

EDUCATIONAL
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SPATIAL LEARNING STRATEGIES

Techniques, Applications, and Related Issues

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Spatial Learning Strategies Techniques Applications And Related Issues

**David H. Jonassen, Katherine
Beissner, Michael Yacci**



Spatial Learning Strategies Techniques Applications And Related Issues:

Spatial Learning Strategies Charles D. Holley, Donald F. Dansereau, 2014-05-10 Spatial Learning Strategies Techniques Applications and Related Issues reviews the state of the art in spatial learning strategies and suggests ways in which such strategies for example spatial and semantic network representations may be more powerfully instantiated in text design and technology applications Some of the most promising work in the field of learning strategies is documented Comprised of 15 chapters this book begins with an introduction to some of the theoretical underpinnings of spatial learning strategies as well as selected theories of information processing The next section contains reports on specific learner oriented techniques that have been developed to improve the performances of students with respect to text processing The discussion then turns to reports on specific techniques that have been developed and applied to other types of processing tasks for example test taking problem solving or to teacher author communication including text analysis and instructional strategies The application of networking as a learning strategy to hearing impaired students is also considered along with schematizing mapping and concept structuring The book concludes by assessing the implications of spatial strategies for education and applied research This monograph will be of interest to behaviorists cognitive and educational psychologists teachers school administrators and policymakers

Cognitive Tools for Learning Piet A.M. Kommers, David H. Jonassen, J. Terry Mayes, 2012-12-06 Hypermedia technology needs a creative approach from the outset in the design of software to facilitate human thinking and learning This book opens a discussion of the potential of hypermedia and related approaches to provide open exploratory learning environments The papers in the book are based on contributions to a NATO Advanced Research Workshop held in July 1990 and are grouped into six sections Semantic networking as cognitive tools Expert systems as cognitive tools Hypertext as cognitive tools Collaborative communication tools Microworlds context dependent cognitive tools Implementing cognitive tools The book will be valuable for those who design implement and evaluate learning programs and who seek to escape from rigid tactics like programmed instruction and behavioristic approaches The book presents principles for exploratory systems that go beyond existing metaphors of instruction and provokes the reader to think in a new way about the cognitive level of human computer interaction

Structural Knowledge David H. Jonassen, Katherine Beissner, Michael Yacci, 2013-05-13 This book introduces the concept of a hypothetical type of knowledge construction referred to as structural knowledge that goes beyond traditional forms of information recall to provide the bases for knowledge application Assuming that the validity of the concept is accepted the volume functions as a handbook for supporting the assessment and use of structural knowledge in learning and instructional settings Its descriptions are direct and short and its structure is consistent Almost all of the chapters describe a technique for representing and assessing structural knowledge acquisition conveying knowledge structures through direct instruction or providing learners with strategies that they may use to acquire structural knowledge These chapters include the following sections in the same

sequence description of the technique and its theoretical or conceptual rationale examples and applications procedures for development and use effectiveness learner interactions and differences and advantages and disadvantages references to the literature The chapters are structured to facilitate access to information as well as to illuminate comparisons and contrasts among the techniques

Handbook of College Reading and Study Strategy Research Rona F. Flippo, 2008-08-15 This Handbook is the most comprehensive and up to date source available for college reading and study strategy practitioners and administrators In response to changing demographics politics policy issues and concerns in the field of college reading and study strategies since publication of the first edition in 2000 this new edition has been substantially revised and fully updated to reflect the newest research in the field including six new chapters and a more user friendly structure to make it easier for researchers program administrators college instructors and graduate students to find the information that they need In this thorough and systematic examination of theory research and practice college reading teachers will find information to make better instructional decisions administrators will find justification for programmatic implementations and professors will find in one book both theory and practice to better prepare graduate students to understand the parameters and issues of this field The Handbook is an essential resource for professionals researchers and students as they continue to study research learn and share more about college reading and study strategy issues and instruction

Imagery and Related Mnemonic Processes Mark A. McDaniel, Michael Pressley, 2012-12-06 Scientific work on mnemonics and imagery conducted in the 1960s and early 1970s was directed at testing enthusiastic claims of the efficacy of memory techniques developed by the ancient Greeks and further refined in the popular literature by professional mnemonists The early research on imagery and mnemonics confirmed many of these claims and also illuminated the limitations of some techniques e g bizarre imagery As such these seminal studies clearly were valuable in providing a solid data base and perhaps as important making imagery and mnemonics acceptable research areas for experimental psychologists and educators After this initial surge of work however it seemed that subsequent contributions met with the attitude that mnemonic techniques and imagery help memory what else is new This attitude was not completely justified however given the theoretical insights from the work of such imagery and mnemonics pioneers as Gordon Bower Allan Paivio and William Rohwer In the 1980s this claim is completely unjustified Research on mnemonics and imagery has grown in exciting ways Researchers are tapping the area's theoretical potential both in terms of extending basic memory theories to account for the robust effects produced by mnemonic techniques and in terms of using explanations of mnemonic effects to understand basic memory processes Individual differences in the use of imagery and mnemonic encoding activities are also being explored This research has provided valuable information for basic memory theories e g

