Educational Psychology A Cognitive View

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A Cognitive Approach to Reading and Poor Reading
An applied approach
A Practical Guide to Learning, Teaching & Assessment

CAREY MCKENZIE

Sociocognitive Foundations of Educational Measurement

Educational Technology

An introduction to the psychology of learning that summarizes and integrates findings from both functional psychology and cognitive psychology.learning. Learning unites all living creatures, from simple microbes to complex human beings. But what is learning? And how does it work? For over a century, psychologists have considered such questions. Behavior analysts examined the ways in which the environment shapes behavior, whereas cognitive scientists have sought to understand the mental processes that enable us to learn. This book offers an introduction to the psychology of learning that draws on the key findings and major insights from both functional (behavior analysis) and cognitive approaches. After an introductory overview, the book reviews research showing how seemingly simple regularities in the environment lead to powerful changes in behavior, from habituation and classical conditioning to operant conditioning effects. It introduces the concept of complex learning and considers the idea that for verbal human beings even seemingly simple types of learning might qualify as instances of complex learning. Finally, it offers many examples of how psychological research on learning is being used to promote human well-being and alleviate such societal problems as climate change. Throughout the book, boxed text extends the discussion of selected topics and “think it through” questions help readers gain deeper understanding of what they have read. The book can

be used as an introductory textbook on the psychology of learning for both undergraduate and postgraduate students or as a reference for researchers who study behavior and thinking.

Philosophy of Science, Cognitive Psychology, and Educational Theory and Practice Taylor & Francis

In 1963 an initial attempt was made in my The Psychology of Meaningful Verbal Learning to present a cognitive theory of meaningful as opposed to rote verbal learning. It was based on the proposition that the acquisition and retention of knowl edge (particularly of verbal knowledge as, for example, in school, or subject-matter learning) is the product of an active, integrative, interactional process between instructional material (subject matter) and relevant ideas in the leamer's cognitive structure to which the new ideas are relatable in particular ways. This book is a full-scale revision of my 1963 monograph, The Psychology of Meaningful Verbal Learning, in the sense that it addresses the major aforementioned and hitherto unmet goals by providing for an expansion, clarification, differentiation, and sharper focusing of the principal psychological variables and processes involved in meaningful learning and retention, i.e., for their interrelationships and interactions leading to the generation of new meanings in the individual learner. The preparation of this new monograph was largely necessitated by the virtual collapse of the neobe havioristic theoretical orientation to learning during the previous forty years; and by the meteoric rise in the seventies and beyond of constructivist approaches to learning theory.

The Lecturer's Toolkit Routledge

Discusses Novak's theory for meaningful learning and autonomous knowledge building, and contains tools to make it operational such as concept maps that are created with the use of CMapTools and the V diagram. This title is suitable for educators at various levels and corporate managers who seek to enhance worker productivity.

Theory and Applications Cambridge University Press

Includes established theories and cutting-edge developments. Presents the work of an international group of experts. Presents the nature, origin, implications, an future course of major unresolved issues in the area.

Perspectives on Thinking, Learning, and Cognitive Styles MIT Press

This volume represents a beginning effort to compile a history of educational psychology The project began, innocuously enough, several years ago when we decided to add mon material about the history of educational psychology to the undergraduate course we were teaching. What seemed like a simple task became very complex as we searched in vain for a volume dealing with the topic. We ended up drawing on various histories of psychology that devoted anywhere from a few paragraphs to several pages to the topic and on a very few articles addressing the issue. We were startled, frankly, by the apparent lack of interest in the history of our field and decided to attempt to compile a history ourselves. As is the case with any edited volume, the contributing authors deserve credit for its positive features. They uniformly made every effort asked of them and taught us much about educational psychology. Any errors or omissions are our responsibility alone.

An Introduction from a Functional-Cognitive Perspective BRILL

"Now available in paperback; ISBN 1-56368-149-8"

Historical Foundations of Educational Psychology John Wiley & Sons
Many students find it difficult to learn the kind of knowledge and thinking requiredby college or high school courses in mathematics, science, or other complex domains. Thus they oftenemerge with significant misconceptions, fragmented knowledge, and inadequate problem-solving skills.Most instructors or textbook authors approach their teaching efforts with a good knowledge of theirfield of expertise but little awareness of the underlying thought processes and kinds of knowledgerequired for learning in scientific domains. In this book, Frederick Reif presents an accessiblecoherent introduction to some of the cognitive issues important for thinking and learning inscientific or other complex domains (such as mathematics, science, physics, chemistry, biology,engineering, or expository writing). Reif, whose experience teaching physics at the University ofCalifornia led him to explore the relevance of cognitive science to education, examines with somecare the kinds of knowledge and thought processes needed for good performance; discusses thedifficulties faced by students trying to deal with unfamiliar scientific domains; describes someexplicit teaching methods that can help students learn the requisite knowledge and thinking skills;and indicates how such methods can be implemented by instructors or textbook authors. Writing from apractically applied rather than predominantly theoretical perspective, Reif shows how findings fromrecent research in cognitive science can be applied to education. He discusses cognitive issuesrelated to the kind of knowledge and thinking skills that are needed for science or mathematicscourses in high school or colleges and that are essential prerequisites for more advancedintellectual performance. In particular, he argues that a better understanding of the underlyingcognitive mechanisms should help to achieve a more scientific approach to scienceeducation.Frederick Reif is Emeritus Professor of Physics and Education at Carnegie MellonUniversity and the University of California, Berkeley.

