

# Contents

<b>1</b>	<b>Introduction</b> .....	1
1.1	The Nature of Research .....	2
1.2	Educational Research .....	2
1.3	What is Research? .....	3
1.4	The Purpose of the Book .....	4
1.5	Educational Decision-Taking .....	7
1.6	Types of Educational Research .....	8
1.7	Two Problem Words: Theory and Hypothesis .....	10
	References .....	13
<b>2</b>	<b>How Do Students Learn?</b> .....	15
2.1	Hermann Ebbinghaus (1850–1909) .....	16
2.2	Jean Piaget (1896–1980) .....	16
2.3	Lev Semenovich Vygotsky (1896–1934) .....	19
2.4	Some Implications .....	20
2.5	David Ausubel (1918–2008) .....	22
2.6	Jerome Bruner (1915–2016) .....	25
2.7	Robert Gagné (1916–2002) .....	26
2.8	Bringing in All Together .....	27
2.9	Alex H. Johnstone (1930–2017) .....	28
2.10	More About Piaget and Vygotsky .....	29
2.11	More About Ausubel and Bruner .....	34
2.12	More About Robert Gagné .....	38
	References .....	40
<b>3</b>	<b>A World of Information</b> .....	43
3.1	What is Information Overload? .....	43
3.2	Memory Components .....	45
3.3	From Psychology to Education .....	47
3.4	A Model of Information Flow .....	49

3.5	The Perception Filter . . . . .	51
3.6	The Working Memory . . . . .	52
3.7	The Long-Term Memory . . . . .	53
3.8	Learning . . . . .	54
3.9	Interim Summary . . . . .	56
3.10	Sensory Memory (Perception Filter) . . . . .	57
3.11	The Long Term Memory . . . . .	58
3.12	Summary . . . . .	60
	References . . . . .	61
<b>4</b>	<b>Why Are Concepts Difficult?</b> . . . . .	<b>63</b>
4.1	Difficulties . . . . .	63
4.2	Information Load and Difficulties . . . . .	65
4.3	The Central Role of Working Memory . . . . .	69
4.4	More About Working Memory . . . . .	70
4.5	Reducing the Working Memory Limitations . . . . .	71
4.6	Working Memory and Test Performance . . . . .	74
4.7	A Summary . . . . .	77
4.8	Chunking . . . . .	78
4.9	Further Aspects of Working Memory . . . . .	79
4.10	Components of the Working Memory . . . . .	81
4.11	Special Needs . . . . .	83
	References . . . . .	84
<b>5</b>	<b>Learner Characteristics</b> . . . . .	<b>89</b>
5.1	Folk Lore and Evidence . . . . .	89
5.2	Variations Within a Common Framework . . . . .	90
5.3	Working Memory Capacity . . . . .	93
5.4	The Convergency-Divergency Characteristics . . . . .	94
5.5	Field Dependency . . . . .	97
5.6	Visual-Spatial Skills . . . . .	101
5.7	Convergency and Divergency . . . . .	103
5.8	More About Field Dependency . . . . .	105
5.9	The Visual-Spatial . . . . .	106
5.10	Information Processing and Learner Characteristics . . . . .	107
5.11	Towards a Summary . . . . .	109
	References . . . . .	111
<b>6</b>	<b>Models of the Curriculum</b> . . . . .	<b>115</b>
6.1	Why Education? . . . . .	115
6.2	Developing Education . . . . .	116
6.3	Developing Subject Curricula . . . . .	119
6.4	The Learner at the Centre . . . . .	120
6.5	Curriculum Design . . . . .	123
6.6	Summary . . . . .	125

