (2013 年至今): 116

摘要: Two previous literature review-based studies have provided important insights into mobile learning, but the issue still needs to be examined from other directions such as the distribution of research purposes. This study takes a meta-analysis approach to systematically reviewing the literature, thus providing a more comprehensive analysis and synthesis of 164 studies from 2003 to 2010. Major findings include that most studies of mobile learning focus on effectiveness, followed by mobile learning system design, and surveys and experiments were used as the primary research methods. Also, mobile phones and PDAs are currently the most widely used devices for mobile learning but these may be displaced by emerging technologies. In addition, the most highly-cited articles are found to focus on mobile learning system design, followed by system effectiveness. These findings may provide insights for researchers and educators into research trends in mobile learning. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: M-learning; Research trends; Evaluation methodologies; Pedagogical issues

KeyWords Plus: EDUCATION; STUDENTS; SYSTEM; ENVIRONMENT; UNIVERSITY; SCIENCES; LECTURES

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第 6 条, 共 39 条

标题: Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale

作者: Watt, HMG (Watt, Helen M. G.); Richardson, PW (Richardson, Paul W.); Klusmann, U (Klusmann, Uta); Kunter, M (Kunter, Mareike); Beyer, B (Beyer, Beate); Trautwein, U (Trautwein, Ulrich); Baumert, J (Baumert, Juergen)

来源出版物: TEACHING AND TEACHER EDUCATION 卷: 28 期: 6 页: 791-805 DOI: 10.1016/j.tate.2012.03.003 出版年: AUG 2012

Web of Science 核心合集中的 "被引频次": 40

被引频次合计: 40

使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 34

摘要: Motivations for preservice teachers' choice of teaching as a career were investigated using the Factors Influencing Teaching Choice scale (FIT-Choice scale; Watt & Richardson, 2007). This scale was initially developed and validated in the Australian context; our study applied it across international samples from Australia, the United States, Germany, and Norway. Support for strong factorial invariance implied the scale functioned similarly, and could fruitfully be employed in different contexts. Sample comparisons revealed that motivations for teaching were more similar than they were different across these samples; whereas, perceptions about the teaching profession tended to reflect country differences. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Teaching motivations; Beginning teachers; Sample comparisons; FIT-Choice scale; Expectancy-value theory

KeyWords Plus: FACTORIAL INVARIANCE; COLLEGE-STUDENTS; TEACHERS; MOTIVES; PROFESSION; REASONS; ASPIRATIONS; PERCEPTIONS; CANDIDATES; BELIEFS

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第 7 条, 共 39 条

标题: Overconfidence produces underachievement: Inaccurate self evaluations undermine students' learning and retention

作者: Dunlosky, J (Dunlosky, John); Rawson, KA (Rawson, Katherine A.)

来源出版物: LEARNING AND INSTRUCTION 卷: 22 期: 4 特刊: SI 页: 271-280 DOI: 10.1016/j.learninstruc.2011.08.003 出版年: AUG 2012

Web of Science 核心合集中的 "被引频次": 46

被引频次合计: 46

使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 45

摘要: The function of accurately monitoring one's own learning is to support effective control of study that enhances learning. Although this link between monitoring accuracy and learning is intuitively plausible and is assumed by general theories of self-regulated learning, it has not received a great deal of empirical scrutiny and no study to date has examined the link between monitoring accuracy and longer-term retention. Across two studies, college students paced their study of key-term definitions (e.g., "Proactive interference: Information already stored in memory interferes with the learning of new information"). After all definitions were studied, participants completed practice cued recall tests (e.g., "What is proactive interference") in which they attempted to type the correct definition for each term. After each test trial, participants judged how much of their response was correct. These study-test-judgment trials continued until a definition was judged as correct three times. A final cued recall test occurred two days later. In Study 1, judgment accuracy was manipulated experimentally, and in Study 2, individual differences in accuracy were examined. In both studies, greater accuracy was associated with higher levels of retention, and this link could not be explained by differential feedback, effort during study, or trials to criterion. Results indicate that many students could benefit from interventions aimed at improving their skill at judging their learning. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Judgment accuracy; Retention; Metacognition; Self regulation; Metacomprehension

KeyWords Plus: METACOGNITIVE JUDGMENTS; TIME ALLOCATION; ACCURACY; MEMORY; METACOMPREHENSION; STANDARDS; KNOWLEDGE; IMPROVE; TASK

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第 8 条, 共 39 条

标题: The minimal relationship between simulation fidelity and transfer of learning

作者: Norman, G (Norman, Geoff); Dore, K (Dore, Kelly); Grierson, L (Grierson, Lawrence)

来源出版物: MEDICAL EDUCATION 卷: 46 期: 7 页: 636-647 DOI: 10.1111/j.1365-2923.2012.04243.x 出版年: JUL 2012

Web of Science 核心合集中的 "被引频次": 74

被引频次合计: 74

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 28

摘要: Medical Education 2012 Context High-fidelity simulators have enjoyed increasing popularity despite costs that may approach six figures. This is justified on the basis that simulators have been shown to result in large learning gains that may transfer to actual patient care situations. However, most commonly, learning from a simulator is compared with learning in a no-intervention control group. This fails to clarify the relationship between simulator fidelity and learning, and whether comparable gains might be achieved at substantially lower cost. Objectives This analysis was conducted to review studies that compare learning from high-fidelity simulation (HFS) with learning from low-fidelity simulation (LFS) based on measures of clinical performance. Methods Using a variety of search strategies, a total of 24 studies contrasting HFS and LFS and including some measure of performance were located. These studies referred to learning in three areas: auscultation skills; surgical techniques, and complex management skills such as cardiac resuscitation. Results Both HFS and LFS learning resulted in consistent improvements in performance in comparisons with no-intervention control groups. However, nearly all the studies showed no significant advantage of HFS over LFS, with average differences ranging from 1% to 2%. Discussion The factors influencing learning, and the reasons for this surprising finding, are discussed.

KeyWords Plus: BENCH MODEL FIDELITY; MEDICAL-EDUCATION; PATIENT-CARE; SKILLS; ACQUISITION; TECHNOLOGY; STUDENTS; PERFORMANCE; CONTEXT; MEMORY

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第 9 条, 共 39 条

标题: Home and preschool learning environments and their relations to the development of early numeracy skills

作者: Anders, Y (Anders, Yvonne); Rossbach, HG (Rossbach, Hans-Guenther); Weinert, S (Weinert, Sabine); Ebert, S (Ebert, Susanne); Kuger, S (Kuger, Susanne); Lehl, S (Lehl, Simone); von Maurice, J (von Maurice, Jutta)

来源出版物: EARLY CHILDHOOD RESEARCH QUARTERLY 卷: 27 期: 2 页: 231-244
DOI: 10.1016/j.ecresq.2011.08.003 出版年: JUN 2012

Web of Science 核心合集中的 "被引频次": 47

被引频次合计: 49

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 69

摘要: This study examined the influence of the quality of home and preschool learning environments on the development of early numeracy skills in Germany, drawing on a sample of 532 children in 97 preschools. Latent growth curve models were used to investigate early numeracy skills and their development from the first (average age: 3 years) to the third year (average age: 5 years) of preschool. Several child and family background factors (e.g., gender, maternal education, socioeconomic status), measures of the home learning environment (e.g., literacy- and numeracy-related activities), and measures of preschool structural and process quality (e.g., ECERS-E, ECERS-R) were tested as predictors of numeracy skills and their development. The analyses identified child and family background factors that predicted numeracy skills in the first year of preschool and their development over the three points of measurement particularly gender, parental native language status (German/other), socioeconomic status, and mother's educational level. The quality of the home learning environment was strongly associated with numeracy skills in the first year of preschool, and this advantage was maintained at later ages. In contrast, the process quality of the preschool was not related to numeracy skills at the first measurement, but was significantly related to development over the period observed. The results underline the differential impact of the two learning environments on the development of numeracy skills. Interaction effects are explored and discussed. (C) 2011 Elsevier Inc. All rights reserved.

作者关键词: Preschool quality; Home learning environment; Numeracy skills; Longitudinal study; International childcare perspectives; Cognitive development

KeyWords Plus: EARLY CHILD-CARE; LOW-INCOME CHILDREN; ACADEMIC SKILLS; EMERGENT LITERACY; YOUTH DEVELOPMENT; NUMBER SENSE; QUALITY; SCHOOL; MATHEMATICS; PERFORMANCE

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第 10 条, 共 39 条

标题: Using the Facebook group as a learning management system: An exploratory study

作者: Wang, QY (Wang, Qiyun); Woo, HL (Woo, Huay Lit); Quek, CL (Quek, Choon Lang); Yang, YQ (Yang, Yuqin); Liu, M (Liu, Mei)

来源出版物: BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY 卷: 43 期: 3 页: 428-438 DOI: 10.1111/j.1467-8535.2011.01195.x 出版年: MAY 2012

Web of Science 核心合集中的 "被引频次": 55

被引频次合计: 56

使用次数 (最近 180 天): 11

使用次数 (2013 年至今): 82

摘要: Facebook is a popular social networking site. It, like many other new technologies, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances. In this study, the Facebook group was used as a learning management system (LMS) in two courses for putting up announcements, sharing resources, organizing weekly tutorials and conducting online discussions at a teacher education institute in Singapore. This study explores using the Facebook group as an LMS and the students' perceptions of using it in their courses. Results showed that students were basically satisfied with the affordances of Facebook as the fundamental functions of an LMS could be easily implemented in the Facebook group. However, using the Facebook group as an LMS has certain limitations. It did not support other format files to be uploaded directly, and the discussion was not organized in a threaded structure. Also, the students did not feel safe and comfortable as their privacy might be revealed. Constraints of using the Facebook group as an LMS, implications for practice and limitations of this study are discussed.

KeyWords Plus: INTEGRATION; EDUCATION

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第 11 条, 共 39 条

标题: Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors

作者: Fernet, C (Fernet, Claude); Guay, F (Guay, Frederic); Senecal, C (Senecal, Caroline); Austin, S (Austin, Stephanie)

来源出版物: TEACHING AND TEACHER EDUCATION 卷: 28 期: 4 页: 514-525 DOI: 10.1016/j.tate.2011.11.013 出版年: MAY 2012

Web of Science 核心合集中的 "被引频次": 42

被引频次合计: 43

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 34

摘要: Based on self-determination theory, this study proposes and tests a motivational model of intraindividual changes in teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). Participants were 806 French-Canadian teachers in public elementary and high schools. Results show that changes in teachers' perceptions of classroom overload and

students' disruptive behavior are negatively related to changes in autonomous motivation, which in turn negatively predict changes in emotional exhaustion. Results also indicate that changes in teachers' perceptions of students' disruptive behaviors and school principal's leadership behaviors are related to changes in self-efficacy, which in turn negatively predict changes in three burnout components. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Burnout; Teachers; Job demands; Job resources; Autonomous motivation; Self-efficacy; Intraindividual changes

KeyWords Plus: SELF-DETERMINATION THEORY; STUDENT BEHAVIOR PATTERNS; JOB DEMANDS; INTRINSIC MOTIVATION; MISSING DATA; WORK; SATISFACTION; ENGAGEMENT; RESOURCES; EFFICACY

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第 12 条, 共 39 条

标题: Parent-infant interaction in infant siblings at risk of autism

作者: Wan, MW (Wan, Ming Wai); Green, J (Green, Jonathan); Elsabbagh, M (Elsabbagh, Mayada); Johnson, M (Johnson, Mark); Charman, T (Charman, Tony); Plummer, F (Plummer, Faye)

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来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 33 期: 3 页: 924-932
DOI: 10.1016/j.ridd.2011.12.011 出版年: MAY-JUN 2012

Web of Science 核心合集中的 "被引频次": 32

被引频次合计: 32

使用次数 (最近 180 天): 11

使用次数 (2013 年至今): 58

摘要: Recent models of the early emergence of autism spectrum disorder (ASD) propose an interaction between risk susceptibility and the infant's social environment, resulting in a progressively atypical developmental trajectory. The infant's early social environmental experience consists mostly of interaction with caregivers, yet there has been little systematic study of early parent-infant interaction in infants at risk of ASD. This study examined the global characteristics of parent-infant interaction in 6- to 10-month-old infants with an older sibling diagnosed with ASD (at-risk sibs), in comparison with a group of infants with no family history of ASD (low-risk sibs). As part of the British Autism Study of Infant Siblings (BASIS), 6-min videotaped unstructured play interactions of mother-infant dyads (45 at-risk sibs and 47 low-risk sibs) were rated on global aspects of parent-infant interaction, blind to participant information. Differences in global characteristics of interaction were observed in both infant and parent contributions in the at-risk group compared to low-risk controls. In analyses adjusted for age and

developmental level, at-risk sib infants were less lively, and their parents showed higher directiveness, and lower sensitive responding (as a trend after adjustment). Level of infant liveliness was independent of other interactive behaviour. Consistent with reports in previous literature in older children with autism and in other neurodevelopmental disorders, our findings may suggest that infants at genetic risk are exposed to a more directive interactive style relatively early in infancy. We discuss possible explanations for these findings and implications for further developmental study and intervention. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: Autism siblings; Mother-child relations; High-risk infants; Parent sensitivity

KeyWords Plus: MOTHER-CHILD INTERACTION; SPECTRUM DISORDERS; UNAFFECTED SIBLINGS; YOUNGER SIBLINGS; JOINT ATTENTION; BEHAVIORS; COMMUNICATION; ENGAGEMENT; TODDLERS; PLAY

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第 13 条, 共 39 条

标题: Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice

作者: Paris, D (Paris, Django)

来源出版物: EDUCATIONAL RESEARCHER 卷: 41 期: 3 页: 93-97 DOI: 10.3102/0013189X12441244 出版年: APR 2012

Web of Science 核心合集中的 "被引频次": 52

被引频次合计: 53

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 33

摘要: Seventeen years ago Gloria Ladson-Billings (1995) published the landmark article "Toward a Theory of Culturally Relevant Pedagogy," giving a coherent theoretical statement for resource pedagogies that had been building throughout the 1970s and 1980s. I, like countless teachers and university-based researchers, have been inspired by what it means to make teaching and learning relevant and responsive to the languages, literacies, and cultural practices of students across categories of difference and (in) equality. Recently, however, I have begun to question if the terms "relevant" and "responsive" are really descriptive of much of the teaching and research founded upon them and, more importantly, if they go far enough in their orientation to the languages and literacies and other cultural practices of communities marginalized by systemic inequalities to ensure the valuing and maintenance of our multiethnic and multilingual society. In this essay, I offer the term and stance of culturally sustaining pedagogy as an alternative that, I believe, embodies some of the best research and practice in the resource pedagogy tradition and as a term that supports the value of our multiethnic and multilingual present and future. Culturally

sustaining pedagogy seeks to perpetuate and foster-to sustain-linguistic, literate, and cultural pluralism as part of the democratic project of schooling. In the face of current policies and practices that have the explicit goal of creating a monocultural and monolingual society, research and practice need equally explicit resistances that embrace cultural pluralism and cultural equality.

作者关键词: bilingual/bicultural; cultural analysis; diversity; equity; instructional practices; multiculturalism; social justice

KeyWords Plus: STUDENTS; LANGUAGE

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第 14 条, 共 39 条

标题: Comparing symptoms of autism spectrum disorders using the current DSM-IV-TR diagnostic criteria and the proposed DSM-V diagnostic criteria

作者: Worley, JA (Worley, Julie A.); Matson, JL (Matson, Johnny L.)

