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EJ739471 - Assessment Preferences, Learning Orientations, and Learning Strategies of Pre-Service and In-Service Teachers

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ERIC #: [EJ739471](#)

Title: Assessment Preferences, Learning Orientations, and Learning Strategies of Pre-Service and In-Service Teachers

Authors: [Birenbaum, Menucha](#); [Rosenau, Sarah](#)

Descriptors: [Lifelong Learning](#); [Learning Strategies](#)

Source: Journal of Education for Teaching: International Research and Pedagogy, v32 n2 p213-225 May 2006

Peer-Reviewed: Yes

Publisher: Routledge. Available from: Taylor & Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia, PA 19106. Tel: 800-354-1420; Fax: 215-625-2940; Web site: <http://www.tandf.co.uk/journals/default.html>

Publication Date: 2006-05-00

Pages: 13

Pub Types: Journal Articles; Reports - Evaluative

Abstract: The importance of developing effective learning strategies and motivational beliefs has been widely acknowledged as a way of meeting the demand to acquire lifelong learning capabilities for successful functioning as professionals in the "information age". The study reported in this paper examined the learning orientations and strategies of prospective teachers as well as their assessment preferences and compared them with those of in-service teachers. The Motivated Learning Strategies Questionnaire (MSLQ) and the Assessment Preferences Inventory (API) were used to test the hypothesis that in-service teachers will exhibit a deeper approach to learning and assessment due to their constant engagement in meaningful learning experiences. The results confirmed the hypothesis and their implications for teacher education programmes were then discussed. (Contains 2 tables.)

Abstractor: Author

Reference Count: 48

Note: N/A

Identifiers: Learning Strategies Questionnaire; Learning Strategies Questionnaire

Record Type: Journal

Level: N/A

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ISSN: ISSN-0260-7476

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Languages: English

Education Level: N/A

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- Practice Makes Perfect? Learning to Learn as a Teacher
- In Search of a Lifelong Learning Strategy
- The Development of Work-Based Learning as Part of Post-Qualifying Education: A Case Study from the School of Nursing, University of Salford, UK
- Profiling Teachers' Professional Learning Practices and Values: Differences between and within Schools

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