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Learning to Think, Learning to Learn-Jennifer Crowley 2000 Focusses on a cognitive or constructivist approach to learning. It assumes that teaching is not just about communicating content through rote learning of math rules, but is a process of coming to understand the world. Maintains that all real learning involves active thinking, & teaching should be based on what we know about how the mind works in & organizes info. Chapters: lit. is not science; mental models; thinking about thinking; getting info.; memory & learning; how thinking develops; the importance of teaching content; what does good thinking look like?; critical & active thinking; active learning: problem-based learning; supporting (good thinking & adult learning.

Constructivism and Students with Special Needs-Harris 1996-04 Two important issues are at the heart of intense debate and a number of reforms currently underway in today's schools. One of these is pedagogy - the art of science and teaching. Although there is widespread agreement that education involves far more than rote learning, debate continues regarding what the goals of education should be and how they should be pursued. This special issue focuses on the integration of special-needs-including those with learning disabilities (LDs)-particularly within the current movement toward inclusion. Contributing authors were asked to consider applied classroom concerns. A central issue identified throughout was the tension between maintaining authentic, meaningful content for learning emphasis in constructivist principles and providing the level of explicit instruction needed for all students to be successful. This edition includes some of the best examples of integrative research and careful consideration of multiple issues faced by educators and students alike as they move toward implementation of constructivist principles in diverse classrooms.

Transforming the Workforce for Children Birth Through Age 8-National Research Council 2015-07-23 Children are already learning at birth, and they develop in environments that depend on a number of factors. Successful early childhood education is built on a consistent, critical link between the development of young children and the organization and delivery of education. This volume examines the reasons for past failures and offers a re-conceptualization of the notion of knowledge transfer, its problems and limitations, as well as its possibilities. Leading scholars outline programs of instruction that have effectively produced transfer at a variety of levels from kindergarten to university. They also explore a broad range of issues that contribute to learning transfer. Knowledge transfer occurs as the result of many factors, including instruction, natural learning, and experiential learning. This work examines the role of technology in education. A realistic look at the role of technology in education. This 1,296 page handbook reflects current and sometimes competing schools of thought and presents exciting possibilities for educational research and writing. A resource for students and scholars in education and beyond, the updated Handbook presents the broad field of research on teaching characterized by evolving research methodologies and strong, diverse conceptual frameworks. This research will inform practice-policy, school administration, teaching, instruction, and parent.

Teaching for Transfer-Arnie McKenney 2013-12-16 The transfer of learning is universally accepted as the ultimate aim of teaching. Facilitating knowledge transfer has received increased attention from psychologists over time and across theoretical frameworks. This volume examines the reasons for past failures and offers a re-conceptualization of the notion of knowledge transfer, its problems and limitations, as well as its possibilities. Leading scholars outline programs of instruction that have effectively produced transfer at a variety of levels from kindergarten to university. They also explore a broad range of issues that contribute to learning transfer. Knowledge transfer occurs as the result of many factors, including instruction, natural learning, and experiential learning. This work examines the role of technology in education. A realistic look at the role of technology in education. This 1,296 page handbook reflects current and sometimes competing schools of thought and presents exciting possibilities for educational research and writing. A resource for students and scholars in education and beyond, the updated Handbook presents the broad field of research on teaching characterized by evolving research methodologies and strong, diverse conceptual frameworks. This research will inform practice-policy, school administration, teaching, instruction, and parent.

Transfer of Learning-Robert E. Haskell 2001 Educators and educational psychologists recognize transfer of learning as a significant issue in a wide range of fields, including psychotherapy, instructional design, educational administration, and public policy. Absent a theoretical framework, the empirical evidence can appear fragmented. This book is based on the premise that an understanding of the concept of transfer is an essential to good theorizing and effective teaching. A irrefutable evidence that transfer occurs. A realistic look at the role of technology in education. This 1,296 page handbook reflects current and sometimes competing schools of thought and presents exciting possibilities for educational research and writing. A resource for students and scholars in education and beyond, the updated Handbook presents the broad field of research on teaching characterized by evolving research methodologies and strong, diverse conceptual frameworks. This research will inform practice-policy, school administration, teaching, instruction, and parent.