来源出版物: RESEARCH IN AUTISM SPECTRUM DISORDERS 卷: 6 期: 2 页: 965-970

DOI: 10.1016/j.rasd.2011.12.012 出版年: APR-JUN 2012

Web of Science 核心合集中的 "被引频次": 55

被引频次合计: 55

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 58

摘要: The American Psychiatric Association has proposed major revisions for the diagnostic category encompassing Autism Spectrum Disorders (ASD), which will reportedly increase the specificity and maintain the sensitivity of diagnoses. As a result, the aim of the current study was to compare symptoms of ASD in children and adolescents ($N = 208$) who met criteria for ASD according to only the DSM-IV-TR to those who met criteria according to the forthcoming version of the DSM and to those that were typically developing. Participants comprising the DSM-IV-TR and DSM-V groups did not score significantly different from each other on overall autism symptoms, but both groups scored significantly different from the control group. However significant differences emerged between the DSM-IV-TR and DSM-V groups in the core domain of nonverbal communication/socialization. Implications of the results and the proposed changes to the ASD diagnostic category are discussed. (C) 2012 Elsevier Ltd. All rights reserved.

作者关键词: DSM-V; ASD; Autism; Diagnostic classification; Diagnostic criteria

KeyWords Plus: ASPERGERS-DISORDER; CHILDREN

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第 15 条, 共 39 条

标题: Statistical Learning and Language: An Individual Differences Study

作者: Misyak, JB (Misyak, Jennifer B.); Christiansen, MH (Christiansen, Morten H.)

来源出版物: LANGUAGE LEARNING 卷: 62 期: 1 页: 302-331 DOI: 10.1111/j.1467-9922.2010.00626.x 出版年: MAR 2012

Web of Science 核心合集中的 "被引频次": 39

被引频次合计: 39

使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 42

摘要: Although statistical learning and language have been assumed to be intertwined, this theoretical presupposition has rarely been tested empirically. The present study investigates the relationship between statistical learning and language using a within-subject design embedded in an individual-differences framework. Participants were administered separate statistical learning tasks involving adjacent and nonadjacent dependencies, along with a language comprehension task and a battery of other measures assessing verbal working memory, short-term memory, vocabulary, reading experience, cognitive motivation, and fluid intelligence. Strong interrelationships were found among statistical learning, verbal working memory, and language comprehension. However, when the effects of all other factors were controlled for, performance on the two statistical learning tasks was the only predictor for comprehending relevant types of natural language sentences.

作者关键词: statistical learning; artificial grammar; language comprehension; individual differences; verbal working memory; memory span; fluid intelligence; lexical knowledge; cognitive motivation

KeyWords Plus: PHONOTACTIC CONSTRAINTS; WORKING-MEMORY; PSYCHOMETRIC INTELLIGENCE; READING-COMPREHENSION; 12-MONTH-OLD INFANTS; ARTIFICIAL GRAMMAR; PRINT EXPOSURE; SPEECH ERRORS; IMPLICIT; ADULTS

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第 16 条, 共 39 条

标题: Our Princess Is in Another Castle: A Review of Trends in Serious Gaming for Education

作者: Young, MF (Young, Michael F.); Slota, S (Slota, Stephen); Cutter, AB (Cutter, Andrew B.); Jalette, G (Jalette, Gerard); Mullin, G (Mullin, Greg); Lai, B (Lai, Benedict); Simeoni, Z (Simeoni, Zeus); Tran, M (Tran, Matthew); Yukhymenko, M (Yukhymenko, Mariya)

来源出版物: REVIEW OF EDUCATIONAL RESEARCH 卷: 82 期: 1 页: 61-89 DOI: 10.3102/0034654312436980 出版年: MAR 2012

Web of Science 核心合集中的 "被引频次": 59

被引频次合计: 59

使用次数 (最近 180 天): 21

使用次数 (2013 年至今): 87

摘要: Do video games show demonstrable relationships to academic achievement gains when used to support the K-12 curriculum? In a review of literature, we identified 300+ articles whose descriptions related to video games and academic achievement. We found some evidence for the effects of video games on language learning, history, and physical education (specifically exergames), but little support for the academic value of video games in science and math. We summarize the trends for each subject area and supply recommendations for the nascent field of video games research. Many educationally interesting games exist, yet evidence for their impact on student achievement is slim. We recommend separating simulations from games and refocusing the question onto the situated nature of game-player-context interactions, including meta-game social collaborative elements.

作者关键词: video games; meta review; situated learning

KeyWords Plus: VIRTUAL WORLDS; VIDEO GAME; GROUNDED COGNITION; GOAL STRUCTURES; STUDENTS; ENGLISH; HISTORY; DESIGN

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第 17 条, 共 39 条

标题: Smart RTI: A Next-Generation Approach to Multilevel Prevention

作者: Fuchs, D (Fuchs, Douglas); Fuchs, LS (Fuchs, Lynn S.); Compton, DL (Compton, Donald L.)

来源出版物: EXCEPTIONAL CHILDREN 卷: 78 期: 3 页: 263-279 出版年: SPR 2012

Web of Science 核心合集中的 "被引频次": 42

被引频次合计: 42

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 21

摘要: During the past decade, responsiveness to intervention (RTI) has become popular among

many practitioners as a means of transforming schooling into a multilevel prevention system. Popularity aside, its successful implementation requires ambitious intent, a comprehensive structure, and coordinated service delivery. An effective RTI also depends on building-based personnel with specialized expertise at all levels of the prevention system. Most agree on both its potential for strengthening schooling and its heavy demand on practitioners. In this article, we describe Smart RTI, which we define as making efficient use of school resources while maximizing students' opportunities for success. In light of findings from recent research, we discuss three important features of Smart RTI: (a) multistage screening to identify, risk, (b) multistage assessment to determine appropriate levels of instruction, and (c) a role for special education that supports prevention.

KeyWords Plus: CURRICULUM-BASED MEASUREMENT; SECONDARY INTERVENTION; STUDENT-ACHIEVEMENT; RESPONSIVENESS; INSTRUCTION; 1ST-GRADE; DIFFICULTIES; DISABILITIES

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第 18 条, 共 39 条

标题: Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes

作者: Eva, KW (Eva, Kevin W.); Armson, H (Armson, Heather); Holmboe, E (Holmboe, Eric); Lockyer, J (Lockyer, Jocelyn); Loney, E (Loney, Elaine); Mann, K (Mann, Karen); Sargeant, J (Sargeant, Joan)

来源出版物: ADVANCES IN HEALTH SCIENCES EDUCATION 卷: 17 期: 1 页: 15-26 DOI: 10.1007/s10459-011-9290-7 出版年: MAR 2012

Web of Science 核心合集中的 "被引频次": 47

被引频次合计: 47

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 34

摘要: Self-appraisal has repeatedly been shown to be inadequate as a mechanism for performance improvement. This has placed greater emphasis on understanding the processes through which self-perception and external feedback interact to influence professional development. As feedback is inevitably interpreted through the lens of one's self-perceptions it is important to understand how learners interpret, accept, and use feedback (or not) and the factors that influence those interpretations. 134 participants from 8 health professional training/continuing competence programs were recruited to participate in focus groups. Analyses were designed to (a) elicit understandings of the processes used by learners and physicians to interpret, accept and use (or not) data to inform their perceptions of their clinical performance, and (b) further understand the factors (internal and external) believed to influence interpretation of feedback. Multiple influences

appear to impact upon the interpretation and uptake of feedback. These include confidence, experience, and fear of not appearing knowledgeable. Importantly, however, each could have a paradoxical effect of both increasing and decreasing receptivity. Less prevalent but nonetheless important themes suggested mechanisms through which cognitive reasoning processes might impede growth from formative feedback. Many studies have examined the effectiveness of feedback through variable interventions focused on feedback delivery. This study suggests that it is equally important to consider feedback from the perspective of how it is received. The interplay observed between fear, confidence, and reasoning processes reinforces the notion that there is no simple recipe for the delivery of effective feedback. These factors should be taken into account when trying to understand (a) why self-appraisal can be flawed, (b) why appropriate external feedback is vital (yet can be ineffective), and (c) why we may need to disentangle the goals of performance improvement from the goals of improving self-assessment.

作者关键词: Self-appraisal; Feedback; Confidence; Self-assessment; Performance improvement

KeyWords Plus: SELF-ASSESSMENT; MEDICAL-EDUCATION; JUDGMENT

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第 19 条, 共 39 条

标题: Children's morphological awareness and reading ability

作者: Kirby, JR (Kirby, John R.); Deacon, SH (Deacon, S. Helene); Bowers, PN (Bowers, Peter N.); Izenberg, L (Izenberg, Leah); Wade-Woolley, L (Wade-Woolley, Lesly); Parrila, R (Parrila, Rauno)

来源出版物: READING AND WRITING 卷: 25 期: 2 页: 389-410 DOI: 10.1007/s11145-010-9276-5 出版年: FEB 2012

Web of Science 核心合集中的 "被引频次": 39

被引频次合计: 40

使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 33

摘要: We investigated the effects of morphological awareness on five measures of reading in 103 children from Grades 1 to 3. Morphological awareness was assessed with a word analogy task that included a wide range of morphological transformations. Results indicated that the new measure had satisfactory reliability, and that morphological awareness was a significant predictor of word reading accuracy and speed, pseudoword reading accuracy, text reading speed, and reading comprehension, after controlling the effects of verbal and nonverbal ability and phonological awareness. Morphological awareness also explained variance in reading comprehension after

further controlling word reading. We conclude that morphological awareness has important roles in word reading and reading comprehension, and we suggest that it should be included more frequently in assessments and instruction.

作者关键词: Morphological awareness; Reading; Word analogy; Phonological awareness; Reading comprehension

KeyWords Plus: DERIVATIONAL MORPHOLOGY; COMPLEX WORDS; ENGLISH; SKILLS; ELEMENTARY; PHONOLOGY

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第 20 条, 共 39 条

标题: A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice

作者: Hamre, BK (Hamre, Bridget K.); Pianta, RC (Pianta, Robert C.); Burchinal, M (Burchinal, Margaret); Field, S (Field, Samuel); LoCasale-Crouch, J (LoCasale-Crouch, Jennifer); Downer, JT (Downer, Jason T.); Howes, C (Howes, Carollee); LaParo, K (LaParo, Karen); Scott-Little, C (Scott-Little, Catherine)

来源出版物: AMERICAN EDUCATIONAL RESEARCH JOURNAL 卷: 49 期: 1 页: 88-123
DOI: 10.3102/0002831211434596 出版年: FEB 2012

Web of Science 核心合集中的 "被引频次": 44

被引频次合计: 44

使用次数 (最近 180 天): 16

使用次数 (2013 年至今): 67

摘要: Among 440 early childhood teachers, half were randomly assigned to take a 14-week course on effective teacher-child interactions. This course used the Classroom Assessment Scoring System (CLASS) as the basis to organize, describe, and demonstrate effective teacher-child interactions. Compared to teachers in a control condition, those exposed to the course reported more intentional teaching beliefs and demonstrated greater knowledge of and skills in detecting effective interactions. Furthermore, teachers who took the course were observed to demonstrate more effective emotional and instructional interactions. The course was equally effective across teachers with less than an associate's degree as well as those with advanced degrees. Results have implications for efforts to improve the quality of early childhood programs through the higher education system.

作者关键词: early childhood education; professional development; teacher-child interactions; randomized-control trial; coursework

KeyWords Plus: EARLY LITERACY DEVELOPMENT; PROFESSIONAL-DEVELOPMENT;

CLASSROOM QUALITY; KINDERGARTEN CLASSROOMS; PRESCHOOL CLASSROOMS;
SOCIAL COMPETENCE; LANGUAGE; CARE; EDUCATION; SKILLS

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第 21 条, 共 39 条

标题: Why We (Usually) Don't Have to Worry About Multiple Comparisons

作者: Gelman, A (Gelman, Andrew); Hill, J (Hill, Jennifer); Yajima, M (Yajima, Masanao)

来源出版物: JOURNAL OF RESEARCH ON EDUCATIONAL EFFECTIVENESS 卷: 5 期: 2
页: 189-211 DOI: 10.1080/19345747.2011.618213 出版年: 2012

Web of Science 核心合集中的 "被引频次": 90

被引频次合计: 90

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 36

摘要: Applied researchers often find themselves making statistical inferences in settings that would seem to require multiple comparisons adjustments. We challenge the Type I error paradigm that underlies these corrections. Moreover we posit that the problem of multiple comparisons can disappear entirely when viewed from a hierarchical Bayesian perspective. We propose building multilevel models in the settings where multiple comparisons arise. Multilevel models perform partial pooling (shifting estimates toward each other), whereas classical procedures typically keep the centers of intervals stationary, adjusting for multiple comparisons by making the intervals wider (or, equivalently, adjusting the p values corresponding to intervals of fixed width). Thus, multilevel models address the multiple comparisons problem and also yield more efficient estimates, especially in settings with low group-level variation, which is where multiple comparisons are a particular concern.

作者关键词: Bayesian inference; hierarchical modeling; multiple comparisons; Type S error; statistical significance

KeyWords Plus: FALSE DISCOVERY RATE; EMPIRICAL BAYES METHODS; DISPLAYS;
OUTCOMES; RATES; STATE

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第 22 条, 共 39 条

标题: Design-Based Research: A Decade of Progress in Education Research?

作者: Anderson, T (Anderson, Terry); Shattuck, J (Shattuck, Julie)

来源出版物: EDUCATIONAL RESEARCHER 卷: 41 期: 1 页: 16-25 DOI: 10.3102/0013189X11428813 出版年: JAN-FEB 2012

Web of Science 核心合集中的 "被引频次": 80

被引频次合计: 80

使用次数 (最近 180 天): 11

使用次数 (2013 年至今): 56

摘要: Design-based research (DBR) evolved near the beginning of the 21st century and was heralded as a practical research methodology that could effectively bridge the chasm between research and practice in formal education. In this article, the authors review the characteristics of DBR and analyze the five most cited DBR articles from each year of this past decade. They illustrate the context, publications, and most popular interventions utilized. They conclude that interest in DBR is increasing and that results provide limited evidence for guarded optimism that the methodology is meeting its promised benefits.

作者关键词: classroom research; design-based research; mixed methods; research utilization; teacher research

KeyWords Plus: METHODOLOGICAL ISSUES; QUALITATIVE RESEARCH; KNOWLEDGE

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第 23 条, 共 39 条

标题: The Precursors of Reading Ability in Young Readers: Evidence From a Four-Year Longitudinal Study

作者: Oakhill, JV (Oakhill, Jane V.); Cain, K (Cain, Kate)

来源出版物: SCIENTIFIC STUDIES OF READING 卷: 16 期: 2 页: 91-121 DOI: 10.1080/10888438.2010.529219 出版年: 2012

Web of Science 核心合集中的 "被引频次": 70

被引频次合计: 71

使用次数 (最近 180 天): 20

使用次数 (2013 年至今): 54

摘要: We report a longitudinal study investigating the predictors of reading comprehension and word reading accuracy between the ages of 7 to 8 (UK Year 3) and 10 to 11 years (Year 6). We found that different skills predicted the development of each. Reading comprehension skill measured in Year 3 was a strong predictor of comprehension in Year 6; vocabulary and verbal IQ

also made significant unique contributions to the prediction of comprehension ability across time. Three comprehension components (inference, comprehension monitoring, and knowledge and use of story structure) emerged as distinct predictors of reading comprehension in Year 6, even after the autoregressive effect of comprehension was controlled. For word reading accuracy, early measures of word reading accuracy and phonemic awareness predicted later performance.

