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Nota di contenuto	Contributors Foreword PART 1. Theoretical Frameworks 1. Alternative Theoretical Frameworks for Educational Interventions Hermann Astleitner 2. A Theoretical Perspective on Ineffective Interventions: Malfunctions in Teaching Hermann Astleitner PART 2. Design Problems 3. Missing Control Group: The Effect of a Self-Congruence Intervention on Teachers' Volitional Competences and Motive Implementation Strategies Franz Hofmann & Hermann Astleitner 4. Negative Evidence: Fostering Pre-Service Teachers' Competences in Social Research and Related Learning Skills - a Quasi-Experimental Study With Minimal Guidance Intervention Hermann Astleitner, Michaela Katstaller & Ulrike Greiner PART 3. Measurement Problems 5. Handling Validity Problems in Developmental Measurement Approaches - a Confirmatory Factor

Analysis Approach on Student Engagement Hermann Astleitner 6. Pretest Bias: Supporting Undergraduate Learning Through Guided Self-Assessment and Reflective Writing Hermann Astleitner, Michaela Katstaller, Josef Eisner, Ulrike Greiner & Nomy Dickman 7. Instructional Sensitivity as a Prerequisite for Determining the Effectiveness of Interventions in Educational Research Alexander Naumann, Stephanie Musow & Michaela Katstaller 8. How Can Test-taking Motivation Be Theoretically Understood and Measured in Educational Intervention Research? Michaela Katstaller & Gabriela Gniewosz

Sommario/riassunto

Improving learning and teaching at schools or universities may start with choosing evidence-based interventions and practices, but does not end there. To ensure sustainable changes to programs in educational practice, interventions need to address complex issues related to theories, research designs, and measurements. This book presents typical but often overlooked problems in intervention research in educational practice. These problems are embedded in various educational areas such as, amongst others, school effectiveness, instructional design or motivational aspects of teacher trainings.
