

Acer Conquest Manual

Die Integration und die Bildung von Minderheiten zählen zu den drängendsten Herausforderungen in modernen Gesellschaften. Besonders geeignet erscheint eine weltweit einzigartige Schule, die Staatliche Europa-Schule Berlin (SESB), die die durchgängige Zweisprachigkeit der Schülerinnen und Schüler durch duale Immersion realisiert. Neben Deutsch wird in den Klassen jeweils eine von neun Partnersprachen (Englisch, Französisch, Griechisch, Italienisch, Polnisch, Portugiesisch, Russisch, Spanisch und Türkisch) als gleichberechtigte Unterrichtssprache verwendet. Die Klassen setzen sich aus deutschsprachig, partnersprachig oder bilingual aufgewachsenen Schülerinnen und Schülern zusammen. In der EUROPA-Studie, der hier vorgestellten vergleichenden Evaluation dieses Schulmodells, kann ein positives Fazit gezogen werden: –An der SESB werden in einer Zweitsprache Kompetenzen erworben, die weit über den im üblichen Fremdsprachenunterricht erreichbaren Leistungen liegen. –Annähernd die Hälfte der Schülerinnen und Schüler beherrscht die nichtdeutsche Partnersprache auf dem Niveau eines Native Speaker. –An der SESB zeigen sich adäquate Leistungen in der Erstsprache, in Mathematik und den Naturwissenschaften. –An der SESB sind die Kompetenzen im Englischen deutlich höher. –An der SESB zeigt sich eine spezifische Art der Integration, die der doppelten Bindung vieler Schülerinnen und Schüler an zwei Kulturen entspricht.

Messen Schulleistungsuntersuchungen Intelligenz oder Kompetenz? Und wie lässt sich das Zusammenspiel von Intelligenz und kognitiven Kompetenzen beschreiben? Dieses Buch greift ein erziehungswissenschaftlich hoch brisantes Thema an der Schnittstelle zur Psychologie und Psychometrie auf. Die schulische und gesellschaftliche Relevanz von Kompetenzen und ihrer Messung sowie die Bedeutung von Intelligenz für Wissenserwerbsprozesse werden in den Blick genommen und empirisch untersucht. Der Autor stellt die theoretischen Grundlagen von Kompetenz und Intelligenz vor, arbeitet konzeptuelle Unterschiede heraus und beschreibt das Zusammenspiel von Intelligenz, Lernen und Kompetenz. Mit State-of-the-Art Methoden wertet der Autor die großen repräsentativen Datensätze aus den Schulleistungsuntersuchungen PIRLS 2011 und TIMSS 2011 aus und liefert spannende Analysen und Erkenntnisse für Deutschlands Grundschulbereich.

Making Research Relevant is the ideal core textbook for master’s-level introduction to research methods courses in mental health. Accessible and user friendly, it is designed to help trainees and practitioners understand, connect, and apply research to clinical practice and day-to-day work with students and clients. The text covers foundational concepts like research ethics and how to best consume research, as well as 11 applied, evaluative, and outcome-based research methods. Easy-to-read chapters are infused with case examples from diverse settings and paired with brief video lectures, which provide vignettes to guide application and visual components that demonstrate how research methods can benefit mental health practitioners in real-world scenarios.

Psychology is of interest to academics from many fields, as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, and forensic psychology.

Analyse der Struktur, Messinvarianz und Ausprägung Komplexer Problemlösekompetenz Im Fach Chemie

Die Berliner Schulstrukturreform

Advanced Methods

Measurement and Multivariate Analysis

Vertiefende Analysen im Rahmen von PISA 2000

Effekte institutioneller Öffnung im Bildungssystem

Eine Querschnittstudie in der Sekundarstufe I und Am Übergang Zur Sekundarstufe II

This edited volume gives a new and integrated introduction to item response models (predominantly used in measurement applications in psychology, education, and other social science areas) from the viewpoint of the statistical theory of generalized linear and nonlinear mixed models. It also includes a chapter on the statistical background and one on useful software.

