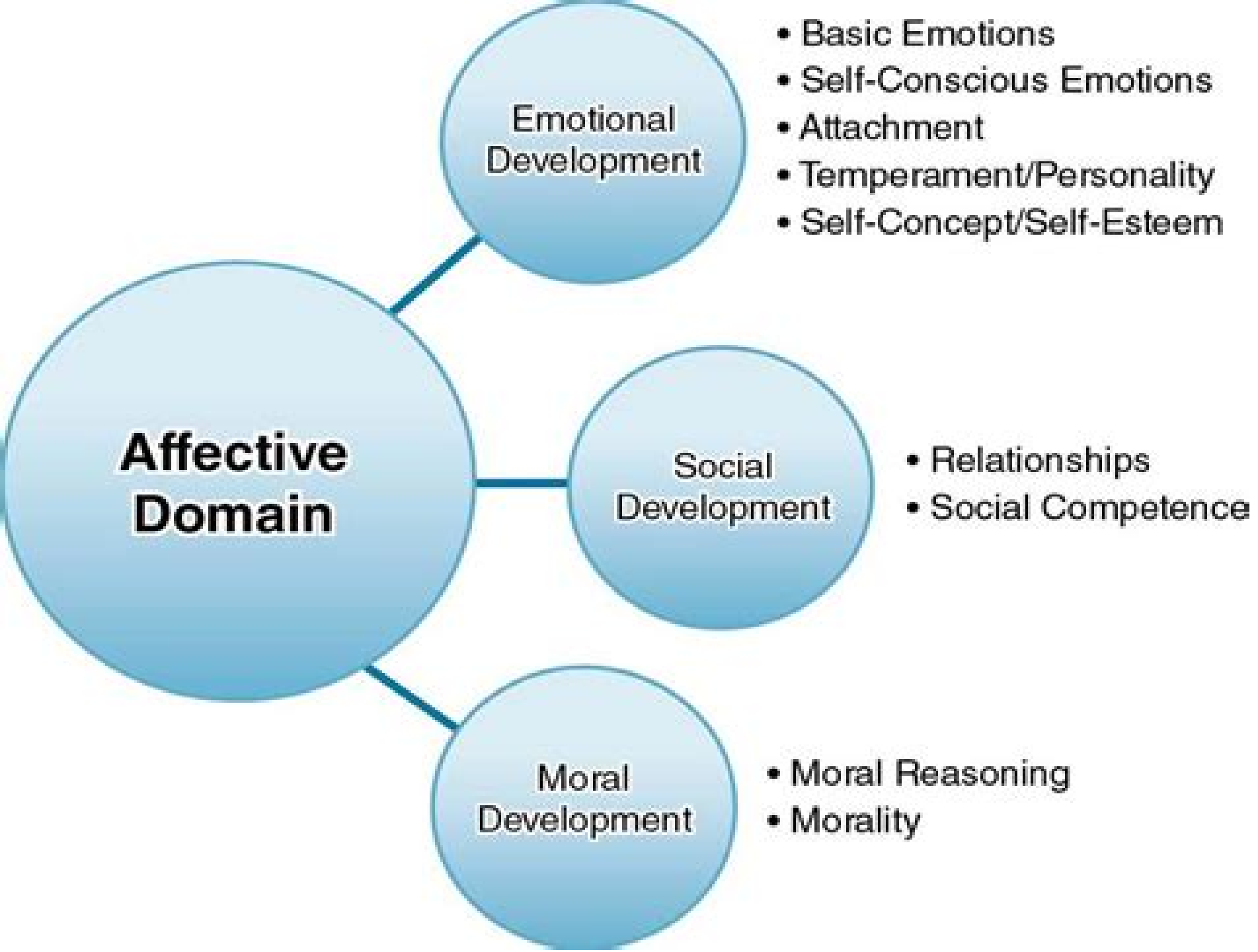




The Affective Domain In Education

Thomas A. Ringness



The Affective Domain In Education:

The Affective Domain in Education Thomas A. Ringness, 1975
Ringness, 1975 *Affective Education* Isadore L. Sonnier, 1989 **Taxonomy of Educational Objectives: Affective domain** Benjamin Samuel Bloom, 1956 Instrument Development in the Affective Domain D. Betsy McCoach, Robert K. Gable, John P. Madura, 2013-05-09

Whether the concept being studied is job satisfaction self efficacy or student motivation values and attitudes affective characteristics provide crucial keys to how individuals think learn and behave And not surprisingly as measurement of these traits gains importance in the academic and corporate worlds there is an ongoing need for valid scientifically sound instruments For those involved in creating self report measures the completely updated Third Edition of *Instrument Development in the Affective Domain* balances the art and science of instrument development and evaluation covering both its conceptual and technical aspects The book is written to be accessible with the minimum of statistical background and reviews affective constructs from a measurement standpoint Examples are drawn from academic and business settings for insights into design as well as the relevance of affective measures to educational and corporate testing This systematic analysis of all phases of the design process includes Measurement scaling and item writing techniques Validity issues collecting evidence based on instrument content Testing the internal structure of an instrument exploratory and confirmatory factor analyses Measurement invariance and other advanced methods for examining internal structure Strengthening the validity argument relationships to external variables Addressing reliability issues As a graduate course between covers and an invaluable professional tool the Third Edition of *Instrument Design in the Affective Domain* will be hailed as a bedrock resource by researchers and students in psychology education and the social sciences as well as human resource professionals in the corporate world

