



TEXT-BASED LEARNING AND REASONING

Studies in History

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Text Based Learning And Reasoning Studies In History

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Collaborative Learning, Reasoning, and Technology Angela M. O'Donnell, Cindy E. Hmelo-Silver, Gijbert Erkens, 2005-09-07 This volume presents research findings on the use of technology to support learning and reasoning in collaborative contexts Featuring a variety of theoretical perspectives ranging from sociocultural to social psychological to information processing views Collaborative Learning Reasoning and Technology includes an international group of authors

Knowing, Teaching, and Learning History Peter N. Stearns, Peter Seixas, Sam Wineburg, 2000-09 This four part volume identifies the problems and issues in late 20th and early 21st century history education working towards an understanding of this evolving field It aims to give both students and teachers insights into the best way of developing historical understanding in pupils

What Happens when Students Read Multiple Source Documents in History, 1995

Knowledge, Values and Educational Policy Harry Daniels, Hugh Lauder, Jill Porter, 2012-07-26 Knowledge Values and Educational Policy focuses on what schools are for and what should be taught in them how learning is possible across boundaries and issues of diversity and equity Policies and practices relating to schools are also considered Within this volume internationally renowned contributors address a number of fundamental questions designed to take the reader to the heart of current debates around curriculum knowledge transfer equity and social justice and system reform such as What are schools and what are they for What knowledge should schools teach How are learners different from each other and how are groups of learners different from one another in terms of social class gender ethnicity and disability What influence does educational policy have on improving schools What influence does research have on our understanding of education and schooling To encourage reflection many of the chapters also include questions for debate and a guide to further reading Read alongside its companion volume Educational Theories Cultures and Learning readers will be encouraged to consider and think about on some of the key issues facing education and educationists today

Handbook of Language and Literacy, Second Edition C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2016-05-27 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been

completely rewritten **Teaching for Historical Literacy** Matthew T. Downey, Kelly A. Long, 2015-07-30 Teaching for Historical Literacy combines the elements of historical literacy into a coherent instructional framework for teachers. It identifies the role of historical literacy, analyzes its importance in the evolving educational landscape, and details the action steps necessary for teachers to implement its principles throughout a unit. These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards. The instructional arc formed by authors Matthew T. Downey and Kelly A. Long takes teachers from start to finish, from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study. It includes introducing topics by creating a conceptual overview, helping students collect and analyze evidence, and engaging students in multiple kinds of learning, including factual, procedural, conceptual, and metacognitive. This book is a must-have resource for teachers and students of teaching interested in improving their instructional skills, building historical literacy, and being at the forefront of the evolving field of history education.

The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-04-10 A comprehensive review of the research literature on history education with contributions from international experts. The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts. Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future. The contributors represent a wide range of pioneering, established, and promising new scholars with diverse perspectives on history education. Comprehensive in scope, the contributions cover major themes and issues in history education, including policy, research, and societal contexts; conceptual constructs of history education; ideologies, identities, and group experiences in history education; practices and learning; historical literacies; texts, media, and social spaces; and consensus and dissent. This vital resource contains original writings by more than 40 scholars from seven countries. It identifies major themes and issues shaping history education today. Highlights history education as a distinct field of scholarly inquiry and academic practice. Presents an authoritative survey of where the field has been and offers a view of what the future may hold. Written for scholars and students of education as well as history teachers with an interest in the current issues in their field. The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day.

Handbook of Multiple Source Use Jason L.G. Braasch, Ivar Bråten, Matthew T. McCrudden, 2018-04-09 The Handbook of Multiple Source Use draws on theory and research within cognitive and educational psychology, the learning sciences, disciplinary education, information literacy, reading psychology, and social psychology to present the first comprehensive research volume on this topic. Many learners, both in and out of school, have almost instantaneous access to an enormous range of information sources at present. In this book, broken into six sections, international scholars come together toward understanding factors that influence how individuals cope with the

challenge of building knowledge from diverse often conflicting information **Learning From Text Across Conceptual Domains** Cynthia R. Hynd, 2013-12-16 This volume is an attempt to synthesize the understandings we have about reading to learn Although learning at all ages is discussed in this volume the main focus is on middle and high school classrooms critical spaces of learning and thinking The amount of knowledge presented in written form is increasing and the information we get from texts is often conflicting We are in a knowledge explosion that leaves us reeling and may effectively disenfranchise those who are not keeping up There has never been a more crucial time for students to understand learn from and think critically about the information in various forms of text Thus understanding what it means to learn is vital for all educators Learning from text is a complex matter that includes student factors social ethnic and cultural differences as well as varying motivations self perceptions goals and needs instructional and teacher factors and disciplinary and social factors One important goal of the book is to encourage practicing teachers to learn to consider their students in new ways to see them as being influenced by and as influencing not just the classroom but the total fabric of the disciplines they are learning Equally important it is intended to foster further research efforts from local studies of classrooms by teachers to large scale studies that produce generalizable understandings about learning from text This volume a result of the editor s and contributors work with the National Reading Research Center will be of interest to all researchers graduate students practicing teachers and teachers in training who are interested in understanding the issues that are central to improving students learning from text

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