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KEY=WITH - CUNNINGHAM CHAVEZ

Beliefs About Text and Instruction With Text

Routledge Every day in classrooms, teachers and students think about and with text. Their beliefs about what text is, who created it, and how to evaluate it are an influence, often a profoundly important one, on how they use text. This book brings together research on epistemology, belief systems, teacher beliefs, and text -- research that is usually presented separately, and in different disciplines. The editors illustrate what a cross-disciplinary body of work looks like, what varied insights are possible, and when the central concerns are beliefs and text. Written by respected researchers in the fields of psychology and education, the chapters are clustered thematically into three sections: * childrens' and adults' beliefs about text. * beliefs about what should be taught and how particular content should be taught and assessed in classrooms. * commentary on knowing versus believing, on the literatures that inform this body of work, and on belief systems. The first to address this important topic in a single volume, this book provides an essential synthesis of current research in an active area of inquiry. The chapters are pieces framed in a time and place with particular intentions -- one of those intentions is that they separately and as a whole stimulate discussion about

beliefs and text.

Knowing, Knowledge and Beliefs

Epistemological Studies across Diverse Cultures

Springer Science & Business Media Bringing together prominent educators and researchers, this book focuses on conceptual and methodological issues relevant to the nature of knowledge and learning. It offers a state-of-the-art theoretical understanding of epistemological beliefs from both educational and psychological perspectives. Readers discover recent advances in conceptualization and epistemological studies across diverse cultures. This is an unbeatable resource for academics and researchers alike.

Handbook of College Reading and Study Strategy Research

Routledge The Handbook of College Reading and Study Strategy Research is the most comprehensive and up-to-date source available for college reading and study strategy practitioners and administrators. In this thorough and systematic examination of theory, r

International Handbook of Research on Teachers' Beliefs

Routledge Teacher beliefs play a fundamental role in the education landscape. Nevertheless, most educational researchers only allude to teacher beliefs as part of a study on other subjects. This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic. It provides novices and experts alike a single volume with which to understand a complex research landscape. Including a review of the historical foundations of the field, this book identifies current research trends, and summarizes the current knowledge base regarding teachers' specific beliefs about content, instruction, students, and learning. For its

innumerable applications within the field, this handbook is a necessity for anyone interested in educational research.

Personal Epistemology and Teacher Education

Routledge Personal Epistemology and Teacher Education, edited by Joanne Brownlee, Gregg Schraw and Donna Berthelsen, provides an international perspective on teachers' personal epistemology, or beliefs about the nature of knowledge and knowing. Research from The Netherlands, Cyprus, Australia, United States, Canada, Norway, and Taiwan is presented to provide diverse viewpoints on personal epistemology for early childhood, primary, secondary and tertiary teaching contexts. The text provides a platform for cutting-edge theory and research about how personal epistemology can be applied to the context of teacher education, thereby making explicit the connection between personal epistemology and teaching and students' learning outcomes. Topics include: Cultural differences in teacher epistemology and the impact on students' learning Teachers' epistemological beliefs and inclusion Teachers' epistemology and reading lessons, citizenship education, and teaching science Epistemology in a social context Teachers' epistemological beliefs and student autonomy Teacher education and analysis of preservice and practicing teachers Implications of teachers' epistemological beliefs Connections to future practice Teacher education and teacher behaviours are fore-grounded across the topics, with an emphasis on the origin and composition of teachers' epistemological beliefs and how universities motivate change through formal teacher education. Teaching behaviours are discussed in relation to how teachers' beliefs are related to the curricular and pedagogical choices that they make in their classrooms, assessment of learning outcomes, and classroom management practices.

Handbook of Reading Research

Routledge In Volume III, as in Volumes I and II, the classic topics of reading are included--from vocabulary and comprehension to reading instruction in the classroom--and, in addition, each contributor was asked to include a brief history that chronicles the legacies within each of the volume's many topics. However, on the whole, Volume III is not about tradition. Rather, it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date. The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published: (1) broadening the definition of reading, and (2)

broadening the reading research program. The particulars of these new themes and topics are addressed.