KeyWords Plus: CHILDRENS INFERENCE GENERATION; WORKING-MEMORY; COMPREHENSION DIFFICULTIES; PHONOLOGICAL AWARENESS; INDIVIDUAL-DIFFERENCES; SYNTACTIC AWARENESS; LANGUAGE COMPREHENSION; TEXT COMPREHENSION; COMPONENT SKILLS; WORD-RECOGNITION

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第 24 条, 共 39 条

标题: Waterpipe Smoking Among College Students in the United States: A Review of the Literature

作者: Grekin, ER (Grekin, Emily R.); Ayna, D (Ayna, Dinah)

来源出版物: JOURNAL OF AMERICAN COLLEGE HEALTH 卷: 60 期: 3 页: 244-249 DOI: 10.1080/07448481.2011.589419 出版年: 2012

Web of Science 核心合集中的 "被引频次": 36

被引频次合计: 36

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 10

摘要: Objective: To review the literature on college student waterpipe use with a focus on undergraduates in the United States. Participants: Undergraduate students. Methods: Studies were accessed using the databases PubMed, MEDLINE, PsycINFO, and Academic Search Premier. Searches included combinations of the following keywords: "waterpipe," "hookah," "shisha," "nargila," "argileh," "hubble bubble," "college," "university," and "student." Results: Results demonstrate that approximately 1 in 5 American college students report past-year waterpipe use. Results also suggest that there are a number of established correlates of waterpipe smoking, including male gender, Arab ethnicity, cigarette smoking, and the belief that waterpipe smoking is less harmful than cigarette smoking. Conclusions: Despite its harmful health effects, waterpipe smoking is quite common among college students. Future research with better methodologies and theoretical frameworks are needed to advance the field.

作者关键词: college; hookah; review; student; university; waterpipe

KeyWords Plus: UNIVERSITY-STUDENTS; TOBACCO SMOKING; NARGHILE SMOKING; CIGARETTE-SMOKING; RISK-FACTORS; PREVALENCE; SMOKERS; HEALTH; SYRIA;

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第 25 条, 共 39 条

标题: Classroom Climate and Contextual Effects: Conceptual and Methodological Issues in the Evaluation of Group-Level Effects

作者: Marsh, HW (Marsh, Herbert W.); Ludtke, O (Luedtke, Oliver); Nagengast, B (Nagengast, Benjamin); Trautwein, U (Trautwein, Ulrich); Morin, AJS (Morin, Alexandre J. S.); Abduljabbar, AS (Abduljabbar, Adel S.); Koller, O (Koeller, Olaf)

来源出版物: EDUCATIONAL PSYCHOLOGIST 卷: 47 期: 2 页: 106-124 DOI: 10.1080/00461520.2012.670488 出版年: 2012

Web of Science 核心合集中的 "被引频次": 62

被引频次合计: 63

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 48

摘要: Classroom context and climate are inherently classroom-level (L2) constructs, but applied researchers sometimes-inappropriately-represent them by student-level (L1) responses in single-level models rather than more appropriate multilevel models. Here we focus on important conceptual issues (distinctions between climate and contextual variables; use of classroom L2 rather than student-level L1 measures) and more appropriate multilevel models. To illustrate these issues, we consider the effects of two L2 classroom climate variables and one L2 classroom contextual variable on two L1 student-level outcomes for 2261 students in 128 classes. Through this example, we illustrate how to apply evolving doubly latent multilevel models to (a) evaluate the factor structure of L1 and L2 constructs based on multiple indicators of classroom climate and context measures, (b) control measurement error at L1 and L2, (c) control sampling error in the aggregation of L1 responses to form L2 constructs (the average of student-level responses to form classroom-level constructs), and (d) provide guidelines for appropriate analysis of classroom climate as an L2 construct. [Supplementary materials are available for this article. Go to the publisher's online edition of Educational Psychologist for the following free supplemental resources: Substantive basis of the present investigation and more detailed description of the methodology.]

KeyWords Plus: ACADEMIC SELF-CONCEPT; MULTILEVEL DATA; GENERAL-MODEL; SCHOOL; ACHIEVEMENT; ENVIRONMENT; MOTIVATION; VARIABLES; TEACHERS; STUDENTS

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第 26 条, 共 39 条

标题: Designing for Productive Failure

作者: Kapur, M (Kapur, Manu); Bielaczyc, K (Bielaczyc, Katerine)

来源出版物: JOURNAL OF THE LEARNING SCIENCES 卷: 21 期: 1 页: 45-83 DOI: 10.1080/10508406.2011.591717 出版年: 2012

Web of Science 核心合集中的 "被引频次": 45

被引频次合计: 45

使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 34

摘要: In this article, we describe the design principles undergirding productive failure (PF; M. Kapur, 2008). We then report findings from an ongoing program of research on PF in mathematical problem solving in 3 Singapore public schools with significantly different mathematical ability profiles, ranging from average to lower ability. In the 1st study, 7th-grade mathematics students from intact classes experienced 1 of 2 conditions: (a) PF, in which students collaboratively solved complex problems on average speed without any instructional support or scaffolds up until a teacher-led consolidation; or (b) direct instruction (DI), in which the teacher provided strong instructional support, scaffolding, and feedback. Findings suggested that although PF students generated a diversity of linked representations and methods for solving the complex problems, they were ultimately unsuccessful in their problem-solving efforts. Yet despite seemingly failing in their problem-solving efforts, PF students significantly outperformed DI students on the well-structured and complex problems on the posttest. They also demonstrated greater representation flexibility in solving average speed problems involving graphical representations, a representation that was not targeted during instruction. The 2nd and 3rd studies, conducted in schools with students of significantly lower mathematical ability, largely replicated the findings of the 1st study. Findings and implications of PF for theory, design of learning, and future research are discussed.

KeyWords Plus: INSTRUCTION; MATHEMATICS; TOOLS

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第 27 条, 共 39 条

标题: Parenting Stress and Child Behavior Problems: A Transactional Relationship Across Time

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来源出版物: AJIDD-AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES 卷: 117 期: 1 页: 48-66 DOI: 10.1352/1944-7558-117.1.48 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 43

被引频次合计: 44

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 39

摘要: Parenting stress and child behavior problems have been posited to have a transactional effect on each other across development. However, few studies have tested this model empirically. The authors investigated the relationship between parenting stress and child behavior problems from ages 3 to 9 years old among 237 children, 144 of whom were typically developing and 93 who were identified as developmentally delayed. Behavior problems and parenting stress covaried significantly across time for both groups of children. Cross-lagged panel analyses generally supported a bidirectional relationship between parenting stress and child behavior problems for mothers and fathers.

作者关键词: developmental delay; intellectual disability; parenting stress; behavior problems

KeyWords Plus: RANDOMIZED CONTROLLED-TRIAL; INTELLECTUAL DISABILITY; YOUNG-CHILDREN; EXTERNALIZING BEHAVIOR; DEVELOPMENTAL DELAYS; MENTAL-HEALTH; DEPRESSIVE SYMPTOMS; PRESCHOOL-CHILDREN; EXPRESSED EMOTION; SOCIAL SUPPORT

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第 28 条, 共 39 条

标题: Words as Tools: Learning Academic Vocabulary as Language Acquisition

作者: Nagy, W (Nagy, William); Townsend, D (Townsend, Dianna)

来源出版物: READING RESEARCH QUARTERLY 卷: 47 期: 1 特刊: 1 页: 91-108 DOI: 10.1002/RRQ.011 出版年: JAN-MAR 2012

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被引频次合计: 44

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 29

摘要: There is a growing awareness of the importance of academic vocabulary, and more generally, of academic language proficiency, for students success in school. There is also a growing body of research on the nature of the demands that academic language places on readers and writers, and on interventions to help students meet these demands. In this review, we discuss the role of academic vocabulary within academic language, examine recent research on instruction in academic vocabulary, considering both general academic words and discipline-specific words, and offer our perspective on the current state of this research and recommendations on how to continue inquiry and to improve practice in this area. We use the metaphor of words as tools to reflect our understanding that instruction in academic vocabulary must approach words as means for communicating and thinking about disciplinary content, and must therefore provide students with opportunities to use the instructed words for these purposes as they are learning them.

KeyWords Plus: MORPHOLOGICALLY COMPLEX WORDS; MIDDLE-SCHOOL; DERIVATIONAL MORPHOLOGY; LITERACY ACHIEVEMENT; UPPER ELEMENTARY; ENGLISH; INSTRUCTION; CHILDREN; COMPREHENSION; METAANALYSIS

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第 29 条, 共 39 条

标题: The learning effects of computer simulations in science education

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来源出版物: COMPUTERS & EDUCATION 卷: 58 期: 1 页: 136-153 DOI: 10.1016/j.compedu.2011.07.017 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 72

被引频次合计: 74

使用次数 (最近 180 天): 12

使用次数 (2013 年至今): 100

摘要: This article reviews the (quasi)experimental research of the past decade on the learning effects of computer simulations in science education. The focus is on two questions: how use of computer simulations can enhance traditional education, and how computer simulations are best used in order to improve learning processes and outcomes. We report on studies that investigated computer simulations as a replacement of or enhancement to traditional instruction. In particular, we consider the effects of variations in how information is visualized, how instructional support is provided, and how computer simulations are embedded within the lesson scenario. The reviewed literature provides robust evidence that computer simulations can enhance traditional instruction, especially as far as laboratory activities are concerned. However, in most of this research the use of computer simulations has been approached without consideration of the possible impact of teacher support, the lesson scenario, and the computer simulation's place within the curriculum.

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作者关键词: Interactive learning environments; Secondary education; Simulations

KeyWords Plus: VIRTUAL ENVIRONMENTS; SCIENTIFIC INQUIRY; UNDERGRADUATE STUDENTS; DISCOVERY; CHEMISTRY; SUPPORT; PHYSICS; VISUALIZATIONS; INSTRUCTION; INTEGRATION

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第 30 条, 共 39 条

标题: The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement

作者: Junco, R (Junco, Reynol)

来源出版物: COMPUTERS & EDUCATION 卷: 58 期: 1 页: 162-171 DOI: 10.1016/j.compedu.2011.08.004 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 90

被引频次合计: 92

使用次数 (最近 180 天): 16

使用次数 (2013 年至今): 135

摘要: Educators and others are interested in the effects of social media on college students, with a specific focus on the most popular social media website Facebook. Two previous studies have examined the relationship between Facebook use and student engagement, a construct related to positive college outcomes. However, these studies were limited by their evaluation of Facebook usage and how they measured engagement. This paper fills a gap in the literature by using a large sample ($N = 2368$) of college students to examine the relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. Student engagement was measured in three ways: a 19-item scale based on the National Survey of Student Engagement, time spent preparing for class, and time spent in co-curricular activities. Results indicate that Facebook use was significantly negatively predictive of engagement scale score and positively predictive of time spent in co-curricular activities. Additionally, some Facebook activities were positively predictive of the dependent variables, while others were negatively predictive. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Facebook; Student engagement; Post-secondary education; Learning outcomes; Social networks

KeyWords Plus: COLLEGE-STUDENTS; HIGHER-EDUCATION

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第 31 条, 共 39 条

标题: A ubiquitous English vocabulary learning system: Evidence of active/passive attitudes vs. usefulness/ease-of-use

作者: Huang, YM (Huang, Yueh-Min); Huang, YM (Huang, Yong-Ming); Huang, SH (Huang, Shu-Hsien); Lin, YT (Lin, Yen-Ting)

来源出版物: COMPUTERS & EDUCATION 卷: 58 期: 1 页: 273-282 DOI: 10.1016/j.compedu.2011.08.008 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 49

被引频次合计: 49

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 72

摘要: English vocabulary learning and ubiquitous learning have separately received considerable attention in recent years. However, research on English vocabulary learning in ubiquitous learning contexts has been less studied. In this study, we develop a ubiquitous English vocabulary learning (UEVL) system to assist students in experiencing a systematic vocabulary learning process in which ubiquitous technology is used to develop the system, and video clips are used as the material. Afterward, the technology acceptance model and partial least squares approach are used to explore students' perspectives on the UEVL system. The results indicate that (1) both the system characteristics and the material characteristics of the UEVL system positively and significantly influence the perspectives of all students on the system; (2) the active students are interested in perceived usefulness; (3) the passive students are interested in perceived ease of use. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Applications in subject areas; Interactive learning environments; Multimedia/hypermedia systems

KeyWords Plus: PERCEIVED USEFULNESS; ENVIRONMENT; STRATEGIES; TECHNOLOGY; ACCEPTANCE; SPEAKING; MODELS; IMPACT; TEXT

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第 32 条, 共 39 条

标题: Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning

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来源出版物: INTERNET AND HIGHER EDUCATION 卷: 15 期: 1 特刊: SI 页: 3-8 DOI: 10.1016/j.iheduc.2011.06.002 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 84

被引频次合计: 85

使用次数 (最近 180 天): 21

使用次数 (2013 年至今): 86

摘要: A Personal Learning Environment or PLE is a potentially promising pedagogical approach for both integrating formal and informal learning using social media and supporting student self-regulated learning in higher education contexts. The purpose of this paper is to (a) review research that support this claim, (b) conceptualize the connection between PLE, social media, and self-regulated learning, and (c) provide a three-level pedagogical framework for using social media to create PLEs that support student self-regulated learning. Implications for future research in this area are provided. (C) 2011 Elsevier Inc. All rights reserved.

作者关键词: Social media; Personal Learning Environment (PLE); Self-regulated learning; Web 2.0

KeyWords Plus: HIGHER-EDUCATION

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第 33 条, 共 39 条

标题: Effect of conceptual change pedagogies on students' alternative conceptions of electricity resistance and electricity current

作者: Coruhlu, TS (Coruhlu, Tulay Senel); Calik, M (Calik, Muammer); Cepni, S (Cepni, Salih)

来源出版物: ENERGY EDUCATION SCIENCE AND TECHNOLOGY PART B-SOCIAL AND EDUCATIONAL STUDIES 卷: 4 期: 1 页: 141-152 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 37

被引频次合计: 37

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 13

摘要: The aim of this study is to investigate effect of conceptual change pedagogies on students' alternative conceptions of electricity resistance and electricity current. Within pre-experimental research methodology, this study was conducted with 30 grade 6 students. In collecting data, a questionnaire with 6 two-tier items was employed. This questionnaire was administered as a pre-test before the teaching intervention. After the intervention, the questionnaire was

re-administered as a post test. Wilcoxon signed rank test was employed in regard to student total scores of pre- and post-test. The results showed that using different conceptual change strategies was meaningfully effective in eliminating students' alternative conceptions of the concepts 'electricity resistance' and 'electricity current' ($z=4.78$, $p<0.05$).

作者关键词: Conceptual change pedagogies; Alternative conceptions; Electricity resistance and current

KeyWords Plus: CHEMISTRY CONCEPTS; CHANGE TEXT; KNOWLEDGE; SCIENCE; PHYSICS; MISCONCEPTIONS

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第 34 条, 共 39 条

标题: Attitudes towards physical education course among foreign national students receiving education in Turkey

作者: Unlu, H (Unlu, Huseyin)

来源出版物: ENERGY EDUCATION SCIENCE AND TECHNOLOGY PART B-SOCIAL AND EDUCATIONAL STUDIES 卷: 4 期: 1 页: 205-211 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 32

被引频次合计: 32

使用次数 (最近 180 天): 4

使用次数 (2013 年至今): 8

摘要: This study aimed to examine the attitudes of overseas students receiving secondary education in Turkey towards physical education courses. The study sample consisted of 325 male students from 34 different countries, all of whom reside in Turkey. The study used the "Attitude Scale towards Physical Education Course" as the data collection tool. Descriptive statistics and one-way analysis of variance (ANOVA) were used in the data analysis. It was found that the study participants had positive attitudes towards physical education courses and that no significant difference was found in attitudes in terms of grade variable ($p > 0.05$).