Bringing together leading investigators, this comprehensive handbook is a one-stop reference for anyone planning or conducting research on personality. It provides up-to-date analyses of the rich array of methodological tools available today, giving particular attention to real-world theoretical and logistical challenges and how to overcome them. In chapters filled with detailed, practical examples, readers are shown step by step how to formulate a suitable research design, select and use high-quality measures, and manage the complexities of data analysis and interpretation. Coverage ranges from classic methods like self-report inventories and observational procedures to such recent innovations as neuroimaging and genetic analyses.

Provides readers with an understanding of the basics of measurement techniques in physical activity, by focusing on understanding the concept behind techniques. Looking at measurement issues in the physical domain, this book is useful for post graduate students, researchers and professionals in sport and exercise science.

Drawing on the work of internationally acclaimed experts in the field, Handbook of Item Response Theory, Volume Two: Statistical Tools presents classical and modern statistical tools used in item response theory (IRT). While IRT heavily depends on the use of statistical tools for handling its models and applications, systematic introductions and reviews that emphasize their relevance to IRT are hardly found in the statistical literature. This second volume in a three-volume set fills this void. Volume Two covers common probability distributions, the issue of models with both intentional and nuisance parameters, the use of information criteria, methods for dealing with missing data, and model identification issues. It also addresses recent developments in parameter estimation and model fit and comparison, such as Bayesian approaches, specifically Markov chain Monte Carlo (MCMC) methods.

The Science and Design of Educational Assessment

Essays on Intelligence, Psychology, and Education

PISA Data Analysis Manual: SPSS, Second Edition

A Manual of Botany

A Generalized Linear and Nonlinear Approach

Being an Introduction to the Study of the Structure, Physiology, and Classification of Plants

Making Research Relevant

This volume examines interactions between second/foreign language acquisition and the development of cognitive abilities in learners who acquire an additional language in preschools, primary or secondary schools. The chapters explore possible links between cognitive and linguistic skills displayed by multilingual learners. This book should appeal to different kinds of readers such as linguists, psychologists and language teachers.

Technological and statistical advances, along with a strong interest in gathering more information about the state of our educational systems, have made it possible to assess more students, in more countries, more often, and in more subject domains. The Handbook of International Large-Scale Assessment: Background, Technical Issues, and Methods of Data Analysis brings together recognized scholars in the field of ILSA, behavioral statistics, and policy to develop a detailed guide that goes beyond database user manuals. After highlighting the importance of ILSA data to policy and research, the book reviews methodological aspects and features of the studies based on operational considerations, analytics, and reporting. The book then describes methods of interest to advanced graduate students, researchers, and policy analysts who have a good grounding in quantitative methods, but who are not necessarily quantitative methodologists. In addition, it provides a detailed exposition of the technical details behind these assessments, including the test design, the sampling framework, and estimation methods, with a focus on how these issues impact analysis choices.

The family of statistical models known as Rasch models started with a simple model for responses to questions in educational tests presented together with a number of related models that the Danish mathematician Georg Rasch referred to as models for measurement. Since the beginning of the 1950s the use of Rasch models has grown and has spread from education to the measurement of health status. This book contains a comprehensive overview of the statistical theory of Rasch models. Part 1 contains the probabilistic definition of Rasch models, Part 2 describes the estimation of item and person parameters, Part 3 concerns the assessment of the data-model fit of Rasch models, Part 4 contains applications of Rasch models, Part 5 discusses how to develop health-related instruments for Rasch models, and Part 6 describes how to perform Rasch analysis and document results.

This book discusses literacy development in heritage language speakers and presents the results of four different quantitative studies that investigate the transfer of literacy skills in bi- and multilingual language development. The empirical studies focus on different populations of pupils, most of them located in various parts of Switzerland, and emphasise the potential residing in shared or transferred resources between their heritage languages and the languages spoken in the region to which their family has immigrated. The goal of all studies was to gain an understanding of the factors, both linguistic and non-linguistic in nature, that contribute to the development of language skills in both the heritage and school languages. Theoretical assumptions are put to the test via hypothesis testing and the generally shared assumptions on bilingual education are questioned based on the data. Furthermore, methodological problems in the investigation of linguistic interdependence are discussed. This book contributes to the scholarly investigation of potential beneficial effects in academic proficiency across languages in migrant children.

