

# Psychology of Learning/Educational Psychology

## Perspectives: What is Teaching? What is Learning?

### The Behavioral perspective (B. F. Skinner et al.)

describes teaching and learning through operant conditioning; negative and positive feedback (aka rewards and punishments)



# Perspectives On Learning

**Mirosław Pawlak**



## **Perspectives On Learning:**

**Perspectives on Learning, 5th Edition** Denis Phillips, Jonas F. Soltis, 2015-04-18 Rather than simply outlining the classical and modern theories of learning this widely adopted text brings the material to life through case studies that engage students in debates about what really happens in classrooms Students are encouraged to test the strengths and weaknesses of each theory so that ultimately they will learn to formulate their own philosophies of teaching and learning The new Fifth Edition of *Perspectives on Learning* features A discussion of common sense and learning theories A new chapter on Transfer of Learning Consideration of recent developments in brain science A thoroughly updated list of Recommendations for Further Reading *Perspectives on Learning* is one of the five books in the highly regarded Teachers College Press Thinking About Education Series now in its Fifth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice D C Phillips is Professor of Education and Philosophy Emeritus School of Education at Stanford University Jonas F Soltis is William Heard Kilpatrick Professor Emeritus of Philosophy and Education at Teachers College Columbia University A great little book packed with conceptual contrasts and rich classroom vignettes The best resource I've found for teaching about theories of learning in a liberal arts college Jack Dougherty Trinity College Hartford CT A well written and readable book Phillips and Soltis should be commended for bringing together these various perspectives on learning that can be used by both pre service and in service teachers The case studies presented help illustrate the theories and should facilitate active class discussions The Professional Educator

**Perspectives on Learning** Denis Charles Phillips, Jonas F. Soltis, 1991-01-01 Rather than simply outlining the classical and modern theories of learning the authors of this aim to work bring the material to life through case studies that engage students in debate about what really happens in classrooms This expanded and revised edition allows students to test the strengths and weaknesses of various learning theories helping them to formulate their own philosophies of teaching

**Perspectives on Learning** Denis Charles Phillips, Jonas F. Soltis, 1985 Rather than simply outlining the classical and modern theories of learning this widely adopted text brings the material to life through case studies that engage students in debates about what really happens in classrooms Students are encouraged to test the strengths and weaknesses of each theory so that ultimately they will learn to formulate their own philosophies of teaching and learning *Perspectives on Learning* is one of the five books in the highly regarded Teachers College Press Thinking About Education Series now in its Fourth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice Book jacket *10 Perspectives on Learning in Education* Jimmy Casas, Todd Whitaker, Jeffrey Zoul, 2020 The best educators never stop learning about their students or their craft In this second volume of the Routledge Great Educators Series ten of education's most inspiring thought leaders come together to bring you their top suggestions for improving your students learning in the classroom and your own professional learning as an educator The book's practical strategies and stories will inspire you on your journey to

make a difference in students lives

**Supporting Lifelong Learning: Perspectives on learning** Roger Harrison,2002

This Open University Reader examines the practices of learning and teaching which have been developed to support lifelong learning and the understanding and assumptions which underpin them The selection of texts trace the widening scope of academic understanding of learning and teaching and considers the implications for those who develop programmes of learning It examines in great depth those theories which have had the greatest impact in the field theories of reflection and learning from experience and theories of situated learning The implications of these theories are examined in relation to themes which run across the reader namely workplace learning literacies and the possibilities offered by information and communication technologies The particular focus of this Reader is on the psychological or cognitive phenomena that happen in the minds of individual learners The readings have been selected to represent a range of experience in different sectors of education from around the globe

Perspectives on Thinking, Learning, and Cognitive Styles Robert J. Sternberg,Li-fang

