

LEARNING AND INSTRUCTION

An Official Journal of the European Association for Research on Learning and Instruction

Website <http://elsevier.com/locate/learninstruc/>

Association Website <http://www.earli.org>

Volume 22 Issue 6 2012

R-1403.1

Contents

- OBSERVER RATINGS OF INSTRUCTIONAL QUALITY: DO THEY FULFILL WHAT THEY PROMISE? 387
A.-K. Praetorius, G. Lenske and A. Helmke
- SELF AND SOCIAL REGULATION OF LEARNING DURING COLLABORATIVE ACTIVITIES IN THE CLASSROOM: THE INTERPLAY OF INDIVIDUAL AND GROUP COGNITION 401
V. Grau and D. Whitebread
- MODELING ACADEMIC ACHIEVEMENT BY SELF-REPORTED VERSUS TRACED GOAL ORIENTATION 413
M. Zhou and P.H. Winne
- THE EFFECTS OF INTER-LETTER SPACING IN VISUAL-WORD RECOGNITION: EVIDENCE WITH YOUNG NORMAL READERS AND DEVELOPMENTAL DYSLEXICS 420
M. Perea, V. Panadero, C. Moret-Tatay and P. Gómez
- IDENTIFYING CONFIGURATIONS OF PERCEIVED TEACHER AUTONOMY SUPPORT AND STRUCTURE: ASSOCIATIONS WITH SELF-REGULATED LEARNING, MOTIVATION AND PROBLEM BEHAVIOR 431
M. Vansteenkiste, E. Sierens, L. Goossens, B. Soenens, F. Dochy, A. Mouratidis, N. Aelterman, L. Haerens and W. Beyers
- "CONCRETENESS FADING" PROMOTES TRANSFER OF MATHEMATICAL KNOWLEDGE 440
N.M. McNeil and E.R. Fyfe
- COGNITIVE LOAD THEORY, THE TRANSIENT INFORMATION EFFECT AND E-LEARNING 449
A. Wong, W. Leahy, N. Marcus and J. Sweller
- BIT BY BIT OR ALL AT ONCE? SPLITTING UP THE INQUIRY TASK TO PROMOTE CHILDREN'S SCIENTIFIC REASONING 458
A.W. Lazonder and E. Kamp