Background, Technical Issues, and Methods of Data Analysis

Quantitative Data Analysis for Language Assessment Volume II

Knowing What Students Know

Das Zusammenspiel von allgemeinen kognitiven Fähigkeiten und Schulleistungen in den Domänen Lesen, Mathematik und Naturwissenschaften am Ende der Grundschulzeit

What Mathematics Do Students Know and How is that Knowledge Changing?

Forms, Issues, and Methods of Analysis

Researching Vocabulary

Complex problem solving (CPS) and related topics such as dynamic decision-making (DDM) and complex dynamic control (CDC) represent multifaceted psychological phenomena. In a broad sense, CPS encompasses learning, decision-making, and acting in complex and dynamic situations. Moreover, solutions to problems that people face in such situations are often generated in teams or groups. This adds another layer of complexity to the situation itself because of the emerging issues that arise from the social dynamics of group interactions. This framing of CPS means that it is not a single construct that can be measured by using a particular type of CPS task (e.g. minimal complex system tests), which is a view taken by the psychometric community. The proposed approach taken here is that because CPS is multifaceted, multiple approaches need to be taken to fully capture and understand what it is and how the different cognitive processes associated with it complement each other.Thus, this Research Topic is aimed at showcasing the latest work in the fields of CPS, as well as DDM and CDC that takes a holistic approach to investigating and theorizing about these abilities. The collection of articles encompasses conceptual approaches as well as experimental and correlational studies involving established or new tools to examine CPS, DDM and CDC. This work contributes to answering questions about what strategies and what general knowledge can be transferred from one type of complex and dynamic situation to another, what learning conditions result in transferable knowledge and skills, and how these features can be trained.

Im Zentrum der Arbeit steht die Analyse sozialer Disparitäten im Bildungssystem, insbesondere des Hochschulzugangs. Diese werden sowohl aus einer bildungssoziologischen als auch aus einer erziehungswissenschaftlichen (schulstrukturellen) Perspektive betrachtet. Der Forschungsstand zur Wirkung primärer und sekundärer Disparitäten wird dadurch erweitert, dass beide Wirkmechanismen voneinander getrennt werden und eine mehrperspektivische Analyse der Vermittlung sekundärer Disparitäten vorgenommen wird.

This volume is intended for researchers, curriculum developers, policy makers, and classroom teachers who want comprehensive information on what students at grades 4, 8, and 12 (the grades assessed by NAEP) can and cannot do in mathematics. After two introductory chapters on the design of NAEP, the volume contains a chapter on the challenges in analyzing NAEP data at the item level followed by five chapters that report 2005 through 2013 student performance on specific assessment items. These chapters are organized by content area and then by topic (e.g., understanding of place value, knowledge of transformations, ability to use metric and U.S. systems of measurement) and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary, middle, and high?school mathematics curriculum. Additional chapters focus on student reasoning, U.S. performance on international assessments, and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics. Several themes emerge from the volume. One is that while the rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years, it has slowed more on some topics than others. Another is that relatively minor changes in wording can have significant effects on student performance and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked. A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught. For example, there were substantial gains on several grade 4 items requiring understanding of fractions and that is probably because the amount of instruction on fractions in grades 3 and 4 has been increasing. In contrast, while relatively few twelfth?grade students have ever been good at factoring trinomials, performance on this skill seems to be decreasing. This suggests that while more students are completing advanced mathematics courses in high school, these courses are not helping in the area of factoring trinomials. Finally, there are limitations to using NAEP as a measure of student performance on the Common Core State Standards. To the extent that NAEP can be used, however, the NAEP data show a substantial gap between expectations and performance.

Learning at the Crossroads of Theory and PracticeResearch on Innovative Learning PracticesSpringer Science & Business Media

Research on Innovative Learning Practices

Handbook of Psychology, Research Methods in Psychology

Studies on pre-school, primary school and secondary school children

with Applications using R

New Perspectives on Religious and Spiritual Education

Individuelle Lernvoraussetzungen für den Erwerb des Bruchzahlkonzepts

Interdependence or Independence?

