

Promoting Cognitive Growth Through Problem-Based Instruction in a First-Year Learning Community

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This article provides a summary of the diverse reasoning skills and processes associated with late-adolescent cognition that may impact the learning dynamics of a first-year learning community and offers a problem-based instructional model and metacognitive reflection process through which first-year learning community students may be guided to reason at postformal levels. Implications from this epistemological framework suggest that quantitative studies should be conducted to measure cognitive growth of first-year college students who participate in this problem-based model and that cognitive learning theory, cognitive characteristics of late adolescence, and the dynamics of problem-based learning should be part of first-year learning community faculty orientation and in-service training.

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Late adolescence is a transitional period in which college students may assimilate or accommodate new ways of constructing and integrating meaning, decision-making skills, and social action (Baxter Magolda, 2009; Parks, 2000; Tanner, Arnett, & Leis, 2008). Pascarella (2005) cited several studies in summarizing evidence that much of the cognitive growth that occurs in college may happen during the first year, specifically the growth of content learning and critical-thinking skills. Piaget (1972) posited that cognitive growth was dependent on "intellectual nourishment and cognitive stimulation" (p. 44). Three epistemological perspectives on teaching and learning in higher education provide a sampling of instructional approaches that fit Piaget's observation. King (2000) linked college students achieving meaningful learning and cognitive advancement with the opportunity to make reflective judgments on relevant issues in a classroom setting. McVicker Clinchy (2000) called for a more "connected education" (p. 33) through which students may gain thinking skills and understand the process as well as the product of their thinking. Pascarella (2005) identified a general category of instructional methods as "constructivist-oriented" that serve to facilitate cognitive growth and "are based on the premise that students learn best when they actively construct knowledge in socially interactive contexts that are often problem-based" (p. 127). Active learning, problem-solving, and cognitive reflectivity are common threads in these representative approaches.

The general structure of the learning community offers an ideal environment to nurture and support first-year college students toward the type of meaningful learning and cognitive advancement described above. The Learning Communities National Resource Center (Washington Center, n.d.) describes the learning community in higher education as classes that are linked or clustered during an academic term, often around an interdisciplinary theme; enroll a common cohort of students; serve to increase student involvement and motivation; and enhance student intellectual development. The learning community achieves the goal of meaningful learning and intellectual development through an emphasis on interpersonal dialogue, collaboration, and experiential learning within the context of diversity and critical discourse about the issues of a diverse society. Two instructional methods/activities are identified as central to active and meaningful learning in the learning community classroom, problem-based learning, and metacognitive reflection (Washington Center). Thus, there is great potential for epistemological alignment within the first-year learning community if courses are constructed around two primary bases, the cognitive needs and nature of the late adolescent and instructional methods that promote deep meaning and cognitive growth. The following sections serve as a guide in this regard and will address three key questions: What range of cognitive skills might first-year college students (late adolescents) possess? What targets of advanced cognitive operations are applicable to the first-year learning community?

Promoting Cognitive Growth A Developmentalinteraction Point Of View Second Edition

Janie Dyson Osborn,D. Keith Osborn



Promoting Cognitive Growth A Developmental Interaction Point Of View Second Edition:

First Class Ada J. Hand, Patricia Monighan-Nourot, 1999 Focusing on the argument that early childhood education plays a crucial role in children's future success this guide provides information to educators about development based education that leads to active and productive learning for children ages 4 through 6 The guide provides examples for planning and organizing classroom environments scheduling the day's activities guiding interactions between children and adults and planning challenging curriculum and assessment activities Chapter one Guiding Principles for Quality Early Primary Programs focuses on models of child development and explanations of development based education Chapter two Planning Environments for Early Primary Programs addresses the importance of environment and physical space in meeting children's needs Chapter three Scheduling the Day in the Early Primary Program addresses the need to balance classroom activities in the daily schedule while chapter four Planning Classroom Instruction and Management focuses on the goals of quality learning and managing inevitable issues that arise in the classrooms of young children Chapter five Applying Child Development Principles to Curriculum addresses specific areas of study and how they fit into the education of young children Chapter six Planning an Integrated Early Primary Program addresses incorporation and integration of diversity special services and teaching strategies into the program The guide's four appendices address specific issues of reading writing assessment and working with English language learners Contains approximately 350 references SD **Education Before Five** Bank Street College of Education, 1977 This handbook was designed as a guide to acquaint child care workers and parents with the broad spectrum of preschool programs now in existence In section I theoretical approaches to preschool education such as Montessori Piagetian Progressive Developmental Interactionist Behaviorist and Psychoanalytic and the effects of these different approaches on practice are reviewed and discussed Section ii contains descriptions of a wide variety of center based and home based preschool programs and Section iii presents a brief overview of the evaluation of preschool programs In Section iv some considerations and recommendations for establishing an effective preschool program are presented and in Section v the importance of preschool education is examined Section vi contains a discussion of trends issues and future directions of preschool education An extensive bibliography is included Jmb Revisiting a Progressive Pedagogy Nancy Nager, Edna K. Shapiro, 2000-02-24 Revisiting a Progressive Pedagogy reviews the history of the developmental interactive approach a formulation rooted in developmental psychology and educational practice progressively informing educational thinking since the early twentieth century This conceptualization is identified with but not restricted to Bank Street College of Education Examining the origins and evolution of the approach the contributors assess its continued heuristic and practical value for classroom practice and teacher education in light of new ideas in social science and education and indicate new directions The book describes and analyzes key assumptions and assesses the compatibility of new theoretical approaches focuses on historical precedents and current adaptations in classroom practice and examines

