

Articles

© 2014
American
Psychological
Association

- 901 Intelligent Tutoring Systems and Learning Outcomes: A Meta-Analysis
Wanting Ma, Olusola O. Adesope, John C. Nesbit, and Qing Liu
- 919 Do Students' Topic Interest and Tutors' Instructional Style Matter in Problem-Based Learning?
Lisette Wijnia, Sofie M. M. Loyens, Eva Derous, and Henk G. Schmidt
- 934 Addressing Knowledge Deficits in Tutoring and the Role of Teaching Experience: Benefits for Learning and Summative Assessment
Stephanie Herppich, Jörg Wittwer, Matthias Nückles, and Alexander Renkl
- 946 Effects of Synchronicity and Belongingness on Face-to-Face and Computer-Mediated Constructive Controversy
Andy J. Saltarelli and Cary J. Roseth
- 961 Self-Regulation and Gender Within a Game-Based Learning Environment
John L. Nietfeld, Lucy R. Shores, and Kristin F. Hoffmann
- 974 Strategy Shifts During Learning From Texts and Pictures
Wolfgang Schnotz, Ulrich Ludewig, Mark Ullrich, Holger Horz, Nele McElvany, and Jürgen Baumert
- 990 Does Calculation or Word-Problem Instruction Provide a Stronger Route to Prealgebraic Knowledge?
Lynn S. Fuchs, Sarah R. Powell, Paul T. Cirino, Robin F. Schumacher, Sarah Marrin, Carol L. Hamlett, Douglas Fuchs, Donald L. Compton, and Paul C. Changas
- 1007 The Development of Complex Problem Solving in Adolescence: A Latent Growth Curve Analysis
Gidon T. Frischkorn, Samuel Greiff, and Sascha Wüstenberg
- 1021 Relational Reasoning in Medical Education: Patterns in Discourse and Diagnosis
Denis Dumas, Patricia A. Alexander, Lisa M. Baker, Sophie Jablansky, and Kevin N. Dunbar
- 1036 Connectives and Layout as Processing Signals: How Textual Features Affect Students' Processing and Text Representation
Gerdineke van Silfhout, Jacqueline Evers-Vermeul, Willem M. Mak, and Ted J. M. Sanders
- 1049 Relationships of Attitudes Toward Homework and Time Spent on Homework to Course Outcomes: The Case of Foreign Language Learning
Charles B. Chang, Daniel Wall, Medha Tare, Ewa Golonka, and Karen Vatz
- 1066 Montessori Public School Pre-K Programs and the School Readiness of Low-Income Black and Latino Children
Arya Ansari and Adam Winsler

- 1080 Acceleration in Elementary School: Using Propensity Score Matching to Estimate the Effects on Academic Achievement
Julia Kretschmann, Miriam Vock, and Oliver Lüdtke
- 1096 Separating Speed From Accuracy in Beginning Reading Development
Holger Juul, Mads Poulsen, and Carsten Elbro
- 1107 Importance of Phonological and Orthographic Skills for English Reading and Spelling: A Comparison of English Monolingual and Mandarin–English Bilingual Children
Stephanie H. M. Yeong, Janet Fletcher, and Donna M. Bayliss
- 1122 Within-Person Analyses of Situational Interest and Boredom: Interactions Between Task-Specific Perceptions and Achievement Goals
Ayumi Tanaka and Kou Murayama
- 1135 The Role of Teachers in Bullying: The Relation Between Antibullying Attitudes, Efficacy, and Efforts to Reduce Bullying
René Veenstra, Siegwart Lindenberg, Gijs Huitsing, Miia Sainio, and Christina Salmivalli
- 1144 Classroom-Level Predictors of the Social Status of Aggression: Friendship Centralization, Friendship Density, Teacher–Student Attunement, and Gender
Hai-Jeong Ahn and Philip C. Rodkin
- 1156 An Examination of the Efficacy of INSIGHTS in Enhancing the Academic and Behavioral Development of Children in Early Grades
Erin E. O’Connor, Elise Cappella, Meghan P. McCormick, and Sandee G. McClowry
- 1170 The Longitudinal Interplay of Students’ Academic Self-Concepts and Achievements Within and Across Domains: Replicating and Extending the Reciprocal Internal/External Frame of Reference Model
Christoph Niepel, Martin Brunner, and Franzis Preckel
- 1192 Exploring a Three-Level Model of Calibration Accuracy
Gregory Schraw, Fred Kuch, Antonio P. Gutierrez, and Aaron S. Richmond

Other

- iii Acknowledgments
- 918 E-Mail Notification of Your Latest Issue Online!
- vi Instructions to Authors
- 1035 New Editors Appointed, 2016–2021