Quantitative Data Analysis for Language Assessment Volume II: Advanced Methods demonstrates advanced quantitative techniques for language assessment. The volume takes an interdisciplinary approach and taps into expertise from language assessment, data mining, and psychometrics. The techniques covered include Structural Equation Modeling, Data Mining, Multidimensional Psychometrics and Multilevel Data Analysis.Volume II is distinct among available books in language assessment, as it engages the readers in both theory and application of the methods and introduces relevant techniques for theory construction and validation. This book is highly recommended to graduate students and researchers who are searching for innovative and rigorous approaches and methods to achieve excellence in their dissertations and research. It is also a valuable source for academics who teach quantitative approaches in language assessment and data analysis courses.

Naturwissenschaftliche Erkenntnisgewinnung gilt als wichtiger Teil naturwissenschaftlicher Grundbildung und hat durch die Einführung des Kompetenzbereichs Erkenntnisgewinnung als einer von vier gleichwertigen Kompetenzbereichen in den Bildungsstandards einen hohen Stellenwert in der schulischen Bildung eingenommen. Im Rahmen der Evaluation der Bildungsstandards durch das Institut für Qualitätssicherung im Bildungswesen wurde der Kompetenzbereich Erkenntnisgewinnung, ein nationale und internationale Forschungsarbeiten anschlussfähig, weiter untergliedert. Es erfolgte eine Unterscheidung der Teilbereiche Naturwissenschaftliche Untersuchungen, Naturwissenschaftliche Modellbildung und Wissenschaftstheoretische Reflexion. Die vorliegende Studie nimmt eine detaillierte Analyse der angenommenen Struktur des Kompetenzbereichs Erkenntnisgewinnung und schwierigkeitserzeugender Aufgabenmerkmale für das Fach Chemie im Hinblick auf die Kompetenzteilbereiche und weiterführend untergliedernde Aspekte vor. Die Ergebnisse der Studie bestätigen die empirische Trennbarkeit der Kompetenzteilbereiche und weitgehend die schwierigkeitserzeugende Wirkung der untersuchten Aufgabenmerkmale. Die Ergebnisse der Studie zeigen zudem deutliche Unterschiede in der Schwierigkeit der Kompetenzteilbereiche und der sie untergliedernden Aspekte auf.

Diese vertiefende Auswertungen des PISA-Tests zu den mathematischen Leistungen von Jugendlichen in Deutschland stellt die Konzeption und Entwicklung des nationalen Ergänzungstests vor. Eine systematische Auswahl von Beispielaufgaben zeigt die Breite des Tests auf und die Erweiterung des internationalen Ansatzes ermöglicht differenzierte Analysen mathematischer Kompetenzen. Sowohl die theoretischen Grundlagen als auch die empirischen Befunde der Analysen werden dargestellt.

Society is a complex phenomenon, characterized by constant change, often entailing conflict. This is seen in our own times where philosophies and movements of individualism, pluralism and globalization intersect and often collide. Still, even in this fast-moving and highly materialist world, religion and spirituality remain crucial aspects of human and social living, and therefore must be among the many focusses of the modern school. Teachers of Religious and Spiritual Education (RSE) are therefore expected to support students’ religious and spiritual understanding as well as their overall development. How can they best meet this challenge? This book is comprised of various interdisciplinary research findings drawn from international scholarship. The findings are of a different order from each other but all have in common an element of surprise, sufficient to impel reflection and re-thinking of many of the assumptions that normally underpin RSE. The book therefore constitutes a contribution to ongoing understanding of the role played by religious and spiritual education and of the proper interface between RSE and the modern school, contemporary curricula and the teacher of today. Contributions by Robert Crotty, Ola Erik Domaas, Michael Fricke, Liam Gearon, Adrian-Mario Gellel, Eija Hanhimaki, Laura Hirsto, Tapani Innanen, Terence Lovat, Klaas Macha, Emanuel P. Magro, Adil Mamodaly, Fritz Oser, Ulrich Riegel, Inkeri Rissanen, Sturla Sagberg, Kirsi Tirri, Theo van der Zee, Karen Wenell

