

Remaking the Concept of Aptitude

*Extending the Legacy of
Richard E. Snow*

Carl Cohn, Lee J. Cronbach, Haggai Kupermintz,
David F. Lohman, Ellen E. Mandinach, Ann W. Pearson,
Joan E. Talbot for The Stanford Aptitude Seminar
Edited by Lee J. Cronbach

Remaking The Concept Of Aptitude Extending The Legacy Of Richard E Snow

Adrian-Mario Gellel



Remaking The Concept Of Aptitude Extending The Legacy Of Richard E Snow:

Remaking the Concept of Aptitude Lyn Corno, Lee J. Cronbach, Hagga Kupermintz, David F. Lohman, Ellen B. Mandinach, Ann W. Porteus, Joan E. Talbert, 2001-09-01 The unique perspective of Richard E Snow in recent years one of the most distinguished educational psychologists integrates psychology of individual differences cognitive psychology and motivational psychology This capstone book pulls together the findings of his own 35 years of research on aptitudes and those from especially European scholars of which he had exceptional knowledge A panel of experts and former associates completed this book after his death in 1997 expanding his notes on implications of the theory for instructional design and teaching practice The panel developed Snow's ideas on where the field should go next emphasizing promising research strategies Viewing intelligence as education's most important product as well as its most important raw material Snow stressed the need to consider both cognitive skills and affective motivational characteristics In this book previously unconnected research and scattered theoretical ideas are integrated into a dynamic model of aptitude Understanding the transaction between person and situation was Snow's primary concern This volume draws from diverse resources to construct a theoretical model of aptitude as a complex process of unfolding person situation dynamics *Remaking the Concept of Aptitude Extending the Legacy of Richard E Snow* presents historical and contemporary discussion of aptitude theory illuminating recent ideas by pointing to their historic antecedents provides evidence of how sound research can have practical ramifications in classroom settings discusses the strengths and weaknesses of prominent research programs including Gardner's multiple intelligence meta analysis ATI experiments and information processing describes in detail specific research that has developed important concepts for example Csikszentmihalyi on flow Lambrecht's on success in stressful training Sternberg on componential analysis and Gibson on tailoring affordances to match motivations and keeps statistical complexities to a minimum and includes a simply written Appendix that explains the interpretation of key technical concepts By characterizing sound research in the field this volume is useful for psychologists and educational researchers It will also be instructive for teachers seeking to deepen their knowledge of the whole child and for parents of children facing standardized testing

Remaking the Concept of Aptitude Richard E. Snow, Lyn Corno, Lee Joseph Cronbach, 2002 A panel of experts and former associates completed this book after Richard E Snow's death in 1997 expanding his notes on implications of the theory for instructional design and teaching practice The panel developed Snow's ideas on where the field should go next emphasizing his promising research strategies Viewing intelligence as education's most important product and its most important raw material Snow stressed the need to consider both cognitive skills and affective motivational characteristics In this volume previously unconnected research and various theoretical ideas are integrated into a dynamic model of aptitude Understanding the transaction between person and situation was Snow's primary concern This work draws from diverse resources to construct a theoretical model of aptitude as a complex process of unfolding person situation

dynamics BOOK JACKET *Advances in Computerized Scoring of Complex Item Formats* Brian E. Clauser, 2014-07-16 This special issue was motivated by the move from research to operations for computerized delivery and scoring of complex constructed response items The four papers presented provide an overview of the state of the art for such applications The issue begins by describing the range of computer delivered formats and computerized scoring systems that are currently in use The remaining papers provide three views of validity in the context of computer delivered and scoring assessments It is hoped that together these articles will provide the reader with both an appreciation of the state of the art for computer automated scoring systems as well as a perspective on the issues that must be considered and the evidence that must be collected to produce automated scoring systems that allow for valid inference **Speaking and Instructed Foreign**