作者关键词: Attitude; Foreign national students; Physical education course

KeyWords Plus: SCHOOL; ACHIEVEMENT; TEACHERS; ADOLESCENTS

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第 35 条, 共 39 条

标题: The effect of computer based instruction method to resolve misconceptions on

ratio-proportion subject

作者: Kaplan, A (Kaplan, Abdullah); Ozturk, M (Ozturk, Mesut)

来源出版物: ENERGY EDUCATION SCIENCE AND TECHNOLOGY PART B-SOCIAL AND EDUCATIONAL STUDIES 卷: 4 期: 1 页: 271-282 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 29

被引频次合计: 29

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 7

摘要: This study aims to investigate the effect of computer based instruction method in order to resolve misconceptions on ratio-proportion subjects and to determine the superiorities of computer based instruction compared to traditional instruction methods to resolve misconceptions. The sample of this study is composed of 68 students (control group=35, experiment group=33) who are studying in an elementary school in Agri city center in 2010-2011 academic years. In this study, two different classrooms which were grouped before were determined as experiment and control groups. In addition, pseudo-experiment design was used to determine misconceptions of these groups who were not matched by applying pre-test and post-test. The data were analyzed according to descriptive statistics method and were presented with the help of frequency and percentage tables. According to the findings of this study, both the computer based instruction and traditional instruction have effect on resolving the misconceptions. In addition, computer based instruction is more effective on resolving misconceptions in lower level learning, while the traditional instruction is more effective on resolving misconceptions in higher level learning.

作者关键词: Computer based instruction; Misconception; Ratio-proportion

KeyWords Plus: SCIENCE; SAMPLE

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第 36 条, 共 39 条

标题: The latest reform in initial teacher education (ITE) in Turkey

作者: Yigit, N (Yigit, Nevzat)

来源出版物: ENERGY EDUCATION SCIENCE AND TECHNOLOGY PART B-SOCIAL AND EDUCATIONAL STUDIES 卷: 4 期: 1 页: 309-322 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 41

被引频次合计: 41

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 23

摘要: The present research seeks to understand continuous changes in the Initial Teacher

Education (ITE) programmes over the last fifteen years. Thus, the study elaborates themes such as need for the restructuring, the theoretical basis for the re-structuring and improvements in ITE from the policy-makers and practitioners' perspectives. The purpose of this study is to understand the re-structuring process of ITE and its theoretical base. In this study, document analysis and semi-structured interviews were used as data sources. The latter were carried out with three key teacher educators, policy makers who had active roles throughout the restructuring process, including preparing and writing official documents, leaflets and books for the purpose of conceptualizing the reform and providing materials for the practitioners, teacher educators, mentors and STs. The previous concurrent model of ITE was adopted for all levels of schooling after eight years of experience with the consecutive model for secondary-level ITE. With the latest reform, teaching practice and sound relationships among different bodies were given extra attention. Changes in the structure and curriculum show a substantial shift from a university-content, lecturer-based approach to a school/student-based approach. Minor modifications were made throughout the last decade, making pre-service teacher education compatible with European Standards. The results showed that the demand for more teachers for some stages of education, e.g. pre-school and primary, and special subjects and widespread dissatisfaction with the previous ITE programs gave rise to the restructuring of ITE in 1998. The cooperation and/or collaboration between the MNE and YOK in relation to planning to meet the future demands on teachers had been very weak, especially in the late 1990s, as compulsory education was extended up to eight years and the teacher shortage in primary education became a crucial issue for schools. Some curriculum changes in primary and secondary education, based on constructivist theory, required changes in ITE. These have made the two bodies, the Government and Higher Education Authority, work in cooperation to educate future generations of teachers in accordance with the requirements of the ever-developing learning environment and community. The new approach of ITE is based on a partnership model, focused on more clinical practice than in the past. The recent modification is concrete proof of a desire for continuous change in teacher education.

作者关键词: Reforming teacher education; Policy makers; Initial teacher education; Epistemological shift

KeyWords Plus: RENEWABLE ENERGY; STUDENTS; SCIENCE; KNOWLEDGE; SCHOOL; SKILLS

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第 37 条, 共 39 条

标题: Analyzing the relationship between task and ego orientation, collective efficacy and perceived coaching behavior: A research on footballers

作者: Bayansalduz, M (Bayansalduz, Mehmet)

来源出版物: ENERGY EDUCATION SCIENCE AND TECHNOLOGY PART B-SOCIAL AND EDUCATIONAL STUDIES 卷: 4 期: 1 页: 481-494 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 30

被引频次合计: 30

使用次数 (最近 180 天): 12

使用次数 (2013 年至今): 42

摘要: This research was carried out in order to examine the relationship between task and ego orientation, collective efficacy and perceived coaching behavior in footballers. Sample group of the research consisted of footballers playing in Amateur Football League Season 2009-2010. Total 133 footballers with an average age of 23.0 +/- 9.6 participated in the research. Task and Ego Orientation in Sport Questionnaire (TEOSQ), Collective Efficacy Scale (CES) and Leadership Scale for Sports (LSS) were used for data collection. Data were calculated using Descriptive Statistics Techniques and Pearson's Product Moment Correlation Analysis. According to the results of the research, a significant relationship was observed between task orientation and training-instruction behavior ($p < 0.01$), democratic behavior ($p < 0.05$), social support behavior ($p < 0.01$), positive feedback behavior ($p < 0.05$) and between ego orientation, autocratic behavior ($p < 0.05$), and social support behavior ($p < 0.05$). A significant relationship was observed between collective efficacy and training-instruction behavior ($p < 0.05$), autocratic behavior ($p < 0.01$), social support behavior ($p < 0.01$), positive feedback behavior ($p < 0.01$) and between collective efficacy and task orientation ($p < 0.01$). In conclusion, the level of training-instruction behavior, democratic behavior, social support behavior and positive feedback behavior perceived by footballers has a positive effect on task orientation. Also, ego orientation increases as the level of autocratic behavior and social support behavior increases. Perceived training-instruction behavior, autocratic behavior, social support behavior and positive feedback behavior were observed to have positive effects on the level of collective efficacy. Also, task orientation positively affects the level of collective efficacy.

作者关键词: Football; Task and Ego Orientation; Collective Efficacy; Perceived Coaching Behavior

KeyWords Plus: SCIENCE PROCESS SKILLS; RENEWABLE ENERGY; SELF-EFFICACY; EDUCATION; STUDENTS; BIOLOGY; SCHOOL; TURKEY; ACHIEVEMENT; PERFORMANCE

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第 38 条, 共 39 条

标题: The importance of sport of university students during campus life

作者: Salman, MN (Salman, Melih N.)

来源出版物: ENERGY EDUCATION SCIENCE AND TECHNOLOGY PART B-SOCIAL AND EDUCATIONAL STUDIES 卷: 4 期: 1 页: 495-500 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 35

被引频次合计: 35

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 23

摘要: Today's universities are in the effort to contribute to university student's socialization process by providing sports opportunities. These activities, which are a part of university education, should be seen as activities that aim at develop people's social aspects and social awareness. This research aims at signifying students' sports habits during their free times and a evaluating their opinions and expectations. Research team and technique, the research is conducted through 94 female, 161 male students who stay dormitories. The data obtained from the survey is interpreted and explained by participation in sports the selection of sports branch X2 test is used. The discoveries of the research; the 55% of the students who participate in the survey were interested in sports and did sports to assess their free times before university and 9,3 percent of them used sports as an opportunity to spend time with their friends. 17.4% of them were directed to sports to get rid of the stress of the classes. 89% of them think physical education courses in universities are good opportunities to be able to sport and 57% of them wishes these courses would be 4 hours and two times a week. 67.3% of these students want new branches to be opened in addition to the existing ones. The result of proposals of the research; it is detected that the students are generally happy with their sports opportunities but they are expect more sports courses, branches and opportunities in week-days apart from their free times in weekends. It is signified in this research that male student are more active them female ones in sport activities. Besides it is concluded that gender issue plays a big role in the selection of sports branch. While a male student generally gives priority to football (soccer) and basketball, female students choose aerobics, tennis and volleyball.

作者关键词: University life; Free times; Participation in sports; Gender

KeyWords Plus: EDUCATION; SCHOOL

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第 39 条, 共 39 条

标题: Examination of self-esteem, job satisfaction and organizational commitment in employees of sports federations

作者: Toros, T (Toros, Turhan)

来源出版物: ENERGY EDUCATION SCIENCE AND TECHNOLOGY PART B-SOCIAL AND EDUCATIONAL STUDIES 卷: 4 期: 1 页: 537-548 出版年: JAN 2012

Web of Science 核心合集中的 "被引频次": 38

被引频次合计: 38

使用次数 (最近 180 天): 11

使用次数 (2013 年至今): 36

摘要: The objective of this research is to reveal the relationship between the levels of self-esteem,

job satisfaction and organizational commitment and gender and to examine the relationship between self-esteem and organizational commitment. 171 Sports Federation employees (98 male and 73 female) participated in the research. Average age of participants is 34.57 +/- 14.11. "Rosenberg Self-Esteem Scale", "Job Satisfaction Scale" and "Organizational Commitment Scale" were used in the research. The data was analysed in SPSS 16.00 package program by descriptive statistic techniques, independent variables t-test and Pearson's correlation test. According to the research data, there was a significant difference between male and female employees of Sports Federations in average self-esteem levels ($p < 0.05$). There was a significant difference between male and female employees of Sports Federations in average scores of Promotion and Progress, Superior-Subordinate Relationship, Personality, Status, Intelligence and Skill, Rewards and Incentives, Participation in Decision-making, Cooperation, Physical Conditions and Communication ($p < 0.05$). In subdimensions of organizational commitment, there was a significant difference between male and female employees of Sports Federations in average scores of Affective Commitment, Continuance Commitment and Normative Commitment ($p < 0.05$). In conclusion, the relationship between self-esteem, job satisfaction and organizational commitment of employees of Sports Federations and gender is important.

作者关键词: Self-esteem; Job Satisfaction; Organizational commitment; Sports Federations; Gender

KeyWords Plus: SCIENCE PROCESS SKILLS; GENDER DIFFERENCES; LIFE SATISFACTION; STUDENTS; PREDICTORS; EDUCATION; PHYSICS; TEACHERS; ARCHITECTURE; ADOLESCENTS

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2.5 2011 年 ESI 教育学学科 SSCI 高被引论文 42 篇

第 1 条, 共 42 条

标题: The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement: A Meta-Analytic Approach

作者: Roorda, DL (Roorda, Debora L.); Koomen, HMY (Koomen, Helma M. Y.); Spilt, JL (Spilt, Jantine L.); Oort, FJ (Oort, Frans J.)

来源出版物: REVIEW OF EDUCATIONAL RESEARCH 卷: 81 期: 4 页: 493-529 DOI: 10.3102/0034654311421793 出版年: DEC 2011

Web of Science 核心合集中的 "被引频次": 104

被引频次合计: 104

使用次数 (最近 180 天): 27

使用次数 (2013 年至今): 117

摘要: A meta-analytic approach was used to investigate the associations between affective

qualities of teacher-student relationships (TSRs) and students' school engagement and achievement. Results were based on 99 studies, including students from preschool to high school. Separate analyses were conducted for positive relationships and engagement ($k = 61$, $N = 88,417$ students), negative relationships and engagement ($k = 18$, $N = 5,847$), positive relationships and achievement ($k = 61$, $N = 52,718$), and negative relationships and achievement ($k = 28$, $N = 18,944$). Overall, associations of both positive and negative relationships with engagement were medium to large, whereas associations with achievement were small to medium. Some of these associations were weaker, but still statistically significant, after correction for methodological biases. Overall, stronger effects were found in the higher grades. Nevertheless, the effects of negative relationships were stronger in primary than in secondary school.

作者关键词: affective teacher-child relationships; school engagement; academic performance; meta-analysis

KeyWords Plus: CHILD RELATIONSHIP QUALITY; AFRICAN-AMERICAN CHILDREN; PERCEIVED SOCIAL SUPPORT; ELEMENTARY-SCHOOL; MIDDLE SCHOOL; LOW-INCOME; ACADEMIC-ACHIEVEMENT; DEVELOPMENTAL TRAJECTORIES; FAMILY CHARACTERISTICS; EMOTIONAL ADJUSTMENT

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第 2 条, 共 42 条

标题: Policy as numbers: ac/counting for educational research

作者: Lingard, B (Lingard, Bob)

来源出版物: AUSTRALIAN EDUCATIONAL RESEARCHER 卷: 38 期: 4 页: 355-382 DOI: 10.1007/s13384-011-0041-9 出版年: NOV 2011

Web of Science 核心合集中的 "被引频次": 50

被引频次合计: 50

使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 9

摘要: This paper provides an account and a critique of the rise of the contemporary policy as numbers phenomenon and considers its effects on policy and for educational research. Policy as numbers is located within the literatures on numbers in politics and the statistics/state relationship and, while recognising the longevity of the latter relationship, it is argued that the governance turn and neo-liberalism have strengthened the role of numbers in contemporary education policy. This phenomenon is situated in the contemporary 'structure of feeling', which sees politics reduced to managing the everyday and the evisceration of a progressive imaginary. The paper then documents the impact within education, focusing both on the emergent global education policy field and on

the national agenda in Australian schooling and the related rise of 'gap talk', both globally and nationally. The paper concludes by drawing out some implications for educational research, suggesting that we as educational researchers are also being positioned by policy as numbers.

作者关键词: Education policy; Statistics; Data; Governance; Globalisation; Research

KeyWords Plus: INEQUALITY

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第 3 条, 共 42 条

标题: Weight-Based Victimization Toward Overweight Adolescents: Observations and Reactions of Peers

作者: Puhl, RM (Puhl, Rebecca M.); Luedicke, J (Luedicke, Joerg); Heuer, C (Heuer, Cheslea)

来源出版物: JOURNAL OF SCHOOL HEALTH 卷: 81 期: 11 页: 696-703 DOI: 10.1111/j.1746-1561.2011.00646.x 出版年: NOV 2011

Web of Science 核心合集中的 "被引频次": 46

被引频次合计: 46

使用次数 (最近 180 天): 2

使用次数 (2013 年至今): 26

摘要: BACKGROUND: Weight-based victimization has become increasingly reported among overweight youth, but little is known about adolescents' perceptions and observations of weight-based teasing and bullying. This study examined adolescents' observations of and reactions to weight-based victimization toward overweight students at school.

METHODS: Adolescents (N = 1555) at 2 high schools in central Connecticut completed a questionnaire that examined their perceptions of how common weight-based victimization is compared to other forms of teasing at school, what types of weight-based teasing are frequently observed, who typical perpetrators of weight-based victimization are, and their own reactions to observed teasing incidents. Participants also completed the Fat Phobia Scale.

RESULTS: Participants perceived being overweight as a primary reason that peers are victimized at school. At least 84% of participants observed overweight students being teased in a mean way and teased during physical activities, and 65% to 77% of students observed overweight and obese peers being ignored, avoided, excluded from social activities, having negative rumors spread about them, and being teased in the cafeteria. Most students also observed verbal threats and physical harassment toward overweight and obese students. Although the majority of participants felt comfortable stepping in to help an overweight peer who has been teased, many remain passive bystanders following these incidents.

CONCLUSION: Youth perceive frequent and multiple forms of weight-based victimization. Schools' efforts to address weight bias and assist overweight and obese students are important.

