

## Instrument Development In The Affective Domain School And Corporate Applications

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The research on the development of an instrument for assessing entrepreneurial affective domains is needed because entrepreneurship is valued in the cognitive and psychomotor domains. Attitudes and values in students after entrepreneurship learning are essential to be evaluated because they will inspire new understanding for students to become entrepreneurs in the future.

Development of an Assessment Instrument of Affective ...

This text was prepared for a graduate level course in affective instrument development with a focus on the school-educational environment. A major change in this second edition is the inclusion of research on attitudes and values from the corporate domain.

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INTRODUCTION : #1 Instrument Development In The Affective Publish By Dr. Seuss, Instrument Development In The Affective Domain School 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

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Instrument Development In The Affective Domain School And 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

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.

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There has been longstanding interest in affective characteristics in both educational and corporate environments. While each domain has produced its own set of theorists and researchers, the work of some, such as Bandura, has found a place in the literature of both areas. In each of these settings, theorists and researchers have agreed on the causal connections between such constructs as self-efficacy and perceived satisfaction and success, whether that success is measured by academic achievement or corporate quality and performance resulting in profitability. Along with this interest, comes the need for the development of valid and reliable instruments to assess affective characteristics. It is clear that no matter whether your interest lies in the relationship between self-efficacy and academic success or employee satisfaction and corporate success, it is essential that the instruments used be carefully designed and tested to assure that they are measuring what they are intended to measure in a consistent manner. This work offers the theoretical perspective, modern psychometric techniques, real examples, and data needed to enable the instrument developer to produce such valid and reliable instruments.

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This text draws on data from a five-year longitudinal study focusing on gifted education programs in high poverty rural areas in the US. It provides a framework for the use of place-based interventions to effectively serve gifted students, reduce opportunity gaps, and address stereotype threat. Recognizing that gifted learners are often underrepresented in rural contexts, the text adopts a social justice lens to outline the unique challenges of fostering advanced education in rural school districts. Using opportunities to learn and best practices in gifted education to inform interventions and practice, the text offers in-depth explanation of how place-based approaches can be used to identify gifted students and ensure that curricula are designed to respect the setting, students, and teachers. The text is structured into three parts, providing the reader with a logical and comprehensive progression through theoretical foundations, the practicalities of implementation, and the process and outcomes of measuring and validating outcomes. Given its unique approach to gifted education programs, this book will prove to be an indispensable and timely resource for scholars working to develop gifted education and educational interventions with and for rural schools.

The affective realm is a critical, but often forgotten, aspect of schooling. The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students. Even when the focus is on cognitive achievement, affect has a role to play. Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like. Despite the importance of affect, educators rarely make an effort to systematically collect and use information about students' affective characteristics to better understand students and to substantially improve the quality of education they receive. This book's purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students' affective characteristics. Once valid and reliable information has been gathered, it can be used to aid in understanding and to improve educational quality. The second edition features: \* an updated list of affective characteristics (i.e., attitudes, values, interests, self-esteem, self-efficacy, locus of control) \* a dual emphasis on selecting and designing affective assessment instruments \* an emphasis on multi-scale instruments (i.e., a single instrument with multiple affective scales) \* the use of a single small data set to illustrate and foster understanding of key concepts and procedures \* a dual emphasis on data about individual students and groups of students \* a dual focus on the instrumental value of affective data and the inherent value of affective data (i.e., affect is valuable in and of itself)

The Affective Jacob's Ladder Reading Comprehension Program uses a models approach to scaffold student learning and promote inquiry-based discussions of texts. This series of Jacob's Ladder:

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