

Contents

Introduction	viii
PART I: INDIVIDUAL DIFFERENCES IN LEARNING AND INSTRUCTION	1
1. Individuals, Differences, and Learning	3
2. Individual Differences and Instruction	19
3. Adapting Instruction to Individual Differences and Learning Outcomes	35
PART II: INTELLIGENCE: MAPPING MENTAL ABILITIES	43
4. Second-Order Mental Abilities: Cattell's Crystallized/Fluid Intelligence	53
5. Thurstone's Primary Mental Abilities	63
6. Guilford's Structure of the Intellect	73
PART III: COGNITIVE CONTROLS	83
7. Field Dependence and Field Independence (Global vs. Articulated Style)	87
8. Cognitive Flexibility (Constricted vs. Flexible Control)	105
9. Impulsivity/Reflectivity. Cognitive Tempo	113
10. Focal Attention (Scanning vs. Focusing)	127
11. Category Width (Breadth of Categorizing)	137
12. Cognitive Complexity/Simplicity	149
13. Automization (Strong vs. Weak Automatization)	165

PART IV: COGNITIVE STYLES	173
Cognitive Styles: Information Gathering	
14. Visual/Haptic	177
15. Visualizer/Verbalizer	191
16. Leveling/Sharpening	201
Cognitive Styles: Information Organizing	
17. Serialist/Holist	209
18. Conceptual Style (Analytical/Relational)	221
PART V: LEARNING STYLES	233
19. Hill's Cognitive Style Mapping	235
20. Kolb's Learning Styles	249
21. Dunn & Dunn Learning Styles	263
22. Grasha-Reichman Learning Styles	281
23. Gregorc Learning Styles	289
PART VI: PERSONALITY TYPES AND LEARNING	303
Personality: Attentional and Engagement Styles	
24. Anxiety	309
25. Tolerance for Unrealistic Experiences	325
26. Ambiguity Tolerance	333
27. Frustration Tolerance	343
Personality: Expectancy and Incentive Styles	
28. Locus of Control	351
29. Extroversion and Introversion	367
30. Achievement Motivation	381
31. Risk Taking versus Cautiousness	403
PART VII: PRIOR KNOWLEDGE	417
32. Prior Knowledge and Achievement	419
33. Structural Knowledge	433
Author Index	449
Subject Index	467