6.7	The Applications-Led Curriculum .....	127
6.8	The Overall Curriculum Structure .....	131
6.9	More About Modes of Thinking .....	133
6.10	More About Bloom's Taxonomy .....	133
6.11	Emotional Development .....	135
6.12	Developing Skills .....	136
6.13	Education and Economics .....	136
6.14	Curriculum Design .....	138
6.15	Attitudes and Skills .....	139
6.16	Assessment .....	140
6.17	Summary .....	140
	References .....	141
<b>7</b>	<b>School Subjects and the Curriculum .....</b>	<b>145</b>
7.1	The Purpose of Education .....	145
7.2	School Subjects .....	146
7.3	The Concept of Literacy .....	157
7.4	Scientific Literacy .....	159
7.5	Computer Literacy .....	161
7.6	Summary .....	162
	References .....	164
<b>8</b>	<b>Assessment Principles .....</b>	<b>167</b>
8.1	Determining Success for Our Learners .....	167
8.2	What is Educational Assessment .....	168
8.3	Assessment, Teaching and Learning .....	169
8.4	Nature of Assessment .....	170
8.5	Purposes of Assessment .....	171
8.6	Some Key Questions .....	171
8.7	Functions of Assessment .....	172
8.8	More on What to Assess .....	175
8.9	Assessment Literacy .....	177
8.10	Bloom's Taxonomy of Learning Domains .....	178
8.11	Words of Warning .....	180
8.12	For Whom Do We Assess .....	181
8.13	Sources of Error in National Examinations .....	182
8.14	Assessment Jargon .....	183
8.15	Validity and Reliability .....	186
8.16	Criterion-Referenced and Norm-Referenced Assessment .....	187
8.17	Bringing It Together .....	190
	References .....	190
<b>9</b>	<b>Assessment Practicalities .....</b>	<b>193</b>
9.1	Assessment Quality .....	193
9.2	Methods of Assessment .....	196

9.3	Objective Assessment Formats . . . . .	198
9.4	A Summary: Multiple Choice and Partial Knowledge	
	Multiple Choice . . . . .	200
	9.4.1 Advantages . . . . .	200
	9.4.2 Disadvantages . . . . .	201
9.5	Some Practical Aspects . . . . .	203
9.6	Structural Communication Grids . . . . .	204
9.7	A Summary: Structural Communication Grids . . . . .	207
	9.7.1 Advantages . . . . .	207
	9.7.2 Disadvantages . . . . .	208
9.8	Written Examinations: Question Formats . . . . .	208
9.9	Assessing Skills . . . . .	210
9.10	Duly Performed Assessment . . . . .	211
9.11	Some Conclusions . . . . .	212
9.12	Gathering Ideas to Generate Quality Questions . . . . .	213
9.13	From Questions to Examination Papers . . . . .	214
9.14	Constructing an Examination Paper . . . . .	216
	9.14.1 Step One . . . . .	216
	9.14.2 Step Two . . . . .	217
	9.14.3 Step Three . . . . .	217
	9.14.4 Overall . . . . .	217
9.15	Analysing the Structure of the Paper . . . . .	218
9.16	National Examinations . . . . .	219
9.17	Getting the Marking Right . . . . .	220
9.18	Examination Specifications . . . . .	221
9.19	End Piece . . . . .	223
	References . . . . .	224
<b>10</b>	<b>Thinking Skills . . . . .</b>	<b>227</b>
	10.1 Education for Life? . . . . .	227
	10.2 Types of Thinking . . . . .	228
	10.3 Thinking is Good Thing! . . . . .	230
	10.4 A Way Forward . . . . .	230
	10.5 Scientific Thinking . . . . .	232
	10.6 Systems Thinking . . . . .	233
	10.7 Creative Thinking . . . . .	234
	10.8 Critical Thinking . . . . .	237
	10.9 More About Critical Thinking . . . . .	242
	10.10 Assessing Critical Thinking . . . . .	244
	10.11 Findings from Assessment . . . . .	246
	References . . . . .	249