Effect of analogical teaching on transfer-Ntm Stephen Kwabena 1989 -National Research Council 2015-07-23 Children are already learning at birth, and they develop in environments that depend on a number of factors. Successful early childhood education is built on a consistent, critical link between the development of young children and the organization and delivery of education. This volume examines the reasons for past failures and offers a re-conceptualization of the notion of knowledge transfer, its problems and limitations, as well as its possibilities. Leading scholars outline programs of instruction that have effectively produced transfer at a variety of levels from kindergarten to university. They also explore a broad range of issues that contribute to learning transfer. Knowledge transfer occurs as the result of many factors, including instruction, natural learning, and experiential learning. This work examines the role of technology in education. A realistic look at the role of technology in education. This 1,296 page handbook reflects current and sometimes competing schools of thought and presents exciting possibilities for educational research and writing. A resource for students and scholars in education and beyond, the updated Handbook presents the broad field of research on teaching characterized by evolving research methodologies and strong, diverse conceptual frameworks. This research will inform practice-policy, school administration, teaching, instruction, and parent.

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Teaching for the Sake of Learning-Ann McKenney 1995-05-27 The transfer of learning is universally accepted as the ultimate aim of teaching. Facilitating knowledge transfer has received increased attention from psychologists over time and across theoretical frameworks. This volume examines the reasons for past failures and offers a re-conceptualization of the notion of knowledge transfer, its problems and limitations, as well as its possibilities. Leading scholars outline programs of instruction that have effectively produced transfer at a variety of levels from kindergarten to university. They also explore a broad range of issues that contribute to learning transfer. Knowledge transfer occurs as the result of many factors, including instruction, natural learning, and experiential learning. This work examines the role of technology in education. A realistic look at the role of technology in education. This 1,296 page handbook reflects current and sometimes competing schools of thought and presents exciting possibilities for educational research and writing. A resource for students and scholars in education and beyond, the updated Handbook presents the broad field of research on teaching characterized by evolving research methodologies and strong, diverse conceptual frameworks. This research will inform practice-policy, school administration, teaching, instruction, and parent.

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Understanding for the success of students in the classroom—and in life. How to Assess Higher-Order Thinking Skills in Your Classroom provides essential background, sound advice, and thoughtful insight into an area of increasing classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative reasoning * Judgment * Problem solving * Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual categories established in leading taxonomies, giving specific guidance on how to assess students in the following areas: * Analysis, evaluation, and creation * Logic and processes in knowledge construction are also covered, as is motivation. Coverage demonstrates, through the author's extremely lucid and engaging prose, how different concepts relate to one another. The book provides dozens of proven examples, and emphasizes meaningful learning that makes the fundamentals of these theories comprehensible to students with little or no prior coursework in psychology. Key revisions to this book include a thoroughly updated section on behaviorism, a new, separate chapter on the developmental theories of Piaget and Vygotsky, and a revamped motivation section. Cognitive Strategy Instruction that Really Improves Children's Academic Performance—Michael Pressley 1995 Present strategies to improve competence in the academic skill and content areas, such as decoding, spelling, writing, science and mathematics. For elementary and middle schools. How Students Learn: National Research Council 2000-01-28 How Students Learn: Science in the Classroom builds on the discoveries detailed in the best-selling How People Learn. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction. Their recounting of personal teaching experiences lends strength and warmth to this volume. This book discusses how to build straightforward science experiments into true understanding of scientific principles. It also features illustrated suggestions for classroom activities. Culture, Literacy, and Learning—Carol D. Lee 2007-06-14 How can educators improve the literacy skills of students in historically underachieving urban high schools? In this timely book, the author offers a theoretical framework for the design of instruction that is both culturally responsive and subject-matter specific, rooted in examples of the implementation of the Cultural Modeling Project. Presented here, the Cultural Modeling Project draws on competencies students already have in African American Vernacular English (AAVE) discourse and hip-hop culture to tackle complex problems in the study of literature. Using vivid descriptions from real classrooms, the author describes how AAVE supported student learning and reasoning; how students in turn responded to the reform initiative; and how teachers adapted the cultural framework to the English/language arts curriculum. While the focus is on literacy and African American students, the book examines the functions of culture in facilitating learning and offers principles for leveraging cultural knowledge in support of student matter specific to academic learning. This much-awaited book offers important lessons for researchers, school district leaders, and local practitioners regarding the complex ways that cultural knowledge is constructed and plays out in classroom life, in the life of a school, and in the life of a whole-school reform initiative. Open Court Reading 2002 More ebooks Search