Language and Languages

Global and Local Tensions

Cambridge Scholars Publishing The emergence of globalisation is bringing massive changes to all aspects of life, including language. In an effort to raise awareness on the effects of globalisation on language learning and teaching, the **Applied Linguistics Association of Australia (ALAA)** devoted its 31st Annual Congress to this theme. This volume represents a collection of papers by academics in Australia, South-East Asia, New Zealand, Europe and North America, which synthesize language learning and teaching theories and current research to present the views of applied linguists and language educators on a variety of issues with regards to the tensions that globalisation and internationalisation bring on language and languages. A total of twenty-two articles discuss issues related to the status of the ELT profession in a globalised world, issues of ESL teaching and language assessment, the ever increasing use of ICTs for foreign language learning, and the effects of globalisation on minority languages. This collection of articles attempts to integrate theoretical issues, research findings, and practical applications on different aspects of TESOL to provide academics, researchers, students and language educators with a discussion of the current state of affairs in the field of applied linguistics with regards to globalisation.

Text(uring) the Fabric of Teachers' Beliefs

The Theoretical Orientations, Instructional Practices, and Influences of New Zealand Year 7 and 8 Teachers of

Writing

Teachers' beliefs have been shown to be highly influential upon their decisions regarding instructional practices. Despite the important role beliefs have in shaping instruction, limited research explores the teacher belief-practice relationship in New Zealand (NZ) writing classrooms. This study aimed to examine the relationship between NZ year 7 and 8 writing teachers' beliefs and instructional practices, two years of schooling where underachievement persists. The explanatory sequential mixed-methods design had two successive phases. The first phase used an online questionnaire (N = 204) to identify beliefs about writing, namely, teacher-participants' attitudes, self-efficacy towards teaching writing, and theoretical orientation, and their use of evidence-based writing practices. During the second phase, in-depth case-study data (N = 4) were used to interrogate the findings from the questionnaire and establish an understanding of the influences on teachers' beliefs. From the questionnaire data, teachers reported positive attitudes and self-efficacy towards teaching writing although most feelings of preparedness came from in-service training or their own personal preparation rather than University courses. Factor analysis determined that teachers predominately orient their practice towards hybrid teaching, which combines explicit instruction with student-centred approaches. Two other orientations were identified: explicit instruction and correct writing. Both teachers' theoretical orientation and attitude towards writing made unique contributions to predicting teachers' use of evidence-based practices. Correlation analysis highlighted a relationship between the hybrid teaching orientation and most evidence-based writing practices. All case-study teachers, according to the questionnaire, aligned their writing instruction towards hybrid teaching; however, the manifestation of this was unique in each classroom as teachers drew from different sources of influence, other related beliefs influenced the selection of instructional practices, and differing conceptualisations of their role as a writing teacher. The findings suggest that NZ year 7 and 8 writing teachers' beliefs influence their instructional decisions. Teachers draw from a variety of sources and writing discourses, creating an eclectic approach to writing instruction. Additionally, for the case-study teachers, some beliefs and practices were absent, primarily around viewing writing as a social practice with the potential to create social change. It is hypothesised that teachers' beliefs will become more explicit and their instructional choices more deliberate if they become aware of the influence their beliefs have on their instructional practices and have a broader understanding of writing discourses.

