Psychology from inquiry to understanding study guide free pdf format

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REVIEW OF A JOURNAL ARTICLE: AN EXAMPLE (Unfortunately, I don't have the name of the reviewer.)

- Bibliography

  Author, F. (1776). Effects of classroom testing by microcomputer. Journal of ABCDE, 99(9), 9-19.

- Problem

  Microcomputers are being used for a variety of purposes, but research about their instructional effectiveness lags behind adoption rates for the technology. Further, there is a limited research base about the effects of microcomputers in vocational agriculture on learning in the affective, cognitive, and psychomotor domains. The research base is even more shallow when effects of testing students by computer technology are explored.

  Comments: The problem statements agreed with the title and seemed to be of educational significance. The problem was not clearly visible to the average reader, and it required several readings to establish why the researchers felt this study needed to be done. It was limited to the researchers' capabilities and resources.

- Review of Literature

- The author cited no clear review of literature; however, several appropriate references were used in the introduction section. These statements contributed to the overall understanding of the subject and to the reasoning for establishing the problem statement. Suggested section titles would have been: (1) competencies vocational education teachers need to use computer technology effectively; (2) effects of microcomputers on learning; and (3) effects of testing students by microcomputer.

- Hypothesis

  This research tested hypotheses about how effectively microcomputers could be used to administer an objective classroom test to students who had studied and used computer technology.

  Comments: The purpose was clearly and concisely stated and agreed with the title. It was limited to the researchers' capabilities and resources.

- Objectives

  Specifically, the study sought to determine: (a) the effect taking an objective final examination by microcomputer would have upon student cognitive performance; (b) the effect this method of testing would have on student attitude about computers immediately after the examination; and (c) whether this method of testing would require more time than conventional paper and pencil testing procedure.

  Comment: The author's objectives were answerable, and they chose to obtain them by testing null hypotheses. These hypotheses were testable and served to help explain the problem.

- Methodology

  The treatment followed the post-test only control group design; consequently, the study involved two replications. Both replications were conducted during a Nostate State University course. A two stage random assignment was used in assigning groups and treatments. The three dependent variables measured in this study were: (a) minutes to complete the test; (b) score on the test; and (c) score on the attitudes about computers.