Zhang,2014-04-08 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

*Integrated and Holistic Perspectives on Learning, Instruction and Technology* J.M. Spector,T.M. Anderson,2005-12-17 One outcome of recent progress in educational technology is strong interest in providing effective support for learning in complex and ill structured

domains We know how to use technology to promote understanding in simpler domains e g orientation information procedures with minimal branching etc but we are less sure how to use technology to support understanding in more complex domains e g managing limited resources understanding environmental impacts etc Such domains are increasingly significant for society Technology e g collaborative tele learning digital repositories interactive simulations etc can provide conceptually and functionally rich domains for learning However this introduces the problem of determining what works in which circumstances and why Research and development on these matters is reflected in this collection of papers This research suggests a need to rethink foundational issues in educational philosophy and learning technology One major theme connecting these papers is the need to address learning in the large from a more holistic perspective A second theme concerns the need to take learners where and as they are integrating technology into effective learning places Significant and systematic progress in learning support for complex domains demands further attention to these important issues

**Cross-cultural Perspectives on Learning** Richard W. Brislin, Stephen Bochner, Walter J. Lonner, 1975 *Medical Education: Theory and Practice E-Book* Tim Dornan, Karen V. Mann, Albert J J A Scherpbier, John A. Spencer, 2011-12-02 Medical Education Theory and Practice is a new text linking the theory and the practice for graduate students and educators who want to go beyond the basics The scholarship of medical education is above all a practice but one that has a strong theoretical foundation Neither theory nor practice stand still and both are grounded in research The novelty of this book lies in its interweaving of practice theory innovation and research The book starts with a theorised contemporary overview of the field Next it explores the theoretical foundations of medical education in depth The remainder of the book reviews a whole a range of educational contexts processes and outcomes This work has been edited by a distinguished international team of medical educationalists and written by equally accomplished authors from across the globe representing a spectrum of disciplines This will be an invaluable text for all Masters Students in health professions education as well as PhD students and education researchers wanting a background to the discipline Educators and medical students will also find it a very useful resource Written by key figures in medical educational research combined with a strong editorial influence from the international editorial team The text has a strong evidence based approach that is fully cognisant of research methodology issues The book provides a scholarly explanation on the topic rather than aiming to say the last word Written throughout in a clear and comprehensible style The content is extensively referenced with additional suggestions for further reading

*Interdisciplinary Perspectives on Learning to Read* Kathy Hall, Usha Goswami, Colin Harrison, Sue Ellis, Janet Soler, 2010-04-05 This book brings together different disciplinary perspectives and studies on learning to read with a view to extending and enriching debate practice research and policy on the development of reading **Educational Perspectives**, 1989 **Handbook of Learning from Multiple Representations and Perspectives** Peggy Van Meter, Alexandra List, Doug Lombardi, Panayiota Kendeou, 2020-03-10 In and out of formal schooling online and off today s learners must

consume and integrate a level of information that is exponentially larger and delivered through a wider range of formats and viewpoints than ever before The Handbook of Learning from Multiple Representations and Perspectives provides a path for understanding the cognitive motivational and socioemotional processes and skills necessary for learners across educational contexts to make sense of and use information sourced from varying inputs Uniting research and theory from education psychology literacy library sciences media and technology and more this forward thinking volume explores the common concerns shared challenges and thematic patterns in our capacity to make meaning in an information rich society Chapter 16 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license available at <http://www.taylorfrancis.com/books/e/9780429443961> International Perspectives on Education Meng Huat Chau, Trevor Kerry, 2018 International Perspectives on Education draws on the knowledge and experience of a distinguished team of international educationists including Howard Gardner and Kristján Kristjánsson Each chapter can be accessed as a resource on a specific topic but the chapters are also grouped into three sections to provide an invaluable source of thinking and knowledge from leading thinkers and practitioners in their fields Perspectives on Education Supporting the Learning Process and Teachers and Professional Development The prevailing view by all contributors is that the learning experience and environment should not only be stimulating and intellectually interesting but also socially inclusive and fulfilling with a need to develop learners potential and personality around a set of good values All this lies at the heart of quality education and stimulates a new debate in support of the re humanisation of education rather than the de humanisation that we have seen in recent times with attempts to tie its products and processes more closely with models generated in the world of commerce This collection reflects the development of education within an international context of trends good practices and experience It is aimed at those who have an interest in education as an academic area of study undergraduate students and lecturers higher degree students and those involved in or training for the teaching profession and those who are concerned with the management and governance of education **Interprofessional Education and Medical Libraries** Mary E. Edwards, 2016-07-29 This book describes the variety of interprofessional education (IPE) programs in both didactic and clinical settings and how librarians are partnering to further the success of these programs and expand the notion of interprofessional beyond the typical health professions Chapters describe library involvement in planning development design and evaluation of their institutions in the education of a variety of healthcare professionals on teamwork in healthcare also known as interprofessional care (IPC) in an interprofessional team based setting IPE focuses on topics including understanding the training and roles of various health professionals physicians nurses pharmacists social workers mental health practitioners etc the importance of teamwork working in healthcare teams the role of patient safety and healthcare teams and other areas related to an interprofessional approach to health care To prepare future health care professionals for work in a clinical setting that increasingly features IPC and to fulfill accreditation requirements medical and