Text Relevance and Learning from Text

IAP Why do people from similar backgrounds who read the same text construct different meanings? Is there a question behind every reading goal, such that reading is an interactive process of asking and answering of questions? Do people who believe that knowledge is dynamic construct meaning differently than those who believe that knowledge is certain? This volume addresses questions such as these and presents cutting edge research and theory that explores how readers determine text relevance (i.e., the different values they assign to information as they read), how relevance affects understanding, and the implications of these studies for theories of text comprehension. This volume documents in a compelling manner the ongoing international effort to understand how text relevance affects reading and comprehension. Contributing authors represent major academic institutions on three continents and nine countries, demonstrating the multinational interest in text relevance. Why is there so much interest in text relevance? Learners are inundated with unprecedented amounts of information, and increased research regarding how readers process non-traditional texts (e.g., documents on the web) and multiple documents, for example, underscores the importance of understanding how readers determine the relevance of text information for personal, academic, or professional goals, which can enable educators to design learning situations that help learners get the most out of reading.

Teaching Reading and Teacher Beliefs

A Sociocultural Perspective

Springer Nature This book explores language teacher beliefs in English as a Foreign Language (EFL) reading instruction in the context of Chinese university English instructors. Since the 1990s, there has been a renewed interest on teacher beliefs in the domain of language teacher cognition. However, most studies in this area aim at investigating the relationship between particular aspects of teacher beliefs and classroom practices, largely ignoring the complexity of teacher beliefs. This study explores the issue from an alternative perspective by conceptualizing teacher beliefs as a complex, dynamic and multi-faceted system. By adopting five rounds of interview and four classroom observations, the

year-long study reveals seven key features of the belief system shared among six participants. It calls for the holistic, complex and insider view to examine teacher beliefs in relation to the sociocultural and historical contexts where the teachers work and live.

Learning and Instruction

The Journal of the European Association for Research on Learning and Instruction

Handbook of Epistemic Cognition

Routledge The Handbook of Epistemic Cognition brings together leading work from across disciplines, to provide a comprehensive overview of an increasingly important topic: how people acquire, understand, justify, change, and use knowledge in formal and informal contexts. Research into inquiry, understanding, and discovery within academic disciplines has progressed from general models of conceptual change to a focus upon the learning trajectories that lead to expert-like conceptualizations, skills, and performance. Outside of academic domains, issues of who and what to believe, and how to integrate multiple sources of information into coherent and useful knowledge, have arisen as primary challenges of the 21st century. In six sections, scholars write within and across fields to focus and advance the role of epistemic cognition in education. With special attention to how researchers across disciplines can communicate and collaborate more effectively, this book will be an invaluable resource for anyone interested in the future of knowledge and knowing. Dr. Jeffrey A. Greene is an associate professor of Learning Sciences and Psychological Studies in the School of Education at the University of North Carolina at Chapel Hill. Dr. William A. Sandoval is a professor in the division of Urban Schooling at the UCLA Graduate School of Education & Information Studies. Dr. Ivar Bråten is a professor of Educational Psychology at the Faculty of Educational Sciences at the University of Oslo, Norway.

Reading Research at Work

Foundations of Effective Practice

Guilford Press This book presents state-of-the-science research on the components of successful literacy learning and how to target them in contemporary classrooms. The volume builds on and extends the work of Steven Stahl, whose pioneering contributions encompassed the key areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and assessment. Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts, who highlight Stahl's theoretical, methodological, and instructional innovations; describe how knowledge about each domain continues to evolve; and discuss implications for helping all children become better readers.

Teaching Readers (Not Reading)

Moving Beyond Skills and Strategies to Reader-Focused Instruction

Guilford Publications Reading instruction is too often grounded in a narrowly defined "science of reading" that focuses exclusively on cognitive skills and strategies. Yet cognition is just one aspect of reading development. This book guides K-8 educators to understand and address other scientifically supported factors that influence each student's literacy learning, including metacognition, motivation and engagement, social-emotional learning, self-efficacy, and more. Peter Afflerbach uses classroom vignettes to illustrate the broad-based nature of student readers' growth, and provides concrete suggestions for instruction and assessment. The book's utility is enhanced by end-of-chapter review questions and activities and a reproducible tool, the Healthy Readers Profile, which can be downloaded and printed in a convenient 8 1/2" x 11" size.