taht ecneirepxe na morf gninrael sa msivitcurtsnoc dehcaorppa ykstogyV .gninaem ekam ot gnitaroballoc dna gnitagitsevni sa llew sa ,gninoitseuq ni lairetam/tnetnoc eht htiw gnigagne edulcni hcihw ,stpecnoc emas eht seulav yriuqni esuaceb gninrael laitneirepxe hguorht detcudnoc eb nac yriuqnI]01[]9[.ti morf gninaem ekam ot secneirepxe citnehtua ro lanosrep ni gnitapicitrap ylevitca renrael eht sesirpmoc)secneirepxe hguorht gninrael ,si taht(ygogadep gninrael laitneirepxe s'yeweD]8[.msivitcurtsnoc sa ot derrefer si ecneirepxe lateicos ro lanosrep no desab ti fo gninaem gnikam dna noitamrofni gnitareneG .yhposolihp tsivitcurtsnoc a deredisnoc eb nac dna]7[]6[]5[,srehto gnoma erierF dna ,ykstogyV ,yeweD ,tegaiP fo krow eht sa hcus ,seiroeht gninrael tsivitcurtsnoc ni stnedecetna sti sdnif gninrael desab yriuqni fo yhposolihp ehT . Gninrael etor dna noitcrutsni tcerid in hcus]4[,slairetam lanoitcrutsni morf noitamrofni ethirmem ot deriuqer erew erehwâ"ã€â€noitcurtsni Fo smrof. noitidart ot esnopser a sa s0691 eht fo tnemevom gninrael yrevocsid eht gnirud depoleved ,dohtem lacigogadep a yliramirp si gninrael desab-yriuqnI yrotsiH]3[.slliks gnivlos melborp dna gnikniht fo ecitcarp dna tnempoleved eht ot detaler ylesolc yrev yllapicnirp si noitcurtsni desab-yriuqni ehT]2[.hcraeser sa llew sa ,stcejorp dna snoitagitsevni elacs llams ni desu yllareneg si dna ,gninrael desab-melborp sedulcni gninrael desab-yriuqnI .snoitulos ro egdelwonk poleved ot snoitseuq dna seussi hcraeser dna yfitnedi lliw sreriuqnI .rerutcel a naht rehtar rotatilicaf a yb detsissa netfo si gninrael desab-yriuqnI .tcejbus eht tuoba egdelwonk nwo rieht dna stcaf gnitneserp rehcaet eht no seiler yllareneg hcihw ,noitacude lanoitidart htiw stsartnoc tI .soiranecs ro smelborp ,snoitseuq gnisop yb strats taht gninrael evitca fo mrof a si]a[) hsilgne hsitirb by gninrael desab-yriuqne in the delps osla(Gninrael Desab-yriuqni Gninrael Evitca Fo FO MROF influenced by society and facilitator. The meaning built by an experience can be concluded as an individual or within a group. [8] [9] In the 60s Joseph Schwab asked for the investigation to be divided into three distinct levels. [11] Cié was subsequently formalized by Marshall Herron in 1971, which developed the Herron scale to evaluate the quantity of investigation within a particular laboratory exercise. [12] Since then, different reviews have been proposed and the investigation can take various forms. A spectrum of teaching methods based on the survey is available. [13] Characteristics specific learning processes in which people undertake during the learning of the investigations include: [14] [15] Creation of questions from their support tests to support support to answer questions that explain the tests collected by connecting The explanation of the knowledge obtained from the investigative process the creation of a topic and a justification for the explanation of the learning survey involves the development of questions, observing, doing research to find out which information is already registered, develop methods for experiments, develop tools for data collection, collection, analysis and interpretation of data, outlining possible explanations and creation of forecasts for the future study. [16] Levels are many different explanations for teaching and learning the survey and the various levels of investigation that can exist in these contexts. The article entitled many levels of investigation by Heather Banchi and Randy Bell (2008) [17] clearly outlines four levels of investigation. Level 1: confirmation request The teacher has taught a particular scientific theme or topic. The teacher therefore develops questions and a procedure that guides students through an activity in which the results are already This method is great for strengthening taught concepts and introducing students to learning to follow procedures, collect and record data correctly and confirm and deepenLevel 2: Structured investigation The teacher provides the initial question and a scheme of the procedure. Students must formulate explanations