作者关键词: obesity; overweight; stigma; bullying; teasing

KeyWords Plus: DISORDERED EATING BEHAVIORS; BODY-MASS INDEX; PHYSICAL-ACTIVITY; PROTECTIVE FACTORS; CHILDREN; OBESITY; RISK; FAT; DISTURBANCE; HEALTH

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第 4 条, 共 42 条

标题: Public awareness, attitudes and beliefs regarding intellectual disability: A systematic review

作者: Scior, K (Scior, Katrina)

来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 6 页: 2164-2182
DOI: 10.1016/j.ridd.2011.07.005 出版年: NOV-DEC 2011

Web of Science 核心合集中的 "被引频次": 54

被引频次合计: 54

使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 44

摘要: The general public's responses to people with intellectual disabilities influence the likely success or failure of policies aimed at increasing their social inclusion. The present paper provides a review of general population based research into awareness, attitudes and beliefs regarding intellectual disability published in English between 1990 and mid-2011. An electronic search using PsycINFO and Web of Science plus a hand search of the literature was completed. Most of the 75 studies identified consisted of descriptive surveys of attitudes. They tend to conclude that age, educational attainment and prior contact with someone with an intellectual disability predict attitudes, while the effect of gender is inconsistent. Eight studies examined lay knowledge about intellectual disability and beliefs about its causation in a range of cultural contexts. The impact of interventions designed to improve attitudes or awareness was examined by 12 studies. The evidence is limited by the fact that it is mostly based on relatively small unrepresentative samples and cross-sectional designs. It is concluded that overall, high quality research into general population attitudes to intellectual disability is limited. Public knowledge of intellectual disability and causal beliefs are particularly under-researched areas. There is a notable absence of well designed evaluations of efforts to reduce misconceptions about intellectual disability and tackle negative attitudes. Areas for future research are noted, including the need for well designed studies that consider awareness, attitudes and beliefs in relation to stigma theory. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Intellectual disability; Attitudes; Beliefs; Public; Review

KeyWords Plus: INTERGROUP CONTACT THEORY; MENTAL-RETARDATION; STUDENTS ATTITUDES; LEARNING-DISABILITIES; COMMUNITY INTEGRATION; JAPANESE ADULTS; PSYCHOMETRIC ANALYSIS; SOCIAL DISTANCE; DOWNS-SYNDROME; KEY INFORMANT

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第 5 条, 共 42 条

标题: A Kinect-based system for physical rehabilitation: A pilot study for young adults with motor disabilities

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来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 6 页: 2566-2570

DOI: 10.1016/j.ridd.2011.07.002 出版年: NOV-DEC 2011

Web of Science 核心合集中的 "被引频次": 135

被引频次合计: 150

使用次数 (最近 180 天): 13

使用次数 (2013 年至今): 84

摘要: This study assessed the possibility of rehabilitating two young adults with motor impairments using a Kinect-based system in a public school setting. This study was carried out according to an ABAB sequence in which A represented the baseline and B represented intervention phases. Data showed that the two participants significantly increased their motivation for physical rehabilitation, thus improving exercise performance during the intervention phases. Practical and developmental implications of the findings are discussed. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Physical rehabilitation; Motor disabilities; Kinect; Gesture recognition

KeyWords Plus: QUALITY-OF-LIFE; ENVIRONMENTAL STIMULATION; BEHAVIOR; PEOPLE

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第 6 条, 共 42 条

标题: Organizing Research and Development at the Intersection of Learning, Implementation, and Design

作者: Penuel, WR (Penuel, William R.); Fishman, BJ (Fishman, Barry J.); Cheng, BH (Cheng, Britte Haugan); Sabelli, N (Sabelli, Nora)

来源出版物: EDUCATIONAL RESEARCHER 卷: 40 期: 7 页: 331-337 DOI: 10.3102/0013189X11421826 出版年: OCT 2011

Web of Science 核心合集中的 "被引频次": 60

被引频次合计: 60

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 35

摘要: This article describes elements of an approach to research and development called design-based implementation research. The approach represents an expansion of design research, which typically focuses on classrooms, to include development and testing of innovations that foster alignment and coordination of supports for improving teaching and learning. As in policy research, implementation is a key focus of theoretical development and analysis. What distinguishes this approach from both traditional design research and policy research is the presence of four key elements: (a) a focus on persistent problems of practice from multiple stakeholders' perspectives; (b) a commitment to iterative, collaborative design; (c) a concern with developing theory related to both classroom learning and implementation through systematic inquiry; and (d) a concern with developing capacity for sustaining change in systems.

作者关键词: educational reform; learning processes/strategies; mixed methods; organization theory/change

KeyWords Plus: SYSTEMIC REFORM; ORGANIZATIONS; INNOVATIONS; TECHNOLOGY; EDUCATION; SCHOOLS; POLICY

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第 7 条, 共 42 条

标题: Facilitating Change in Undergraduate STEM Instructional Practices: An Analytic Review of the Literature

作者: Henderson, C (Henderson, Charles); Beach, A (Beach, Andrea); Finkelstein, N (Finkelstein, Noah)

来源出版物: JOURNAL OF RESEARCH IN SCIENCE TEACHING 卷: 48 期: 8 页: 952-984
DOI: 10.1002/tea.20439 出版年: OCT 2011

Web of Science 核心合集中的 "被引频次": 63

被引频次合计: 63

使用次数 (最近 180 天): 18

使用次数 (2013 年至今): 121

摘要: This article reviews current scholarship about how to promote change in instructional practices used in undergraduate science, technology, engineering, and mathematics (STEM) courses. The review is based on 191 conceptual and empirical journal articles published between

1995 and 2008. Four broad categories of change strategies were developed to capture core differences within this body of literature: disseminating curriculum and pedagogy, developing reflective teachers, enacting policy, and developing shared vision. STEM education researchers largely write about change in terms of disseminating curriculum and pedagogy. Faculty development researchers largely write about change in terms of developing reflective teachers. Higher education researchers largely write about change in terms of enacting policy. New work often does not build on prior empirical or theoretical work. Although most articles claim success of the change strategy studied, evidence presented to support these claims is typically not strong. For example, only 21% of articles that studied implementation of a change strategy were categorized as presenting strong evidence to support claims of success or failure of the strategy. These analyses suggest that the state of change strategies and the study of change strategies are weak, and that research communities that study and enact change are largely isolated from one-another. In spite of the weak state of the literature, some conclusions related to the design of change strategies can be drawn from this review. Two commonly used change strategies are clearly not effective: developing and testing "best practice" curricular materials and then making these materials available to other faculty and "top-down" policy-making meant to influence instructional practices. Effective change strategies: are aligned with or seek to change the beliefs of the individuals involved; involve long-term interventions, lasting at least one semester; require understanding a college or university as a complex system and designing a strategy that is compatible with this system. (C) 2011 Wiley Periodicals, Inc. J Res Sci Teach 48: 952-984, 2011

作者关键词: teacher change; science education; higher education; pedagogy; professional development

KeyWords Plus: HIGHER-EDUCATION; FACULTY-DEVELOPMENT; DEVELOPMENT PROGRAM; COLLEGE SCIENCE; UNIVERSITY; TEACHERS; CONSULTATION; CONCEPTIONS; EXPERIENCES; PHYSICS

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第 8 条, 共 42 条

标题: Growing Up in the Shadows: The Developmental Implications of Unauthorized Status

作者: Suarez-Orozco, C (Suarez-Orozco, Carola); Yoshikawa, H (Yoshikawa, Hirokazu); Teranishi, RT (Teranishi, Robert T.); Suarez-Orozco, MM (Suarez-Orozco, Marcelo M.)

来源出版物: HARVARD EDUCATIONAL REVIEW 卷: 81 期: 3 特刊: SI 页: 438-472 出版年: FALL 2011

Web of Science 核心合集中的 "被引频次": 55

被引频次合计: 55

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 26

摘要: Unauthorized immigrants account for approximately one-fourth of all immigrants in the United States, yet they dominate public perceptions and are at the heart of a policy impasse. Caught in the middle are the children of these immigrants youth who are coming of age and living in the shadows. An estimated 5.5 million children and adolescents are growing up with unauthorized parents and are experiencing multiple and yet unrecognized developmental consequences as a result of their family's existence in the shadow of the law. Although these youth are American in spirit and voice, they are nonetheless members of families that are "illegal" in the eyes of the law. In this article, the authors develop a conceptual framework to systematically examine the ways in which unauthorized status affects the millions of children, adolescents, and emerging adults caught in its wake. The authors elucidate the various dimensions of documentation status going beyond the binary of the "authorized" and "unauthorized." An ecological framework brings to the foreground a variety of systemic levels shaping the daily experiences of children and youth as they move through the developmental spectrum. The article moves on to examine a host of critical developmental outcomes that have implications for child and youth well-being as well as for our nation's future.

KeyWords Plus: CIVIC ENGAGEMENT; EMERGING ADULthood; HIGHER-EDUCATION; IMMIGRANT YOUTH; MEXICAN-ORIGIN; UNITED-STATES; CHILDREN; ADOLESCENTS; INEQUALITY; FAMILIES

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第 9 条, 共 42 条

标题: What influences participation in leisure activities of children and youth with physical disabilities? A systematic review

作者: Bult, MK (Bult, M. K.); Verschuren, O (Verschuren, O.); Jongmans, MJ (Jongmans, M. J.); Lindeman, E (Lindeman, E.); Ketelaar, M (Ketelaar, M.)

来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 5 页: 1521-1529
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Web of Science 核心合集中的 "被引频次": 54

被引频次合计: 55

使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 32

摘要: In 2001 the International Classification of Functioning (ICF) defined participation as 'someone's involvement in life situations'. Participation in leisure activities contributes to the development of children and their quality of life. Children with physical disabilities are known to be at risk for participation in fewer activities. The group of children with physical disabilities is

highly heterogeneous consisting of children with different diagnosis and different ages.

This systematic review aims to analyse the literature for the purpose of looking for variables involved in the frequency of participation in leisure activities for children and youth with different diagnoses and ages.

Frequency of participation in leisure activities for children and youth with physical disabilities is associated with a variety of variables. Gross motor function, manual ability, cognitive ability, communicative skills, age and gender are the most important variables. The current evidence suggests that similar variables seem to apply to children with different diagnoses. Age is an important variable in participation of children and youth. However evidence about those variables associated with children at different ages is still lacking. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: ICF; Participation; Leisure activities; Children; Youth; Physical disability

KeyWords Plus: CEREBRAL-PALSY; PATTERNS; ENJOYMENT; HEALTH; ISSUES; VALIDATION; PREDICTORS; LANGUAGE; VERSION; INJURY

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第 10 条, 共 42 条

标题: Psychiatric comorbidity in young adults with a clinical diagnosis of Asperger syndrome

作者: Lugnegard, T (Lugnegard, Tove); Hallerback, MU (Hallerback, Maria Unenge); Gillberg, C (Gillberg, Christopher)

来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 5 页: 1910-1917
DOI: 10.1016/j.ridd.2011.03.025 出版年: SEP-OCT 2011

Web of Science 核心合集中的 "被引频次": 94

被引频次合计: 99

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 39

摘要: In children with autism spectrum disorders, previous studies have shown high rates of psychiatric comorbidity. To date, studies on adults have been scarce. The aim of the present study was to investigate psychiatric comorbidity in young adults with Asperger syndrome. Participants were 26 men and 28 women (mean age 27 years) with a clinical diagnosis of Asperger syndrome. Psychiatric comorbidity was assessed by the Structured Clinical Interview for DSM-IV Axis I

Disorders. IQ was measured using the Wechsler Adult Intelligence Scale, Third Edition. Autism spectrum diagnoses were confirmed using the Diagnostic Interview for Social and Communication Disorders. In our study group, 70% had experienced at least one episode of major depression, and 50% had suffered from recurrent depressive episodes. Anxiety disorders were seen in about 50%. Psychotic disorders and substance-induced disorders were uncommon. In conclusion, young adults with autism spectrum disorders are at high risk for mood and anxiety disorders. To identify these conditions and offer treatment, elevated vigilance is needed in clinical practice. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Asperger syndrome; Comorbidity; Mood disorder; Anxiety disorder

KeyWords Plus: OBSESSIVE-COMPULSIVE DISORDER; AUTISTIC SPECTRUM DISORDER; CHILDREN; PREVALENCE; INTERVIEW; PSYCHOSIS; ANXIETY

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第 11 条, 共 42 条

标题: Conceptualizing Teacher Professional Learning

作者: Opfer, VD (Opfer, V. Darleen); Pedder, D (Pedder, David)

来源出版物: REVIEW OF EDUCATIONAL RESEARCH 卷: 81 期: 3 页: 376-407 DOI: 10.3102/0034654311413609 出版年: SEP 2011

Web of Science 核心合集中的 "被引频次": 48

被引频次合计: 49

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 41

摘要: This article adopts a complexity theory framework to review the literature on teachers' professional development practices, the generative systems of these practices, and the impact that learning experiences have on their knowledge and changes in classroom practices. The review brings together multiple strands of literature on teacher professional development, teaching and learning, teacher change, and organizational learning. In doing so, it illustrates that process-product logic has dominated the literature on teacher professional learning and that this has limited explanatory ability. The review demonstrates the ways the elements of three subsystems (the teacher, the school, and the learning activity) interact and combine in different ways and with varying intensities to influence teacher learning. The limitations of studies focusing on specific elements or subsystems are highlighted. The article concludes that to understand teacher learning scholars must adopt methodological practices that focus on explanatory causality

and the reciprocal influences of all three subsystems.

作者关键词: teacher learning; teacher professional development; teacher change; learning orientation; complex systems

KeyWords Plus: PRESERVICE TEACHERS; COMPLEXITY SCIENCE; CONTENT KNOWLEDGE; BELIEFS; SCHOOLS; EDUCATION; COMMUNITIES; INSTRUCTION; EFFICACY; THINKING

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第 12 条, 共 42 条

标题: Empathy Decline and Its Reasons: A Systematic Review of Studies With Medical Students and Residents

作者: Neumann, M (Neumann, Melanie); Edelhauser, F (Edelhaeuser, Friedrich); Tauschel, D (Tauschel, Diethard); Fischer, MR (Fischer, Martin R.); Wirtz, M (Wirtz, Markus); Woopen, C (Wooopen, Christiane); Haramati, A (Haramati, Aviad); Scheffer, C (Scheffer, Christian)

来源出版物: ACADEMIC MEDICINE 卷: 86 期: 8 页: 996-1009 DOI: 10.1097/ACM.0b013e318221e615 出版年: AUG 2011

Web of Science 核心合集中的 "被引频次": 124

被引频次合计: 129

使用次数 (最近 180 天): 10

使用次数 (2013 年至今): 70

摘要: Purpose

Empathy is a key element of patient-physician communication; it is relevant to and positively influences patients' health. The authors systematically reviewed the literature to investigate changes in trainee empathy and reasons for those changes during medical school and residency.

Method

The authors conducted a systematic search of studies concerning trainee empathy published from January 1990 to January 2010, using manual methods and the PubMed, EMBASE, and PsycINFO databases. They independently reviewed and selected quantitative and qualitative studies for inclusion. Intervention studies, those that evaluated psychometric properties of self-assessment tools, and those with a sample size <30 were excluded.

Results

Eighteen studies met the inclusion criteria: 11 on medical students and 7 on residents. Three longitudinal and six cross-sectional studies of medical students demonstrated a significant decrease in empathy during medical school; one cross-sectional study found a tendency toward a decrease, and another suggested stable scores. The five longitudinal and two cross-sectional studies of residents showed a decrease in empathy during residency. The studies pointed to the

clinical practice phase of training and the distress produced by aspects of the "hidden," "formal," and "informal" curricula as main reasons for empathy decline.

Conclusions

The results of the reviewed studies, especially those with longitudinal data, suggest that empathy decline during medical school and residency compromises striving toward professionalism and may threaten health care quality. Theory-based investigations of the factors that contribute to empathy decline among trainees and improvement of the validity of self-assessment methods are necessary for further research.

