

ICT as a possibility for school development by Liisa Ilomaki

In this longitudinal case study is presented results of one lower secondary school which had a conscious pedagogical goal to develop use of ICT to renew school practices. With the help of action research methods the learning environment was developed towards student-centered, process and project working and authentic activities. New innovations are taken to use. ICT is a daily tool for teachers and students. The process has helped the teacher community to become a learning organisation with knowledge management practices.

Evaluating a web-based learning-environment – A field study on learning by worked-out examples in the domain of empirical research methods and statistics by Robin Stark et al.

It was investigated to what extent the acquisition of applicable knowledge in the field of empirical research methods and statistics can be fostered by a web-based learning environment consisting primarily of worked-out examples and additional instructional means. Additionally, the effectiveness of two feedback conditions was compared. Students of pedagogics who learned with the examples acquired significantly and substantially more domain-specific knowledge than students who had no access to the examples. In the regular exam, the example-supported students also were more successful. However, in contrast to our expectations, the feedback condition had no effect on the learning outcomes.

CLASS - computers in schools by Nili Mor et al.

There is a growing need for teachers to meet modern technology and be exposed to computerized teaching-learning experiences, and so narrow the gap between theory and practice, and create genuine partnership between academy and field. Developing and practicing such learning environments is the focus of the CLASS (Computers in Levinsky And the School Systems) project presented here.

Electronic literacies: Augmenting language learning with network-based learning environments by Shu Ching Yang

The study investigated second-year junior college students' attitudes and perceptions towards the Web as an educational resource. The students in southern Taiwan were given an introduction to Internet use for research projects. Data was collected using surveys and observation. Factor analysis was employed to identify six areas for further t-test analysis. The study showed that computer-learning networks have the potential to empower students when they are implemented appropriately. Some pedagogical suggestions are provided for the effective use of computer networking in the second- and foreign language classroom.

Poster No. 2.9 Higher Education and Student Learning II*First year university students' study habits* by Leonor Lencastre et al.

Student's academic success is a major concern of different intervenients in learning/instruction process. During last years this question has been focusing mainly at higher education level. Portuguese Universities are specially worried about the increasing level of failure of first year students. In order to contribute for a better understanding of this reality this study characterises first year university students' study habits (attitudes and behaviours), students' self assessment of their study

method, students' perception about the reasons of a "bad" study method and analyses the way some study habits interact with academic success.

Strategic and metacognitive effects of a study skills training with university students by Daniela Lucangeli et al.

Getting ready for an exam is difficult for a number of reasons such as the lack of study skills and students's self-regulation. Present research studied the effectiveness of a training to improve cognitive, metacognitive and motivational competencies in university students having problems in study method. The aim of our intervention was to produce structural changes in cognition and in self-views to the point where autonomous and independent learning occur. Results showed the training very effective to improve metacognitive abilities.

Understanding causal explanations in social science texts by Jose A. Leon et al.
The aim of this study was twofold. On the one hand, we analyze the influence of prior knowledge about the content of the text, susceptible to affect the comprehension of causal chains of events. On the other hand, we analyze whether the presence of "linguistic signals" that emphasized causal relations in the text could improve the comprehension of causal explanations. The results support new instructional alternatives based on the causal structure of the text could improve reasoning and comprehension capacities of the students.

Poster No. 2.10 Special Education II

A deaf child's day in a regular school by Sofia Freire et al.

Studying the inclusion of deaf children in a regular school is a relevant theme in the light of current educational recommendations. On the one hand, the inclusion of All Pupils in regular teaching is a widely accepted idea; but, on the other hand, the way to make this inclusion really efficient is still unclear in some cases. This is the case of the deaf children. This work is a case study about the daily experience of a deaf child who is included in a regular school. Results show that this child has to deal with rather more complex situations to reach a similar educational level to that of other children.

Coping among parents of an autistic child: "All the world is a narrow bridge, and the essence is not to be at all afraid" (Rabbi Nachman from Breslov) by Amos Fleischmann

This work analyzed qualitatively, 30 personal stories of parents of children diagnosed with PDD published on the Internet. Most of the parents described in this work, believe they have the ability to help and educate their offspring and actively engage in doing so. Intensive work is accompanied by a cognitive change in which parents perceive small successes in advancing the child as substantial gains, and view their coping with autism as a positive challenge.

Effects of two types of phonological training on reading in children with learning disabilities by Maria del Rosario Ortiz Gonzalez et al.

The goal of this study was to determine if providing the SP/LPA training program which integrates phoneme awareness, instruction in sound-symbol connections and speech discrimination in children with reading disabilities would help to improve their reading. 51 reading disabled children were randomly assigned to three groups: 1)