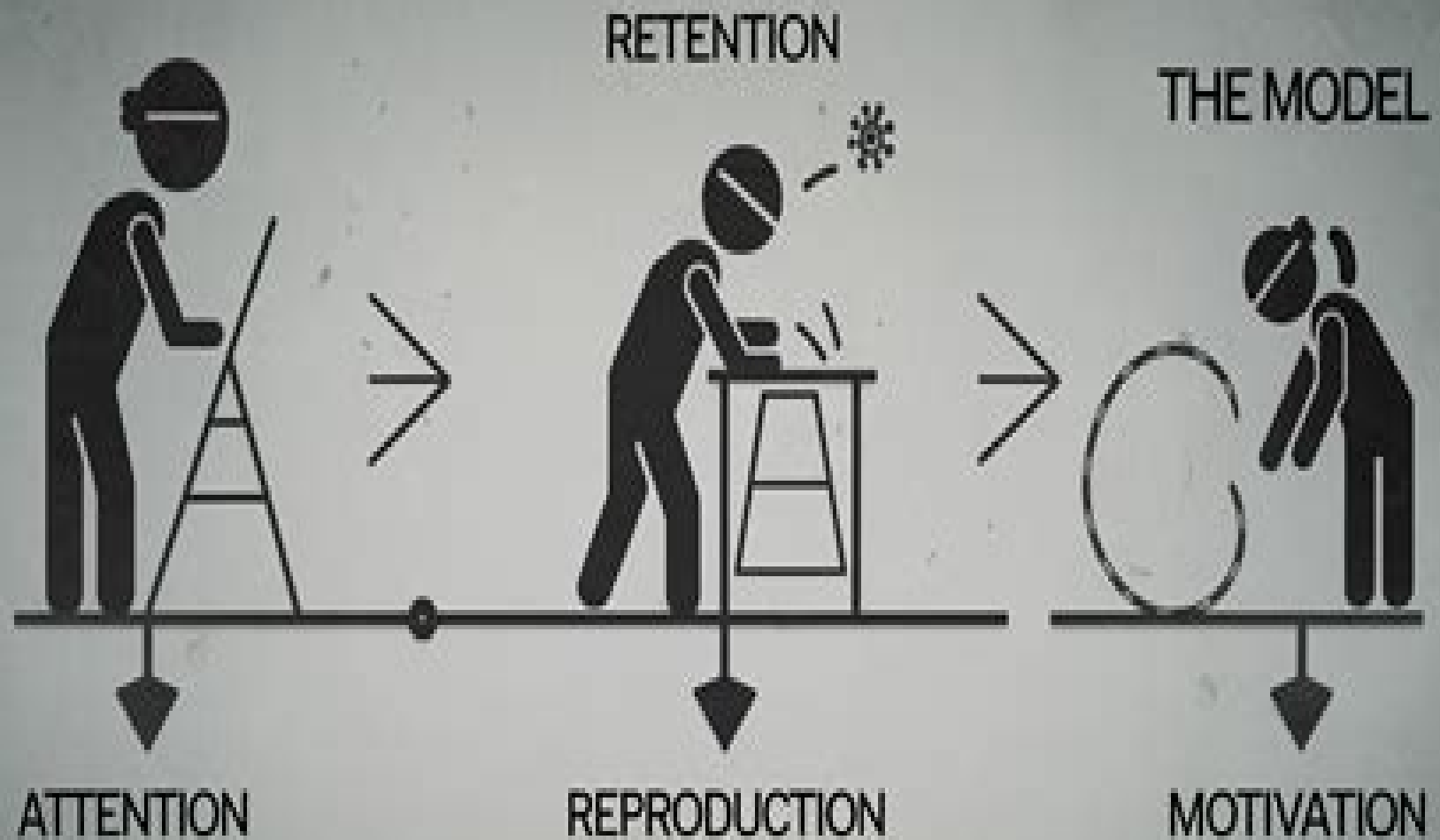


SOCIAL LEARNING THEORY



Social Processes In Childrens Learning

George R. Taylor, Loretta MacKenney



Social Processes In Childrens Learning:

Social Processes in Children's Learning Paul Light, Karen Littleton, 1999 This book first published in 2000 is about children's learning and problem solving behaviour. It reflects the increasingly close integration seen in recent years between social and cognitive approaches to researching the learning process. In particular Paul Light and Karen Littleton examine the ways in which interactions between children influence learning outcomes. They begin by placing this topic in a broad theoretical and empirical context and go on to present a substantial series of their own experimental studies which focus on children of late primary and early secondary school age. These investigations address peer facilitation of problem solving, social comparison effects on learning and social context effects upon the interpretation of tasks. Many of the studies involve computer based learning but the findings have implications both for classroom practice and the understanding of the learning process. This book will be a valuable tool for researchers, teachers and practitioners interested in the social processes of children's learning.

