6 Metacognition And Chapter Constructivism

This widely adopted text explores key theories and models that frame reading instruction and research. Readers learn why theory matters in designing and implementing high-quality instruction and research; how to critically evaluate the assumptions and beliefs that guide their own work; and what can be gained by looking at reading through multiple theoretical lenses. For each theoretical model, classroom applications are brought to life with engaging vignettes and teacher reflections. Research applications are discussed and illustrated with descriptions of exemplary studies. New to This Edition *Current developments in theory, research, and instructional practices. *Useful pedagogical features in every chapter: framing questions, discussion ideas, and learning activities. *Classroom applications give increased attention to English language learners and technology integration. *Coverage of additional theories (Third Space Theory) and theorists (Bakhtin and Bourdieu).

Ways of LearningLearning Theories and Learning Styles in the ClassroomRoutledge

Whilst most teachers are skilled in providing opportunities for the progression of children’s learning, it is often without fully understanding the theory behind it. With greater insight into what is currently known about the processes of learning and about individual learning preferences, teachers are better equipped to provide effective experiences and situations which are more likely to lead to lasting attainment. Now fully updated, Ways of Learning seeks to provide an understanding of the ways in which learning takes place, which teachers can make use of in their planning and teaching, including: An overview of learning Behaviourism and the beginning of theory Cognitive and constructivist learning Multiple intelligences Learning styles Difficulties with learning The influence of neuro-psychology Relating theory to practice The third edition of this book includes developments in areas covered in the first and second editions, as well as expanding on certain topics to bring about a wider perspective; most noticeably a newly updated and fully expanded chapter on the influence of neuro-educational research. The book also reflects changes in government policy and is closely related to new developments in practice. Written for trainee teachers, serving teachers, and others interested in learning for various reasons, Ways of Learning serves as a valuable introduction for students setting out on higher degree work who are in need of an introduction to the topic.

This text presents practical yet realistics, research-based teaching practices that have proven effective for engaging students in the learning process, managing their classroom and increasing student achievement. It not only tells what to do to obtain these results, but shows how to obtain them. The text explains how individual differences and learner diversity affect student learning needs and classroom management. It also explores teaching strategies in depth, explaining how to use both direct instructional methods and indirect methods. A self-report survey instrument is included to help teachers measure concerns about themselves, the teaching task and their impact on students.

How Learning Works
Focus on Personal Resources
An Introduction to Theories and Models
The Content of Science
How People Learn
Teaching Science for Understanding

A summary of the strengths and weaknesses in present practices of science education in schools, and of research in science education. Annotation copyright Book News, Inc. Portland, Or.

The book provides a historical overview of adult literacy theory, policy, practice, and research from the mid-1980s to the present. The main focus is a descriptive analysis of three distinctive schools of literacy: the Freirean-based participatory literacy movement grounded in oppositional politics and grass-roots community activism; the British-based New Literacy Studies that focuses on the ways in which diverse students utilize various literacy practices in their daily lives; and the U.S. federal government's focus on functional literacy linked to a 45-year policy emphasis on workforce readiness. These three schools of thought lead to substantially different implications over such critical areas as curriculum, assessment and accountability, and the socio-cultural role of literacy, policy, and political culture, which are discussed throughout the chapters of the book. This discussion includes a chapter on research traditions that closely parallels these perspectives on literacy education. Demetrion argues that unless values grounded ultimately in political culture emerge, it is exceedingly unlikely that the adult literacy field will be able to move from its current marginalized status toward that of achieving the level of public and policy legitimacy many believe it needs for its long-term institutional flourishing. It is argued that any settlement of this issue must be accomplished in the field of practice rather than the ground of theory, even as theoretical insight can help to frame the issues. Conflicting Paradigms in Adult Literacy Education: In Quest of a U.S. Democratic Politics of Literacy speaks to a wide audience, including not only the adult literacy community, but anyone interested in educational theory, practice, policy, research traditions, or political culture, and more fundamentally, in their intersection. Given the breadth of the topics covered, as well as the broad scope of the argument, the book is also meant for those who would like to gain a useful perspective on contemporary U.S. culture, through the window of these conflicting tensions within the field of adult literacy education.

