

ZMATH 2000d.02499

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Homogeneity in students' conceptions about the efficiency of instructional interventions: origins and consequences for instructional design.

J. Struct. Learn. Intell. Syst. 14, No. 3, 253-265 (2000).

The concept of 'instructional metacognition' helps to explain why instructional interventions do not have a direct effect on learning results. With regard to instructional metacognition this study focussed on conceptions of students. The homogeneity of students' conceptions on efficiency- and effectiveness-related attributes of instructional interventions and learning activities has been investigated. It has been found that effectiveness criteria are commonly perceived as important by all types of students. However, with respect to efficiency criteria different groups of students can be identified.

Classification: D40