KeyWords Plus: GENERAL-PRACTICE CONSULTATIONS; PRIMARY-CARE PHYSICIANS; EMOTIONAL INTELLIGENCE; HEALTH OUTCOMES; PATIENT COMMUNICATION; PRACTITIONER EMPATHY; ACUPUNCTURE PATIENTS; RELATIONAL EMPATHY; MORAL DEVELOPMENT; STRESS REDUCTION

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第 13 条, 共 42 条

标题: Review of developments in research into English as a lingua franca

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来源出版物: LANGUAGE TEACHING 卷: 44 页: 281-315 DOI: 10.1017/S0261444811000115
子辑: 3 出版年: JUL 2011

Web of Science 核心合集中的 "被引频次": 54

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使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 58

摘要: We begin by considering how the recent phenomenon of English as a Lingua Franca (henceforth ELF) fits in with the older notion of lingua francas in general as well as with older versions of ELF. We then explore the beginnings of ELF in its modern manifestation, including the earliest ELF research, and tackle the thorny issue of defining ELF. After discussing the main

locations and domains in which ELF research has been carried out to date, we move on to examining research into three linguistic levels, lexicogrammar, phonology and pragmatics, concluding with a discussion of very recent findings revealing ELF's linguistic fluidity. Next, we discuss research into two domains where ELF has proved especially prevalent: business English and academic English. This is followed by a consideration of ELF as a globalized and globalizing practice. We end the article by exploring the implications of ELF research for ELF-oriented English teaching and the role that attitudes are likely to play in this. We conclude that while the relaxed attitudes towards ELF of younger people are promising, strong resistance is still felt by many others, and that the major challenge remains in convincing the examination boards that they should take account of ELF.

KeyWords Plus: INTERNATIONAL-BUSINESS; WORLD ENGLISHES; COMMUNICATION; ACCOMMODATION; PERSPECTIVES; LANGUAGE

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第 14 条, 共 42 条

标题: Coh-Metrix: Providing Multilevel Analyses of Text Characteristics

作者: Graesser, AC (Graesser, Arthur C.); McNamara, DS (McNamara, Danielle S.); Kulikowich, JM (Kulikowich, Jonna M.)

来源出版物: EDUCATIONAL RESEARCHER 卷: 40 期: 5 页: 223-234 DOI: 10.3102/0013189X11413260 出版年: JUN-JUL 2011

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使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 26

摘要: Computer analyses of text characteristics are often used by reading teachers, researchers, and policy makers when selecting texts for students. The authors of this article identify components of language, discourse, and cognition that underlie traditional automated metrics of text difficulty and their new Coh-Metrix system. Coh-Metrix analyzes texts on multiple measures of language and discourse that are aligned with multilevel theoretical frameworks of comprehension. The authors discuss five major factors that account for most of the variance in texts across grade levels and text categories: word concreteness, syntactic simplicity, referential cohesion, causal cohesion, and narrativity. They consider the importance of both quantitative and qualitative characteristics of texts for assigning the right text to the right student at the right time.

作者关键词: cognition; comprehension; computer applications; content analysis; discourse processes; language processes; technology; textual analysis

KeyWords Plus: PRIOR KNOWLEDGE; COMPREHENSION; COHESION; READERS; LITERACY; INSTRUCTION; COHERENCE; LANGUAGE; MEMORY

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第 15 条, 共 42 条

标题: Boundary Crossing and Boundary Objects

作者: Akkerman, SF (Akkerman, Sanne F.); Bakker, A (Bakker, Arthur)

来源出版物: REVIEW OF EDUCATIONAL RESEARCH 卷: 81 期: 2 页: 132-169 DOI: 10.3102/0034654311404435 出版年: JUN 2011

Web of Science 核心合集中的 "被引频次": 120

被引频次合计: 120

使用次数 (最近 180 天): 13

使用次数 (2013 年至今): 89

摘要: Diversity and mobility in education and work present a paramount challenge that needs better conceptualization in educational theory. This challenge has been addressed by educational scholars with the notion of boundaries, particularly by the concepts of boundary crossing and boundary objects. Although studies on boundary crossing and boundary objects emphasize that boundaries carry learning potential, it is not explicated in what way they do so. By reviewing this literature, this article offers an understanding of boundaries as dialogical phenomena. The review of the literature reveals four potential learning mechanisms that can take place at boundaries: identification, coordination, reflection, and transformation. These mechanisms show various ways in which sociocultural differences and resulting discontinuities in action and interaction can come to function as resources for development of intersecting identities and practices.

作者关键词: boundary; boundary crossing; boundary object; dialogicality; learning theory

KeyWords Plus: ACTIVITY-THEORETICAL PERSPECTIVE; RESEARCH ADMINISTRATORS; KNOWLEDGE BOUNDARIES; SOFTWARE-DEVELOPMENT; SCIENCE-EDUCATION; COLLABORATION; COMMUNITIES; WORK; DESIGN; ORGANIZATIONS

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第 16 条, 共 42 条

标题: Social-Psychological Interventions in Education: They're Not Magic

作者: Yeager, DS (Yeager, David S.); Walton, GM (Walton, Gregory M.)

来源出版物: REVIEW OF EDUCATIONAL RESEARCH 卷: 81 期: 2 页: 267-301 DOI: 10.3102/0034654311405999 出版年: JUN 2011

Web of Science 核心合集中的 "被引频次": 102

被引频次合计: 104

使用次数 (最近 180 天): 16

使用次数 (2013 年至今): 94

摘要: Recent randomized experiments have found that seemingly "small" social-psychological interventions in education—that is, brief exercises that target students' thoughts, feelings, and beliefs in and about school—can lead to large gains in student achievement and sharply reduce achievement gaps even months and years later. These interventions do not teach students academic content but instead target students' psychology, such as their beliefs that they have the potential to improve their intelligence or that they belong and are valued in school. When social-psychological interventions have lasting effects, it can seem surprising and even "magical," leading people either to think of them as quick fixes to complicated problems or to consider them unworthy of serious consideration. The present article discourages both responses. It reviews the theoretical basis of several prominent social-psychological interventions and emphasizes that they have lasting effects because they target students' subjective experiences in school, because they use persuasive yet stealthy methods for conveying psychological ideas, and because they tap into recursive processes present in educational environments. By understanding psychological interventions as powerful but context-dependent tools, educational researchers will be better equipped to take them to scale. This review concludes by discussing challenges to scaling psychological interventions and how these challenges may be overcome.

作者关键词: social psychology; education policy; implicit theories; stereotype threat; affirmation; belonging; achievement gaps

KeyWords Plus: STEREOTYPE THREAT; SELF-AFFIRMATION; ACHIEVEMENT GAP; ACADEMIC-PERFORMANCE; COLLEGE-FRESHMEN; FIELD EXPERIMENT; STUDENTS; SCIENCE; INTELLIGENCE; ATTRIBUTION

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第 17 条, 共 42 条

标题: A formative assessment-based mobile learning approach to improving the learning attitudes and achievements of students

作者: Hwang, GJ (Hwang, Gwo-Jen); Chang, HF (Chang, Hsun-Fang)

来源出版物: COMPUTERS & EDUCATION 卷: 56 期: 4 页: 1023-1031 DOI: 10.1016/j.compedu.2010.12.002 出版年: MAY 2011

Web of Science 核心合集中的 "被引频次": 90

被引频次合计: 90

使用次数 (最近 180 天): 25

使用次数 (2013 年至今): 121

摘要: The advancement of mobile and wireless communication technologies has encouraged an increasing number of studies concerning mobile learning, in which students are able to learn via mobile devices without being limited by space and time: in particular, the students can be situated in a real-world scenario associated with the learning content. Although such an approach seems interesting to the students, researchers have emphasized the need for well-designed learning support in order to improve the students' learning achievements. Therefore, it has become an important issue to develop methodologies or tools to assist the students to learn in a mobile learning environment. Based on this perspective, this study proposes a formative assessment-based approach for improving the learning achievements of students in a mobile learning environment. A mobile learning environment has been developed based on this approach, and an experiment on a local culture course has been conducted in southern Taiwan to evaluate its effectiveness. The experimental results show that the proposed approach not only promotes the students' learning interest and attitude, but also improves their learning achievement. (C) 2010 Elsevier Ltd. All rights reserved.

作者关键词: Teaching/learning strategies; Elementary education; Applications in subject areas; Interactive learning environments

KeyWords Plus: KNOWLEDGE ENGINEERING APPROACH; WEB-BASED ASSESSMENT; INSTRUCTIONAL-DESIGN; SUPPORT-SYSTEM; CRITERIA; IMPLEMENTATION; TECHNOLOGIES; INFORMATION; PERFORMANCE; PROJECT

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第 18 条, 共 42 条

标题: Lesbian, Gay, Bisexual, and Transgender Adolescent School Victimization: Implications for Young Adult Health and Adjustment

作者: Russell, ST (Russell, Stephen T.); Ryan, C (Ryan, Caitlin); Toomey, RB (Toomey, Russell B.); Diaz, RM (Diaz, Rafael M.); Sanchez, J (Sanchez, Jorge)

来源出版物: JOURNAL OF SCHOOL HEALTH 卷: 81 期: 5 页: 223-230 DOI: 10.1111/j.1746-1561.2011.00583.x 出版年: MAY 2011

Web of Science 核心合集中的 "被引频次": 63

被引频次合计: 64

使用次数 (最近 180 天): 19

使用次数 (2013 年至今): 69

摘要: BACKGROUND: Adolescent school victimization due to lesbian, gay, bisexual, or transgender (LGBT) status is commonplace, and is associated with compromised health and adjustment. Few studies have examined the long-term implications of LGBT school victimization for young adult adjustment. We examine the association between reports of LGBT school victimization and young adult psychosocial health and risk behavior.

METHODS: The young adult survey from the Family Acceptance Project included 245 LGBT young adults between the ages of 21 and 25 years, with an equal proportion of Latino and non-Latino White respondents. A 10-item retrospective scale assessed school victimization due to actual or perceived LGBT identity between the ages of 13 and 19 years. Multiple regression was used to test the association between LGBT school victimization and young adult depression, suicidal ideation, life satisfaction, self-esteem, and social integration, while controlling for background characteristics. Logistic regression was used to examine young adult suicide attempts, clinical levels of depression, heavy drinking and substance use problems, sexually transmitted disease (STD) diagnoses, and self-reported HIV risk.

RESULTS: Lesbian, gay, bisexual, and transgender-related school victimization is strongly linked to young adult mental health and risk for STDs and HIV; there is no strong association with substance use or abuse. Elevated levels of depression and suicidal ideation among males can be explained by their high rates of LGBT school victimization.

CONCLUSIONS: Reducing LGBT-related school victimization will likely result in significant long-term health gains and will reduce health disparities for LGBT people. Reducing the dramatic disparities for LGBT youth should be educational and public health priorities.

作者关键词: LGBT; sexual orientation; victimization; mental health; HIV; STDs; risk behavior; young adulthood; adolescents

KeyWords Plus: SEXUAL ORIENTATION; PEER VICTIMIZATION; DRUG-USE; STUDENTS; YOUTH; CHILDHOOD; BEHAVIORS; VIOLENCE

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来源出版物: SCIENCE EDUCATION 卷: 95 期: 3 页: 518-542 DOI: 10.1002/sce.20432 出版年: MAY 2011

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被引频次合计: 58

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 27

摘要: I profile here a prospective method for assessing nature of science (NOS) knowledge, as an alternative to VNOS and similar approaches. Questions about cases in contemporary news and from history probe scientific literacy in context. Scoring targets how "well informed" the analysis is, based on identifying relevant NOS information and interpreting its import appropriately. The assessment shifts focus from declarative statements to functional (or interpretive) analysis. It also entails reframing current NOS characterizations from selective lists of tenets to the multiple dimensions shaping reliability in scientific practice, from the experimental to the social namely, to Whole Science. This approach underscores the role of reflective student inquiry and historical and contemporary cases in NOS instruction. (C) 2011 Wiley Periodicals, Inc. Sci Ed 95:518-542, 2011

KeyWords Plus: SCIENTIFIC LITERACY; SCHOOL SCIENCE; INTELLECTUAL INDEPENDENCE; TEACHERS CONCEPTIONS; ELEMENTARY TEACHERS; STUDENT-TEACHERS; POPULAR REPORTS; EXPLICIT; INQUIRY; EDUCATION

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第 20 条, 共 42 条

标题: Physical activity and fitness in children with developmental coordination disorder: A systematic review

作者: Rivilis, I (Rivilis, Irina); Hay, J (Hay, John); Cairney, J (Cairney, John); Klentrou, P (Klentrou, Panagiota); Liu, JA (Liu, Jian); Faught, BE (Faught, Brent E.)

来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 3 页: 894-910 DOI: 10.1016/j.ridd.2011.01.017 出版年: MAY-JUN 2011

Web of Science 核心合集中的 "被引频次": 59

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使用次数 (最近 180 天): 3

使用次数 (2013 年至今): 23

摘要: Developmental coordination disorder (DCD) is a neurodevelopmental condition characterized by poor motor proficiency that interferes with a child's activities of daily living. Activities that most young children engage in such as running, walking, and jumping are

important for the proper development of fitness and overall health. However, children with DCD usually find these activities challenging. A systematic review of the literature was conducted to synthesize the recent available data on fitness and physical activity in children with DCD, and to understand the extent of the differences between children with DCD and their typically developing peers. Systematic searches of electronic databases and reference lists identified 40 peer-reviewed studies meeting the inclusion criteria. These studies were reviewed in terms of: (a) study design, (b) population, (c) assessment tools, (d) measures, and (e) fitness and physical activity outcomes. It has been demonstrated that body composition, cardiorespiratory fitness, muscle strength and endurance, anaerobic capacity, power, and physical activity have all been negatively associated, to various degrees, with poor motor proficiency. However, differences in flexibility were not conclusive as the results on this parameter are mixed. Studies' limitations and the impact of results on future work are discussed. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Developmental coordination disorder; Systematic review; Fitness; Physical activity

KeyWords Plus: FUNDAMENTAL MOVEMENT SKILLS; HEALTH-RELATED FITNESS; LOW MOTOR COMPETENCE; LOW-BIRTH-WEIGHT; LIFE SATISFACTION; ANAEROBIC PERFORMANCE; PERCEIVED FREEDOM; ACTIVITY-DEFICIT; AEROBIC FITNESS; GREEK CHILDREN

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第 21 条, 共 42 条

标题: Study healthy ageing and intellectual disabilities: Recruitment and design

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来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 3 页: 1097-1106
DOI: 10.1016/j.ridd.2011.01.018 出版年: MAY-JUN 2011

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使用次数 (最近 180 天): 1

使用次数 (2013 年至今): 16

摘要: Problems encountered in epidemiologic health research in older adults with intellectual disabilities (ID) are how to recruit a large-scale sample of participants and how to measure a range of health variables in such a group. This cross-sectional study into healthy ageing started with founding a consort of three large care providers with a total client population of 2322 clients of 50 years and over, and two academic institutes. This consort made formal agreements about a research infrastructure and research themes: (1) physical activity and fitness, (2) nutrition and nutritional state, and (3) mood and anxiety. Subsequently, preparation was started by carefully reviewing and selecting instruments to measure a wide set of health variables to answer the research questions. Specific demands of these instruments were that they could be executed efficiently and accurately on-site in a large sample of participants and that the burden of these measurements for participants as well as their caregivers was as minimal as possible. Then, preparation was continued by designing and executing a thorough communication plan for clients, legal representatives and staff of the care providers, preceding the informed consent procedure. In this plan, which had a top-down structure, specific attention was given to personally informing and motivating of key stakeholders: the professional care givers. This preparation led to a recruitment of 1050 participants (45.2%) and to high participation rates in key parts of the assessment. A detailed description is provided about the recruitment and organization and the selected instruments. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Research design; Recruitment; Older adults; Intellectual disabilities; Inclusion; Motivation strategies

KeyWords Plus: MENTALLY-RETARDED PERSONS; SHUTTLE WALKING TEST; OLDER-ADULTS; PSYCHOMETRIC PROPERTIES; LEARNING-DISABILITY; PEOPLE; RELIABILITY; SCALE; RETARDATION; POPULATION

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第 22 条, 共 42 条

标题: Common Core Standards: The New US Intended Curriculum

作者: Porter, A (Porter, Andrew); McMaken, J (McMaken, Jennifer); Hwang, J (Hwang, Jun); Yang, R (Yang, Rui)

来源出版物: EDUCATIONAL RESEARCHER 卷: 40 期: 3 页: 103-116 DOI: 10.3102/0013189X11405038 出版年: APR 2011

Web of Science 核心合集中的 "被引频次": 67

被引频次合计: 67

使用次数 (最近 180 天): 7

使用次数 (2013 年至今): 34

摘要: The Common Core standards released in 2010 for English language arts and mathematics have already been adopted by dozens of states. Just how much change do these new standards represent, and what is the nature of that change? In this article, the Common Core standards are compared with current state standards and assessments and with standards in top-performing countries, as well as with reports from a sample of teachers from across the country describing their own practices.