Cognition and Second Language Acquisition

A Monte Carlo Investigation

The Essential Sternberg

ACER ConQuest

Handbook of International Large-Scale Assessment

Intelligenz und kognitive Kompetenzen

Measurement and Multivariate Analysis

Covering both higher education and school education, this book contributes to the field of assessment by providing a systematic account of student self-assessment based on a consistent conceptualisation. Yan advocates viewing self-assessment as an active and reflective process and using it as a learning strategy rather than an assessment method. He builds on a newly-developed self-assessment model adopting a process perspective and synthesises a series of interrelated empirical investigations into the whole "chain" of student self-assessment research. The research encompassed in the volume spans from self-assessment practices and measurement, through predictors of self-assessment, its interweaved relationship with self-regulated learning and feedback literacy, impact on student learning outcomes, to designing sustainable self-assessment interventions. The empirical evidence is from a wide range of current scholarship to ensure that the principles and implications conveyed are applicable internationally. Policymakers, students and scholars in educational assessment, educational psychology, and teaching and instruction will find the theoretical explorations and empirical investigations contained within useful, to show how student self-assessment could be better conceptualised, researched, and practised.

Die Bruchrechnung bereitet einem Großteil der Lernenden nicht nur zu Beginn der Sekundarstufe I Schwierigkeiten, sondern weit darüber hinaus. Weiterhin ist die Bedeutung des Bruchzahlkonzepts für ein späteres erfolgreiches Mathematiklernen in querschnittlichen wie längsschnittlichen Untersuchungen empirisch abgesichert. Dabei geht man davon aus, dass der Erwerb des Bruchzahlkonzepts auf einer Reihe von individuellen Lernvoraussetzungen aufbaut, die zum Teil bereits in der Primarstufe vorbereitet werden. In dieser Studie werden die Zusammenhänge zwischen sechs mathematikspezifischen Lernvoraussetzungen und verschiedenen Fähigkeiten im Bereich der Bruchrechnung analysiert. In diesem Kontext werden verschiedene Wirkmechanismen betrachtet. Im Besonderen werden die Zusammenhänge auch über ein „mehr ist besser“ hinaus auf der Grundlage von raschskalierten Stufenmodellen mit inhaltlichen Anforderungen differenziert beschrieben. Die Befunde unterstreichen die Notwendigkeit des frühzeitigen Aufbaus eines inhaltlichen Vorwissens im Sinne des Spiralprinzips.

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments—assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment—what students know and how well they know it—as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

This publication includes detailed information on how to analyse the PISA data, enabling researchers to both reproduce the initial results and to undertake further analyses.

Kompetenzstruktur naturwissenschaftlicher Erkenntnisgewinnung im Fach Chemie
Using Multidimensional Item Response Theory to Examine Measurement Equivalence
Mathematische Kompetenzen von Schülerinnen und Schülern in Deutschland
Erfolgreich integrieren - die Staatliche Europa-Schule Berlin
Heritage and School Language Literacy Development in Migrant Children
Soziale Herkunft und Hochschulzugang
TEDS-M Results

Ntoumanis and Myers have done sport and exercise science researchers and students a tremendous service in producing *An Introduction to Intermediate and Advanced Statistical Analyses for Sport and Exercise Scientists*. This book has an outstanding compilation of comprehensible chapters dealing with the important concepts and technical minutia of the statistical analyses that sport and exercise science scholars use (or should be using!) in their efforts to conduct meaningful research in the field. It is a resource that all sport and exercise scientists and their students should have on their book shelves. Robert Eklund, School of Sport, University of Stirling, UK Motivating, to have a statistics text devoted to enabling researchers studying sport and exercise science to apply the most sophisticated analytical techniques to their data. Authors hit the mark between using technical language as necessary and user-friendly terms or translations to keep users encouraged. Text covers traditional and well-used tools but also less common and more complex tools, but always with familiar examples to make their explanations come alive. As a dynamic systems theorist and developmentalist, I would love to see more researchers in my area create study designs that would enable the use of tools outlined here, such as multilevel structural equation modeling (MSEM) or mediation & moderation analyses, to uncover cascades of relations among subsystems contributing to motor performance, over time. This text can facilitate that outcome. Beverly D. Ulrich, School of Kinesiology, University of Michigan, USA The domain of quantitative methods is constantly evolving and expanding. This means that there is tremendous pressure on researchers to stay current, both in terms of best practices and improvements in more traditional methods as well as increasingly complex new methods. With this volume Ntoumanis and Myers present a nice cross-section of both, helping sport and exercise science researchers to address old questions in better ways, and, even more excitingly, to address new questions entirely. I have no doubt that this volume will quickly become a lovingly dog-eared companion for students and researchers, helping them to continue to move the field forward. Gregory R. Hancock, University of Maryland and Center for Integrated Latent Variable Research (CILVR), USA

