

NZCER Journals

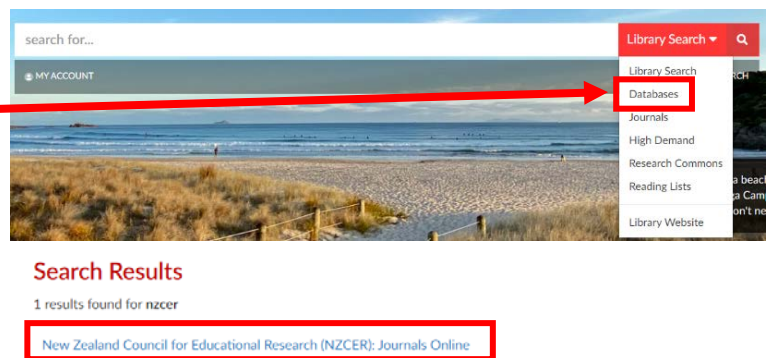
Library/Te Whare Pukapuka

OVERVIEW

The Library subscribes to databases that give online access to journals and journal articles. The New Zealand Council for Educational Research (NZCER) Journals Online database includes journal titles such as **Set: Research Information for Teachers**, **Assessment Matters**, **Curriculum Matters**, **Evaluation Matters** and **Early Childhood Folio**.

ACCESSING NZCER JOURNALS ONLINE DATABASE

- Go to the Library website www.waikato.ac.nz/library
- Click the Library Search menu, and select **Databases**.
- Type **NZCER** in the search box and hit enter or click the magnifying glass.
- Click the hyperlinked title *New Zealand Council for Educational Research (NZCER)*.



Search Results

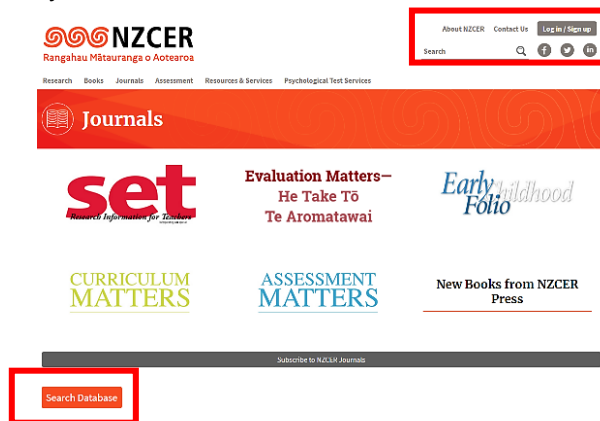
1 results found for nzcer

[New Zealand Council for Educational Research \(NZCER\): Journals Online](#)

TIPS FOR SEARCHING KNOWN JOURNAL ARTICLES

There are two ways to access known journal articles:

- Type the title or keywords from the title in the NZCER search box. Click enter.



Search Database

- Or click **Search Database**. Type the title and/or the author's name in the search boxes. Click **Search**.

Search

Title

Authors

Tags

Use comma to search multiple tags.

Search

- Scroll to locate the title in the results list.
- Click the title to view bibliographic details, such as author, title, year, volume and issue, an abstract of the article, and for most articles, an online fulltext version.
- Some articles may also have a PDF version available. To access this, click on the PDF link next to *Free full text*. From here you can save or print.

What does an effective teacher of writing do that makes a difference to student achievement?

Author(s): Murray Gadd

This article, based on an 18-month study of effective writing instruction amongst Year 5 to 8 students, concludes that effective implementation of three dimensions of effective practice (learning tasks; direct instruction; self regulation) are probable key levers in generating greater than expected learner gains in writing. It further concludes that teachers' instructional actions are most likely to be effective if they are regarded as purposeful by students, include meaningful opportunities for student involvement, are explicit and direct, are differentiated in terms of student needs, and lead to opportunities for independence and self-regulation by students as developing writers.

Journal issue: set 2017: no. 1

Click page 23

Free full text: [set2017_1_037.pdf](#)

TIPS FOR SEARCHING A TOPIC

- Use the NZCER search box or Search Database options and type keywords into the Search box.
- Use the filters on the right to refine your search, e.g. journal articles, publication type, author, date.
- Access the articles the same way as for known titles above.

Search results

Displaying 1 - 10 of 19

Search
professional development

Title

Authors

Tags

Use comma to search multiple tags.

Search

Use the following filters to narrow your search results.

Filter by Journal Articles

- Set article (8)
- Assessment Matters article (1)

Filter by publication type:

- Journal article (9)
- Research report (5)
- Book (1)
- Conference presentation (1)
- Literature review (1)
- Paper (1)

Filter by tags:

- Professional development (8)
- Teachers (5)
- Teaching (5)

BROWSE JOURNALS

- Browse a particular journal by clicking the title then navigating through year, issue etc. If you need to return to the Journals homepage, click Journals on the top menu.
- Click the **Read more about** link for information about the journal i.e. what it covers, if it is peer-reviewed/refereed, how often it is published, who are the editors etc. Ignore any information about subscriptions.
- Click on an issue to view its contents. This page will display the title, author and an abstract of the article.
- Click the title to see the full text of the article, or if available, click the PDF link to view the full text to view the PDF copy of the article, and save or print it.

Full text: [set2017_2_009.pdf](#)