On qualitative differences in learning: I—Outcome and process
Individual Difference Education Research Learn Outcome Study Process Factual Material. These keywords were added by machine and not by the authors. This process is experimental and the keywords may be updated as the learning algorithm improves. This is a preview of subscription content, log in to check access. Preview. “On qualitative differences in learning, IV — Effects of intrinsic motivation and extrinsic test anxiety on process and outcome”, British Journal of Educational Psychology, 47: 244–257. Google Scholar. Marton, F. (1976). “What Does It Take to Learn? Some Implications of an Alternative View to Learning”, in Entwistle, N. J., ed., Strategies for Research and Development in Higher Education. Amsterdam: Swets and Zeitlinger. Google Scholar. Connect with Wiley. On qualitative differences in learning: I—Outcome and process. NYAS Member Access Log in for access to journal content if you are an NYAS member. Note: you will be redirected to www.nyas.org for access. Login. The academy events career center community programs about. Qualitative research is holistic in nature while quantitative research is particularistic. Qualitative Research is conducted with the aim of exploring and discovering ideas used in the ongoing processes. As opposed to particularistic. Qualitative Research is conducted with the aim of exploring and discovering ideas used in the ongoing processes. As opposed to quantitative research the purpose is to examine cause and effect relationship between variables. Relationships between Process and Outcome. Our search for differences in the process of learning was motivated by the intention to find the functional correlates of the qualitative differences in the outcome of learning. To what extent had we succeeded? First of all, it should be said that even though we were able to discern some differences in the student's experience of learning which we believed to be fundamental, it certainly did not imply that we could use these differences to meaningfully classify all the cases.