Leading-edge Educational Technology Thomas B. Scott, James I. Livingston, 2008 This new book focuses on the that latest research gains in the field of educational technology which is a creative blending of idea and product technologies with subject matter content in order to engender and improve teaching

and learning processes Educational technology is often associated with the terms instructional technology or learning technology Product technologies are tangible for example computer hardware or software Idea technologies are cognitive frameworks or schemes for example the Multiple Intelligence Theory proposed by Howard Gardner When products are thoughtfully blended with subject matter content such as mathematics or science concepts for a specific audience in a specific educational context such as a school one is using educational technology The words educational and technology in the term educational technology have the general meaning Educational technology is not restricted to the education of children nor to the use of high technology

Student Motivation, Cognition, and Learning Paul R. Pintrich, Donald R. Brown, Claire Ellen Weinstein, 2012-12-06 Designed to present some of the current research on student motivation cognition and learning this book serves as a festschrift for Wilbert J McKeachie who has been a leading figure in college teaching and learning The contributions to this volume were written by former students colleagues and friends A common focus on a general or social cognitive view of learning is shared throughout the volume but there are significant differences in the perspectives the researchers bring to bear on the issues They provide an excellent cross section of current thinking and research on general cognitive topics such as students knowledge structures cognitive and self regulated learning strategies as well as reasoning problem solving and critical thinking Social cognitive and motivational topics are also well represented including self worth theory and expectancy value models More importantly an explicit attempt is made to link cognitive and motivational constructs theoretically and empirically This area of research is one of the most important and promising areas of future research in educational psychology Finally most of the chapters address instructional implications but several explicitly discuss instructional issues related to the improvement of college students motivation and cognition

The Role of interest in Learning and Development K. Ann Renninger, Suzanne Hidi, Andreas Krapp, 2014-02-04 Interest is just emerging as a critical bridge between cognitive and affective issues in both learning and development This developing interest in interest appears to be linked to an increasing concern for studying the individual in context examining affective variables as opposed to purely structural features of text analyzing the interrelationship of cognitive and social development understanding practical applications of theories of motivation and recognizing the importance of developmental psychology for the study of learning This book addresses both how individual interest and interest inherent in stimuli books text toys etc across subjects affect cognitive performance While the book s particular emphasis is on theory driven research each of the contributing authors offers a unique perspective on understanding interest and its effects on learning and development As such each has contributed a chapter in which particular questions in interest research are described and linked to a clearly stated theoretical perspective and recent findings Relevant material from the broader literatures of psychology and education are analyzed in the context of these discussions In addition the introductory and concluding chapters build on the contributions to the volume by providing the basis of a coherent view of interest across genres such as stories and expository

text and domains as varied as play reading and mathematics *Insights Into Second Language Reading* Keiko

Koda,2005-01-10 Publisher Description **The Assessment Challenge in Statistics Education** Iddo Gal,Joan B.

Garfield,1997 This book discusses conceptual and pragmatic issues in the assessment of statistical knowledge and reasoning skills among students at the college and precollege levels and the use of assessments to improve instruction It is designed primarily for academic audiences involved in teaching statistics and mathematics and in teacher education and training The book is divided in four sections 1 Assessment goals and frameworks 2 Assessing conceptual understanding of statistical ideas 3 Innovative models for classroom assessments and 4 Assessing understanding of probability Teaching Thinking Cathy

Collins,John N. Mangieri,2012-12-06 Comprehensively addressing the development of thinking from a wide variety of perspectives this volume presents original work from cognitive psychologists curriculum specialists federal government and business leaders politicians educational theorists and other prominent figures specializing in this complex field These experts provide directives for teacher education textbook development classroom activities administrative policies publication procedures business connections community education strategies and whole school projects as sample plans of action Designed to spark adoptions of the solutions it proposes this book suggests significant steps that can be taken to move toward more advanced thinking instruction in our educational systems Learning, Design, and Technology J. Michael

Spector,Barbara B. Lockee,Marcus D. Childress,2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep pace with the rapid changes taking place in the relevant fields The Handbook is composed of substantive 5 000 to 15 000 words peer reviewed entries that examine and explicate seminal facets of learning theory research and practice It provides a broad range of relevant topics including significant developments as well as innovative uses of technology that promote learning performance and instruction This work is aimed at researchers designers developers instructors and other professional practitioners **A History of Literacy Education** Robert J.

