Structural Knowledge Techniques For Representing Conveying And Acquiring Structural Knowledge Research Special Publication 30

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Examining the Validity of Knowledge Mapping as a Measure of Elementary Students' Scientific Understanding - 2002

Effective Teaching in Higher Education - Raymond P. Perry 1997

Structural Knowledge - David H. Jonassen 2013-05-13
This book introduces the concept of a hypothetical type of knowledge construction -- referred to as structural knowledge -- that goes beyond traditional forms of information recall to provide the bases for knowledge application. Assuming that the validity of the concept is accepted, the volume functions as a handbook for supporting the assessment and use of structural knowledge in learning and instructional settings. It's descriptions are direct and short, and its structure is consistent. Almost all of the chapters describe a technique for representing and assessing structural knowledge acquisition, conveying knowledge structures through direct instruction, or providing learners with strategies that they may use to acquire structural knowledge. These chapters include the following sections in the same sequence: * description of the technique and its theoretical or conceptual rationale * examples and applications * procedures for development and use * effectiveness -- learner interactions and differences, and advantages and disadvantages *

references to the literature. The chapters are structured to facilitate access to information as well as to illuminate comparisons and contrasts among the techniques.

Personnel Selection - Neal Schmitt 1998-08-04

The purpose of the books in the Foundations for Organizational Science series is to describe what is known in a subject area, what we need to know to substantially increase our knowledge and practice, and ideas about how to go about obtaining this knowledge. The books are also targeted to graduate students in the organizational sciences. Personnel Selection offers a comprehensive, state-of-the-art look at the field of personnel selection. This book also emphasizes the role of theory in the personnel selection research, an area of organizational science that is often characterized as lacking in theoretical bases. Traditional topics, such as job analysis, performance measurement, the measurement of individual difference characteristics, the design of validation research, and the evaluation of validation data, are covered. In addition, novel ideas concerning levels of analysis issues, examinee reactions to tests, the impact of changing technology and means of communication, and globalization are also discussed. Each chapter provides detailed access to current knowledge, identifies sources that can provide further detail, and ends with a summary of the major research questions that should be addressed to advance understanding of the issues described in that chapter.

Prospects - 1995

Belgisch tijdschrift zekerheid - 1999

Concept Map-Based Formative Assessment of Students' Structural Knowledge - Alla Anohina-Naumeca 2019-04-25

The modern knowledge-based economic model demands highly qualified specialists who are capable of solving complex problems and seeing relationships between phenomena, events, and

objects. This book highlights the development of the structural knowledge of university students as a necessary precondition for preparing labour market experts, as it facilitates significant cognitive processes, effective problem solving and expert-level performance. The volume considers structural knowledge as an object that should be regularly assessed and further developed in the formative assessment process by using concept mapping as an assessment instrument. It describes concept mapping, the theoretical foundations of structural knowledge, and its formative assessment, and provides a set of practical scenarios validated in instructional practice. It is intended primarily for the administrative and educational staff of higher education institutions who wish to improve the quality of education with the aim of bringing students' structural knowledge closer to experts' knowledge, and thus ensuring better preparation of students for their professional activities.

Quantifying the Characteristics of Knowledge Structure Representations - Michael James Young 1998

Learn how to Study and SOAR to Success - Kenneth A. Kiewra 2005

// 1356O-5, 0-13-113562-7, Kiewra, Kenneth A., How to Study: Effectively Using the Pie Tap System, 1/E// A book that finally tells readers from all backgrounds exactly what to do when they study! Presenting a concept called SOAR, it allows them to soar to success. Sound practical advice is given for selecting (S), organizing (O), associating (A), and regulating (R) learning, all in a clear and entertaining manner. KEY TOPICS: All topics in this brief yet complete book are chosen to give readers the best information available on the most effective study practices, whether they are taking classes, need to study for business-related certification exams, or want to retain information from what they read daily. SOAR applications are comprehensively covered. MARKET: An

excellent resource for any reader who wants to improve retention and simplify the exam-taking process.