This volume presents contributions on handling data in which the postulate of independence in the data matrix is violated. When this postulate is violated and when the methods assuming independence are still applied, the estimated parameters are likely to be biased, and statistical decisions are very likely to be incorrect. Problems associated with dependence in data have been known for a long time, and led to the development of tailored methods for the analysis of dependent data in various areas of statistical analysis. These methods include, for example, methods for the analysis of longitudinal data, corrections for dependency, and corrections for degrees of freedom. This volume contains the following five sections: growth curve modeling, directional dependence, dyadic data modeling, item response modeling (IRT), and other methods for the analysis of dependent data (e.g., approaches for modeling cross-section dependence, multidimensional scaling techniques, and mixed models). Researchers and graduate students in the social and behavioral sciences, education, econometrics, and medicine will find this up-to-date overview of modern statistical approaches for dealing with problems related to dependent data particularly useful.

Customer survey studies deals with customers, consumers and user satisfaction from a product or service. In practice, many of the customer surveys conducted by business and industry are analyzed in a very simple way, without using models or statistical methods. Typical reports include descriptive statistics and basic graphical displays. As demonstrated in this book, integrating such basic analysis with more advanced tools, provides insights on non-obvious patterns and important relationships between the survey variables. This knowledge can significantly affect the conclusions derived from a survey. Key features: Provides an integrated, case-studies based approach to analysing customer survey data. Presents a general introduction to customer surveys, within an organization's business cycle. Contains classical techniques with modern and non standard tools. Focuses on probabilistic techniques from the area of statistics/data analysis and covers all major recent developments. Accompanied by a supporting website containing datasets and R scripts. Customer survey specialists, quality managers and market researchers will benefit from this book as well as specialists in marketing, data mining and business intelligence fields.

With this book we present a selection of articles that critically deal with (internationally comparative) large-scale assessments. We acknowledge that studies such as PIAAC are often designed, financed and implemented on the basis of neo-liberal worldviews. Nevertheless, we would like to use the articles that are presented here to show the various ways in which adult and continuing education can benefit and learn from the knowledge that they generate. In PIAAC, for example, there are huge differences between the surveyed variables and the theoretical frameworks on literacies and literacy practices that the New Literacy Studies (NLS) have brought out. This book features eleven articles, which – with the NLS's theoretical considerations and points of criticism in mind – find new and alternative evaluations and interpretations of the data. Not only can they show effects of marginalization on a large scale, but the data can also provide information about mechanisms of power in relation to literacy and basic competencies.

Measurement Theory and Practice in Kinesiology
Strukturanalysen und Untersuchung der längsschnittlichen Prädiktivität
Handbook of Sport Psychology
Generalised Item Response Modelling Software
TOSCA — Eine Untersuchung an allgemein bildenden und beruflichen Gymnasien
Student Self-Assessment as a Process for Learning
Rasch Models in Health