A Cognitive View Routledge
This edited volume extends existing discussions among philosophers of science, cognitive psychologists, and educational researchers on the the restructuring of scientific knowledge and the domain of science education. This exchange of ideas across disciplinary fields raises fundamental issues and provides frameworks that help to focus educational research programs, curriculum development efforts, and teacher training programs.

A Cognitive View Springer Science & Business Media
Demystify the core concepts of cognitive psychology Written specifically for psychology students – and not other academics - Cognitive Psychology For Dummies is an accessible and entertaining introduction to the field. Unlike the dense and jargon-laden content found in most psychology textbooks, this practical guide provides readers with easy-to-understand explanations of the fundamental elements of cognitive psychology so that they are able obtain a firm grasp of the material. Cognitive Psychology For Dummies follows the structure of a typical university course, which makes it the perfect supplement for students in need of a clear and enjoyable overview of the topic. The complexities of a field that explores internal mental processes – including the study of how people

perceive, remember, think, speak, and solve problems – can be overwhelming for first-year psychology students. This practical resource cuts through the academic-speak to provide a clear understanding of the most important elements of cognitive psychology. Obtain a practical understanding of the core concepts of cognitive psychology Supplement required course reading with clear and easy-to-understand overviews Gain confidence in your ability to apply your knowledge of cognitive psychology Prepare for upcoming exams or topic discussions Cognitive Psychology For Dummies is the perfect resource for psychology students who need a clear and readable overview of the core concepts of cognitive psychology.

Self-Efficacy, Adaptation, and Adjustment Springer Science & Business Media

Sipke D. Fokkema Amsterdam, Free University From June 13th - 17th, 1977 the NATO International Conference on Cognitive Psychology and Instruction, organized by the editors of this volume, took place at the Free University of Amsterdam. During this period approximately 150 psychologists representing 15 countries assembled for an exchange of scientific experiences and ideas. The broad aim of the conference, as indicated by its title, was to explore the extent to which theoretical and methodological developments in cognitive psychology might provide useful knowledge with regard to the design and management of instruction. From a great variety of submitted papers the organizers attempted to select those that represented major problem areas being scientifically studied in several countries. For the organization of this book we chose to categorize the contributions according to the following general areas: I. Learning II. Comprehension and Information Structure III. Perceptual and Memory Processes in Reading IV. Problem Solving and Components of Intelligence V. Cognitive Development VI. Approaches to Instruction The final paper in the volume is an extensive review and summary by Glaser, Pellegrino, and Lesgold, that examines the state Qf cognitive psychology (mainly as reflected in the contributions in this volume) with regard to instructional purposes. Each of the sections of the book also begins with a brief overview of the specific topics considered by the individual contributors within that section.

Piaget's Theory of Cognitive and Affective Development Longman Publishing Group

Digital and online learning is more prevalent than ever, making multimedia learning a primary objective for many instructors. The Cambridge Handbook of Multimedia Learning examines cutting-edge research to guide creative teaching methods in online classrooms and training. Recognized as the field's major reference work, this research-based handbook helps define and shape this area of study. This third edition provides the latest progress report from the world's leading multimedia researchers, with forty-six chapters on how to help people learn from words and pictures, particularly in computer-based environments. The chapters demonstrate what works best and establishes optimized practices. It systematically examines well-researched principles of effective multimedia instruction and pinpoints exactly why certain practices succeed by isolating the boundary conditions. The volume is founded upon research findings in learning theory, giving it an informed perspective in explaining precisely how effective teaching practices achieve their goals or fail to engage.