Language Acquisition Mirosław Pawlak, Ewa Waniek-Klimczak, Jan Majer, 2011 This book investigates various aspects of speaking in a foreign language It is unique in considering this key skill from both psycholinguistic and sociolinguistic perspectives and in focusing entirely on instructed foreign language contexts The book demonstrates how theory and research can be translated into classroom practice **Transactional Distance and Adaptive Learning** Farhad Saba, Rick L. Shearer, 2017-10-16 Transactional Distance and Adaptive Learning takes a fresh look at one of the pioneering educational theories that accommodates the impact of information and communications technologies in learning The theory of transactional distance TTD provides a distinct analytical and planning foundation for educators to conduct an overarching inquiry into transitioning from mass instructional and management systems in higher education to dynamic and transformational futures that focus on each individual learner Based on the TTD this pragmatic approach offers instructors administrators students and other stakeholders a comprehensive planning method to assess the current state of their instructional learning and management practices and to develop alternative models to prescribe future improvements in their institution This complex self organized and adaptive method includes current and emergent properties of hardware software and telecommunications systems that allow faculty students and administrators to communicate instructional and curriculum systems that provide teaching and learning environments for faculty and students and management societal and global systems that influence how institutions are supported funded and managed **Transactional Psychology of Education**

Wolff-Michael Roth, 2019-01-22 Toward the end of his life the Russian psychologist L S Vygotsky turned away from his earlier work that he has become famous for only to sow the seeds for a new theory In this theory affect was to play a central role there was to be a primacy of social relations and anything mental mind thought self other knowledge was an event rather than a thing This is essentially a transactional perspective In this book the author articulates a transactional psychology of education drawing on the works of G H Mead J Dewey G Bateson F Mikhailov and E Il enkov All theoretical positions are developed out of videotaped exchanges thereby giving concrete character to every psychological concept articulated

Handbook of Educational Psychology Lyn Corno, Eric M. Anderman, 2015-07-06 The third edition of the Handbook of

Educational Psychology is sponsored by Division 15 of the American Psychological Association. In this volume thirty chapters address new developments in theory and research methods while honoring the legacy of the field's past. A diverse group of recognized scholars within and outside the U.S. provide integrative reviews and critical syntheses of developments in the substantive areas of psychological inquiry in education: functional processes for learning, learner readiness and development, building knowledge and subject matter expertise, and the learning and task environment. New chapters in this edition cover topics such as learning sciences research, latent variable models, data analytics, neuropsychology, relations between emotion, motivation, and volition, EMOVO, scientific literacy, sociocultural perspectives on learning, dialogic instruction, and networked learning. Expanded treatment has been given to relevant individual differences, underlying processes, and new research on subject matter acquisition. The *Handbook of Educational Psychology*, Third Edition, provides an indispensable reference volume for scholars in education and the learning sciences, broadly conceived, as well as for teacher educators, practicing teachers, policy makers, and the academic libraries serving these audiences. It is also appropriate for graduate-level courses in educational psychology, human learning and motivation, the learning sciences, and psychological research methods in education and psychology.

Individual Differences and Instructed Language Learning Peter Robinson, 2002. Second language learners differ in how successfully they adapt to and profit from instruction. This book aims to show that adaptation to L2 instruction and subsequent L2 learning is a result of the interaction between learner characteristics and learning contexts. Describing and explaining these interactions is fundamentally important to theories of instructed SLA and for effective L2 pedagogy. This collection is the first to explore this important issue in contemporary task-based immersion and communicative pedagogic settings. In the first section, leading experts in individual differences research describe recent advances in theories of intelligence, L2 aptitude, motivation, anxiety, and emotion, and the relationship of native language abilities to L2 learning. In the second section, these theoretical insights are applied to empirical studies of individual differences, treatment interactions in classroom learning, experimental studies of the effects of focus on form and incidental learning, and studies of naturalistic versus instructed SLA. Research Report, 2010.