Social Processes in Children's Learning P. H. Light, Economic and Social Research Council (ESRC), Swindon (GB), Economic and Social Research Council (Great Britain), 1997

The Development of Children Cynthia Lightfoot, Michael Cole, Sheila R. Cole, 2008-12-08 Rev ed of Development of children Michael Cole Sheila R Cole Cynthia Lightfoot c2005 5th ed

Learning in Cultural Context Ashley E. Maynard, Mary I. Martini, 2006-03-30 This volume focuses on the cultural aspects of learning and cognitive processes examining the theory, methods, findings and applications in this area. The chapter authors cover such topics as family context, peer interaction and formal education.

Handbook of Child Psychology and Developmental Science, Cognitive Processes, 2015-03-31 The essential reference for human development theory, updated and reconceptualized. The Handbook of Child Psychology and Developmental Science, a four volume reference, is the field defining work to which all others are compared. First published in 1946 and now in its Seventh Edition, the Handbook has long been considered the definitive guide to the field of developmental science. Volume 2, Cognitive Processes, describes cognitive development as a relational phenomenon that can be studied only as part of a larger whole of the person and context relational system that sustains it. In this volume, specific domains of cognitive development are contextualized with respect to biological processes and sociocultural contexts. Furthermore, key themes and issues, e.g. the importance of symbolic systems and social understanding, are threaded across multiple chapters, although every chapter is focused on a different domain within cognitive development. Thus, both within and across chapters, the complexity and interconnectivity of cognitive development are well illuminated. Learn about the inextricable intertwining of perceptual development, motor development, emotional development and brain development. Understand the complexity of cognitive development without misleading simplification, reducing cognitive development to its biological substrates or viewing it as a passive socialization process. Discover how each portion of the developmental process contributes to subsequent cognitive development. Examine the multiple processes such as categorizing, reasoning, thinking.

decision making and judgment that comprise cognition The scholarship within this volume and as well across the four volumes of this edition illustrate that developmental science is in the midst of a very exciting period There is a paradigm shift that involves increasingly greater understanding of how to describe explain and optimize the course of human life for diverse individuals living within diverse contexts This Handbook is the definitive reference for educators policy makers researchers students and practitioners in human development psychology sociology anthropology and neuroscience Improving Human Learning in the Classroom George R. Taylor,Loretta MacKenney,2008-10-03 Improving Human Learning in the Classroom provides a functional and realistic approach to facilitate learning through a demonstration of commonalities between the various theories of learning Designed to assist educators in eliciting students prior knowledge providing feedback transfer of knowledge and promoting self assessment Taylor and MacKenney provide proven strategies for infusing various learning theories into a curriculum guiding educators to find their own strategies for promoting learning in the classroom Both quantitative and qualitative research methods investigate learning theories and reforms in education Quantitative data sources build the theoretical framework for educating the student as well as developing strategies for closing the achievement gap Taylor and MacKenney fuse personal experiences with solid strategies for human learning

The Social World of Children's Learning Andrew Pollard,2001-01-01 Do children still matter in education With its focus on children s learning in the initial three years of schooling this book contains the first part of a report of an ethnographic study of individual pupils from the ages of four to 11 in an English primary school **Handbook of Social Influences in School Contexts** Kathryn R. Wentzel,Geetha B. Ramani,2016-01-13 The Handbook of Social Influences in School Contexts draws from a growing body of research on how and why various aspects of social relationships and contexts contribute to children s social and academic functioning within school settings Comprised of the latest studies in developmental and educational psychology this comprehensive volume is perfect for researchers and students of Educational Psychology Beginning with the theoretical perspectives that guide research on social influences this book presents foundational research before moving on to chapters on peer influence and teacher influence Next the book addresses ways in which the school context can influence school related outcomes including peer and teacher student relationships with specific attention to research in motivation and cognition Within the chapters authors not only present current research but also explore best practices drawing in examples from the classroom With chapters from leading experts in the field The Handbook of Social Influences in School Contexts provides the first complete resource on this topic Social Worlds of Children Learning to Write in an Urban Primary School Anne Haas Dyson,1993 Dyson supports efforts to make literacy curricula accessible to our schools socioculturally diverse population This two year ethnographic study of K 3 children focuses on six students who would normally be deemed at risk and who do not tell stories in the written language format valued by most early literacy educators Their literacy learning particularly their writing development is portrayed as a social

process in a complex social world Dyson s key theme is the link between composing a text and composing a place in this social world Dyson reconceptualizes classrooms as places for dynamic combinations of critical thinking humor growth and understanding for children and their teachers Harvard Educational Review Child, Adolescent and Family Development Phillip T. Slee, Marilyn Campbell, Barbara Spears, 2012-08-30 A comprehensive study of human development from conception to adulthood this book explores the foundations of modern developmental thought incorporating international research set within a cultural and historical context

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