Technology, Instruction, Cognition, and Learning - 2004

Mapping Biology Knowledge - K. Fisher 2006-04-11

Mapping Biology Knowledge addresses two key topics in the context of biology, promoting meaningful learning and knowledge mapping as a strategy for achieving this goal. Meaning-making and meaning-building are examined from multiple perspectives throughout the book. In many biology courses, students become so mired in detail that they fail to grasp the big picture. Various strategies are proposed for helping instructors focus on the big picture, using the `need to know' principle to decide the level of detail students must have in a given situation. The metacognitive tools described here serve as support systems for the mind, creating an arena in which learners can operate on ideas. They include concept maps, cluster maps, webs, semantic networks, and conceptual graphs. These tools, compared and contrasted in this book, are also useful for building and assessing students' content and cognitive skills. The expanding role of computers in mapping biology knowledge is also explored.

Meaningful Learning with Technology - David H. Jonassen 2008

Describes how technology can be used in conjunction with the learning process.

PSU 008, the Commonwealth College First Year Seminar - 1999

Examining the Relationship Between Research and Development Resource Flows and Knowledge-based Capabilities[Paper, Microfiche] - Michael Eric Wasserman 2000

Improving the Equity and Validity of Assessment-based Information Systems -

Zenaida Aguirre-Muñoz 1998

Computers as Mindtools for Schools - David H. Jonassen 2000

This book provides a thorough explanation of MindtoolsM197>alternative ways of using computer applications to engage learners in constructive, higher-order thinking about specific areas of study. It presents a rationale for using these tools, discusses individual Mindtools and their use, and suggests effective ways to teach with each Mindtool. Weaves a critical thinking framework throughout the text. Expands coverage of systems modeling tools with new sections on analysis and reasoning. Adds an entirely new section of the book, which includes chapters on intentional information searching via Internet and visualization tools. For educators and school administrators.

Computer-Based Diagnostics and Systematic Analysis of Knowledge - Dirk Ifenthaler 2010-01-29

What is knowledge? How can it be successfully assessed? How can we best use the results? As questions such as these continue to be discussed and the learning sciences continue to deal with expanding amounts of data, the challenge of applying theory to diagnostic methods takes on more complexity. Computer-Based Diagnostics and Systematic Analysis of Knowledge meets this challenge head-on as an international panel of experts reviews current and emerging assessment methodologies in the psychological and educational arenas. Emphasizing utility, effectiveness, and ease of interpretation, contributors critically discuss practical innovations and intriguing possibilities (including mental representations, automated knowledge visualization, modeling, and computer-based feedback) across fields ranging from mathematics education to medicine. These contents themselves model the steps of systematic inquiry, from theoretical construct to real-world application: Historical and theoretical

foundations for the investigation of knowledge Current opportunities for understanding knowledge empirically Strategies for the aggregation and classification of knowledge Tools and methods for comparison and empirical testing Data interfaces between knowledge assessment tools Guidance in applying research results to particular fields Researchers and professionals in education psychology, instructional technology, computer science, and linguistics will find Computer-Based Diagnostics and Systematic Analysis of Knowledge a stimulating guide to a complex present and a rapidly evolving future.

CSE Report - 2002

29th Annual Frontiers in Education Conference - Puerto Rico) Frontiers in Education Conference (29th : 1999 : San Juan 1999

World Wide Web Hypertext Linkage Patterns - Perry L. Schoon 1997

SCSC 2001 - William F. Waite 2001

International Journal of Continuing Engineering Education - 2003

Learning Support Systems for Organizational Learning - Joachim P Hasebrook 2004-04-15

The major trends in e-learning are determined by the global demand of academic, elderly and non-traditional target groups for training and education. The advent of the learning organization reflects these major shifts of the educational markets within companies. Automation of learning processes does not enhance a company's productivity; augmentation of individual and collaborative learning processes is needed. This book reflects seven years of applied research (1997–2003) in the fields of adaptive multimedia systems, knowledge-based and collaborative learning environments, and intelligent software agents. Contents:Management Support:Implementing