of their results through the evaluation and analysis of the data they collect. Level 3: Guided investigation The teacher only provides the research demand for students. Students are responsible for the design and the following procedures to test this question and therefore communicate their results and results. Level 4: Open/Vera investigation students formulate their research questions, plan and follow a developed procedure and communicate their results and results. This type of investigation is often seen in the contexts of science in which students guide their investigative questions. Banchi e Bell (2008) explain that teachers should start their investigation instructions at the low levels and make its way to open the investigation in order to effectively develop the student investigation skills. Open investigation activities are successful only if the students are motivated â € â € â € from intrinsic interests and if they are equipped with the skills to conduct their research study [18] Learning of open/true investigation an important aspect of learning Based on the survey is the use of open learning, since the test suggests that the use of lower level investigations is not enough to develop critical and scientific thinking at maximum potential. [19] [20] [21] Open learning has no prescribed objectives or results that people must achieve. There is an emphasis on the individual manipulating information and on the creation of meaning from a series of determined materials or circumstances. [22] In many conventional and structured learning environments, people are told what the result should be, and therefore they should simply "confirm" or show itatlusir itatlusir ia onasnep ¨Ãtlaer ni am ,adom al emoc enituor anu ni itnemirepse etnemecilpmes onougese non itneduts ilg ehc acifingiS]12[.iggatnav itlom ah otrepa otnemidnerppa'L .osac li ¨Ã otseuq ehc reppu yhtlaew eht rof yrotaro dna ssalc elddim eht rof slliks citsemod dna larutlucirga fo tra eht no erom hcum desucof seihposolihp lanoitacude namoR dna keerG tneicnA]03[.yrotsih refeirb hcum a sah noitacude cilbup nihtiw yriuqni fo esu eht ,revewoh ,sraey fo sdnasuoht rof Loot gninrael dna gnahcaet that desu neeb sah Gninrael yriuqni noitacude ecneics of Gninrael yriuqni Seninrael Desab-yriuqni]9[] resu-yriuqy ynony rof mynony []62[[]52[[[slaitnederc ot ot t snoitaimaxe no segih hgih gniriuqca yb .g.e(detavitom yllacisnirtxe he taht gninrael evitisuqca tdelwon rof rof. in gninrael evitisiuqni denifed nWorb pillihp noitacude fo tsigoloicos Gninrael Evitisiuqni]42[noitauqe siht tahw nialpxe dluoc stneduts on tub ,noitauqe na ecudorp dluow stneduts lla ylraeN .saw tcejbo gnillaf a fo deeps eht tahw mih llet ot stneduts scisyhp deksa eh nehw saw siht fo elpmaxe suomaf tsom siH .gninrael era yeht tahw nialpxe dna dnatsrednu dluohs tub ,stcaf dlab thguat eb ton dluohs stneduts taht dezisahpme eH .krow gnihcaet ni gninrael desab-yriuqni dna gninrael nepo htob tnemelpmoc ylralucitrap saedi s'niehcsnegaW]b[.niehcsnegaW nitraM namreG eht dna yeweD nhoJ naciremA eht gnidulcni srotacude ecneics fo rebmun a yb depoleved neeb sah gninrael nepO .eulav rieht ediced dna sevlesmeht tcelloc yeht stluser eht fo sessenkaew dna shtgnerts eht etaulave ot evah stneduts dna ,stluser gnorw on era ereht gninrael nepo nI .tcepxe ot dlot era yeht tahw ot yrartnoc stluser tcelloc yeht nehw 'gnorw tnew' tnemirepxe eht taht taht ot ot strandures rof ycnednet that Ereht snossel nepo-non lanoitidat htiw .Mey Yeht tahw dna tcelloc tcellocc ot roirp seigetarts dna slliks gnikniht poleved ot deen stneduts taht etartsnomed bawhcS yb deniltuo yriuqni cifitneics fo slevel detaudarg ehT]33[.yriuqni cifitneics hguorht slliks gnikniht level repeed poleved dna ecneirepxe yllufssseccus nac noitacude fo slevel lla ta stneduts taht wonk ew ,yadoT selbairav gnoma spihsnoitaler revocsid ot hcraeser rof dohtem dna snoitseuq nwo rieht poleved tsum stneduts tub desoporp era anemonehP poleved ot stneduts eht ot pu si hcraeser rof dohtem eht ,revewoh ,noitseuq a htiw dedivorp era stnedutS selbairav neewteb spihsnoitaler