Improving Students' Learning Outcomes Claus Nygaard, Clive Holtham, Nigel Courtney, 2009 *Improving Students Learning Outcomes* is a book for educators and administrators in higher education who have a genuine interest in developing an inspired curriculum centered on student learning Integrating theoretical perspectives with empirical practice researchers and practitioners from four continents discuss why and how students learning outcomes can be improved The book offers new theoretical approaches to the understanding of students learning outcomes as well as normative implications and inspiring examples from people professionally engaged in teaching learning and assessment practices Editors Claus Nygaard and Clive Holtham are the founders of the international academic association LIHE Learning in Higher Education The book came out of an international symposium held on Aegina Island Greece arranged by LIHE

Affective Domains Contributing to Behavioural Intention in Teaching Science Chan Sane Hwui, Lay Yoon Fah, 2020-05-03 The teaching profession is a highly stressful occupation and susceptible to burnout due to high levels of workload compared to other contact occupations In Malaysia the majority of science teachers are experiencing physical and mental drain after long periods of teaching service and mundane routine year in and year out

Despite the general assumptions of a teacher's job is merely teaching from a textbook a teacher's workload includes teaching related class preparation and classroom management and non teaching related administration and meetings All these challenges required teachers to possess high self efficacy beliefs great teaching motivation and positive attitudes toward teaching science When the development of the affective domain is neglected during pre service years teachers behavioural intention in teaching science will subside gradually This may cause emotional exhaustion feelings of ineffectiveness and job burnout when the pre service teachers start to work in a high pressure environment The prime focus of this book includes the use of Partial Least Square Structural Equation Modelling PLS SEM approach in studying the mediating effect of attitudes toward teaching science in the relationship between teacher self efficacy beliefs and teaching motivation on behavioural intention in teaching science This book provides insights for policymakers to formulate courses on managing personal affective domains in the teacher education curriculum It is also hoped that this book will be of interest to academicians and researchers on the topic related to teacher education and teaching professional development

Patient Education in Rehabilitation Olga Dreeben-Irimia, 2010-10-22 Patient education is an important aspect of the rehabilitation process As a science it consists of the health care professional's development of patient education skills Delivering information education and training in rehabilitation is intended to promote and optimize clinical interventions including compliance continuity of care and patient satisfaction This text applies patient education skills to the clinical rehabilitation process In a reader friendly manner it explores various teaching and learning theories models of instruction as well as communication ethical legal and cu

Nursing Education in the Clinical Setting Roberta J. Emerson, 2006-09-19 2007 AJN Book of the Year Award Winner Nursing Education in the Clinical Setting provides a practical approach to clinical nursing instruction Although grounded in adult learning theory this unique resource provides practical suggestions and addresses common questions and issues The text incorporates illustrative scenarios discussion questions and reflection exercises designed to facilitate thoughtful application of the content Addresses the role transition for a nurse with clinical expertise to that of clinical nursing instructor Provides important tips for effectively appraising student performance such as student involvement in self evaluation and goal setting and suggestions for how evaluation and appraisal are shared with the student Incorporates sample scenarios to illustrate concepts and allow the reader to apply them Integrates discussion questions and exercises designed to facilitate thoughtful application and critical thinking skills Addresses all aspects of learning including cognitive e g critical thinking affective e g caring and psychomotor e g technical skills Provides actual examples of tools to be used for documenting student performance and approaches for stimulating student involvement and critical thinking Includes a separate chapter on Clinical Faculty as Clinical Coach that discusses how learning is facilitated in the clinical setting with the guidance of an effective teacher Features a Clinical Toolbox that contains a variety of supplemental resources including sample approaches for teaching and evaluation suggestions for preparing anecdotal notes

and relevant reference material Incorporates issues related to computer access of patient data banks for students and the federal regulations mandated by HIPAA and their clinical education implications *Effective Patient Education* Donna R. Falvo, 2004 *Effective Patient Education* helps health professionals and students develop the skills and knowledge to conduct effective patient education in a highly efficient way It emphasizes a team approach to patient education recognizing that because of the complexity of health care many health professionals are involved in patient care This book is therefore written for nurses physicians physical therapists dietitians pharmacists and other health care professionals who share responsibility to guide their patients in enhancing and maintaining health and well being Effective patient education is a way of communicating that fosters a partnership between the patient and health professional It involves more than giving information and instruction In order to conduct effective patient education health professionals must recognize that individual patient variables influence the degree to which a patient will follow health advice The health professional can assess the patient's preexisting beliefs and attitudes fears and anxieties and individual life and family circumstances in order to communicate health recommendations in accordance with individual patient needs

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