Organizational LearningImplementing Educational ControllingPerformance Support:Implementing Web-Based TrainingImplementing Electronic CoursesImplementing Online CurriculaDecision Support:Implementing Expert GuidanceImplementing Adaptive MultimediaSelf-Learning Systems:Implementing Knowledge StructuresImplementing Knowledge Robots Readership: Professionals involved in planning, controlling and implementing knowledge and skills management; graduate students and researchers in electronic engineering and computer science. Keywords:E-Learning;Organizational Learning;Educational Controlling;Adaptive Multimedia;Knowledge Structures;Online Curricula

Computer-based Collaborative Knowledge Mapping to Measure Team Processes and Team Outcomes - Harold F. O'Neil 1999

Structural Knowledge - David H. Jonassen 2013-05-13

This book introduces the concept of a hypothetical type of knowledge construction -- referred to as structural knowledge -- that goes beyond traditional forms of information recall to provide the bases for knowledge application. Assuming that the validity of the concept is accepted, the volume functions as a handbook for supporting the assessment and use of structural knowledge in learning and instructional settings. It's descriptions are direct and short, and its structure is consistent. Almost all of the chapters describe a technique for representing and assessing structural knowledge acquisition, conveying knowledge structures through direct instruction, or providing learners with strategies that they may use to acquire structural knowledge. These chapters include the following sections in the same sequence: * description of the technique and its theoretical or conceptual rationale * examples and applications * procedures for development and

use * effectiveness -- learner interactions and differences, and advantages and disadvantages * references to the literature. The chapters are structured to facilitate access to information as well as to illuminate comparisons and contrasts among the techniques.

Modeling with Technology - David H. Jonassen 2006

Well-known for addressing the use of computers to foster critical-thinking and problem solving, this text was written to teach current and future teachers how to better engage learners more mindfully and meaningfully in the process of learning. Available now in it's Third Edition, it focuses on how to use technology to support meaningful learning through model building, providing powerful strategies for engaging, supporting, and assessing coonceptual change in learners.

Quest - 1998

Computers in the Classroom - David H. Jonassen 1996

This text examines the Mindtool concept - alternative ways of using computer applications to engage in constructive, high-order thinking about particular areas of study, thus extending learning outcomes and expectations beyond recall and helping learners become self-directed critical thinkers. Jonassen presents: a rationale for using Mindtool; in-depth discussions of the indiviidual Mindtools and their use; and suggestions for teaching with mindtools and evaluating the results.

I've Seen this Before? - Davina Carla Drachman Klein 1998

Knowledge Acquisition in Practice - Nicholas Ross Milton 2007-05-01

This is the first book to provide a step-by-step guide to the methods and practical aspects of acquiring, modelling, storing and sharing knowledge. The reader is led through 47 steps from the inception of a project to its conclusion.

Each is described in terms of reasons, required resources, activities, and solutions to common problems. In addition, each step has a checklist which tracks the key items that should be achieved.

Learning with Technology - David H. Jonassen 1999

This book addresses how to use very specific types of technology and focuses on how technology can be used as a thinking tool to foster meaningful learning. The book approaches learning from a constructivist view and relates it to using technology to engage meaningful learning.Within each chapter, the book provides different activities and implementation strategies in the Technique sections and follow-up questions in the Things to Think About sections. Very current uses of technology such as video theater, cybermentoring,creating homepages, and hypermedia are discussed throughout the book.

Social Computing - Subhasish Dasgupta 2010-01-01

With an increasing accessibility to social networking tools, the development of Web 2.0, and the emergence of virtual worlds, social computing crosses cultural boundaries to join people in the digital landscape. Social Computing: Concepts, Methodologies, Tools, and Applications uncovers the growing and expanding phenomenon of human behavior, social constructs, and communication in online environments. This multiple volume publication presents the latest research on social change, evolving networks, media, and interaction with technology to offer audiences a comprehensive view of the impact of social computing on the way cultures think, act, and exchange information.