First published in 1988. Routledge is an imprint of Taylor & Francis, an informa company.

First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

Seven Research-Based Principles for Smart Teaching

The Content Of Science: A Constructivist Approach To Its Teaching And learning

An Educational Perspective

An Encyclopedia for Parents and Teachers

Media Literacy and Critical Thinking Across the Curriculum

Educational Psychology: Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand, with its comprehensive, authoritative and research-based coverage of the subject. This edition includes completely updated content to reflect recent advances in the discipline, including revised theory into practice features from 39 international developmental psychologists. The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers, and content has been constructed around the new Australian Profession Standards for Teachers.

This title has received wide acclaim for its practical and reader-friendly approach to educational psychology, which demonstrates how complex psychological theories apply to the everyday experiences of in-service teachers. Coverage of educational psychology is framed so that aspiring or developing teachers can see themselves as professionals who continuously seek, find, and test better ways to help their students succeed. PSYCHOLOGY APPLIED TO TEACHING, 14th Edition, combines fresh concepts and contemporary research with long-standing theory and applications to create a book that addresses the needs of today's teachers and students. This edition also features integration of InTASC Standards, new Learning Objectives correlated with chapter headings and summaries, new Guides to Reading and Studying, new first-person accounts (Improving Practice through Inquiry: One Teacher's Story), and more. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

This book is a result of a workshop where 14 science educators were invited to draft chapters on the implications that the research studies in a specific content area of science have for its teaching. The relations between social forces and perceptions of purpose and content lay behind discussions in the workshop, and influenced the emergence of three major issues concerning science content: its variety; its complexity; and the relation between content and action. Chapters include: (1) "Science Content and Constructivist Views of Learning and Teaching" (Peter Fensham; Richard Gunstone; and Richard White) and "Constructivism: Some History" ((David Hawkins); (2) "Beginning to Teach Chemistry" (Peter Fensham); (3) "Generative Science Teaching" (Merlin Wittrock); (4) "Constructivism, Re-constructivism, and Tack-oriented Problem-solving" (Mike Watts); (5) "Structures, Force, and Stability. Design a Playground" (Cliff Malcolm); (6) "Pupils Understanding Magnetism in a Practical Assessment Context: The Relationship Between Content, Process and Progression" (Gaalen Erickson); (7) "Primary Science in an Integrated Curriculum" (Maureen Duke; Wendy Jobling; Telsa Rudd; and Kate Brass); (8) "Digging into Science-A Unit Developed for a Year 5 Class" (Kate Brass and Wendy Jobling); (9) "Year 3: Research into Science" (Kate Brass and Telsa Rudd); (10) "The Importance of Specific Science Content in the Enhancement of Metacognition" (Richard Gunstone); (11) "The Constructivist Paradigm and Some Implications for Science Content and Pedagogy" (Malcolm Carr; Miles Barker; Beverley Bell; Fred Biddulph; Alister Jones; Valda Kirkwood; John Pearson; and David Symington); (12) "Making High-tech Micrographs Meaningful to the Biology Student" (James Wandersee); (13) "Year 9 Bodies" (Anne Symons; Kate Brass; and Susan Odgers); (14) "Learning and Teaching Energy" (Reinders Duit and Peter Haeussler); (15) "Working from Children's Ideas: Planning and Teaching a Chemistry Topic from a Constructivist Perspective" (Philip Scott; Hilary Asoko; Rosalind Driver; and Jonathan Emberton); (16) "States of Matter-Pedagogical Sequence and Teaching Strategies Based on Cognitive Research" (Ruth Stavy); (17) "Pedagogical Outcomes of Research in Science Education: Examples in Mechanics and Thermodynamics" (Laurence Viennot and S. Rozier); and (18) "Dimensions of Content" (Richard White). (JRH)

Metacognitive Translator Training

Educational Psychology for Learning and Teaching

Learning Theories and Learning Styles in the Classroom

Educational Psychology for Learning and Teaching 7e
Constructivism and Autonomous Learning (建構主義指導下的自主學習理論與實踐)
Development and Dilemmas in Science Education

The Constructivist Leader provides educational leaders at all levels with a conceptual framework for leadership defined as reciprocal, purposeful learning in community. The updated Second Edition of this best-selling book enables readers to carry this constructivist vision and purpose forward, while effectively implementing standards-based reform, authentic assessment, and constructivist-based accountability. This new edition features: an expanded theory of Constructivist Leadership reflecting the most recent thinking in leadership, learning, and ethical communities; a comprehensive approach to issues of equity, diversity, and multiculturalism; additional strategies for the implementation of constructivist leadership practice; principles and examples to guide new approaches to accountability; and much more!

Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how learners learn, and how educators can be more effective in their teaching practice. Featuring current research on the various dimensions of learning and teaching alongside traditional theories, it provides a clear framework of theory and evidence that supports modern education practices. Taking a comprehensive approach, this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality, particularly for accommodating individual student needs. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. With a greater focus on resilience in education settings, the discussion of creativity alongside intelligence and a broader discussion on diversity, this new edition is up-to-date for the pre-service teacher. New, print versions of this book come with bonus online study tools on the CourseMate Express and Search Me! platforms Premium online teaching and learning tools are available to purchase on the MindTap platform Learn more about the online tools cengage.com.au/learning-solutions

The author discusses how thinking programmes, learning activities and teachers' pedagogy in the classroom can fundamentally affect the nature of pupils' thinking, and considers the effects of the learning environment created by peers and teachers.

Contemporary science teaching approaches focus on fostering students to construct new scientific knowledge as a process of inquiry rather than having them act as passive learners memorizing stated scientific facts. Although this perspective of teaching science is clearly emphasized in the National Research Council’s National Science Education Standards (NRC, 1996), it is however challenging to achieve in the classroom. Science teaching approaches should enhance students’ conceptual understanding of scientific concepts which can be later utilized by students in deeper recognition of real world (Marsak & Janouskova, 2007). This book identifies and describes several different contemporary science teaching approaches and presents recent applications of these approaches in promoting interest among students. It promotes conceptual understanding of science concepts among them as well. This book identifies pertinent issues related to strategies of teaching science and describes best practice The chapters in this book are culmination of years of extensive research and development efforts to understand more about how to teach science by the distinguished scholars and practicing teachers.

Becoming an Elementary / Middle School Science Teacher
Teaching Students to Decode the World
In Quest of a U.S. Democratic Politics of Literacy
Visible Learning
The Constructivist Leader
Contemporary Science Teaching Approaches

An essential resource for understanding the main principles, concepts, and research findings of key theories of learning-especially as they relate to education-this proven text blends theory, research, and applications throughout, providing readers with a coherent and unified perspective on learning in educational settings. Key features of the text include: Vignettes at the start of each chapter illustrating some of the principles discussed in the chapter, examples and applications throughout the chapters, and separate sections on instructional applications at the end of each chapter. A new chapter on Self-Regulation (Chapter 9). Core chapters on the neuroscience of learning (Chapter 2), constructivism (Chapter 6), cognitive learning processes (Chapter 7), motivation (Chapter 8), and development (Chapter 10) all related to teaching and learning. Updated sections on learning from technology and electronic media and how these advancements effectively promote learning in students (Chapters 7 & 10) Detailed content-area learning and models of instruction information form coherence and connection between teaching and learning in different content areas, learning principles, and processes (Chapters 2-10). Over 140 new references on the latest theoretical ideas, research findings, and applications in the field.

Through its succinct yet thorough overviews of current behavioral, cognitive and developmental theories, this book explores the many ways in which learning principles can be applied in a variety of educational settings, with a diverse population of learners. It features down-to-earth language, clear explanations, and specific examples of abstract concepts. The author examines the relationship between learning and other topics of importance to educators-development, motivation, instruction, and self-regulation. A detailed glossary of more than 300 technical terms facilitates understanding, and a bibliography with more than 1,100 references encourages self-study. For future and in-service teachers with a minimal psychology background.

Teaching Science for Understanding

Your Science Classroom: Becoming an Elementary / Middle School Science Teacher, by authors M. Jenice "Dee" Goldston and Laura Downey, is a core teaching methods textbook for use in elementary and middle school science methods courses. Designed around a practical, "practice-what-you-teach" approach to methods instruction, the text is based on current constructivist philosophy, organized around 5E inquiry, and guided by the National Science Education Teaching Standards.