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2011-01-25. This landmark volume provides a broad-based comprehensive state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning; Second Language Research Methods; Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods; and Instruction in Second Language Teaching; Second Language Assessment; Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning; Language Planning and Policy. Changes in Volume 2 capture new and ongoing developments, research, and trends in the field, surveys prominent areas of research that were not covered in Volume

1 includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope
Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

Contemporary Pioneers in Human Learning and Development Héfer Bembenutty, 2022-03-01 This volume traces the socialization process professional development career paths and theory and research of contemporary pioneers in education and psychology This volume contains interviews with leading scholars who are at the vanguard of teaching and learning They shared how their childhood development influenced their theoretical paths and research endeavors and revealed their thoughts beliefs and experiences that made them who they are today These scholars responded to questions pertaining to their childhood initial interest in education and psychology role models research interests and major findings future directions of their research educational implications derived from their research and perception of their legacy They are real people who have had experiences like anybody else but found homes and teachers who supported them While in college they found educators who mentored them Readers will find that this volume offers them an opportunity to learn the background of contemporary pioneers in education and psychology provides valuable sources where they can learn about how major theories developed and where they are moving and reveals the personal anecdotes that influenced the conceptualization of contemporary theories and research Educators and students will find that this book provides hope and a rejuvenated enthusiasm about the status of education and psychology and that they too can be leaders in their own ways

Cognitive Abilities and Educational Outcomes Monica Rosén, Kajsa Yang Hansen, Ulrika Wolff, 2016-10-03 This book addresses problems and challenges that face educational measurement at a time when multipurpose usage of observational data from educational assessments tests and international surveys has become a growing global trend While the construction of educational measures and use of educational data offer many opportunities they also require awareness of the numerous threats to validity and methods of reducing such threats Written by leading international scholars the book demonstrates the complexity of educational measurement by addressing three broad and interrelated topics The first part discusses cognitive abilities including studies on fluid intelligence its improvement and its links to aptitude tests for admission to higher education The second part focuses on the effects of school and teacher related factors on school outcomes at individual and group levels and uses international studies to analyze causes The third part presents analytical techniques and measurement methods to improve reliability for example factor analysis using Bayesian estimators bi factor analysis model misfit and solutions and discusses balance issues in reporting test results The book provides examples of state of the art analytical techniques for pursuing fundamental research problems and the latest advances in measurement methods with a focus on validity improvement Eminent researchers discuss and provide insights into questions such as Is it possible to train individuals to think at a higher level than normal for their age What determines prospective preschool teachers skill to perceive mathematics related preschool situations Can international indicator design

and instruments be improved to use trends and national context variables more efficiently Can indicator data at national school and class levels be compared easier Are value added measures of teacher effectiveness valid when it comes to hiring and promoting teachers Is money better spent on teacher training than on smaller class size How do theory and empirical statistical data intertwine in building structures of understanding This book is inspired by the career and personal influence of the Swedish scholar Professor Jan Eric Gustafsson renowned for his research on individual differences especially the structure of cognitive abilities and on the effects of education on knowledge and skills Motivation and Self-Regulated Learning Dale H. Schunk, Barry J. Zimmerman, 2012-08-06 This volume focuses on the role of motivational processes such as goals attributions self efficacy outcome expectations self concept self esteem social comparisons emotions values and self evaluations in self regulated learning It provides theoretical and empirical evidence demonstrating the role of motivation in self regulated learning and discusses detailed applications of the principles of motivation and self regulation in educational contexts Each chapter includes a description of the motivational variables the theoretical rationale for their importance research evidence to support their role in self regulation suggestions for ways to incorporate motivational variables into learning contexts to foster self regulatory skill development and achievement outcomes **The Concise Encyclopedia of Applied Linguistics** Carol A. Chapelle, 2020-01-09 Offers a wide ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies examines and seeks solutions to real life language related issues Such issues often occur in situations of language contact and technological innovation where language problems can range from explaining misunderstandings in face to face oral conversation to designing automated speech recognition systems for business The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline introducing readers to the concepts research and methods used by applied linguists working in the field This succinct reader friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them This abridged reference work has been compiled from the most accessed entries from The Encyclopedia of Applied Linguistics www.encyclopediaofappliedlinguistics.com the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide Alphabetically organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism language policy and planning language assessment and testing translation and interpreting and many others Accessible for readers who are new to applied linguistics The Concise Encyclopedia of Applied Linguistics Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language language use and contexts of language use Demonstrates the connections among theory research and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field The Concise

Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field

Handbook of Educational Psychology Patricia A. Alexander, PHILIP H WINNE, 2012-11-12 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology

Educational Psychology: Constructing Learning Dennis M McInerney, 2013-08-15 Educational Psychology Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand with its comprehensive authoritative and research based coverage of the subject This edition includes completely updated content to reflect recent advances in the discipline including revised theory into practice features from 39 international developmental psychologists The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers and content has been constructed around the new Australian Profession Standards for Teachers [Adapting Religious Education to Individual Requirements](#) Adrian-Mario Gellel, 2007

Motivation, Emotion, and Cognition David Yun Dai, Robert J. Sternberg, 2004-07-13 The central argument of this book is that cognition is not the whole story in understanding intellectual functioning and development To account for inter individual intra individual and developmental variability in actual intellectual performance it is necessary to treat cognition emotion and motivation as inextricably related Motivation Emotion and Cognition Integrative Perspectives on Intellectual Functioning and Development represents a new direction in theory and research on intellectual functioning and development portrays human intelligence as fundamentally constrained by biology and adaptive needs but modulated by social and cultural forces and encompasses and integrates a broad range of scientific findings and advances from cognitive and affective neurosciences to cultural psychology addressing fundamental issues of individual differences developmental variability and cross cultural differences with respect to intellectual functioning and development By presenting current knowledge regarding integrated understanding of intellectual functioning and development this volume promotes exchanges among researchers concerned with provoking new ideas for research and provides educators and other practitioners with a framework that will enrich understanding and guide practice

Beyond Knowledge Larisa V. Shavinina, Michel

Ferrari,2004-05-20 Some aspects of giftedness and creativity cannot be explained by cognitive developmental personality or social approaches considered in isolation At the intersection of these approaches is something invisible deeply hidden but at the same time very important the extracognitive facets of high ability This volume brings together chapters by leading specialists from around the world responsible for much of the current research in this field presenting a wide range of perspectives for understanding exceptional achievement High ability refers to human abilities described by terms such as giftedness talent creativity excellence genius child prodigies exceptional leadership and wisdom Extracognitive factors refer to phenomena like internally developed standards and subjective norms of intellectually creative behavior specific intellectual intentions and beliefs that influence exceptional achievements specific feelings that scientific geniuses and other highly creative individuals say contribute to their advanced development specific preferences and intellectual values luck chance intuition and other similar phenomena in extraordinary development and performance and social cultural and historical influences on talent development Although there are many books about the cognitive bases of high ability this volume uniquely discusses the foundations of such achievements in extracognitive factors as defined here thus providing a rich source of information on this topic to researchers practitioners and graduate students of education psychology business and administration who work in the area of high ability

How Dogmatic Beliefs Harm Creativity and Higher-Level Thinking Don Ambrose,Robert J. Sternberg,2012-04-23 In a world plagued by enormous complex problems requiring long range vision and interdisciplinary insights the need to attend to the influence of dogmatic thinking on the development of high ability and creative intelligence is pressing This volume introduces the problem of dogmatism broadly explores the nature and nuances of dogmatic thinking from various disciplinary perspectives and applies the gleaned insights to what is known about creativity Bringing together leading thinkers in the fields of creative studies and education and in other relevant fields history sociology psychology whose work pertains to the various dimensions of dogmatism and the ethical problems it generates this panoramic view represents interdisciplinary bridge building with the potential to generate new insights about the education of creative young minds

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