In allen Ländern der Bundesrepublik sind gegenwärtig Modernisierungen der Schulstruktur zu beobachten. Mittlerweile haben zehn Bundesländer im Sekundarschulsystem ein Zwei-Säulen-Modell eingeführt, das neben dem Gymnasium nur noch eine weiterführende allgemeinbildende Schulform umfasst, an der in einigen Bundesländern alle Abschlüsse einschließlich des Abiturs erworben werden können. Berlin ist ein Bundesland, dem es gelungen ist, mit der Schulstrukturreform im Jahr 2010 ein Zwei-Säulen-Modell flächendeckend zu einem Zeitpunkt einzuführen. Im Rahmen der Schulstrukturreform erfolgte darüber hinaus eine Modifikation des Übergangsverfahrens von der Grundschule in die weiterführenden Schulen. Mit der BERLIN-Studie erfolgt eine wissenschaftliche Begleitung und Evaluation der Berliner Schulstrukturreform einschließlich der Neugestaltung des Übergangsverfahrens. Der vorliegende Band stellt die zentralen Befunde der BERLIN-Studie zur Veränderung des Übergangsverfahrens von der Grundschule in das neu strukturierte Berliner Sekundarschulsystem vor. Im Zentrum stehen die Konsequenzen der Reform für die Wahl der Einzelschule, die Auswirkungen der Reform auf Muster leistungs- und sozial bedingter Disparitäten im Übergangsprozess sowie die Wahrnehmung der Struktur- und Übergangsreform durch die betroffenen Akteure. Der Band richtet sich an Wissenschaftlerinnen und Wissenschaftler, Personen aus der Bildungspolitik und -administration sowie an Lehrkräfte und Schulleiterinnen und -leiter.

Diversity is characteristic of the information age and also of statistics. To date, the social sciences have contributed greatly to the development of handling data under the rubric of measurement, while the statistical sciences have made phenomenal advances in theory and algorithms. Measurement and Multivariate Analysis promotes an effective interplay between those two realms of research-diversity with unity. The union and the intersection of those two areas of interest are reflected in the papers in this book, drawn from an international conference in Banff, Canada, with participants from 15 countries. In five major categories - scaling, structural analysis, statistical inference, algorithms, and data analysis - readers will find a rich variety of topics of current interest in the extended statistical community.

Endorsed by the International Society of Sport Psychology, this classic reference draws on an international roster of experts and scholars in the field who have assembled state-of-the-art knowledge into this thorough, well-rounded, and accessible volume. It is completely updated to reflect the latest research and is an indispensable resource for any student or professional interested in the field of sport psychology.

This book reviews the Teacher Education and Development Study: Learning to Teach Mathematics, which tested 23,000 primary and secondary level math teachers from 16 countries on content knowledge and asked their opinions on beliefs and opportunities to learn.

Modern Analysis of Customer Surveys
Statistical Tools

Evidence from the National Assessment of Educational Progress
Applied Research Designs for the Mental Health Practitioner
Bewertung durch die beteiligten Akteure und Konsequenzen des neuen Übergangsverfahrens von der Grundschule in die weiterführenden Schulen

Handbook of Item Response Theory, Volume Two
International Perspectives on Teacher Knowledge, Beliefs and Opportunities to Learn

"I strongly recommend this book to people working in the area of intellectual disabilities...It may open new vistas that are not always available in the traditional disability literature. It will especially challenge psychologists working in this field."--Journal of Policy and Practice in Intellectual Disabilities "For years, Robert Sternberg has produced renowned, groundbreaking work, and now some of it is captured in one volume.The Essential Sternberg...Established scholars and novices to the field will find this book a useful addition to their libraries."--Psychology of Aesthetics, Creativity, and the Arts "[Sternberg] approaches the definition of intelligence from a very pragmatic perspective...Sternberg's focus on success in the real world is refreshing."--Teacher's College Record Any follower of Sternberg and theories of intelligence will need this collection on their bookshelf. Robert J. Sternberg has argued that the conventional idea of intelligence is, at best, incomplete. Therefore, he has redefined the core concept of intelligence: Sternberg's groundbreaking, triarchic theory proposes that intelligence is measured not just by factual knowledge or "book smarts," but also by the integrative creative ability, practical know-how, and analytic reasoning. As the former President of the American Psychological Association, current Dean of Tufts University, and one of the top 100 psychologists of the 20th century, according to the APA Monitor on Psychology, Sternberg is listed as one of ISI's most highly cited authors (top .5%) in psychology. Sternberg has authored over 1,000 journal articles, book chapters, and books. This comprehensive collection compiles the best of Sternberg-his most influential, career-defining articles culled from over 30 years of research. Serving as an introduction to and summary of his most critical contributions to the field, this book: Presents articles that track the development and progression of Sternberg's theory of successful intelligence Includes his most influential articles, such as "The nature of creativity" and "The Rainbow Project: Enhancing the SAT" Features articles on educational policy and how Sternberg's intelligence models can be used to improve student performance and supplement traditional exams Contains new articles on Sternberg's most recent theory, the Wisdom, Intelligence, Creativity, Synthesized (WICS) model