RADICAL CONSTRUCTIVISM

Developing Thinking; Developing Learning

Psychology Applied to Teaching

Models and Modeling Perspectives on Mathematics Problem Solving, Learning, and Teaching

A Synthesis of Over 800 Meta-Analyses Relating to Achievement

Brain, Mind, Experience, and School: Expanded Edition

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the *influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.*

This book has two primary goals. On the level of theory development, the book clarifies the nature of an emerging "models and modeling perspective" about teaching, learning, and problem solving in mathematics and science education. On the level of emphasizing practical problems, it clarifies the nature of some of the most important elementary-but-powerful mathematical or scientific understandings and abilities that Americans are likely to need as foundations for success in the present and future technology-based information age. Beyond Constructivism: Models and Modeling Perspectives on Mathematics Problem Solving, Learning, and Teaching features an innovative Web site housing online appendices for each chapter, designed to supplement the print chapters with digital resources that include example problems, relevant research tools and video clips, as well as transcripts and other samples of students' work: http://tcct.soe.purdue.edu/booksULandULjournals/modelsULandUL modeling/ This is an essential volume for graduate-level courses in mathematics and science education, cognition and learning, and critical and creative thinking, as well as a valuable resource for researchers and practitioners in these areas.

"This guide to constructivist media decoding explains how all teachers can help students navigate a complex media landscape and productively engage in a democratic society"--

TEACHING STRATEGIES: A GUIDE TO EFFECTIVE INSTRUCTION, now in its tenth edition, is known for its practical, applied help with commonly used classroom teaching strategies and tactics. Ideal for anyone studying education or involved in a site-based teacher education program, the book focuses on topics such as lesson planning, questioning, and small-group and cooperative-learning strategies. The new edition maintains the book's solid coverage, while incorporating new and expanded material on InTASC standards, a new chapter on teaching in the inclusive classroom, and an up-to-date discussion of assessment as it relates to inclusion. The text continues to be supported by a rich media package anchored by TeachSource Video Cases, which bring text content to life in actual classroom situations. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Fostering Scientific Habits of Mind
Promoting Conceptual Understanding in Science
Teaching Strategies: A Guide to Effective Instruction
Educational Psychology
The Content Of Science: A Constructive Approach To Its Teaching And Learning
Foundations and Strategies for Student Success

This volume presents the most current perspectives on the role of metacognition in diverse educationally relevant domains. The purpose is to examine the ways in which theoretical investigations of metacognition have recently produced a strong focus on educational practice. The book is organized around four general themes relevant to education: metacognition and problem solving, metacognition and verbal comprehension, metacognition and the education of nontraditional populations, and metacognition and studentship. Chapter authors review current literature as it applies to their chapter topic; discuss theoretical implications and suggestions for future research; and provide educational applications. Each chapter describes testable theory and provides examples of how theory can be applied to the classroom. The volume will have wide appeal to researchers and students concerned with the scientific investigation of metacognition, and to practitioners concerned with the cultivation of learning and achievement in their students. The unique contribution of this book to the literature on metacognition is its presentation of the most current research examining specific theoretical aspects of metacognition in domains directly relevant to education. This is especially valuable for the many researchers and practitioners who subscribe to the concept that by fostering metacognitive processes during instruction, more durable and transferable learning can be achieved.

First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

First published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

This edition continues to have in-depth, practical coverage with a focus on the intentional teacher. It presents up-to-the-minute research that a reflective, intentional teacher can apply. The eighth edition of this popular text from renowned educational psychologist Robert Slavin translates theory into practices that teachers can use in their classrooms and focuses on the concept of intentionality. An "intentional teacher," according to Slavin, is one who constantly reflects on his or her practice and makes instructional decisions based on a clear conception of how these practices affect students. To help readers become "intentional teachers," the author models best practices through classroom examples and offers questions to guide the reader. Book jacket.

Developing Research-Based Instructional Practices
Case Studies in Instructional Design
Critical Thinking and Learning
Constructivist Learning Environments
Learning Theories
Beyond Constructivism

A group of science educators with experience of being involoved in curriculum development, and in conducting extensive research on many aspects of teaching and learning science, have combined their findings in this volume.; Each author has conducted research into his or her own area of science education and presents the implications of this research for a specific area of science teaching. The experiences of members of the Monash Children's Science Group; specifically three primary teachers and one biology teacher, have also been included so as to present the voices of teachers for whom writing a personal account of their teaching is often an unappealing task.