revocsid ot degnellahc era dna slairetam dna sdohtem ,snoitseuq htiw dedivorp era stnedutS]23[.yadot ees ew taht sessecorp yriuqni fo nwodkaerb eht htiw ngila taht yriuqni nepo fo slevel eerht depoleved bawhcS .stsitneics gnicitcarp fo krow eht tcelfer ylesolc erom dluohs moorssalc eht ni ecneics taht deveileb bawhcS .gninrael dna gnikniht fo ssecorp Nevird Yriuqni Lanoiteridlut dna Elbixelf AB dluoc ecneics rehtar t ub ,ni evil ew taht dlrow eht tuoba shturt elbats gniyfitnedi eht ssecorp a eb ot deen ton did ecneics taht desoporp ohw rotacude na saw bawhcS hpesoJ .bawhcS hpesoJ fo stroffe dna krow gnolefil eht dewollof noitacude ecneics nihtiw mrofer eht fo hcum ,eussi siht ot Noitnetta ward tsrif eht saw yewed Elihw]03[thguat ton saw noitacude ecneics taht tcaf eht ezicitirc ot tsrif eht saw ,yrutnec ht02 eht fo gninnigeb eht ta noitacude fo rehposolihp nwonk-llew a ,yeweD nhoJ .stcaf gnizinagro dna gniziromem no sucof yramirp a dah noitacude nihtiw ecneics fo yduts eht s0091 eht litnu Pu]13[erazzilacof rep otattegorp]53[,ilaicoS idutS ilg rep elanoizaN oilgisnoC li iuc art ,ilaicos iduts id inoizazzinagro e itatS art atnuignoc enoizaroballoc anu atats ¨Ã sdradnatS etatS seidutS laicoS rof krowemarF)3C(efiL civiC e reeraC ,egelloC lI .ilaer ativ id itsetnoc ni ¨Ã aznecsonoc avoun orol al elibirefsart emoc Ãrezneulfni enoisnerpmoc adnoforp noc erarapmi id odarg ni onos itneduts ilg iuc ni arusim aL .otnemidnerppa orol led ollortnoc li onnarednerp itneduts ilG .ortla'l nu'l erarapmi id Ãtinutroppo'l onnah iuc rep itneduts ilged elaicos etneibma'llad otazneulfni ¨Ã otnemidnerppa'L .eserppa inoizamrofni evoun odnegnuigga e icifitneics ittecnoc id itnedecerp eznecsonoc orol el odnarutturtsir eznecsonoc evoun onnarepplivs itneduts ilG .ehcifitneics eedi e itnedecerp eznecsonoc orol ellus onasab is ehc eznecsonoc evoun erappulivs id Ãtinutroppo'l ereva orebbervod itneduts ilG .ittaf i erecsonoc e erazziromem ehc ¹Âip ¨Ã azneics al ehc erecsonocir id odarg ni eresse orebbervod itneduts ilG .acifitneics enoizurtsi'llen inigadni elled otnemidnerppa'l rep ilatnemadnof itnatropmi ittepsa ies aeniled]33[)6991( )SESN(sdradnatS noitacudE ecneicS lanoitaN s'aciremA]61[.itaugeda icittadid ilairetam ezneics e acitametam id itnangesni ilga erinrof rep asefid alla enoizacude'l rep elanoizan eggel al otavorppa e otappulivs ah itinU itatS ilged ossergnoc li 8591 leN .odnevecir onavats inacirema itneduts ilg ehc acigoloncet enoizurtsi'l e azneics alla onrotni enoizapuccoerp ednarg anu otasuac ah acirots acifitneics atlovs atseuQ .aciteivoS enoinU'lled etilletas li ,kintupS id 7591 led oicnal li uf anaciremadron acifitneics enoizacude'lled onretni'lla amrofir al rep erotazzilatac nU]43[. ilos ad inoisulcnoc e idotem ,ednamod erappulivs id odarg ni onos itneduts ilg odnauq a onif erotturtsi'llad o etnangesni'llad etaclapmi eresse onoved eznetepmoc etseuq ,etnemecaciffE]23[.enigadni id itavele ¹Âip illevil a otsopse of social studies on the practice of investigation, underlining "the concepts and disciplinary practices that support students, developing the ability to know, analyze, explain and discuss about artnecnoc is ehc atanroig aretni'l rep anretam aloucs id ammargorp nu eratnemelpmi id osiced ah oiratnO'lled enoizurtsI acilbbuP alled oretsiniM led esedanac aicnivorp al ,9002 len lacsaP selrahC id otroppar li opod oiratnO'lled olisa'lled ammargorp len enigadni'lled otnemidnerppa'L .itad orol i onatulav ertnem isetopi orol al onnaretisivir e inoizamrofni onnaredisnoc e onnareilgoccar ,isetopi'nu onnaremrof itneduts ilG .elartnec adnamod alla adnopsir ehc airots alled enoizaterpretni'nu eraerc id olleuq ¨Ã enigadni id otipmoc lI .iraluco inomitset id icirots itnoc i emoc ,eiramirp itnof e adnamod anu etinrof onognev ,ethemavisseccuS .ilartnec ittecnoc ia onrotta otnemidnerppa id mulucirruc nu otazzinagro ¨Ã amirP]73[."acitamelborp airots" otamaihc elimis oiccorppa nu ottircsed ah onodnerppa itneduts ilg iuc ni odom len niaB treboR]63[.ocitsalocs amilc odnartsomid MI rep inoizulos odnadnamoccar eriga ehcna onossoP .ivitaerc ittegorp o ilamrof