

CONTENTS

SOCIAL AND COGNITIVE ASPECTS OF LEARNING AND INSTRUCTION

PREFACE xvii

PART 1: SOCIAL INTERACTION IN LEARNING AND INSTRUCTION

Social context, semiotic mediation, and forms of discourse in
constructing knowledge at school 1

Clotilde Pontecorvo
University of Rome "La Sapienza", Italy

Peer interaction and conceptual change 27

René Amigues
Centre de Recherche en Psychologie Cognitive, Université de
Provence, Aix-en-Provence, France

Peer interaction in solving a binary matrix problem:
Possible mechanisms causing individual progress 45

Agnès Blaye
Université de Provence, France

The effects of group composition on group interactive
processes and pupil understanding 57

Neville Bennett & Allyson Cass
University of Exeter, United Kingdom

Adult-child and peer relationship: Action, representation, and
learning process 75

Pilar Lacasa
Universidad Nacional de Educación a Distancia, Madrid
Dolores Villuendas
Universidad Autonoma, Madrid

Evaluation of task interdependence and peer tutoring in a
compact co-operative learning technique 95

René Lamberigts
University of Nijmegen, The Netherlands

Social interaction in problem-solving activities 113

Jos van der Linden, Gijsbert Erkens, & Yvonne F. Barnard
University of Utrecht, The Netherlands

PART 2: PROBLEM SOLVING

- On the multiplicity of learning to solve problems 127
 Wouter Jansweijer, Jan J. Elshout, & Bob J. Wielinga
 Department of Social Science Informatics & Laboratory
 of Psychology, University of Amsterdam, The Netherlands
- Self-regulation and problem solving 147
 Frank P.C.M. de Jong
 Tilburg University (K.U.B.), The Netherlands
- The objective and subjective structure of problem-solving
 abilities: Metacognitive awareness from early adolescence to
 middle age 161
 Andreas Demetriou & Anastasia Efklides
 Aristotelian University of Thessaloniki, Greece
- Simulation and analysis of problem solving and dialogue
 processing within co-operative learning 181
 Yvonne F. Barnard & Gijsbert Erkens
 ISOR, Department of Educational Research,
 University of Utrecht, The Netherlands
- Learning by doing in the control of a complex system 197
 Rainer H. Kluwe, Carlo Misiak, & Hilde Haider
 Institute for Cognitive Science, University of the Federal
 Armed Forces Hamburg, Federal Republic of Germany
- Learning: Fitting the world model to the task. Can we learn every
 world model for every task "by doing"? 219
 Hansruedi Kaiser & Beat Keller
 Berufs-, Fach- und Fortbildungsschule Bern, Switzerland
- An item response model for describing the use of strategies
 in embedded figures tasks 231
 Albèr H. Pennings
 State University of Utrecht, The Netherlands

PART 3: BASIC PROCESSES IN KNOWLEDGE ACQUISITION

- Instruction for learning natural concepts 247
 Sanne Dijkstra, Hendrik H. Leemkuil, & Frederik J.A. Ranzijn
 University of Twente, The Netherlands

Differential effects of typical cases on categorization	261
Jan Gulmans University of Twente, The Netherlands	
The effect of automaticity on individual variation and retention	275
Jan Carol Näslund Max Planck Institute for Psychological Research, Munich Federal Republic of Germany	
Stimulus and observer determinants in holistic and analytic processing	291
Soledad Ballesteros Jiménez & Maria José González Labra Universidad Nacional de Educación a Distancia, Spain	
Reasoning by argumentation	305
James F. Voss Learning Research and Development Center, University of Pittsburgh, U.S.A.	
PART 4: LEARNING WITH COMPUTERS	
Tying development of intelligent tutors to research on theories of learning	321
Alan Lesgold Learning Research and Development Center, University of Pittsburgh, U.S.A.	
A conceptual overview on "Suomo": An intelligent learning environment in the physical domain of superposition of motions	339
Heinz Mandl, Jürgen Bollwahn, Aemilian Hron, & Sigmar-Olaf Tergan German Institute for Distance Studies at the University of Tübingen Federal Republic of Germany	
Towards general knowledge-diagnosis systems for student- and user-modelling	349
Peter Reimann University of Freiburg, Federal Republic of Germany	
Intelligent tutoring systems for training in geometrical proof and construction problems	367
Wolfgang Barz & Gerhard Holland University of Giessen, Federal Republic of Germany	

Numbers and space: A study of the acquisition of cartesian representations using educational software	387
Janine Rogalski Université Paris V, C.N.R.S., France	
Girls, boys, and turtles: Gender effects in young children learning with LOGO	401
Martin Hughes, Pam Greenhough, Alan Bibby, & Ann Brackenridge School of Education, University of Exeter, United Kingdom	
LOGO: An aid to pupils' thinking and learning in mathematics?	411
Celia Hoyles & Rosamund Sutherland University of London Institute of Education, London, United Kingdom	
Using microcomputers in the teaching of spelling	429
Johan Olav Undheim University of Trondheim, Norway	
Perspectives for research in science teaching: Using the computer as laboratory partner	443
Marcia C. Linn School of Education, University of California, Berkeley, U.S.A.	

PART 5: INDIVIDUAL DIFFERENCES AND LEARNING

Individual differences in learning performance and in school achievement: Plausible parallels and unexplained discrepancies	461
Franz E. Weinert, Andreas Helmke, & Wolfgang Schneider Max Planck Institute for Psychological Research, Munich Federal Republic of Germany	
A structural model for individual differences in academic performance of freshmen	481
Marleen Decruyenaere & Piet J. Janssen University of Leuven, Belgium	
Goals in the adaptive learning of university students	497
Simone E. Volet Murdoch University, Australia Jeanette A. Lawrence University of Melbourne, Australia	

Motivation by cognitive controversy: A challenge to cooperate for every learner?	517
Günter L. Huber University of Tübingen, Federal Republic of Germany	
Motivation to be educated: Sense of obligation in the classroom	533
Mordecai Nisan The Hebrew University of Jerusalem, Israel	
Assessment of learning ability. Learning ability tests and the analysis of learning processes	547
Wied Ruijssenaars University of Leuven, Belgium Johan Hamers University of Utrecht, The Netherlands	

PART 6: FUNDAMENTAL APPROACHES AND RESEARCH STRATEGIES

Cognitive science and instruction: Why the revolution is not here (yet)	561
Stellan Ohlsson Learning Research and Development Center University of Pittsburgh, U.S.A.	
The phenomenography of learning - a qualitative approach to educational research and some of its implications for didactics	601
Ference Marton Gothenburg University, Sweden	
Research and development in instructional psychology	617
Hans Aebli University of Berne, Switzerland	
Research and development of teaching/learning models for guided self-instruction	633
Heinz Mandl, Wolfgang Schnotz, & Helmut Felix Friedrich German Institute for Distance Studies at the University of Tübingen Federal Republic of Germany	
How can we generate stable, consistent, and generalizable results in the field of research on teaching? - Theoretical considerations and practical tests	645
Frank Achtenhagen Georg-August-University of Göttingen, Federal Republic of Germany	

Research on learning and instruction: Trends and problems in Czechoslovakia and the Soviet Union	663
Jan Prucha Comenius Institute of Pedagogy, Prague, Czechoslovakia	
AUTHOR INDEX	679
SUBJECT INDEX	691