



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

PsycINFO®

Образование

Практическое Руководство

Введение

Реферативно-библиографическая база данных PsycINFO, публикуемая Американской Психологической Ассоциацией, является богатейшим источником информации, которым широко пользуются исследователи, профессура, персонал учебных заведений, студенты, и профессионалы в различных областях знания. Как преподаватели, так и теоретики педагогики открыли для себя неисчерпаемые возможности PsycINFO при научном исследовании поведенческих и психологических аспектов образования, начиная с дошкольного возраста и кончая высшей школой и обучением взрослых.

Освещение Темы Образования в PsycINFO

Приведем всего несколько примеров из многочисленных областей исследования, охваченных в PsycINFO и имеющих отношение к сфере образования.

Пример 1. Специальные Программы для Обучения Детей с Аутизмом.

Школьный психолог хочет найти исследования о специальных программах для обучения учащихся с аутизмом. Результаты поиска в PsycINFO при запросе с использованием ключевых терминов **Autism AND School Based Intervention** включают следующие публикации:

Wilczynski, S. M., Menousek, K., Hunter, M., & Mudgal, D. (2007). **Individualized education programs for youth with autism spectrum disorders.** *Psychology in the Schools*, 44, 653-666.

Harris, S. L., & Weiss, M. J. (2007). **Right from the start: Behavioral intervention for young children with autism.** Bethesda, MD, Woodbine House.

Пример 2. Методика Преподавания Онлайн Курса

Учитель интересуется информацией об эффективных методах прохождения дистанционного курса по Интернету. Комбинация ключевых слов **Distance Education AND Teaching Methods** при поиске в PsycINFO дает следующие результаты:

Kanuka, H., Rourke, L., & Laflamme, E. (2007). **The influence of instructional methods on the quality of online discussion.** *British Journal of Educational Technology*, 38, 260-271.

Senior, C., Reddy, P., & Woods, J. (2007). **Virtual pedagogy.** *The Psychologist*, 20, 439.

Пример 3. Повышение Грамотности у Двуязычных Учащихся

Школьные администраторы, которые разрабатывают и утверждают государственные стандарты для учебных программ, заинтересованы в том, чтобы выяснить, какое влияние оказывает двуязычие на усовершенствование грамотности. Результаты поиска в PsycINFO при вводе ключевых терминов **Literacy AND Bilingualism** содержат работы следующих авторов:

Bialystok, E. (2007). **Acquisition of literacy in bilingual children: A framework for research.** *Language Learning*, 57, 45-77.

Oller, D. K., & Jarmulowicz, L. (2007). **Language and literacy in bilingual children in the early school years.** In E. Hoff, & M. Shatz (Eds.), *Blackwell handbook of language development*. 368-386.

Malden, MA: Blackwell. Páez, M. M., Tabors, P. O., & López, L. M. (2007). **Dual language and literacy development of Spanish-speaking preschool children.** *Journal of Applied Developmental Psychology*, 28, 85-102.

Примерный Список Поисковых Терминов

Из Тезауруса Психологических Терминов, 11-е издание
www.apa.org/databases/thesaurus.html

Обучение

- Self Regulated Learning
- Collaborative Learning
- Multiple Intelligences
- Academic Achievement
- Learning Strategies
- Social Learning
- Experiential Learning

Специальное Обучение

- Dyslexia
- Autism
- Attention Deficit Disorder with Hyperactivity
- Individual Education Programs
- Behavior Problems
- Speech Therapy
- Special Needs

Студенты

- Elementary School Students
- Graduate Students
- International Students
- Special Education Students
- College Students
- Medical Students
- ROTC Students

Академическая Среда

- Class Size
- Classroom Management
- Learning Environment
- Mainstreaming (Educational)
- Virtual Classrooms
- School Violence
- Educational Incentives

Особенности Учащихся

- Social Loafing
- Bullying
- Gifted
- Student Engagement
- Test Anxiety
- Academic Achievement Motivation
- Musical Ability

Методика Преподавания

- Individualized Instruction
- Team Teaching Method
- Peer Tutoring
- Computer Assisted Language Learning
- Group Discussion
- Discovery Teaching Method
- Montessori Method

Грамотность

- Phonological Awareness
- Reading Comprehension
- Writing Skills
- Language Arts Education
- Word Recognition
- Reading Speed
- Phonics

Школьная Администрация

- Teacher Education
- Boards of Education
- School Counselors
- Speech Therapists
- Educational Standards
- Special Education Teachers
- Parent School Relationship

Программы Обучения

- Mathematics Education
- Continuing Education
- Distance Education
- English as Second Language
- Multicultural Education
- Home Schooling
- Humanities

Образовательные Программы

- Project Head Start
- After School Programs
- Study Abroad
- School Based Intervention
- Literacy Programs
- Charter Schools
- Educational Program Evaluation

Тестирование в Системе Образования

- Achievement Measures
- Testing Methods
- Entrance Examinations
- Curriculum Based Assessment
- Aptitude Measures
- Cultural Test Bias
- Verbal Tests