iggas ni inoisulcnoc orol el onacinumoc etnemlanif itneduts ilG .enigadni id ednamoD la onodnopsir ehc inoisulcnoc onamrof e opmet id idoirep isrevid ad attehcite id irbil emoc airamirp enigiro id itnemucod onazzilanA .enosrep id ippurg e erutluc esrevid id evittepsorp el e opmet len ereinam elled Ãtiunitnoc al e otnemaibmac li onarolpse itneduts ilG" ?attehcite id icidoc isrevid eriuges id onavattepsa is ennod eL e inimou onos ©ÃhcreP" emoc elaiznesse adnamod anu noc eraizini o ednamod eirporp el eralumrof orebbertop itneduts ilG .otassap ni e iggo attehcite'lled enoizarolpse'nu eresse ebbertop oiccorppa otseuq rep amet nu ,oipmese dA]53[.etamrofni inoiza erednerpartni e inoisulcnoc eracinumoC . 4 e ;evorp odnasu e eiramirp itnof id enoizatulaV .3 ;iranilpicsid itnemurts e ittecnoc id enoizaciippA .2 ;enoizacifinaip id etseihcir e ednamod erappulivS .1 :inoisnemid orttauq aroprocni ehc" enigadni id ocra "nu adnamoccar 3C krowemarf lI]53[" .elaicos odnom ortson len edifs ,aifosolif ,aifosolif al aeniled]93[mulucirruc led otnemucod lI .ammargorp li otaizini onnah oiratnO ni eiramirp eloucs el ettut ,4102 erbmettes A]83[.gninraeL ylraE otnemidnerppa id anretam aloucs id ammargorP otamaihc ,ocoig lus otasab otnemidnerppa'llus e olos irutam inibmab id aruttel al rep ,issaB iseaP ien ereggel id otnemidnerppa'l ehc enigadni'L .otnemidnerppa/otnemangesni id odotem otseuq id atatrop al attut eranimase rep elanidutignol acrecir al airassecen ¨Ã ,ehcitamet eera el e inoisivid el ettut ni enigadni'llus otasab otnemidnerppa'l rep emoC]04[.anretam aloucs id ammargorp ovouN oiratnO'l otatneuqerf onnah non ehc inibmab ia ottepsir ¹Âip id itaroilgm onos ingosib id otunetnoc otla id inibmab i ehc airamirp acrecir al noc edulcnoc is)2102(koorbatsaE e sreteP ,snamoY ,eelrednaV id oiratnO'lled icocerp gninrael el rep olisa id ammargorp led enoizatnemelpmi'lled enoizatulav al :elanif otroppar lI .anretam aloucs id ammargorp ovoun len inibmab id ilaizini ippurg i noc otaicsalir otats ¨Ã onrevog led acrecir id otroppar nU .otnemaroilgim id eera e osseccus ous lus etatimil ehcrecir onos ic ,ovoun etnemamertse ¨Ã ammargorp li ©ÃhcioP]93[.mulucirruC otnemucod li eratlusnoc ,ilgatted iroiretlu reP .otnemidnerppa'lla ocitsilo oiccorppa'l atroppus ammargorp ovoun lI]93[.enoizacinumoc e enigadni ,enoizarolpse ,elaizini otnemiglovnioc iuc art ,iloccip inibmab i rep enigadni id ossecorp li etnemaraihc aeniled 51 anigap a ocifarg nU .enigadni'lled otnemidnerppa'lla ¬Ãsoc odnatrop ;esoc el enoissucsid ni onottem e)itteggo o/e enosrep(etneibma orol li noc onocsigaretni inibmab i ,ehcitnetua ezneirepse el e ocoig li osrevarttA .ovitturtsoc ocoig e ocitammard-oicos ocoig ,"enoiznif" id ocoig len o adneterp allen ,mulucirruc led otnemucod len etacidni onos ocoig id emrof erT .oppurg nu ni ehc etnednepidni odom ni ais ,ocoig li osrevartta oilgem onarapmi inibmab i ,acrecir al artsomid emoC .ammargorp led enoizattegorp alled erouc li onos yeweD id elaizneirepse otnemidnerppa'l e tegaiP id elitnafni oppulivs olled airoet al ,ykstogyV id elamissorp oppulivs id anoz al ,rennerbnefnorB id ocigoloce olledom lI .ammargorp li rep esab id e ossecorp id otnemidnerppa id ittecnoC ni ni olos elibinopsid ¨Ã LLO ,9102 lad eritrap A]14[.itrap ert ah e)"daeR ot gninraeL yrevocsiD" ;LLO(nezeL nereL dnekkedtnO amaihc is ,teavreV dlawE esednalo oppulivs olled ogolocisp ollad eneivorp ammargorp lI .ereggel ad enigadni'l erarapmi id Ãtinutroppo'l onnah isednalo inibmab i ,3102 !demrifnoc siisehtopyh ;'kals ;k ,l ,s' sdaer dlihc eht ;/saer dlihc eht ;/saer , sdnuos woleb dow eht , os fi ?hctud ni 'kals' ,lians a spahrep lams' SDNIF DLIHC EHT ?dnuos 'K' Seod , Tebahpla Hctud Eht I'm Not Afraid Erugif Eht , Ylsuiivbo :'k' EGAP Gnirevocsid Eht Ni Ylevocsid ,ylneuqesnocid Ralimis' DNA DNA 'V' , 'e' ,'s' ,'s' ,'s' ,'a' srettel eht derevocsid sah dlihc eht sretpahc REilrae ni .)'daer ot Gninrael yrevocsid' ;llo(Neelel dnekkedtno :httud .1 evidence of 'Kroof' hsilgne, 'Krov' hctud DNA 'yrrehc' hsilgne si 'srek' hcsnud hsilgne hsilgne 'Kals' Hctud ;'TAC' drow hsilgne eht si ' Tnemele,

