

**الفروق في استراتيجيات معالجة المعلومات
في ضوء متغيري التخصص والتحصيل الدراسي**
دراسة على عينة من طلاب الجامعة

عبد الله بن طه الصافي

كلية التربية - جامعة الملك خالد - أبها
المملكة العربية السعودية

الملخص:

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مدخل لمشكلة الدراسة :

information processing

Shanon

mental representation

cognitive processes

() Greeno " "

cognitive organization

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decision maker "

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Communication channels "

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parallel

uncertainty

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Linguistics

Tchomisky

aprocessor "

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(Wyer) " "

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encoding ()

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Cognitive Structures

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() Kirby & Das " "

Simultaneous :

Successive

() Das & Others " "

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() Das et al. " "

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() Cuasay " "

Cognitive processing

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.Cognitive style

practice

encoding

level

Craik & "

Levels of processing "

() Rogers et al . "

Craik & "

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rehearsal

، Self - Reference "

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depth of processing " "

() Bourne & Others () " " " () " "

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- Shallow processing -

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() Necka et al. "

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() Beauducel & Brocke "

Hick's Paradigm "

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() Vernon & Weese "

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Spatial visualization

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() Martin et al. "

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فروض الدراسة :

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The differences in information Processing Strategies in
terms of major and academic achievement :
a study in a sample of University Students

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Abstract:

The study investigates the differences in strategies (successive, simultaneous), level, and speed of information processing ascribed to major (science, arts) and academic achievement (high , low) in a sample of male saudi college students (n = 75). They were administered tasks of word serial recall, speed of processing , and Ravens Progressive Matrices. Data were analyzed using a t-test procedure for independent samples. The results revealed that there were significant differences in favour of science students in successive and simultaneous processing (at.01 and .05 respectively). The differences were in favour of high achievers in successive processing (at .01) and level of processing (at. 02).

The results were interpreted and discussed in the light of Information Processing Strategics Paradigm (Das et al 1975, 1979) and Levels of Processing Model (Craik & Tulving 1975).