Подборка Ссылок

- Janus, M., & Offord, D. R. (2007). **Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's school readiness.** *Canadian Journal of Behavioural Science/Revue canadienne des Sciences du comportement*, 39, 1-22.
- Lacey, P., Layton, L., Miller, C., Goldbart, J., & Lawson, H. (2007). **What is literacy for students with severe learning difficulties? Exploring conventional and inclusive literacy.** *Journal of Research in Special Educational Needs*, 7, 149-160.
- Brinckerhoff, L. C., & Banerjee, M. (2007). **Misconceptions regarding accommodations on high-stakes tests: Recommendations for preparing disability documentation for test takers with learning disabilities.** *Learning Disabilities Research & Practice*, 22, 246-255.
- Waanders, C., Mendez, J. L., & Downer, J. T. (2007). **Parent characteristics, economic stress and neighborhood context as predictors of parent involvement in preschool children's education.** *Journal of School Psychology*, 45, 619-636.
- Liao, C., & Chuang, S. (2007). **Assessing the effect of cognitive styles with different learning modes on learning outcome.** *Perceptual and Motor Skills*, 105, 184-190.
- Smith, A. A. (2007). **Mentoring for experienced school principals: Professional learning in a safe place.** *Mentoring & Tutoring: Partnership in Learning*, 15, 277-291.
- Ellis, A. A., & Shute, R. (2007). **Teacher responses to bullying in relation to moral orientation and seriousness of bullying.** *British Journal of Educational Psychology*, 77, 649-663.
- Sterling-Turner, H. E., & Jordan, S. S. (2007). **Interventions addressing transition difficulties for individuals with autism.** *Psychology in the Schools*, 44, 681-690.
- Bradley, R. H., & McKelvey, L. (2007). **Managing the differences within: Immigration and early education in the United States.** In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.), *Immigrant families in contemporary society* (pp. 157-176). New York: Guilford.
- Purcell-Gates, V., Duke, N. K., & Martineau, J. A. (2007). **Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching.** *Reading Research Quarterly*, 42, 8-45.
- Fletcher, J. D., Tobias, S., & Wisher, R. A. (2007). **Learning anytime, anywhere: Advanced distributed learning and the changing face of education.** *Educational Researcher*, 36, 96-102.
- Jowers, K. L., Bradshaw, C. P., & Gately, S. (2007). **Taking school-based substance abuse prevention to scale: District-wide implementation of Keep A Clear Mind.** *Journal of Alcohol and Drug Education*, 51, 73-91.
- Codding, R. S., Shiyko, M., Russo, M., Birch, S., Fanning, E., & Jaspens, D. (2007). **Comparing mathematics interventions: Does initial level of fluency predict intervention effectiveness?** *Journal of School Psychology*, 45, 603-617.
- Pierangelo, R., & Giuliani, G. (2007). **100 frequently asked questions about the special education process: A step-by-step guide for educators.** Thousand Oaks, CA: Corwin.

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Abstract

The current research explored the theory of social goal orientation. More specifically, we conducted three studies utilizing six-independent university student samples to evaluate the construct validity of the Social Achievement Goal Orientation Scale (SAGOS; Ryan & Hopkins, 2003), a measure representing the construct of social goal orientation. The purpose of Study 1 was to: (1) compare the three-dimensional (mastery, performance-approach, and performance-avoidance) model of social goal orientation to three theoretically based competing models, (2) examine item functioning, and (3) assess generalizability of the factor structure. The fit of the proposed

three-factor model was promising; however, areas of misfit and problematic items were identified. Stronger support for the three-factor structure of goal orientation was found using scores from an abbreviated 13-item SAGOS. In Study 2, item wording was altered slightly to evaluate a revised Social Achievement Goal Scale (SAGS), yet resulted in similar findings. Study 3 examined external validity evidence for the SAGS, garnering some support for the meaning of the scores. Although continued refinement of the SAGOS and SAGS is recommended, the findings help contribute to our general understanding and conceptualization of social goal theory and the role that social goals may play in academic contexts. (PsycINFO Database Record © 2007 APA, all rights reserved)

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academic achievement; social achievement goals; goal orientation; construct validity; factor structure; motivation; competence

Index Terms

*Competence; *Factor Structure; *Goal Orientation;
*Social Behavior; *Test Validity; Academic Achievement Motivation

Classification Codes

2227 Educational Measurement; 3550 Academic Learning
& Achievement

Population Group

Human; Male; Female

Age Group

Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs)

Location

US

Methodology

Empirical Study; Quantitative Study

Tests and Measures

Social Achievement Goal Orientation Survey (Appended); Social Achievement Goal Orientation Survey—Abbreviated; Attitudes Toward Learning Scale; Theories of Implicit Personality; Brief Fear of Negative Evaluation Scale; Scales of Psychological Well-Being—Positive Relationships with Others subscale; Social Achievement Goal Scale (Appended)

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