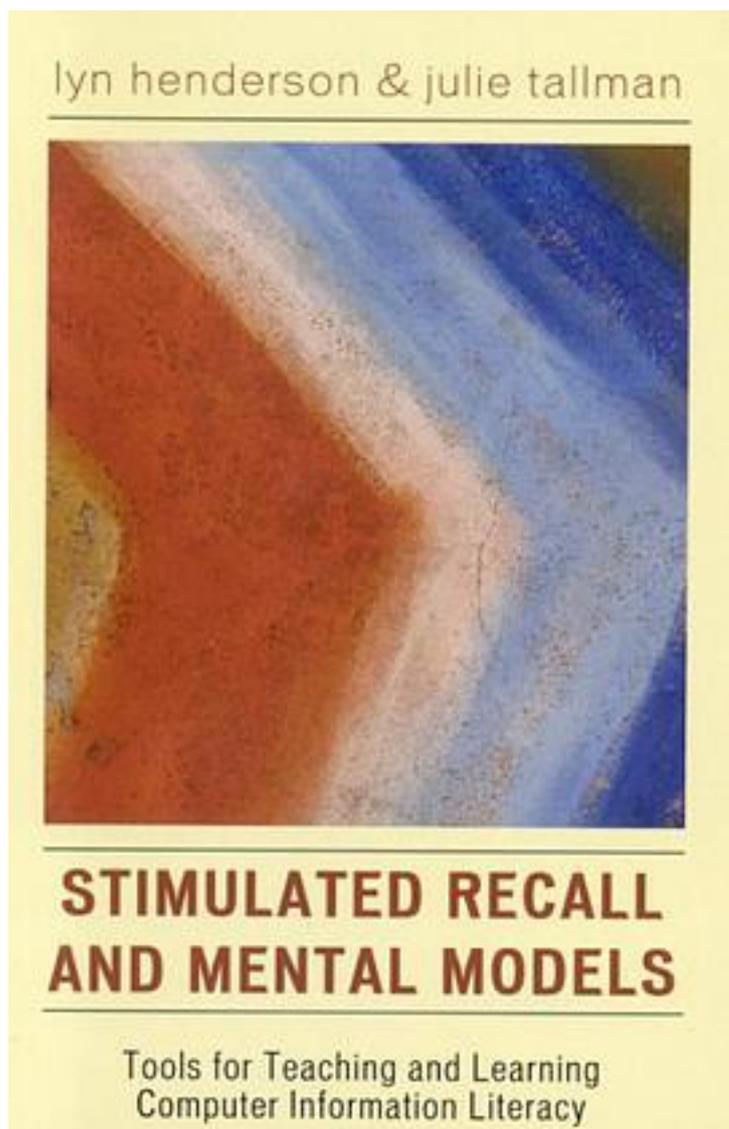# Stimulated Recall and Mental Models

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著者:Henderson, Lyn/ Tallman, Julie

出版者:Rowman & Littlefield Pub Inc

出版时间:2005-12

装帧:Pap

isbn:9780810852228

This book details a funded study of the mental models of six United States and four Australian teacher-librarians. It analyzes and compares their espoused (before), in-action (during), and reflective (after) models while they were teaching two students-in one-on-one sessions-how to use a computer information database resource. The authors discover the what, how, and why of teacher-librarians' thinking, beliefs, and images (i.e. their mental models) as delineated through their verbalizations and actions before, during, and after each of two lessons. The authors also demonstrate the ways and extent to which stimulated recall methods can inform our understanding of teaching with electronic computer databases, and thereby prove a useful tool, not just for researchers, but also for teachers who want to discover more about their teaching and what their students were thinking.

作者介绍:

目录:

Stimulated Recall and Mental Models_下载链接1_

标签

评论

Stimulated Recall and Mental Models_下载链接1_

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Stimulated Recall and Mental Models_下载链接1_