作者关键词: comparative education; curriculum; educational reform; policy analysis

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第 23 条, 共 42 条

标题: What are the most effective intervention techniques for changing physical activity self-efficacy and physical activity behaviour-and are they the same?

作者: Williams, SL (Williams, S. L.); French, DP (French, D. P.)

来源出版物: HEALTH EDUCATION RESEARCH 卷: 26 期: 2 页: 308-322 DOI: 10.1093/her/cyr005 出版年: APR 2011

Web of Science 核心合集中的 "被引频次": 91

被引频次合计: 91

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 55

摘要: There is convincing evidence that targeting self-efficacy is an effective means of increasing physical activity. However, evidence concerning which are the most effective techniques for changing self-efficacy and thereby physical activity is lacking. The present review aims to estimate the association between specific intervention techniques used in physical activity interventions and change obtained in both self-efficacy and physical activity behaviour. A systematic search yielded 27 physical activity intervention studies for 'healthy' adults that reported self-efficacy and physical activity data. A small, yet significant ($P < 0.01$) effect of the interventions was found on change in self-efficacy and physical activity ($d = 0.16$ and 0.21 , respectively). When a technique was associated with a change in effect sizes for self-efficacy, it also tended to be associated with a change ($r(s) = 0.690$, $P < 0.001$) in effect size for physical activity. Moderator analyses found that 'action planning', 'provide instruction' and 'reinforcing

effort towards behaviour' were associated with significantly higher levels of both self-efficacy and physical activity. 'Relapse prevention' and 'setting graded tasks' were associated with significantly lower self-efficacy and physical activity levels. This meta-analysis provides evidence for which psychological techniques are most effective for changing self-efficacy and physical activity.

KeyWords Plus: RANDOMIZED CONTROLLED-TRIAL; ACTIVITY COUNSELING TRIAL; PROJECT STRIDE; LIFE-STYLE; EXERCISE BEHAVIOR; PLANNED BEHAVIOR; PROMOTE WALKING; PRIMARY-CARE; OLDER WOMEN; HEALTH

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第 24 条, 共 42 条

标题: The effect of Twitter on college student engagement and grades

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来源出版物: JOURNAL OF COMPUTER ASSISTED LEARNING 卷: 27 期: 2 页: 119-132
DOI: 10.1111/j.1365-2729.2010.00387.x 出版年: APR 2011

Web of Science 核心合集中的 "被引频次": 105

被引频次合计: 108

使用次数 (最近 180 天): 35

使用次数 (2013 年至今): 168

摘要: Despite the widespread use of social media by students and its increased use by instructors, very little empirical evidence is available concerning the impact of social media use on student learning and engagement. This paper describes our semester-long experimental study to determine if using Twitter - the microblogging and social networking platform most amenable to ongoing, public dialogue - for educationally relevant purposes can impact college student engagement and grades. A total of 125 students taking a first year seminar course for pre-health professional majors participated in this study (70 in the experimental group and 55 in the control group). With the experimental group, Twitter was used for various types of academic and co-curricular discussions. Engagement was quantified by using a 19-item scale based on the National Survey of Student Engagement. To assess differences in engagement and grades, we used mixed effects analysis of variance (ANOVA) models, with class sections nested within treatment groups. We also conducted content analyses of samples of Twitter exchanges. The ANOVA results showed that the experimental group had a significantly greater increase in engagement than the control group, as well as higher semester grade point averages. Analyses of Twitter communications showed that students and faculty were both highly engaged in the learning process in ways that transcended traditional classroom activities. This study provides experimental evidence that Twitter can be used as an educational tool to help engage students and to mobilize faculty into a more active and participatory role.

作者关键词: cooperative; collaborative learning; learning communities; media in education; post-secondary education; social media; teaching; learning strategies

KeyWords Plus: HIGHER-EDUCATION

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第 25 条, 共 42 条

标题: Effects of working memory training on reading in children with special needs

作者: Dahlin, KIE (Dahlin, Karin I. E.)

来源出版物: READING AND WRITING 卷: 24 期: 4 页: 479-491 DOI: 10.1007/s11145-010-9238-y 出版年: APR 2011

Web of Science 核心合集中的 "被引频次": 50

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使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 50

摘要: This study examines the relationship between working memory and reading achievement in 57 Swedish primary-school children with special needs. First, it was examined whether children's working memory could be enhanced by a cognitive training program, and how the training outcomes would relate to their reading development. Next, it was explored how differential aspects of working memory are related to children's reading outcomes. The working memory training yielded effects, and these effects appeared beneficial to children's reading comprehension development. Working memory measures were found to be related with children's word reading and reading comprehension. The results show that working memory can be seen as a crucial factor in the reading development of literacy among children with special needs, and that interventions to improve working memory may help children becoming more proficient in reading comprehension.

作者关键词: Working memory; Working memory training; Word decoding; Reading comprehension; Small groups; Special education; Special needs

KeyWords Plus: DYSLEXIA; COMPREHENSION; DISABILITIES; PERFORMANCE; COMPONENTS; ATTENTION; EDUCATION; CAPACITY; ADHD; AGE

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第 26 条, 共 42 条

标题: The Development of Gender Achievement Gaps in Mathematics and Reading During Elementary and Middle School: Examining Direct Cognitive Assessments and Teacher Ratings

作者: Robinson, JP (Robinson, Joseph Paul); Lubienski, ST (Lubienski, Sarah Theule)

来源出版物: AMERICAN EDUCATIONAL RESEARCH JOURNAL 卷: 48 期: 2 页: 268-302

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摘要: Using K-8 national longitudinal data, the authors investigate males' and females' achievement in math and reading, including when gender gaps first appear, whether the appearance of gaps depends on the metric used, and where on the achievement distribution gaps are most prevalent. Additionally, teachers' assessments of males and females are compared. The authors find no math gender gap in kindergarten, except at the top of the distribution; however, females throughout the distribution lose ground in elementary school and regain some in middle school. In reading, gaps favoring females generally narrow but widen among low-achieving students. However, teachers consistently rate females higher than males in both subjects, even when cognitive assessments suggest that males have an advantage. Implications for policy and further research are discussed.

作者关键词: achievement gaps; distributional analysis; gender; longitudinal data; metric-free gap analysis; teacher ratings

KeyWords Plus: SEX-DIFFERENCES; GIRLS; MATH; EXPECTATIONS; STEREOTYPES; BEHAVIORS; ABILITY; GRADES; BOYS

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第 27 条, 共 42 条

标题: What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study

作者: Tamim, RM (Tamim, Rana M.); Bernard, RM (Bernard, Robert M.); Borokhovski, E (Borokhovski, Eugene); Abrami, PC (Abrami, Philip C.); Schmid, RF (Schmid, Richard F.)

来源出版物: REVIEW OF EDUCATIONAL RESEARCH 卷: 81 期: 1 页: 4-28 DOI: 10.3102/0034654310393361 出版年: MAR 2011

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被引频次合计: 74

使用次数 (最近 180 天): 8

使用次数 (2013 年至今): 54

摘要: This research study employs a second-order meta-analysis procedure to summarize 40 years of research activity addressing the question, does computer technology use affect student achievement in formal face-to-face classrooms as compared to classrooms that do not use technology? A study-level meta-analytic validation was also conducted for purposes of comparison. An extensive literature search and a systematic review process resulted in the inclusion of 25 meta-analyses with minimal overlap in primary literature, encompassing 1,055 primary studies. The random effects mean effect size of 0.35 was significantly different from zero. The distribution was heterogeneous under the fixed effects model. To validate the second-order meta-analysis, 574 individual independent effect sizes were extracted from 13 out of the 25 meta-analyses. The mean effect size was 0.33 under the random effects model, and the distribution was heterogeneous. Insights about the state of the field, implications for technology use, and prospects for future research are discussed.

作者关键词: computers and learning; instructional technologies; achievement; meta-analysis

KeyWords Plus: COMPUTER-ASSISTED-INSTRUCTION; MEDIA; ACHIEVEMENT; EDUCATION; EFFICACY; STUDENTS; QUALITY

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第 28 条, 共 42 条

标题: Bullying Perpetration and Victimization in Special Education: A Review of the Literature

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来源出版物: REMEDIAL AND SPECIAL EDUCATION 卷: 32 期: 2 页: 114-130 DOI: 10.1177/0741932510361247 出版年: MAR-APR 2011

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被引频次合计: 50

使用次数 (最近 180 天): 11

使用次数 (2013 年至今): 48

摘要: Bullying perpetration and victimization have become pervasive problems in American schools. Recent research suggests a causal association between prolonged periods of victimization and overt acts of school violence. These findings are germane to students with disabilities in light of evidence suggesting these students are victimized more often than typically developing peers.

The purpose of this review is to provide special educators with an overview of definitions and issues related to bullying perpetration and victimization and to synthesize research on this topic as it pertains to students with disabilities by disability type, personal characteristics, and educational placement. It was concluded that additional research is needed on prevalence and types of bullying, factors related to perpetration or victimization, and appropriate school-based interventions for special needs populations.

作者关键词: bully; perpetration; victimization; disability; special education

KeyWords Plus: INFORMATION-PROCESSING MECHANISMS; LEARNING-DIFFICULTIES; PEER VICTIMIZATION; INTELLECTUAL DISABILITY; AGGRESSIVE-BEHAVIOR; SOCIAL COMPETENCE; EARLY ADOLESCENCE; SEEK HELP; CHILDREN; SCHOOL

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第 29 条, 共 42 条

标题: Prevalence of intellectual disability: A meta-analysis of population-based studies

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来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 2 页: 419-436
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使用次数 (2013 年至今): 37

摘要: Intellectual disability is an extremely stigmatizing condition and involves utilization of large public health resources, but most data about its burden is based on studies conducted in developed countries. The aim of this meta-analysis was to collate data from published literature and estimate the prevalence of intellectual disability across all such studies. The review includes studies published between 1980 and 2009, and includes data from populations that provided an overall estimate of the prevalence of intellectual disability. Meta-analysis was done using random effects to account for heterogeneity. Subgroup analyses were also done. The prevalence of intellectual disability across all 52 studies included in the meta-analysis was 10.37/1000 population. The estimates varied according to income group of the country of origin, the age-group of the study population, and study design. The highest rates were seen in countries from low- and middle income countries. Studies based on identification of cases by using psychological assessments or scales showed higher prevalence compared to those using standard diagnostic systems and disability instruments. Prevalence was higher among studies based on children/adolescents, compared to those on adults. Higher prevalence in low and middle income group countries is of concern given the limitations in available resources in such countries to manage intellectual

disability. The importance of using standardized diagnostic systems to correctly estimate the burden is underlined. The public health and research implications of this meta-analysis have been discussed. (C) 2010 Elsevier Ltd. All rights reserved.

作者关键词: Mental health; Intellectual disability; Disease burden; Low; and middle income group country; Meta-analysis; Prevalence

KeyWords Plus: MENTAL-RETARDATION; WESTERN-AUSTRALIA; BIRTH-DEFECTS; RISK-FACTORS; CHILDREN; EPIDEMIOLOGY; COMMUNITY; COHORT; ADULTS; PERSPECTIVES

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第 30 条, 共 42 条

标题: Prevalence and functioning of children with cerebral palsy in four areas of the United States in 2006: A report from the Autism and Developmental Disabilities Monitoring Network

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使用次数 (2013 年至今): 21

摘要: Aim: To estimate the prevalence of cerebral palsy (CP) and the frequency of co-occurring developmental disabilities (DDs), gross motor function (GMF), and walking ability using the largest surveillance DD database in the US.

Methods: We conducted population-based surveillance of 8-year-old children in 2006 (N=142,338), in areas of Alabama, Georgia, Wisconsin, and Missouri. This multi-site collaboration involved retrospective record review at multiple sources. We reported CP subtype, co-occurring DDs, Gross Motor Function Classification System (GMFCS) level, and walking ability as well as CP period prevalence by race/ethnicity and sex.

Results: CP prevalence was 3.3(95% confidence interval [CI]: 3.1-3.7) per 1000 and varied by site, ranging from 2.9 (Wisconsin) to 3.8 (Georgia) per 1000, 8-year olds ($p < 0.02$). Approximately 81% had spastic CP. Among children with CP, 8% had an autism spectrum disorder and 35% had epilepsy. Using the GMFCS, 38.1% functioned at the highest level (I), with 17.1% at the lowest level (V). Fifty-six percent were able to walk independently and 33% had limited or no walking ability.

Interpretation: Surveillance data are enhanced when factors such as functioning and co-occurring conditions known to affect clinical service needs, quality of life, and health care are also considered. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Cerebral palsy; Surveillance; Developmental disability; Gross motor function

KeyWords Plus: GROSS MOTOR FUNCTION; HEALTH-CARE NEEDS; SPECTRUM DISORDERS; SURVEILLANCE; COLLABORATION; RELIABILITY; EUROPE; IMPACT; SITES

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第 31 条, 共 42 条

标题: Preschool impairments in auditory processing and speech perception uniquely predict future reading problems

作者: Boets, B (Boets, Bart); Vandermosten, M (Vandermosten, Maaïke); Poelmans, H (Poelmans, Hanne); Luts, H (Luts, Heleen); Wouters, J (Wouters, Jan); Ghesquiere, P (Ghesquiere, Pot)

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摘要: Developmental dyslexia is characterized by severe reading and spelling difficulties that are persistent and resistant to the usual didactic measures and remedial efforts. It is well established that a major cause of these problems lies in poorly specified phonological representations. Many individuals with dyslexia also present impairments in auditory temporal processing and speech perception, but it remains debated whether these more basic perceptual impairments play a role in causing the reading problem. Longitudinal studies may help clarifying this issue by assessing preschool children before they receive reading instruction and by following them up through literacy development. The current longitudinal study shows impairments in auditory frequency modulation (FM) detection, speech perception and phonological awareness in kindergarten and in grade 1 in children who receive a dyslexia diagnosis in grade 3. FM sensitivity and speech-in-noise perception in kindergarten uniquely contribute to growth in reading ability, even after controlling for letter knowledge and phonological awareness. These findings indicate that impairments in auditory processing and speech perception are not merely an epiphenomenon of reading failure. Although no specific directional relations were observed between auditory processing, speech perception and phonological awareness, the highly significant concurrent and predictive correlations between all these variables suggest a reciprocal association and corroborate the evidence for the auditory deficit theory of dyslexia. (C) 2010 Elsevier Ltd. All rights reserved.

作者关键词: Dyslexia; Auditory processing; Speech perception; Longitudinal

KeyWords Plus: DEVELOPMENTAL DYSLEXIA; PHONOLOGICAL AWARENESS; TEMPORAL PERCEPTION; PHONEMIC AWARENESS; IMPAIRED CHILDREN; LITERACY SKILLS; ABILITY; ADULTS; DISABILITIES; STIMULI

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第 32 条, 共 42 条

标题: Physicians' Empathy and Clinical Outcomes for Diabetic Patients

作者: Hojat, M (Hojat, Mohammadreza); Louis, DZ (Louis, Daniel Z.); Markham, FW (Markham, Fred W.); Wender, R (Wender, Richard); Rabinowitz, C (Rabinowitz, Carol); Gonnella, JS (Gonnella, Joseph S.)

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被引频次合计: 135

使用次数 (最近 180 天): 9

使用次数 (2013 年至今): 45

摘要: Purpose

To test the hypothesis that physicians' empathy is associated with positive clinical outcomes for diabetic patients.