Knowledge Acquisition, Modeling and Management - Enric Plaza 1997-09-24

This book constitutes the refereed proceedings of the 4th International Symposium on Solving Irregularly Structured Problems in Parallel,

IRREGULAR'97, held in Paderborn, Germany, in June 1997. The 18 revised full papers presented were carefully selected by the program committee for inclusion in the volume; also included are full papers by the five invited speakers. Among the topics covered are discrete algorithms, randomized methods and approximation algorithms, implementations, programming environments, systems and applications, and scheduling and load balancing.
Knowledge Mapping in the Classroom - 1999

Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology - Association for Educational Communications and Technology. Convention 1999

Manufacturing Automation - Y. H. Chen 2003-01-17
This collection of 58 papers from the December 2002 conference presents recent developments in manufacturing automation with an emphasis on rapid product development and manufacturing. The researchers explore new approaches to design systems and methodologies, machining technology, intelligent systems, technology management, and Internet-based systems. Topics include CAD methods for additive fabrication of truss structures, radial force and hole oversize prediction in drilling, a hierarchical approach to assembly sequence planning, and rapid prototyping of a differential housing using 3D printing technology. No subject index is provided. Distributed by ASME. Annotation copyrighted by Book News, Inc., Portland, OR.
Teaching Science for Understanding - Joel J. Mintzes 1998
Theoretical and Empirical Foundations of Human Constructivism: J.D. Novak, The Pursuit of a Dream: Education Can Be Improved. J.J. Mintzes and J.H. Wandersee, Reform and

Innovation in Science Teaching: A Human Constructivist View. J.J. Mintzes and J.H. Wandersee, Research in Science Teaching and Learning: A Human Constructivist View. Theory-Driven Intervention Strategies: J.E. Trowbridge and J.H. Wandersee, Theory-Driven Graphic Organizers. R.F. Gunstone and I.J. Mitchell, Metacognition and Conceptual Change. J. Nussbaum, History and Philosophy of Science and the Preparation for Constructivist Teaching: The Case of Particle Theory. Z.R. Dagher, The Case for Analogies in Teaching Science for Understanding. R. Good and C. Berger, The Computer as a Powerful Tool for Understanding Science. M.W. Spitulnik, C. Zembal-Saul, and J.S. Krajcik, Using Hypermedia to Represent Emerging Student Understanding: Science Learners and Preservice Teachers. M.G. Jones and G. Carter, Small Groups and Shared Constructions. J.H. Wandersee and L.M. Roach, Interactive Historical Vignettes. E. Abrams, Talking and Doing Science: Important Elements in a Teaching-for-Understanding Approach. Epilogue: J.J. Mintzes, J.H. Wandersee, and J.D. Novak, Epilogue: Meaningful Learning, Knowledge Restructuring, and Conceptual Change: On Ways of Teaching Science for Understanding.

Progress in Education - R. Nata 2001

Education, it seems, is one of those areas of human endeavour, which is constantly either the subject of proposals for reform or actually being reformed. This state of ferment is no doubt due to education's intimate connection to contemporary life and mankind's desire for self-betterment at least in the area of knowledge acquisition. Recent reports show the earnings gap to be widening ever more between college education individuals and those not obtaining higher education, which has triggered a new surge in education reform proposals and initiatives. This book presents state-of-the-art analyses of some important programmes in education including skill mismatches,

assessment issues, classroom technologies, testing, literacy and school effects.

Knowledge and Information Visualization - Sigmar-Olaf Tergan 2005-06-27

formation. The basic ideas underlying knowledge visualization and information vi- alization are outlined. In a short preview of the contributions of this volume, the idea behind each approach and its contribution to the goals of the book are outlined. 2 The Basic Concepts of the Book Three basic concepts are the focus of this book: "data", "information", and "kno- edge". There have been numerous attempts to define the terms "data", "information", and "knowledge", among them, the OTEC Homepage "Data, Information, Kno- edge, and Wisdom" (Bellinger, Castro, & Mills, see http://www.syste-thinking.org/dikw/dikw.htm): Data are raw. They are symbols or isolated and non-interpreted facts. Data rep- sent a fact or statement of event without any relation to other data. Data simply exists and has no significance beyond its existence (in and of itself). It can exist in any form, usable or not. It does not have meaning of itself.

Training Research Journal - 1998