The Psychology of Learning Educational PsychologyA Cognitive View
Distance education is practised in all parts of the world and in recent years, its scope has developed enormously and rapidly. It has become an intrinsic part of many national educational systems and an academic discipline in its own right. Research into the area has produced a body of theory which is now being used to improve its practice. This new edition of Theory and Practice of Distance Education has been thoroughly updated both by describing how practice has changed, and by examining recent research in the field. Like the first edition, this book provides a comprehensive survey of distance education, looking at it globally and discussing the different lines of thought and models used. It describes the place of distance education in educational thinking, its various theories, principles, and techniques of presentation, its organization and its administration.
A Cognitive View Routledge
This book provides an accessible introduction to the field of cognitive education. It explains the concepts commonly found in the cognitive psychology and cognitive education literatures, theories and models of human thinking and intelligent behavior, and how these have been applied to psychoeducational assessment, instruction, and the adaption of student behavior. The book includes numerous examples to explain the concepts, theories, and applications, and includes supplementary reading lists and study questions.
A Cognitive View CNIB, [197-]
Sponsored by Division 15 of APA, the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far-ranging field. Internationally recognized scholars contribute up-to-date reviews and critical syntheses of the following areas: foundations and the future of educational psychology, learners' development, individual differences, cognition, motivation, content area teaching, socio-cultural perspectives on teaching and learning, teachers and teaching, instructional design, teacher assessment, and modern perspectives on research methodologies, data, and data analysis. New chapters cover topics such as adult development, self-regulation, changes in knowledge and beliefs, and writing. Expanded treatment has been given to cognition, motivation, and new methodologies for gathering and analyzing data. The Handbook of Educational Psychology, Second Edition provides an indispensable reference volume for scholars, teacher educators, in-service practitioners, policy makers and the academic libraries serving these audiences. It is also appropriate for graduate level courses devoted to the study of educational psychology.
Child Psychology and Childhood Education Springer Science & Business Media
Cognitive load theory (CLT) is one of the most important theories in educational psychology, a highly effective guide for the design of multimedia and other learning materials. This edited volume brings together the most prolific researchers from around the world who study various aspects of cognitive load to discuss its current theoretical as well as practical issues. The book is divided into three parts. The first part describes the theoretical foundations and assumptions of CLT, the second discusses the

empirical findings about the application of CLT to the design of learning environments, and the third part concludes the book with discussions and suggestions for new directions for future research. It aims to become the standard handbook in CLT for researchers and graduate students in psychology, education, and educational technology.

Independent Learning in Higher Education Scientific e-Resources

This volume presents the most comprehensive, balanced, and up-to-date coverage of theory and research on cognitive, thinking, and learning styles, in a way that: * represents diverse theoretical perspectives; * includes solid empirical evidence testing the validity of these perspectives; and * shows the application of these perspectives to school situations, as well as situations involving other kinds of organizations. International representation is emphasized, with chapters from almost every major leader in the field of styles. Each chapter author has contributed serious theory and/or published empirical data--work that is primarily commercial or that implements the theories of others. The book's central premise is that cognitive, learning, and thinking styles are not abilities but rather preferences in the use of abilities. Traditionally, many psychologists and educators have believed that people's successes and failures are attributable mainly to individual differences in abilities. However, for the past few decades research on the roles of thinking, learning, and cognitive styles in performance within both academic and nonacademic settings has indicated that they account for individual differences in performance that go well beyond abilities. New theories better differentiate styles from abilities and make more contact with other psychological literatures; recent research, in many cases, is more careful and conclusive than are some of the older studies. Cognitive, learning, and thinking styles are of interest to educators because they predict academic performance in ways that go beyond abilities, and because taking styles into account can help teachers to improve both instruction and assessment and to show sensitivity to cultural and individual diversity among learners. They are also of interest in business, where instruments to assess styles are valuable in selecting and placing personnel. The state-of-the-art research and theory in this volume will be of particular interest to scholars and graduate students in cognitive and educational psychology, managers, and others concerned with intellectual styles as applied in educational, industrial, and corporate settings.

Learning to Read John Wiley & Sons

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Handbook of Psychology, Educational Psychology Cambridge University Press

Educational psychology is turn informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organisational learning, special education and classroom management.

Educational psychology is the branch of psychology concerned with the scientific study of human learning. The study of learning processes, from both cognitive and behavioral perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning. The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan. The field of educational psychology involves the study of memory, conceptual processes, and individual differences in conceptualizing new strategies for learning processes in humans. Educational psychology has been built upon theories of operant conditioning, functionalism, structuralism, constructivism, humanistic psychology, Gestalt psychology, and information processing. One of the most popular areas of psychology is educational psychology. Educational psychology could be defined in a lot of different ways, but the basic idea is that it's a field that studies and applies theories and concepts from all of psychology in educational settings. The book of Educational Psychology fills the gap for there is paucity of books on educational psychology. At the back of mind has been the belief that the science of educational psychology is necessary for students and teachers. Teacher is the torch-bearer of the face, only if he knows and accepts it.

An Introduction to Cognitive Education Taylor & Francis

Cognition and emotions in children.

Cognitive Load Theory Addison-Wesley Longman Limited

Several key developments challenge the field of educational measurement today: demands for tests at larger scales with higher stakes, an improved understanding of how people develop capabilities, and new technologies for interactive digital assessments. Sociocognitive Foundations of Educational Measurement integrates new developments in educational measurement and educational psychology in order to provide researchers, testing professionals, and students with an innovative sociocognitive perspective on assessment. This comprehensive volume begins with a broad explanation of the sociocognitive perspective and the foundations of assessment, then provides a series of focused applications to major topics such as assessment arguments, validity, fairness, interactive assessment, and a conception of "measurement" in educational assessment. Classical test theory, item response theory, categorical models, mixture models, cognitive diagnosis models, and Bayesian networks are explored from the resulting perspective. Ideal for specialists in these areas, graduate students, developers, and scholars in both educational measurement and fields that contribute to a sociocognitive perspective, this book consolidates nearly a decade of research into a fresh perspective on educational measurement.

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