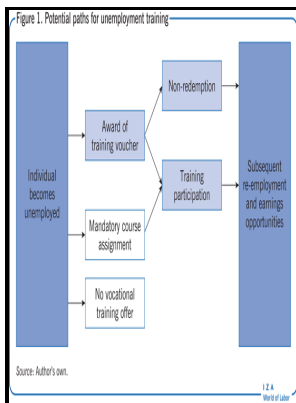


Longitudinal methods as a tool for evaluating vocational education

Dept. of Health, Education, and Welfare, Education Division, Office of Education, Bureau of Occupational and Adult Education] : for sale by the Supt. of Docs., U.S. Govt. Print. Off. - Assessment of Vocational Education R&D



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Longitudinal methods as tools for evaluating vocational education (1979 edition)

The polychoric correlation matrix generated during LPA was then used as input for OEFA.

Longitudinal methods as tools for evaluating vocational education (1979 edition)

Study strengths include a strong content domain, rigorous psychometric design, and instrument implementation for and sampling of both individual abilities and environmental demands.

Longitudinal studies: Child development and social mobility

Among vocational schools, area vocational schools were more likely than full-time vocational high schools to offer school-based enterprises and other work experience programs. The hiring authority can then use this information to evaluate how well a person matches a given job.

Longitudinal methods as tools for evaluating vocational education (1979 edition)

Respondents were asked about the extent to which projects, methods, and results had been implemented in additional schools or school districts. The latter two types are referred to collectively as vocational schools.

The Craft of Qualitative Longitudinal Research

The project had three objectives: to develop awareness of future job opportunities in young children; to enlarge the vocational self- concept by encouraging children to see themselves in a variety of occu- pational roles; and to engender a work ethic in children.

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