The Forty-seventh Yearbook of the National Reading Conference

The ... Yearbook of the National Reading Conference

Advancing Higher Education with Mobile Learning Technologies: Cases, Trends, and Inquiry-Based Methods
Cases, Trends, and Inquiry-Based Methods

IGI Global "This book examines the implementation and success of mobile digital learning tools, with the inclusion of data on specific learning environments enhanced by ubiquitous educational technologies"--Provided by publisher.

Human-Computer Interaction: Concepts, Methodologies, Tools, and Applications

Concepts, Methodologies, Tools, and Applications

IGI Global As modern technologies continue to develop and evolve, the ability of users to interface with new systems becomes a paramount concern. Research into new ways for humans to make use of advanced computers and other such technologies is necessary to fully realize the potential of 21st century tools. Human-Computer Interaction:

Concepts, Methodologies, Tools, and Applications gathers research on user interfaces for advanced technologies and how these interfaces can facilitate new developments in the fields of robotics, assistive technologies, and computational intelligence. This four-volume reference contains cutting-edge research for computer scientists; faculty and students of robotics, digital science, and networked communications; and clinicians invested in assistive technologies. This seminal reference work includes chapters on topics pertaining to system usability, interactive design, mobile interfaces, virtual worlds, and more.

International Handbook of Research on Conceptual Change

Routledge The study of conceptual change traces its heritage to the notions of paradigm (networks of shared beliefs, concepts, practices) and paradigm shift made famous by Thomas Kuhn in his book, *The Structure of Scientific Revolutions*. Kuhn's work was quickly linked to developmental psychology (how knowledge develops) and to science education (teaching big, new ideas). This book is the first comprehensive review of the conceptual change movement and of the impressive research it has spawned on how knowledge develops and can be taught in different content areas. Because of its interdisciplinary focus chapter authors were instructed to write in a manner comprehensible to researchers and students from different fields. The *International Handbook of Research on Conceptual Change* consists of twenty-seven chapters that clarify the nature of conceptual change research, describes its most important findings and demonstrates their importance for education. It is organized into six sections that include detailed discussions of key theoretical and methodological issues, the roots of conceptual change research in the philosophy and history of science, mechanisms of conceptual change, and learner characteristics. It also contains chapters that describe conceptual change research in the content areas such as physics, astronomy, biology, medicine and health, and history. A particular focus is given to students' difficulties in learning more advanced and counter-intuitive concepts.

Activity and Sign Grounding Mathematics Education

Springer Science & Business Media The advancement of a scientific discipline depends not only on the "big heroes" of a discipline, but also on a community's ability to reflect on what has been done in the past and what should be done in the future. This volume combines perspectives on both. It celebrates the merits of Michael Otte as one of the most important founding fathers of mathematics education by bringing together all the new and fascinating perspectives created through his career as a bridge builder in the field of interdisciplinary research and cooperation. The perspectives elaborated here are for the greatest part motivated by the impressing variety of Otte's thoughts; however, the idea is not to look back, but to find out where the research agenda might lead us in the future. This volume provides new sources of knowledge based on Michael Otte's fundamental insight that understanding the problems of mathematics education - how to teach, how to learn, how to communicate, how to do, and how to represent mathematics - depends on means, mainly philosophical and semiotic, that have to be created first of all, and to be reflected from the perspectives of a multitude of diverse disciplines.

Reconsidering Conceptual Change: Issues in Theory and Practice

Springer Science & Business Media This book is an important account of the state of the art of both theoretical and practical issues in the present-day research on conceptual change. Unique in its complete treatment of the questions that should be considered to further current understanding of knowledge construction and change, this book is useful for psychologists, cognitive scientists, educational researchers, curriculum developers, teachers and educators at all levels and in all disciplines.