health colleges across the nation have created IPE programs Just as librarians are involved with other aspects of the education of our students librarians are involved with IPE Descriptions and evaluations of this work is being presented at professional conferences but this is the first book to cover the topic Interprofessional Education and Medical Libraries Partnering for Success from the prestigious Medical Library Association provides a brief introduction to IPE and features descriptions of how librarians are involved with IPE at their institutions paying particular attention to librarians roles in the planning design development and evaluation of their institutions IPE programs While several chapters focus on the role of the medical librarian in IPE programs to broaden the potential audience and impact the book includes other perspectives of IPE Highlights include content on topics ranging from foundational concepts history of IPE programs theoretical and pedagogical foundations of IPE accreditation assessment to case studies from high profile IPE programs and specific examples from practice IPE programs in both didactic non clinical and the clinical setting are included New Perspectives on Individual Differences in Language Learning and Teaching Mirosław Pawlak,2012-04-05 The volume constitutes an attempt to capture the intricate relationship between individual learner differences and other variables which are of interest to theorists researchers and practitioners representing such diverse branches of applied linguistics as psycholinguistics sociolinguistics pragmatics or language teaching methodology It brings together contributions by Polish and international authors including leading experts in the field touching upon changing perspectives on individual variation cognitive affective and social variables learning deficits as well as their impact on learning and teaching It offers a multifaceted perspective on these problems and shows how theory and research can be translated into classroom practice **International Handbook of Distance Education** Terry Evans,Margaret Haughey,David Murphy,2008-02-13 Distance education is arguably one of the major developments in education during the 20th Century This title explores the array of distance education theories and practices as they have been shaped by the late 20th Century and then positions these in terms of the contemporary circumstances of the 21st Century **Intellectual Capital Disclosure and Performance of Consumer Goods Firms** Rehanet Isa,Kabiru Isa Dandago,2024-01-11 Business executives and managers are increasingly working in a highly competitive environment where identifying the main drivers of performance is vital for the survival of firms Intellectual capital is a crucial matter for firms worldwide and the disclosure of intellectual capital has been identified as one of the major drivers of performance This book examines the impact of intellectual capital disclosure on the performance of listed firms which adopt the balanced scorecard approach The book is a product of research that offers innovative analysis and proves that managers of firms can use the disclosure of intellectual capital to boost performance It reveals how using the balanced scorecard as a measurement tool for intellectual capital disclosure can drive the performance of firms Students in postgraduate programmes and academics as well as business executives and managers will find this book to be an essential guide to maximizing intellectual capital disclosure to boost performance *Method and Postmethod in Language Teaching*

Graham Hall, 2024-10-31 *Method and Postmethod in Language Teaching* provides a comprehensive accessible and engaging guide to the much debated notions of method methods and postmethod in language teaching Divided into three sections Contexts Concepts and Debates the book sets out traditional understandings of method s examines alternative accounts and critiques that inform and at times go beyond postmethod thinking within language teaching and finally relates these issues to key practical debates and dilemmas that teachers navigate in the classrooms Highlighting the importance of teachers understandings of their own professional contexts the volume uses the notion of method as a lens through which teachers and other language teaching professionals can clarify their understandings of language teaching both in terms of pedagogic practices and classroom possibilities and with regard to the development of this diverse field more generally Throughout readers are encouraged to develop their own thinking and practice in contextually appropriate ways supported by discussion questions and key readings that accompany each chapter a glossary of key terms and suggestions for additional reading This book is an indispensable resource for language teachers and other language teaching professionals as well as postgraduate and upper level undergraduate students of Applied Linguistics Language Teacher Education and ELT TESOL and other language teaching programmes

