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Reviews

Very beneficial to all category of folks. We have study and that i am sure that i will planning to go through yet again again in the future. Its been printed in an extremely straightforward way in fact it is just soon after i finished reading this pdf where actually changed me, alter the way i really believe.
(Emmett Mann)

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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 34 pages. Original publisher: Alexandria, Va. : U. S. Army Research Institute for the Behavioral and Social Sciences, Advanced Training Methods Research Unit, 2003 OCLC Number: (OCoLC)228302964 Subject: Soldiers -- Training of -- United States. Excerpt: . . . Apparatus The participants used computers with Internet connections to access Army TEAMThink. For these experimental sessions, each of the participating schools provided access to the computers. The Army TEAMThink program and all data were stored on a server at Athenium in Boston, MA. In the current experiment, Army TEAMThink was used in a traditional classroom setting due to experimental and scheduling constraints. Students in this experiment participated in only one iteration of Army TEAMThink; therefore, we are unable to generalize our findings to multiple exposures to the process. Procedure Tutorial. All soldiers first completed an Internet-based, self-paced tutorial, which was about 40 minutes in length, instructing them on how to author effective multiple-choice questions. The tutorial focused on developing different parts of a question. The topics of the tutorial covered the basic components of multiple-choice questions including context, stem, key, and distracters. The context is supplemental information in the question that provides situational background for the question. The stem is the actual question. The key is the correct answer option. The distracters are the incorrect answer options. The principles expressed in the tutorial were based on research done by the U. S. Army Research Institute for the Behavioral and Social Sciences and the Army Training and Doctrine Command. For additional information regarding the use of question generation as a training tool, see Graesser and Wisher (2001). The tutorial was divided into three modules that focused on the following areas: a) learning through questions; b) writing...

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