Handbook of Research on Reading Comprehension

Routledge The Handbook of Research on Reading Comprehension assembles researchers of reading comprehension, literacy, educational psychology, psychology, and neuroscience to document the most recent research on the topic. It summarizes the current body of research on theory, methods, instruction, and assessment, including coverage of landmark studies. Designed to deepen understanding of how past research can be applied and has influenced the present and to stimulate new thinking about reading comprehension, the volume is organized around seven themes: historical perspectives on reading comprehension theoretical perspectives changing views of text elements of reading comprehension assessing and teaching reading comprehension cultural impact on reading comprehension where to from here? This is an essential reference volume for the international community of reading researchers, reading psychologists, graduate students, and professionals working in the area of reading and literacy.

Theoretical Models and Processes of Literacy

Routledge The Seventh Edition of this foundational text represents the most comprehensive source available for connecting multiple and diverse theories to literacy research, broadly defined, and features both cutting-edge and classic contributions from top scholars. Two decades into the 21st century, the Seventh Edition finds itself at a crossroads and differs from its predecessors in three major ways: the more encompassing term literacy replaces reading in the title to reflect sweeping changes in how readers and writers communicate in a digital era; the focus is on conceptual essays rather than a mix of essays and research reports in earlier volumes; and most notably, contemporary literacy models and processes enhance and extend earlier theories of reading and writing. Providing a tapestry of models and theories that have informed literacy research and instruction over the years, this volume's strong historical grounding serves as a springboard from which new perspectives are presented. The chapters in this volume have been selected to inspire the interrogation of literacy theory and to foster its further evolution. This edition is a landmark volume in which dynamic, dialogic, and generative relations of power speak directly to the present generation of literacy theorists and researchers without losing the historical contexts that preceded them. Some additional archival essays from previous editions are available on the book's eResource. New to the Seventh Edition: Features chapters on emerging and contemporary theories that connect directly to issues of power and

contrasts new models against more established counterparts. New chapters reflect sweeping changes in how readers and writers communicate in a digital era. Slimmer volume is complemented by some chapters from previous editions available online.

New Voices in Norwegian Educational Research

Springer Science & Business Media This volume represents the work of 12 authors, all of whom were or are working at the Department of Education at the University of Oslo. This volume aims to provide insights into the diversity of some of the research conducted during the last ten years in Norway, and to shed light on the diverse and broad field of education represented by various new voices from the Department. The contributions have in common that they represent what we can understand as Norwegian voices, at the same time they also show how Norwegian researchers are communicating with and contributing to the international field of educational research. The researchers contributing to this volume are all trained and skilled within a Norwegian tradition, and yet have a broad and international outlook. Norway is a country built on social democratic values, safely situated in one of the northern most corners of the world. During the last ten years or so, the national educational system has been challenged and adjusted to be compatible with international educational trends and expectations. This has brought Norway one step closer to more internationalized and globalized educational approaches, which is clearly shown in this volume. The major themes in this volume serve to highlight this trend with a focus on issues such as achievement goals, motivation and innovation, digital tools and technology in education and new ways of teaching and learning, which include a focus on issues concerning diversity and democracy. The editors and the authors have been collaborating since they first started out as PhD students roughly ten years ago. In this volume, the ambition is to bring together the expertise from this period, and to highlight the contribution to research conducted at the Institute. Elisabeth Bjørnstad lives and works in Oslo, where she is an Associate Professor in Teacher Education and Early Childhood Education and Care at Oslo and Akershus University College of Applied Sciences. Janicke Heldal Stray is also working and living in Oslo, and is an Associate Professor at the Norwegian School of Theology.

Choice

Publication of the Association of College and Research Libraries, a Division of the American Library Association
Vocabulary Instruction, Second Edition

Research to Practice

Guilford Press This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students' ongoing vocabulary growth and enjoyment of reading. **New to This Edition***Reflects the latest research and instructional practices.*New section (five chapters) on pressing current issues in the field: assessment, authentic reading experiences, English language learners, uses of multimedia tools, and the vocabularies of narrative and informational texts.*Contributor panel expanded with additional leading researchers.