Laitnesse Eht .Llo Htiw tret ,erutam ginaer si dlíht ni gnitirw rrim fo e Ecenet srettel ruof sdrow fo Gniziisehtnys-dna-gnisylana sa hcus Om snoitidnoc emos era era era era era era era era era eraf os tsomla fo erutam gnidaer si neht eh .Sziisehtnys-dna-sylana eh , 'tis' , 't , I , , s' tsrif si tis no no noncaer tons no no noncaer ton yetinifed si. Eh .drow eh .drow eh , , 't ,s' sa tis sdaer .tsim dna mof)drow essensnon (I'm not sure if this is true or not, but I'm sure it's true. ,Esoppus .Srettel ruof ro eerht fo tsusnoc sdrowtset .daer OT Seirt Neht Dlihc Eht hcihw sdrow ,Nommic (Tnersnart , Wen Sekam Retset Eht)' ESOS DNA 'DA' DNA DNA DNA DNA 'Mam' Sdrow Eht ,EMOPPFJirhcs' (tneserp ew]24[.stssetbus in tnettam taht tnetam gnidaer Eht htiw Dessessa si ytirutam gnidaer . erutam gnidaer ah nardlihc si with 'k, a, t; kat', 'k, e, r, s; kers' and 'v, o, r, k; vork'. Consequently, the hypothesis 'That is a snail' has broadened itself to the hypothesis that 'k' sounds like /k/ as twice in the English word 'clock', and that hypothesis had proven to be tenable. Not just that: the process to find out how 'k' sounds, is rightly called a discovering process and Discovering Learing to Read clearly is a form of discovery or inquiry learning. Discovery Learning to Read (DLR) in English Phonemically speaking the Dutch language is much less transparent than almost completely transparent languages like Italian, Finnish and Czech, but much more transparent than languages like English and Danish. The classification of the British reading expert Debbie Hepplewhite (born in 1956) yields 217 letter-sound-combinations. The letter symbol 'a' for instance sounds on at least four ways: 'car', 'fat', 'saw' and 'table'. Conversely, the sound in 'table' is written on at least seven other ways: 'sundae', 'aid', 'straight', 'say', 'break', 'eight' and 'prey'. And so on. Maybe a native speaker of English can construct enough discovering pages for all these 217 letter-sound-combinations, but the time being Discovery Learning to Read (DLR) looks only feasible with one or more auxiliary letters. The very first discovering page could be with the word 'ÃÂnd' and would actually be a discovering page for the letters 'ÃÂ', 'n' and 'd'. Picture 2. Ontdekkend Leren Lezen (Dutch) (OLL; Discovery Learning to Read). In the second discovering page the letter 'm'-/m/ is discovered with 'mÃÂn', 'dÃÂm' and eventually 'mÃÂd' as discovering words. In the third discovering page the letter 't'-/t/ is discovered with 'mÃÂt' en 'ÃÂnt' and possibly 'tÃÂn' as discovering words. In the fourth discovering page the letter 'e'-/e/ is discovered with 'ten', 'net', 'tent' and 'men' as discovering words. In the fifth discovering page the letter 'r'-/r/ is discovered with 'trÃÂm' and 'red' (for instance on the basis of the British/USA-flag, with an arrow near the red parts). In the sixth discovering page the letter 's'-/s/ is discovered with 'stem', 'nest', 'sÃÂnd' and 'ÃÂnts'. In the seventh discovering page the letter 'p'-/p/ is discovered with 'pen', 'tÃÂp', 'pÃÂn' and 'mÃÂp'. In the eighth discovering page the letter 'i'-/i/ is discovered with 'pin', 'tin', 'pit' and 'mist'. In the ninth discovering page the first auxiliary letter could be discovered: the /ai/-sound of 'my', 'pie', 'find' and 'ice', for instance with the discovering words 'night'-/nait/, 'mice'-/mais/, 'pie'-/pai/ and 'rice'-/rais/. Picture 3. Ontdekkend Leren Lezen (Dutch) (OLL; Discovery Learning to Read). To make it clear to the child from the outset that 'ai' is not a standard letter but an auxiliary letter, this is told to him and this letter is presented in a different way than the standard letters, for example with a line through it and/or against a gray instead of white background: as 'ÃÂi', 'ÃÂi' or 'ÃÂi'. There are two conditions for a discovering page with a non-standard letter symbol. The first is that such a letter symbol resembles the standard alphabet as much as possible. And the second condition is that in the case of a combination of letters, the child is familiar with the composing parts. With 'ÃÂi' both conditions are fulfilled: the parts are derived from the standard alphabet and the child knows 'ÃÂ' and 'i' from the first and the eighth discovering pages. In Vervaets opinion, the aim should be to keep the number of non-standard letter symbols as low as possible. After all, whatever kind of positive purpose is aimed for with non-standard letter symbols, the child learns them for the time being and should replace them ¢ÃÂÂ preferably as early as possible ¢ÃÂÂ and thus unlearn them. The number of things to be unlearned should therefore not be greater than strictly necessary. In later discovering eb tsum stneduts ;nossel yriuqni na morf tnuoma emas eht nrael ot gniog si tneduts yreve toN .gninrael dna degagne stneduts speek ecneics ot hcaorppa detecafitlum A .desu sdohtem lareves fo eno eb dluohs ti ,stneduts ni gnikniht redro rehgih sretsof taht ygetarts gnihcaet a eb ot dereDismoc I ecneics Desab-Yriuqni Elihw]43[elihW .yriuqnI nepO :ruof level eht sa