Drawing on the work of 75 internationally acclaimed experts in the field, Handbook of Item Response Theory, Three-Volume Set presents all major item response models, classical and modern statistical tools used in item response theory (IRT), and major areas of applications of IRT in educational and psychological testing, medical diagnosis of patient-reported outcomes, and marketing research. It also covers CRAN packages, WinBUGS, Bilog MG, Multilog, Parscale, IRTPRO, Mplus, GLLAMM, Latent Gold, and numerous other software tools. A full update of editor Wim J. van der Linden and Ronald K. Hambleton's classic Handbook of Modern Item Response Theory, this handbook has been expanded from 28 chapters to 85 chapters in three volumes. The three volumes are thoroughly edited and cross-referenced, with uniform notation, format, and pedagogical principles across all chapters. Each chapter is self-contained and deals with the latest developments in IRT.

The book overviews a wide range of vocabulary research methodologies, and offers practical advice on how to carry out valid and reliable research on first and second language vocabulary. It includes a Resources section which outlines the lexical tests, corpora, software, internet sites, and other resources available to vocabulary researchers.

Die TOSCA-Studie beschreibt die Zusammensetzung der Schülerschaft anallgemeinbildenden und beruflichen Gymnasien in Baden-Württemberg, analysiert die Vergleichbarkeit der Abschlüsse und untersucht die Überleitung in eine Berufsausbildung oder ein Universitätsstudium. Die beruflichen Gymnasien Baden-Württembergs bieten einer traditionell eher gymnasialfernen Schülerschaft die Möglichkeit, mit einer berufsbezogenen fachlichen Schwerpunktsetzung das Abitur zu machen. Das Buch mit Ergebnissen aus der Studie Transformation des Sekundarschulsystems und akademische Karrieren (TOSCA) untersucht diese Form der Öffnung von Bildungswegen vor allem im Hinblick auf die Studierfähigkeit. TOSCA analysiert Eingangsunterchiede zu Beginn der gymnasialen Oberstufe an allgemeinbildenden und beruflichen Gymnasien, die Vergleichbarkeit der Abschlüsse und die erfolgreiche Überleitung in eine Berufsausbildung oder ein Universitätsstudium.

Explanatory Item Response Models
Complex Problem Solving Beyond the Psychometric Approach
Handbook of Research Methods in Personality Psychology
Dependent Data in Social Sciences Research
Learning at the Crossroads of Theory and Practice
What adult education can learn from large-scale assessments without adopting the neo-liberal paradigm

Handbook of Item Response Theory, Three Volume Set

Core concepts in education are changing. For example, professional performance or expertise is not uniquely the fruit of specialist knowledge acquired at professional schools, but the sum of influences exerted by a complex web of continuous learning opportunities for which an individual is well (or ill) prepared by their schools and their workplace. The key contributory factors to professional expertise are how professional schools connect to professional practice, how schools prepare graduates for continuous learning, and how the workplace endorses continuous development. Thus, the question this volume addresses—how to design learning and working environments that facilitate the integration of these three elements—is at the heart of contemporary pedagogical theory. The authors also ask a second vital question: how do we educate learners that go on to maximize their life's learning opportunities by regulating their own ongoing learning? Learning at the Crossroads of Theory and Practice argues that with the theory of learning at a crossroads, this is an unprecedented opportunity for learning about learning. The book sheds light on different elements of this challenge: integrating theory and practice in business education, generating and fully exploiting workplace learning opportunities, and enriching our classrooms by coupling theoretical knowledge with the richness of real-life experience.

An Introduction to Intermediate and Advanced Statistical Analyses for Sport and Exercise Scientists

Wege zur Hochschulreife in Baden-Württemberg
A Vocabulary Research Manual
Between PIAAC and the New Literacy Studies