The Handbook of School Psychology

John Wiley & Sons Incorporated As the standard reference in the field, this edited handbook focuses on how a school psychologist can operate and create change within the educational system instead of focusing solely on the diagnosis and treatment of an individual. Chapters have been updated and revised to provide a contemporary view of the field.

Processing Inaccurate Information

Theoretical and Applied Perspectives from Cognitive Science and the Educational Sciences

MIT Press Interdisciplinary approaches to identifying, understanding, and remediating people's reliance on inaccurate information that they should know to be wrong. Our lives revolve around the acquisition of information. Sometimes the information we acquire—from other people, from books, or from the media—is wrong. Studies show that people rely on such misinformation, sometimes even when they are aware that the information is inaccurate or invalid. And yet investigations of learning and knowledge acquisition largely ignore encounters with this sort of problematic material. This volume fills the gap, offering theoretical and empirical perspectives on the processing of misinformation and its consequences. The contributors, from cognitive science and education science, provide analyses that represent a variety of methodologies, theoretical orientations, and fields of expertise. The chapters describe the behavioral consequences of relying on misinformation and outline possible remediations; discuss the cognitive activities that underlie encounters with inaccuracies, investigating why reliance occurs so readily; present theoretical and philosophical considerations of the nature of inaccuracies; and offer formal, empirically driven frameworks that detail when and how inaccuracies will lead to comprehension difficulties. Contributors Peter Afflerbach, Patricia A. Alexander, Jessica J. Andrews, Peter Baggetta, Jason L. G. Braasch, Ivar Bråten, M. Anne Britt, Rainer Bromme, Luke A. Buckland, Clark A. Chinn, Byeong-Young Cho, Sidney K. D'Mello, Andrea A. diSessa, Ullrich K. H. Ecker, Arthur C. Graesser, Douglas J. Hacker, Brenda Hannon, Xiangen Hu, Maj-Britt Isberner, Koto Ishiwa, Matthew E. Jacovina, Panayiota Kendeou, Jong-Yun Kim, Stephan Lewandowsky, Elizabeth J. Marsh, Ruth Mayo, Keith K. Millis, Edward J. O'Brien, Herre van Oostendorp, José Otero, David N. Rapp, Tobias Richter, Ronald W. Rinehart, Yaacov Schul, Colleen M. Seifert, Marc Stadler, Brent Steffens, Helge I. Strømsø, Briony Swire, Sharda Umanath

Learning Religion

Anthropological Approaches

Berghahn Books As we enter the 21st century, it becomes increasingly difficult to envisage a world detached from religion or an anthropology blind to its study. Yet, how people become religious is still poorly studied. This volume gathers some of the most distinguished scholars in the field to offer a new perspective for the study of religion, one that examines the works of transmission and innovation through the prism of learning. They argue that religious culture is socially and dynamically constructed by agents who are not mere passive recipients but engaged in active learning processes. Finding a middle way between the social and the cognitive, they see learning religions not as a mechanism of “downloading” but also as a social process with its relational dimension.

International Handbook of Metacognition and Learning Technologies

Springer Science & Business Media Education in today's technologically advanced environments makes complex cognitive demands on students pre-learning, during, and post-learning. Not surprisingly, these analytical learning processes--metacognitive processes--have become an important focus of study as new learning technologies are assessed for effectiveness in this area. Rich in theoretical models and empirical data, the *International Handbook of Metacognition and Learning Technologies* synthesizes current research on this critical topic. This interdisciplinary reference delves deeply into component processes of self-regulated learning (SRL), examining theories and models of metacognition, empirical issues in the study of SRL, and the expanding role of educational technologies in helping students learn. Innovations in multimedia, hypermedia, microworlds, and other platforms are detailed across the domains, so that readers in diverse fields can evaluate the theories, data collection methods, and conclusions. And for the frontline instructor, contributors offer proven strategies for using technologies to benefit students at all levels. For each technology covered, the Handbook: Explains how the technology fosters students' metacognitive or self-regulated