**Perspectives on Latinos** Luis Ortiz-Franco, Norma G. Hernandez, Yolanda De la Cruz, 1999 This book focuses on a number of salient research and practice issues in the teaching and learning of mathematics among the second largest minority group in the United States Latinos Chapters include 1 Understanding the Needs of Latino Students in Reform Oriented Mathematics Classrooms Judit N Moschkovich 2 Latinos Income and Mathematics Achievement Beating the Odds Luis Ortiz Franco 3 Isn t English a Trip Jose Franco 4 Spanish English Language Issues in the Mathematics Classroom Pilar Ron 5 Adapting Mathematics Instruction for English Language Learners The Language Concept Connection Leslie Garrison and Jill Kerper Mora 6 The Mathematics Bilingual Education Connection Two Lessons Norma G Hernandez 7 Mathematizing Children s Stories Helping Children Solve Word Problems and Supporting Parental Involvement Ana Maria Lo Cicero Karen C Fuson Martha Allexaht Snider 8 Challenging Conventional Wisdom A Case Study Lena Licon Khisty 9 Teachers and Students Attitudes toward the Use of Manipulatives in Two Predominantly Latino School Districts Maria L Bustamante and Betty Travis 10 Portafolio de Matematica Using Mathematics Portfolios with Latino Students Leslie Garrison 11 Taking on the Challenge of Mathematics for All Richard G Doty Susan Mercer and Marjorie A Henningsen 12 Staff Development to Foster Latino Students Success in Mathematics Insights from Constructivism Gary Ivory Dolores R Chaparro and Stanley Ball 13 TexPREP and Proyecto Access Making Mathematics Work for Minorities Julio Guillen and Manuel P Berriozabal 14 The Minority Mathematics and Science Education Cooperative MMSEC Success Story Olga M Ramirez and John E Bernard 15 A Model of Tutoring that Helps Students Gain Access to Mathematical Competence Yolanda De La Cruz and 16 There s More to Mathematics Than Choosing the Letter C The Limitations of Test Driven Intervention Milagros M Seda and Carmen M Seda ASK

**Learning to Learn** Ruth Deakin Crick, CRISTINA STRINGHER, Kai Ren, 2014-04-28



Learning to Learn provides a much needed overview and international guide to the field of learning to learn from a multidisciplinary lifelong and lifewide perspective. A wealth of research has been flourishing on this key educational goal in recent years. Internationally it is considered to be one of the key competencies needed to compete in the global economy but also a crucial factor for individual and social well being. This book draws on leading international contributors to provide a cutting edge overview of current thinking on learning to learn research policy and implementation in both formal and informal learning environments. But what learning to learn is exactly and what its constituting elements are are much debated issues. These seem to be the crucial questions if assessment and development of this malleable side of intelligence are to be accomplished. The approach of this volume is to consider a broad conception of learning to learn not confined to only study strategies or metacognition yet acknowledging the importance of such elements. The book sets out to answer five main questions: What is learning to learn? What are its functions and how do we assess it? What does it promise to the individual and society at large? How is it conceived in national curricula internationally? How can it be developed in a variety of contexts? The text is organized into two parts: the first addresses the core question of the nature of learning to learn from a theoretical and policy viewpoint and the second presents recent research carried out in several educational systems with special attention to assessment and curriculum. It gives an account of pedagogical practices of learning to learn and its role in individual empowerment from childhood to adulthood. Contributors also highlight the potential use of learning to learn as an organizing concept for lifelong learning, school improvement and teacher training along with potential conflicts with existing incentive practices and policies. This book is a vital starting point and guide for any advanced student or researcher looking to understand this important area of research.

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