<b>11</b>	<b>Beliefs and Attitudes</b> . . . . .	253
11.1	History of Attitudes . . . . .	253
11.2	The Concept of Attitudes . . . . .	256
11.3	Attitudes are Everywhere . . . . .	258
11.4	Attitudes: Knowledge, Feelings and Behaviour . . . . .	259
11.5	Attitudes and Behaviour . . . . .	261
11.6	Measuring Attitudes . . . . .	263
11.7	From Attitudes Towards Motivation . . . . .	265
11.8	Bringing It Together . . . . .	269
11.9	More About Thurstone . . . . .	269
11.10	More About the Work of Charles Osgood . . . . .	270
11.11	Examples of the Semantic Differential . . . . .	271
11.12	Comparing Approaches . . . . .	273
11.13	Rating Questions . . . . .	274
11.14	The Situational Set Question . . . . .	275
11.15	Designing an Attitude Survey . . . . .	276
11.16	Summary . . . . .	277
	References . . . . .	277
<b>12</b>	<b>The Development of Attitudes</b> . . . . .	281
12.1	Measuring Attitudes . . . . .	281
12.2	Handling Survey Data . . . . .	282
12.3	Handling Interview Data . . . . .	285
12.4	Handling the Observation of Behaviour . . . . .	286
12.5	What Research Studies Have Revealed . . . . .	287
12.6	What Allows Attitudes to Develop? . . . . .	289
12.7	Consistency and Inconsistency . . . . .	290
12.8	Dissonance—The Key . . . . .	292
12.9	Mental Interaction . . . . .	293
12.10	The Importance of Attitudes . . . . .	295
12.11	More About the Nature of Attitudes . . . . .	298
12.12	More About Measurement Problems . . . . .	299
12.13	More About Dissonance . . . . .	302
12.14	More About Practical Ways Forward . . . . .	305
	References . . . . .	307
<b>13</b>	<b>Practical Teaching</b> . . . . .	311
13.1	Three Teaching Approaches . . . . .	311
13.2	Lecturing—Teaching as Telling . . . . .	312
13.3	Practical Work—Teaching as Doing . . . . .	315
13.4	Goals for Laboratory Work . . . . .	315
13.5	A Way Forward . . . . .	317
13.6	Wider Practical Skills . . . . .	322
13.7	Group Work—Teaching as Teamwork . . . . .	322

13.8	Summary	326
	References	327
<b>14</b>	<b>Intelligence, Ability and Performance</b>	<b>331</b>
14.1	History of Intelligence	331
14.2	Motives	334
14.3	The Work of Godfrey Thomson	335
14.4	The Evidence	336
14.5	High Stakes Testing	339
14.6	Some Conclusions	342
14.7	More from Alfred Binet	343
14.8	More from Robert Sternberg	343
14.9	More from Howard Gardner	344
14.10	More from Gordon Stobart	345
14.11	More About High Stakes Testing	346
14.12	Further Problems	348
14.13	The GERM Concept	352
14.14	The Road to Success?	354
	References	356
<b>15</b>	<b>Developing Quality Education</b>	<b>361</b>
15.1	Quality in the Workplace	361
15.2	What Is Quality?	363
15.3	What Are We Measuring?	365
15.4	Why Measure Quality?	366
15.5	What Is Good Teaching?	367
15.6	Issues of Training	370
15.7	Development of Teachers	373
15.8	More About Teacher Evaluation	374
15.9	Focus on Students	378
15.10	Examples of World Approaches to Quality Assurance	378
15.11	The World Picture	381
15.12	Summary	382
	References	382
<b>16</b>	<b>Making Sense of Statistics</b>	<b>385</b>
16.1	Statistical Literacy	385
16.2	Popularity and Difficulty	386
16.3	Spreadsheets	390
16.4	Meaning from Marks	392
16.5	The World of Probability	393
16.6	Further Uses of Statistics	397
16.7	The Way Ahead	398
16.8	Teaching Statistics	399
16.9	More About Statistical Relationships	399

16.10	Statistical Comparisons	401
16.11	More About Statistics	403
16.12	Standardisation of Marks	406
16.13	More About Questionnaires	408
16.14	Summary	409
	References	409
<b>17</b>	<b>Myths and Mirages</b>	<b>411</b>
17.1	Educational Myths: A Growing Problem	411
17.2	The Concept of Constructivism	412
17.3	Student Centred Learning	417
17.4	Problem Solving	424
	References	428
<b>18</b>	<b>More Myths and Mirages</b>	<b>431</b>
18.1	Learning Styles	432
18.2	New Technologies	436
18.3	Motivation	440
18.4	Use of Questionnaires	447
	References	451
<b>19</b>	<b>Educational Futures</b>	<b>455</b>
19.1	Overview	455
19.2	Theme 1: Key Messages About Learning Processes	457
19.3	Towards a Research Agenda	462
19.4	Theme 2: Key Messages About Goals and Assessment	463
19.5	Towards a Research Agenda	468
19.6	Theme 3: Key Messages About Skills and Attitudes	469
19.7	Towards a Research Agenda	472
19.8	Theme 4: Key Messages About Educational Myths	473
19.9	Theme 5: Key Messages About Educational Research	476
19.10	Tomorrow's Research	478
19.11	Endpiece	480
	Reference	481
	<b>Appendix</b>	<b>483</b>
	<b>Index</b>	<b>489</b>