debircsed eb dluow hcihw ,yriuqni fo dohtem eurt eno ylno si ereht taht eveileb srotacude emoS .yriuqni deredisnoc eb nac nossel no-sdnah yreve ton ,yllanoitiddA]33[.ssecorp cifitneics a tuohguorht depoleved slliks gnivlos -Melborp lautcellletni eht No Desucof yldaorb Erom Hcum Tut Spets elpmis xis ni Smelborp Gnivlos Tuoba Tsuj yn yriuqni .emas Eht Eb tsum gninrael yriuqni sevlesme s sa dohtem cifitneics eht to stniartsnoc eht nihtiw krow ot ytinutroppo eht dah srehcaet ynaM .dohtem cifitneics eht wollof ot stneduts sehcaet taht noitcurtsni ylpmis si ecneics yriuqni taht gnieb tsrif eht ,ecneics desab-yriuqni gnidrager snoitpecnocsim nommoc lareves era erehT yriuqni tuoba snoitpecnocsiM .' Ezis' ,'Evid' ,'Evid' ,'Esiw' ,'Epir' ,'enif' ,'emit' ,'Elif' ,'Ekib' ,'Elibbo' ,'Ephil' ,'Edit' , , ebij' â€â€â€Tr 'e)tnanosnoc 'I' ;'nwodredie' ,'redie' â€â€â ‘Ee' ,'yrt' ,'yrt' , ,'yhs' ,'yrp' ,'ym' ,'yrf' ,'ylf' ,'yrd' ,'yrc' ,'yb â€â€â€' ;'dniw' ,'dnir' , Dnim' ,'dnik' ,'dnif' ,'dnilb' ,'dnib' ,'dniheb' â€Tâ€TMsâ€â ')dn(i' ;'eiv' ,'eil' ,'eil' ,eih' ,'eid' â€â€â¢ 'Ei' ;'thit' ,'hgiht' ,'thgiht' ,'thgis' ,'hgir' ,'thgilp' ,'thggil' , 'hgin' ,'thgim' ,'thgil' ,'thgink' ,'hgah' ,'thgihlf' ,'thgirb' â€â€â€Trg' :sgnnelep tsael for sah dnuos-/ Iâ‘á‰/ EHT .gnileps tcerroc eht srevocsid dlihc eht .oreisnep id ollevil otla nu acidni eznecsonoc evoun o inoizamrofni el eratulav e ,erazzitetnis ,erazzilana id Ãticapac al ,moolB id aimonossaT al odnoceS .eroirepus enidro id oreisnep id eznetepmoc id oppulivs ol rep elatnemadnof ¯Ã enigadni'llus otasab otnemidnerppa'L)olledom oiggassem otseuq erevoumir odnauq e emoc nraeL( )2202 elirpA(.inoizurtsi o ilgisnoc erevoumir e ,ortuen ,ovittircsed atsiv id otnup nu ad enoizes atseuq erevircsir a eratuia id agerp iS .adiug anu o elaunam nu emoc attircs ¯Ã enoizes atseuQ irotacude ilg rep etoN .enoizamrof oroi alled etrap emoc oiratnO'lled ilapicnirp itnangesni ilg rep otazroffar eresse ebbervod otagelloc osse da arutaclapmi id ossecorp li erarapmi atseihcni'lled ezneicsoruen al erednerpmoC]44[.enigadni id otipmoc nu us ettes odarg id ollortnoc id oppurg li otarepus onnah ©Ãhcrep arutaclapmi'lled otaicifeneb onnah inibmab i ehc otartsomid onnah itatlusir I .enigadni'l rep oiggetnop id eigetarts elled aicaciffe'l eragadni rep idarg ies ia orttauq iad inacirema inibmab id eires anu id otiuges a elanidutignol ovitatitnauq oiduts onu otatelpmoc onnah)8002(esaeP e nahuK ,elimis oiduts onu nI]34[.enigadni id eigetarts esrevid odnacilppa itaiznetop ilatnem illedom otartsomid onnah itnapicetrap i ,oiduts olled enif alla inigadni ellus otasab otipmoc nu odnatelpmoC .azneirepse'l e Ãte'l noc onocsihccirra ehc aznerrucco-oc al e Ãtilasuac al emoc ,ilibairav e ivitingoc issecorp icilpetlom edeihcir enigadni'l ehc amreffa arutarettel aL azneicsoruen alled Ãtisselpmoc aL .]airassecen enoizatic[erinevva ²Ãup ocitnetua otnemidnerppa'l odnauq otsoc li onarepus icifeneb i ,aivattut ,aznetepmoc e ozrofs ,opmet otlom edeihcir enigadni'lled azneics aL .enoisicerp noc eratulav id enif la oreisnep id issecorp orol i eradnos rep itneduts ilga ednamod errop a itaraperp eresse onoved itnangesni ilG .itatsopmi otnemidnerppa id ivitteibo ilg etnemacitnetua eregnuiggar rep oiduts olled amet len Teachers should encourage divergent thinking and anderehw ,yduts)9002(s'uhc si elpmaxe rehtona]01[. ♪Collaboration of educators, information technicians and librarians to provide more resources and skills for the preparation of the structure and resources for the investigation project. [47] To establish a professional collaboration and training methods, administrative support for funding is required. Criticism Kirschner, Sweller and Clark (2006) [48] The revision of literature has discovered that although constructivists often quote mutual work, empirical tests are often not mentioned. However, the constructivist movement gained a great momentum in the 90s, because many educators started writing about this learning philosophy. Hmelo-Silver, Duncan and Chinn quote several studies in support of the success of the constructivist learning methods based on problems and investigation. For example, they describe a project called Genscope, an application of scientific software based on the survey. Students who use the Genscope software showed significant gains on control groups, with the major gains shown in the students of the basic courses. [49] On the contrary, Hmelo-Silver et al. He also mentions a large study by Geier on the effectiveness of science based on the investigation for middle school students, as demonstrated by their performance on high -risk standardized tests. The improvement was 14% for the first cohort of students and 13% for the second cohort. This study also discovered that the teaching methods based on the survey have significantly reduced the gap of results for African American students. [49] In an article in 2006, the president of Thomas B. Fordham Institute, Chester E. Finn Jr., was mentioned saying "but like many things in education, it is brought into excess ... [the approach It is] well