learning. Identifies features designed to study or support metacognitive/SRL behaviors. Reviews how its specific theory or model addresses learners' metacognitive/SRL processes. Provides detailed findings on its effectiveness toward learning. Discusses its implications for the design of metacognitive tools. Examines any theoretical, instructional, or other challenges. These leading-edge perspectives make the International Handbook of Metacognition and Learning Technologies a resource of great interest to professionals and researchers in science and math education, classroom teachers, human resource researchers, and industrial and other instructors.

A Comparison of Three Instructional Methods--teacher-directed Lecture-and Text-based Instruction, Analog Video Instruction, and Multimedia Anchored Instruction--on the Knowledge, Beliefs, and Skills of Preservice Teachers

The purpose of this quasi-experimental study was to examine the comparative effects of multimedia anchored instruction (MAI) to analog video instruction (AVI) and to teacher-directed, lecture- and text-based instruction (TDI) on the knowledge, beliefs, and skills of preservice teachers. Previous teacher education research had raised important questions about the paucity of existing studies investigating whether video-based technologies such as MAI were more effective or efficient than other instructional practices, the lack of a theoretical foundation or supporting empirical evidence for most technology practices, and insufficient information identifying which instructional features of technology-based practices impact learning and in what ways. In this study, 6 university instructors who taught introductory coursework in behavior management from 5 schools across the country volunteered to participate and were randomly assigned to 1 of the 3 instructional conditions. Their preservice teacher students received MAI, AVI, or TDI instruction on the Functional Behavioral Assessment (FBA) process. Measures included a knowledge test, a beliefs survey, a performance test of skills, and a satisfaction survey. Results of the study confirmed previous findings that

participants exposed to MAI learned more than with other methods, with students in the MAI group performing significantly better than students in the TDI group on a test of content knowledge. The MAI group also outperformed the AVI group, although results were not significant. Students in all groups significantly increased their self-efficacy, ableness, and willingness to manage challenging behavior. There were no significant differences between groups on the skills measure, although mean differences suggested the MAI group was better able to perform the FBA process. Instructor and student satisfaction surveys reported technical difficulties in the MAI module and video case study. Instructors found the content to be aligned with evidence-based practices and their own beliefs about managing challenging behavior. Students in the MAI condition reported finding the instruction most interesting and felt best prepared to conduct the case study. Overall, study findings suggest that MAI is an effective approach for increasing knowledge, developing beliefs, and promoting skills for preservice teachers.

Reading Catechisms, Teaching Religion

BRILL Reading Catechisms provides an overview of Reformation catechisms; close readings of how four major catechisms taught the Apostles' Creed, the Ten Commandments, the Lord's Prayer, and the sacraments; and an analysis of some of the interplays of words and images.

Personal Epistemology

The Psychology of Beliefs about Knowledge and Knowing

Psychology Press This book provides an overview of the theoretical and methodological approaches to the study of personal epistemology from a psychological and educational perspective. It addresses a real need for graduate students, researchers and educational practitioners.

Science and the Confucian Religion of Kang Youwei (1858–1927)

China Before the Conflict Thesis

BRILL This close analysis of Kang's conception of a compatible and complementary relationship between scientific knowledge and 'true religion' exemplified by his Confucian religion (kongjiao) contributes to a richer understanding of this subject in China and in a more global context.

Foundational Practices of Online Writing Instruction

Parlor Press LLC Foundational Practices in Online Writing Instruction addresses administrators' and instructors' questions for developing online writing programs and courses. Written by experts in the field, this book uniquely attends to issues of inclusive and accessible online writing instruction in technology-enhanced settings, as well as teaching with mobile technologies and multimodal compositions.