teacher education giving close attention to the personal and professional development of teachers Contributors include Edna K Shapiro Nancy Nager Margery B Franklin Laura M W Martin Linda Levine Salvatore Vascellaro Lucy Sprague Mitchell Edith Gwathmey Ann Marie Mott Nina Jaffe Carol Lippman Eva G Haberman Frank Pignatelli Helen Freidus Jonathan Silin and Eileen Wasow

Promoting Cognitive Growth Barbara Biber,Edna K. Shapiro,David Wickens,1971

Guide to Mental Health Education Materials National Institute of Mental Health (U.S.). Division of Scientific and Technical Information,1974

Guide to Mental Health Education Materials United States. Alcohol, Drug Abuse, and Mental Health Administration. Division of Scientific and Technical Information,1975

Curriculum Models and Early Childhood Education Stacie G. Goffin,1994 This thoroughly up to date and completely accessible book uses a socio historical perspective to examine the major curriculum models of early childhood education It examines the approaches of Montessori Developmental Interaction Direct Instruction Kamii DeVries High Scope and Reggio Emilia curriculum Comprehensive coverage looks at each model in terms of purpose and function impact on early childhood education theoretical underpinnings and current evaluations For parents and teachers interested in early childhood education and curriculum

The Carolina Curriculum for Infants and Toddlers with Special Needs Nancy Johnson-Martin,1991 To meet the recognized importance of intervention during infancy and the preschool years the first edition of this curriculum was developed The Carolina curriculum for handicapped infants and infants at risk This is the revised edition and helps to further develop planning to assist states come into compliance of Public Law 99 457

Books in Print ,1982

Books in Print Supplement ,1985

Exceptional Children Marvin D. Wyne,Peter D. O'Connor,1979

Early Childhood Experiences in Language Arts Jeanne M. Machado,2007 Early Childhood Experiences in the Language Arts Early Literacy 8e is a tried and true reference with a goal to produce teachers who matter teachers who are prepared and teachers who are knowledgeable companions exploring and sharing literature and language experiences with young children In order to achieve this the book encourages reflective thinking allows practice of skills and inspires the collection of ideas for future use Now in it s eighth edition there are many new features and benefits that will arm the reader with valuable information they can take directly into practice The book includes the most current national legislative efforts as well as addressing public concern and interest in young children s language and foundational literacy skills It also thoroughly addresses the interrelation of listening speaking reading writing and viewing language art s areas While taking a high level view that paints a comprehensive picture of the most important aspects of teaching early literacy the book also takes a practical approach The reader will learn very specific activities that include stories poems finger plays and puppetry that they can utilize in a classroom setting They will also learn curriculum for infants toddlers and preschoolers with the theory followed up by deliberate how to suggestions Rounding out this comprehensive book cultural diversity is addressed as well as program planning ideas for English language learners and special needs children

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Medical Books and Serials in Print ,1984

Medical and

Health Care Books and Serials in Print ,1985 *Library of Congress Catalog* Library of Congress,1970 Fostering
Children's Cognitive Competence Through Mediated Learning Experiences Prem S. Fry,1992 **The Publishers' Trade**
List Annual ,1985 **Cognition in Early Childhood** Janie Dyson Osborn,D. Keith Osborn,1983 Developmental Tasks
 Jan J.F. ter Laak,Peter G. Heymans,Andrei I. Podol'skij,2013-03-09 Behavioral and cognitive development is considered here
 as an ordered change in an individual throughout his or her lifespan and not as sets of individual differences between
 persons nor as stage like progressions The concept of developmental task is introduced stressing contexts within which
 individuals meet eliciting transitions in their behavior and by implication in the self The developmental task concept is
 compatible with the activity theory of Gal perin especially the concept of meaningful learning The authors show how their
 concept may be applied to age related crises the acquisition of a moral status the achievement of educational independence
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