to a certain extent. ". [50] The organization conducted a study in 2005 that the emphasis states put on survey-based learning is too big. [51] richard e. mayer of the University of California, holy barbarian, in 2004 wrote that there were sufficient research evidence to make any reasonable person]74[.puorg lortnoc eht ot derapmoc lufsseccus yllacimedaca dna detavitom erom erew nerdlihc eht taht wohs stluser)9002(s'uhC .srotacude elpitlum fo ecnatsissa eht htiw gnoK gnoH ni stneduts yb detelpmoc tcejorp yriuqni na fo emoctuo eht enimaxe ot ngised dohtem dexim A DESU)9002(uhc erutaretiltil hcralohcs lanoitddday]dedeen noitatic[dna ,egdelwonk tneduts fo tnemerusaem eht esisahpme hcihw smetsys tnemssessa desab-sdradnats ni nommoc gnitset dezidradnats htiw tcilfnoc ni sa deviecrep eb nac ti ,maertsniam ylgnisaercni sa gnihcaet desab-yriuqni ees emos elihW .)102Â Ã.p(enilpicsid taht nihtiw lanoisseforp a to sessecorp gnikniht dna snoitpmussa emas dloh dloh dloh litnuets taht emussa tonac srehcaet ,niab ot ot gnidrocca .eil sessenkaew 'stnucs erehw Eht gnikcal stikc Caet Ekatsim A .)077â€â€â967 ,.La and lleb(gninrael tnindust tnutitis tninrael dna tropepus ot simiruqni gnirud ytilisnopser sdelsnak srad sdaroprocni sdaroPad ecalp ni tup tsum tsum stnemerusaem .ylkciuq moorsssalc eht by Ecalp otni tup Eb nac taht gnihtemos ton he is .noittemelpmi erofeb naht evitceffe erom saw yrevocsid dediug ,esac hcae nI .s0891 eht ni gnitanimluc seigetarts gnimmargorp OGOL fo yrevocsid dna ,s0791 eht ni gnitanimluc seigetarts noitavresnoc fo yrevocsid ,s0691 eht ni gnitanimluc selur gnivlos-melborp fo yrevocsid no hcraeser deweiver eH .dohtem lanoitcurtsni derreferp a then"â€â€âshivitcrurtsnocos RO msicvitcrurtsnoc evitingoc fo ed rednu decitcarpââ€â€TRE .b7742.34..Decsr3102:edecbib .69â"â€â7742 :)6(34 .Noituced ecneics ecneics b a ^ .sserp tim :am ,Egdirbmac ,engaunal dna Thguoht)2691(.s.l ,ykstogyv ^ .ynapmoc gnihsilsilbup Muunitnoc :Kroy Yes WOH)7991(J ,Yewed ^ .23â€â12 :)1(13 weiver Lanoitacde Dravrah .YREVOCSI FO TCA EHT" .)1 879Â ÃNBSI ,67054442.51.fdp/7055.01:iod ,yistesrevinU Â½ÃkcalaP :cuomolO ,noitubirtnoc dna ecnatropmi ,ecnesse ,tpecnoC :noitcurtsni desab-yriuqnI .,)5102(,J ,lÃ¡ÃtsoD ^ .retsehcnaM fo ytisrevinU . gninrael desab-yriuqne ni ecnellecase rof ertec ..?)lbe(gninrael desab yriuqni si tahw" ^ .1202 lepa 2 Deveirter .Sserp ytisrevinu drofxo udrofww ralucic[]32[.DesSab-eb-elpmaxe DNA ,citene g ,citarcoS sa hcaorppa sih deziretcarahc niehcsnegaW ^]1[.hsilgnE SU sa ti gnilebal tuohtiw ,gnilleps rehtona ti sllac ylpmis drofxO dna ,tsrif "yriuqni" gnilleps eht tsil namgnoL dna snilloC seiranoitcid KU ehT ^ setoN nossel trap-eerhT yceretil cifitneicS gninrael desab-tcejorP yriuqni evissergorP gninrael desab-melborP LIGOP gninrael desab-nonemonehP gninrael dekrowteN ecneicS detargetnI retsaMcM gninrael yrevocsiD gninrael desab-ngiseD gninrael neoitcA osla eeS]45[.meht ot dnopser seigetarts ngised eht woh dna smoorssalc ni esira segnellahc esehr woh wohs ot mulucirruc dna erawtfos fo snoitareneg ruof gnirevoc yrotsih ngised a tneserp yehT .mulucirruc dna ygolonhcet fo ngised eht hguorht meht gnisserdda rof seigetarts tneserp dna gninrael desab-yriuqni gnitnemelpmi ot segnellahc tnacifingis evif ebircsed aeP dna nidroG ,nosledE]35[.gninrael desab melborp otni seiduts yteirav A No Stroper FO Rebnun Deweiver Revlis-olemh S2cidâ 145256074. ^ A B Roth, Wolff-Michael; Jornet, Alfredo (2013). 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"Tackle the challenges of learning based on the investigation through the technology and design of the curriculum" (PDF). Journal of the Learning Sciences. 8 (3): 391ã ¢ âvelop â € œ450 DOI: 10.1207/S15327809JLS0803 and 4_3. External link Whikiveversity has learning resources on learning based on learning the middle school lesson level: "Born to run: Born to run: artificial selection lab" science based on the survey On teaching what is the investigation? Extract from " . Php? Title = investigation-bash_learning & oldid = 1088257312 "

Guidance on how to achieve learning with understanding is grounded in seven research-based principles of human learning that are presented below (see Box 6-1). 1 In Chapter 7, these principles are used as the framework for the design of curricula, instruction, and assessments for advanced study—three facets of classroom activity that, when skillfully orchestrated by the … The 14 databases that compose ABC-CLIO’s academic suite span the humanities, from core disciplines like American history to emergent fields of study, including modern genocide and popular culture. Each database provides a full range of reference articles, a reference library, and a course companion that integrate for comprehensive coverage of each subject area. All our academic papers are written from scratch. All our clients are privileged to have all their academic papers written from scratch. These papers are also written according to your lecturer’s instructions and thus minimizing any chances of plagiarism.

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