Method

A correlational study design was used in a university-affiliated outpatient setting. Participants were 891 diabetic patients, treated between July 2006 and June 2009, by 29 family physicians. Results of the most recent hemoglobin A1c and LDL-C tests were extracted from the patients' electronic records. The results of hemoglobin A1c tests were categorized into good control ($< 7.0\%$) and poor control ($> 9.0\%$). Similarly, the results of the LDL-C tests were grouped into good control (< 100) and poor control (> 130). The physicians, who completed the Jefferson Scale of Empathy in 2009, were grouped into high, moderate, and low empathy scorers. Associations between physicians' level of empathy scores and patient outcomes were examined.

Results

Patients of physicians with high empathy scores were significantly more likely to have good control of hemoglobin A1c (56%) than were patients of physicians with low empathy scores (40%, $P < .001$). Similarly, the proportion of patients with good LDL-C control was significantly higher for physicians with high empathy scores (59%) than physicians with low scores (44%, $P < .001$). Logistic regression analyses indicated that physicians' empathy had a unique contribution to the prediction of optimal clinical outcomes after controlling for physicians' and patients' gender and age, and patients' health insurance.

Conclusions

The hypothesis of a positive relationship between physicians' empathy and patients' clinical outcomes was confirmed, suggesting that physicians' empathy is an important factor associated with clinical competence and patient outcomes.

KeyWords Plus: MEDICAL-SCHOOL; PSYCHOMETRIC DATA; JEFFERSON SCALE; SATISFACTION; ADHERENCE; DECLINE; COMMUNICATION; BEHAVIOR; GENDER; SPECIALTY

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标题: Autism spectrum disorders in the DSM-V: Better or worse than the DSM-IV?

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来源出版物: RESEARCH IN DEVELOPMENTAL DISABILITIES 卷: 32 期: 2 页: 768-773

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摘要: The DSM-V-committee has recently published proposed diagnostic criteria for autism spectrum disorders. We examine these criteria in some detail. We believe that the DSM-committee has overlooked a number of important issues, including social imagination, diagnosis in infancy and adulthood, and the possibility that girls and women with autism may continue to go unrecognised or misdiagnosed under the new manual. We conclude that a number of changes need to be made in order that the DSM-V-criteria might be used reliably and validly in clinical practice and research. (C) 2010 Elsevier Ltd. All rights reserved.

作者关键词: Autism spectrum disorder; DSM-IV; Diagnostic criteria

KeyWords Plus: PERVASIVE DEVELOPMENTAL DISORDERS; COMMUNICATION DISORDERS; DIAGNOSTIC INTERVIEW; CHILDREN; ABNORMALITIES; IMPAIRMENTS; CHILDHOOD; SYMPTOMS; INFANCY; ADULTS

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第 34 条, 共 42 条

标题: The prevalence and phenomenology of self-injurious and aggressive behaviour in genetic syndromes

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来源出版物: JOURNAL OF INTELLECTUAL DISABILITY RESEARCH 卷: 55 页: 109-120

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Web of Science 核心合集中的 "被引频次": 66

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使用次数 (最近 180 天): 6

使用次数 (2013 年至今): 42

摘要: Background

Self-injurious and aggressive behaviours are reported as components of some behavioural

phenotypes but there are few studies comparing across syndrome groups. In this study we examined the prevalence of these behaviours and the associated person characteristics in seven genetic syndromes.

Methods

Questionnaire data on self-injury and aggression, mood, hyperactivity, autism spectrum disorder and repetitive behaviour were collected on Angelman (AS, $n = 104$), Cornelia de Lange (CdLS, 101), Cri du Chat (CdCS, 58), Fragile X (FXS, 191), Lowe (LS, 56), Prader-Willi (PWS, 189) and Smith-Magenis (SMS, 42) syndromes.

Results

A significantly higher prevalence of self-injury was evident in CdCS, CdLS, FXS, PWS, LS and SMS. The prevalence of aggression was significantly heightened in AS and SMS. Self-injury was associated with repetitive and impulsive behaviour in CdLS, FXS, PWS and LS. Impulsivity and overactivity were significantly higher in those showing aggression across all syndrome groups.

Conclusions

These data quantify the risk for self-injury and aggression in the syndromes studied with implications for early intervention. The associations between these behaviours and person characteristics both within and between syndromes warrant further research.

作者关键词: affect; challenging behaviour; autism spectrum disorder; behavioural phenotype; hyperactivity; impulsivity

KeyWords Plus: PRADER-WILLI-SYNDROME; SMITH-MAGENIS-SYNDROME; DE-LANGE-SYNDROME; INTELLECTUAL DISABILITIES PREVALENCE; FRAGILE-X-SYNDROME; MALADAPTIVE BEHAVIOR; MENTAL-RETARDATION; ADULTS; CHILDREN; POPULATION

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第 35 条, 共 42 条

标题: Achievement Goal Theory at the Crossroads: Old Controversies, Current Challenges, and New Directions

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使用次数 (最近 180 天): 19

使用次数 (2013 年至今): 93

摘要: Achievement goal theory has been one of the most prominent theories of motivation in

educational research for more than 25 years. It has undergone considerable revision during that span, most notably with the distinction between approach and avoidance goals, debate concerning the critical features of performance goals, and the emergence of a multiple goal perspective that emphasizes the positive potential of performance-approach goals alongside mastery goals. This multiple goal perspective has met several criticisms from theorists taking the traditional perspective that emphasizes mastery goals over performance goals. We review these criticisms and the ongoing debate in light of the relevant research. We then spotlight two areas for future research, with the aim of advancing theory development and bridging these perspectives.

KeyWords Plus: PERFORMANCE-APPROACH GOALS; HIGH-SCHOOL-STUDENTS; COGNITIVE ENGAGEMENT; LEARNING-STRATEGIES; MOTIVATIONAL INFLUENCES; ACADEMIC-PERFORMANCE; HIERARCHICAL MODEL; STEREOTYPE THREAT; EARLY ADOLESCENTS; COLLEGE-STUDENTS

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第 36 条, 共 42 条

标题: Eta squared and partial eta squared as measures of effect size in educational research

作者: Richardson, JTE (Richardson, John T. E.)

来源出版物: EDUCATIONAL RESEARCH REVIEW 卷: 6 期: 2 页: 135-147 DOI: 10.1016/j.edurev.2010.12.001 出版年: 2011

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摘要: Eta squared measures the proportion of the total variance in a dependent variable that is associated with the membership of different groups defined by an independent variable. Partial eta squared is a similar measure in which the effects of other independent variables and interactions are partialled out. The development of these measures is described and their characteristics compared. In the past, the two measures have been confused in the research literature, partly because of a labelling error in the output produced by certain versions of the statistical package SPSS. Nowadays, partial eta squared is overwhelmingly cited as a measure of effect size in the educational research literature. Although there are good reasons for this, the interpretation of both measures needs to be undertaken with care. The paper concludes with a summary of the key characteristics of eta squared and partial eta squared. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Effect size; Eta squared; Partial eta squared

KeyWords Plus: ANOVA DESIGNS; CONFIDENCE-INTERVALS; STATISTICAL POWER;

PSYCHOLOGY; ASSOCIATION; LIMITATIONS; MAGNITUDES; VARIANCE

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第 37 条, 共 42 条

标题: Social justice, capabilities and the quality of education in low income countries

作者: Tikly, L (Tikly, Leon); Barrett, AM (Barrett, Angeline M.)

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摘要: The paper sets out a theoretical approach for understanding the quality of education in low income countries from a social justice perspective. The paper outlines and critiques the two dominant approaches that currently frame the debate about education quality, namely, the human capital and human rights approaches. Drawing principally on the ideas of Nancy Fraser and Amyarta Sen the paper then sets out an alternative approach based on a theory of social justice and of capabilities. The paper develops an overall understanding of how education quality can be understood in relation to the extent to which it fosters key capabilities that individuals, communities and society in general have reason to value. It then analyses three inter-related dimensions of the quality of education from a social justice perspective. Each dimension is considered in relation to contemporary policy debates and research including the work of EdQual. The first dimension, that of inclusion draws attention to the access of different groups of learners to quality inputs that facilitate the development of their capabilities, the cultural and institutional barriers that impact on the learning of different groups and priorities for overcoming these. The second dimension, that of relevance, is concerned with the extent to which the outcomes of education are meaningful for all learners, valued by their communities and consistent with national development priorities in a changing global context, whilst the third dimension, that of democracy considers how decisions about education quality are governed and the nature of participation in debates at the local, national and global levels. It is argued that a social justice framework can provide an alternative rationale for a policy emphasis on quality that encompasses but goes beyond that provided by human capital and rights approaches; that through emphasising the importance of context and through providing a normative basis for thinking about quality in relation to development, it provides a useful starting point for re-conceptualising education quality and how it can be evaluated; and, that it draws attention to the central importance of public dialogue and debate at the local, national and global levels about the nature of a quality education and quality frameworks at these levels. (C) 2010 Elsevier Ltd. All rights reserved.

作者关键词: Education quality; Social justice; Capability approach

KeyWords Plus: STRUCTURAL ADJUSTMENT; INEQUALITY; LANGUAGE; TANZANIA; SCHOOLS; AFRICA; REFORM

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第 38 条, 共 42 条

标题: Research on Interest in Science: Theories, methods, and findings

作者: Krapp, A (Krapp, Andreas); Prenzel, M (Prenzel, Manfred)

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摘要: This article presents an overview of interest research and describes the theoretical and methodological background for the assessment of interest in science in large-scale assessments like the 'Programme for International Student Assessment' (PISA). The paper starts with a short retrospective on the history of interest, bringing out theoretical roots that help to understand recent discussions on interest in science education. As interest is a widely used concept with manifold facets, it is essential to discuss different ways of modelling the relationship between a person and a comprehensive object like science with all of its different aspects, including wide ranges of content as well as contexts. Models that can be used for describing the content structure of science interest and the process of interest development are presented. Based on an overview of typical methods for assessing interests, exemplary findings on students' interest in science are presented, which play an important role in the current scientific debate. Finally, challenges for future research on interest in science education are discussed.

作者关键词: Attitudes; Interest in science; Large-scale surveys; Motivation; Research methods

KeyWords Plus: THEORETICAL CONSIDERATIONS; GENDER-DIFFERENCES; ACHIEVEMENT; PERSPECTIVE; ATTITUDES; STUDENTS; PHYSICS

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第 39 条, 共 42 条

标题: Nonsuicidal Self-injury in a College Population: General Trends and Sex Differences

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Web of Science 核心合集中的 "被引频次": 53

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使用次数 (最近 180 天): 4

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摘要: Objective: To describe basic nonsuicidal self-injury (NSSI) characteristics and to explore sex differences. Methods: A random sample from 8 universities were invited to participate in a Web-based survey in 2006-2007; 38.9% (n = 14,372) participated. Analysis assessed sex differences in NSSI prevalence, practices, severity, perceived dependency, and help-seeking; adjusted odds ratios for NSSI characteristics were calculated by sex status. Results: Lifetime NSSI prevalence rates averaged 15.3%. Females were more likely than males to self-injure because they were upset (adjusted odds ratio [AOR] = 1.6; 95% confidence interval [CI] = 1.3-2.1) or in hopes that someone would notice them (AOR = 1.6, 95% CI = 1.1-2.7). Males were 1.6 times (95% CI = 1.2-2.2) more likely to report anger and 4.0 times (95% CI = 2.3-6.8) more likely to report intoxication as an initiating factor. Sexual orientation predicted NSSI, particularly for women (Wald F = 8.81, p < .000). Only 8.9% of the NSSI sample reported disclosing NSSI to a mental health professional. Conclusions: NSSI is common in college populations but varies significantly by sex and sexual orientation. NSSI disclosure is low among both sexes.

作者关键词: college students; mental health; self-injury; young adults

KeyWords Plus: COMMUNITY SAMPLE; SUICIDE ATTEMPTS; HARM INVENTORY; ADOLESCENTS; BEHAVIOR; RISK; ORIENTATION; MUTILATION; STUDENTS; ADULTS

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第 40 条, 共 42 条

标题: Eating Disorder Symptoms Among College Students: Prevalence, Persistence, Correlates, and Treatment-Seeking

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Web of Science 核心合集中的 "被引频次": 47

被引频次合计: 47

使用次数 (最近 180 天): 5

使用次数 (2013 年至今): 15

摘要: Objective: To examine the prevalence, correlates, persistence, and treatment-seeking related to symptoms of eating disorders (EDs) in a random sample of college students. Participants: A random sample of students at a large university were recruited for an Internet survey in Fall 2005 and a follow-up survey in Fall 2007. Methods: ED symptoms were measured using the SCOFF screen and adjusted for nonresponse using administrative data and a nonresponse survey. Results: 2,822 (56%) students completed the baseline survey. Among undergraduates the prevalence of positive screens was 13.5% for women and 3.6% for men. Among students with positive screens, 20% had received past-year mental health treatment. In the follow-up sample (N = 753), ED symptoms at baseline significantly predicted symptoms 2 years later. Conclusions: Symptoms of EDs were prevalent and persistent among college students in this study. These findings suggest that brief screens can identify a large number of students with untreated EDs.

作者关键词: correlates; eating disorders; prevalence; survey

KeyWords Plus: COMORBIDITY SURVEY REPLICATION; SCOFF QUESTIONNAIRE; SCREENING TOOL; HELP-SEEKING; PRIMARY-CARE; WOMEN; PREVENTION; BEHAVIORS; AMERICAN; RISK

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第 41 条, 共 42 条

标题: The increasing prevalence of autism spectrum disorders

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被引频次合计: 95

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使用次数 (2013 年至今): 47

摘要: Undoubtedly, one of the most frequently studied conditions in the field of mental health today is the autism spectrum disorders (ASD). One of the most controversial topics with respect to this population is the prevalence of this spectrum of disorders. The number of cases has risen dramatically, and various hypotheses have been put forward to explain this phenomenon. Among the most frequently addressed possibilities are expanded diagnostic criteria, more awareness of the disorder, diagnosis at earlier ages, and the recognition that ASD is a lifelong condition. The current paper is a review of the extant literature on this topic. Current status of prevalence research is reviewed and conclusions about the current state of the research are discussed. (C) 2011 Elsevier Ltd. All rights reserved.

作者关键词: Autism; ASD; Prevalence

KeyWords Plus: PERVASIVE DEVELOPMENTAL DISORDERS; BEHAVIORAL FUNCTION QABF; PRESCHOOL-CHILDREN; DIAGNOSTIC SUBSTITUTION; MENTAL-RETARDATION; SPECIAL-EDUCATION; ADMINISTRATIVE PREVALENCE; DIFFERENTIAL-DIAGNOSIS; CHANGING PREVALENCE; CHILDHOOD AUTISM

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第 42 条, 共 42 条

标题: Teacher professional development in Teaching and Teacher Education over ten years

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被引频次合计: 99

使用次数 (最近 180 天): 21

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摘要: A review of publications in Teaching and Teacher Education over ten years (2000-2010) on teacher professional development is the subject of the paper. The first part synthesises production referred to learning, facilitation and collaboration, factors influencing professional development, effectiveness of professional development and issues around the themes. The second part, selects from the production nine articles for closer examination. The paper concludes by noting how the production brings out the complexities of teacher professional learning and how research and

development have taken cognisance of these factors and provided food for optimism about their effects, although not yet about their sustainability in time. (C) 2010 Elsevier Ltd. All rights reserved.

作者关键词: Teacher professional development

KeyWords Plus: NATIONAL-BOARD CERTIFICATION; MENTORING BEGINNING TEACHERS; HIGH-SCHOOL; DEVELOPMENT PROGRAMS; LEARNING ACTIVITIES; VIDEO CLUB; IN-SERVICE; KNOWLEDGE; LITERACY; INQUIRY

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