Tierney,P. David Pearson,2021 In this volume two notable scholars trace the monumental shifts in theory research and practice related to reading education and literacy with particular attention to what they consider the central goal of literacy making meaning Each section describes a specific epoch including a brief snapshot of how the reader of that period is envisioned and characterized by researchers and teachers as well as a deep discussion of the ideas and contextual events of that era These developmental waves are organized in rough historical sequence by a series of shifts in underlying theoretical and scholarly lenses from the behavioral to the psycholinguistic to the cognitive to the sociocultural to the critical to the multimodal to the global The book closes with a discussion of the various research frames and methodological approaches

that paralleled these developments Throughout there is a profound recognition that all research and practice are ultimately directed toward how students make meaning from sound to letter to word to ideas and images Book Features Animates some of the revolutionary developments related to reading education and literacy in modern times Each development is accompanied by a discussion of the aspirational reader that sets the stage for contemplating these shifts and their significance Traces the research and theoretical developments to illustrate the origins of the shifts and their influences Supported by a website with video lectures and conversations tied to the various waves of development **Educational Values and Cognitive Instruction** Lorna Idol, Beau Fly Jones, 2013-12-16 This volume is a comprehensive guide to state of the art research on thinking cognitive instruction social values and reform Cognitive instruction for at risk students is discussed in great detail along with a thorough examination of the teaching of thinking skills from the viewpoint of educational values and school culture The issues of thinking learning and cognitive instruction are linked to the educational reform movement from numerous perspectives Specifically the reader can better anticipate which aspects of research on thinking will conflict with existing paradigms and which aspects of schooling will be most resistant to change

Instructional Design: International Perspectives I Sanne Dijkstra, Franz Schott, Robert D. Tennyson, Norbert M. Seel, 2013-05-13 Instructional design theory and practice has evolved over the past 30 years from an initial narrow focus on programmed instruction to a multidimensional field of study integrating psychology technology evaluation measurement and management The growth of instructional design ID has occurred because of direct needs problems and goals from society Its application in planning instruction first developed in the United States with the Department of Defense during World War II with the purpose of meeting immediate concerns for effective training of larger numbers of military personnel From the beginning ID has rapidly expanded into applications in industrial and executive training vocational training classroom learning and professional education Although ID has its roots in the U S applications and theoretical growth is an international activity However literature at the international level is still limited to either individual author contributions or collections primarily represented by single countries As a result there is no standard reference source that contains the rich variety of theories and applications to form the international foundation for the field The goal of this two volume set is to establish international foundations for ID theory research and practice within the framework of the two following objectives to identify and define the theoretical research and model foundations for ID and to bridge the gap between ID foundations and application Volume I includes chapters on philosophical and theoretical issues on learning theory and ID models Volume II provides an overview of the state of the art of solving ID problems The contributors offer contrasting points of view which provide a rare opportunity to see the diversity and complexity in the field The editorial committee has selected a wide range of internationally known authors to make presentations in the topic areas of the field Instructional Design: International Perspectives Sanne Dijkstra, Franz Schott, Norbert Seel, Robert D. Tennyson, Norbert M. Seel, 2012-10-12 First Published in

1997 Routledge is an imprint of Taylor Francis an informa company **Routledge International Companion to Education** Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium

Research and Advanced Technology for Digital Libraries Birte Christensen-Dalsgaard, 2008-09-08 This book constitutes the refereed proceedings of the 12th European Conference on Research and Advanced Technology for Digital Libraries ECDL 2008 held in Aarhus Denmark in September 2008 The 28 revised full papers and 10 revised short papers presented together with 1 panel description the extended abstracts of 24 revised poster and demo papers were carefully reviewed and selected from a total of 125 submissions The papers are organized in topical sections on digital preservation social tagging quotations and annotations user studies and system evaluation from content centric to person centric systems citation analysis collection building user interfaces and personalization interoperability information retrieval and metadata generation

Handbook of Communication and Social Interaction Skills John O. Greene, Brant Raney Burleson, 2003 A comprehensive handbook covering social interaction skills skill acquisition in the context of personal professional and public stages For scholars students in interpersonal group family health communication **Instructional Design** S. Dijkstra, 1997 Instructional design theory and practice has evolved over the past 30 years from an initial narrow focus on programmed instruction to a multidimensional field of study integrating psychology technology evaluation measurement and management The growth of instructional design ID has occurred because of direct needs problems and goals from society Its application in planning instruction first developed in the United States with the Department of Defense during World War II with the purpose of meeting immediate concerns for effective training of larger numbers of military personnel From the beginning ID has rapidly expanded into applications in industrial and executive training vocational training classroom learning and professional education Although ID has its roots in the U S applications and theoretical growth is an international activity However literature at the international level is still limited to either individual author contributions or collections primarily represented by single countries As a result there is no standard reference source that contains the rich variety of theories and applications to form the international foundation for the field The goal of this two volume set is to establish international foundations for ID theory research and practice within the framework of the two following objectives to identify and define the theoretical research and model foundations for ID and to bridge the gap between ID foundations and application Volume I includes chapters on philosophical and theoretical issues on learning theory and ID models Volume II provides an overview of the state of the art of solving ID problems The contributors offer contrasting points of view which provide a rare opportunity to see the diversity and complexity in the field The editorial committee has selected a wide range of internationally known authors to make presentations in the topic areas of the field

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