Human Learning

Prentice Hall Human Learning, fifth edition, is the leading text on learning theories applied to education. It covers a broad range of learning theories, including behaviorist, social cognitive, cognitive, and developmental. Complex learning and cognition, including metacognition, transfer, and social processes in knowledge construction are also covered, as is motivation. Coverage demonstrates, through the author's extremely lucid and engaging prose, how different concepts relate to one another. The book provides dozens of proven examples, and emphasizes meaningful learning that makes the fundamentals of these theories comprehensible to students with little or no prior coursework in psychology. Key revisions to this book include a thoroughly updated section on behaviorism, a new, separate chapter on the developmental theories of Piaget and Vygotsky, and a reorganized motivation section.

Links Between Beliefs and Cognitive Flexibility

Lessons Learned

Springer Science & Business Media With the world and its structures becoming ever more complex, and the nature of future employment becoming ever more unpredictable, the notion of 'cognitive flexibility' has a high profile in educational and psychological debate. The contributions in this volume analyze the nature of cognitive flexibility, as well as the impact of different types of beliefs on cognitive flexibility. Making adequate decisions requires considering input from a variety of continuously evolving sources rather than adhering to predetermined procedures. Adopting a position in a debate necessitates the critical evaluation of different alternatives, while solving a problem entails selecting appropriate problem-solving strategies. Meanwhile, studying requires students to integrate a range of interventions, and treating a patient involves making a differential diagnosis. The common factor, cognitive flexibility, lies at the core of effective functioning in complex, domain-specific environments. Cognitive flexibility can be described as the disposition to consider diverse information elements while deciding on how to solve a problem or to execute a learning-related task in a variety of domains. The concept of 'disposition' implies that individuals will not always demonstrate cognitive flexibility even if they are in principle able to act in a cognitively flexible way. The notion does not require that alternatives are always deliberately considered, which is why this volume's tandem discussion of beliefs is key element of the discussion. Beliefs play a central role in cognitive flexibility and relate to what individuals consider to be important, valid and/or true. Of specific interest is the relationship between epistemological beliefs and cognitive flexibility, especially as a particular subset of epistemological beliefs seems to be a prerequisite to a cognitively flexible disposition.

Teaching and Learning in the College Classroom

Pearson Learning Solutions This comprehensive review of classic and recent research in the area addresses issues from diverse theoretical and philosophical perspectives including educationist, feminist, humanistic, psychological, sociological, anthropological, and more. Each section includes quantitative and qualitative research, a separate

introductory essay, research reports, literature reviews, theoretical essays, and practitioner-oriented articles.

How Learning Works

Seven Research-Based Principles for Smart Teaching

John Wiley & Sons Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

Learning From Text Across Conceptual Domains

Routledge This volume is an attempt to synthesize the understandings we have about reading to learn. Although learning at all ages is discussed in this volume, the main focus is on middle and high school classrooms--critical spaces of learning and thinking. The amount of knowledge presented in written form is increasing, and the information we get from texts is often conflicting. We are in a knowledge explosion that leaves us reeling and may effectively disenfranchise those who are not keeping up. There has never been a more crucial time for students to understand, learn from, and think critically about the information in various forms of text. Thus, understanding what it means to learn is vital for all educators. Learning from text is a complex matter that includes student factors (social, ethnic, and cultural differences, as well as varying motivations, self-perceptions, goals, and needs); instructional and teacher factors; and disciplinary and social factors. One important goal of the book is to encourage practicing teachers to learn to consider their students in new ways--to see them as being influenced by, and as influencing, not just the classroom but the total fabric of the disciplines they are learning. Equally important, it is intended to foster further research efforts--from local studies of classrooms by teachers to large-scale studies that produce generalizable understandings about learning from text. This volume--a result of the editor's and contributors' work with the National Reading Research Center--will be of interest to all researchers, graduate students, practicing teachers, and teachers in training who are interested in understanding the issues that are central to improving students' learning from text.