The demand for higher education worldwide is booming. Governments want well-

educated citizens and knowledge workers but are scrambling for funds. The capacity of the public sector to provide increased and equitable access to higher education is seriously challenged.

Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Written to inform students of the main principles, concepts, and research findings of key theories of learning – especially as they relate to education – and to provide applications of principles and concepts in settings where teaching and learning occur, this revised text blends theory, research, and applications throughout, providing its readers with a coherent and unified perspective on learning in educational settings. The primary emphasis is placed on cognitive theories that stress learners ’ constructions of beliefs, skills, strategies, and knowledge, but behavioral theories are also discussed in detail. Chapters have numerous applications of learning principles to applied settings including vignettes at the start of each chapter illustrating some of the principles discussed in the chapter, examples and applications throughout the chapters, and separate sections on instructional applications at the end of each chapter. Key features of this revised text include: a new chapter on Self-Regulation (Chapter 9); core chapters on the neuroscience of learning (Chapter 2), constructivism (Chapter 6), cognitive learning processes (Chapter 7), motivation (Chapter 8), and development (Chapter 10) all related to teaching and learning; updated sections on learning from technology and electronic media and how these advancements effectively promote learning in students (Chapters 7 & 10); detailed information on content-area learning and models of instruction to form coherence and connection between teaching and learning in different content areas, learning principles, and processes (Chapters 2-10); and over 140 new references on the latest theoretical ideas, research findings, and applications in the field. An essential resource for understanding key learning theoretical principles, concepts, and research findings – especially as they relate to education – this proven text blends theory, research, and applications throughout, providing its readers with a coherent and unified perspective on learning in educational settings.

Your Science Classroom: Becoming an Elementary / Middle School Science Teacher
Effective Online Teaching, Training Manual
Theory and Practice
Ways of Learning
Effective Teaching Methods
A Human Constructivist View

Taking a comprehensive approach across four modules, Educational Psychology for Learning and Teaching investigates the development of the learner over time, the learning process, individual differences in the classroom, and educational psychology in contemporary classrooms. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. This seventh edition expands on Dynamic Systems Theory, the Information Processing Model and critical thinking around standardised testing. Duchesne presents multiple views of learning, rather than just one, prompting students to think critically and develop their own philosophy of learning and teaching, drawing on the various theories. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools au.cengage.com/mindtap

A journey into the vibrant and intriguing world of mathematics education Teaching Mathematics in Grades 6 - 12 explores how research in mathematics education can inform teaching practice in grades 6-12. The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students′ mathematical thinking and then connecting this research to practices that enhance students′ understanding of the material. The chapters in Part I introduce secondary teachers to the field of mathematics education with cross-cutting issues that apply to teaching and learning in all mathematics content areas. The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts. The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring to grade 6 – 12 classrooms,

and how students′ thinking may develop in response to different teaching strategies.

Effective Online Teaching: Training Manual Designed to accompany the book Effective Online Teaching, the Training Manual offers instructors a handy resource that follows the main text and includes overviews, readings, discussion questions, hypothetical scenarios, activities, assignments, and scripts that can be used in face-to-face training or plugged into an online course management system. The companion CD contains plug-and-play narrated presentations for each chapter of Effective Online Teaching, as well as handouts, templates, and PowerPoint slides. "Tina Stavredes has done something sorely needed in the online teaching world —she has successfully combined solid theory and research with the practical application of instructor training. Both the book and the training manual are a 'must' for any online education organization. Bravo!" —Dr. Darcy W. Hardy, assistant vice provost for Technology Education Initiatives, University of Texas at San Antonio, and chair emerita, United States Distance Learning Association "Effective Online Teaching is that rare book that weaves together a solid understanding of the adult online learner and learning theory with dozens of helpful instructor strategies, activities, and resources to support learners' success in an online environment. This book and its accompanying training manual is a 'must-have' set for online instructors in higher education and corporate settings." —Sharan B. Merriam, professor emeritus of adult education, University of Georgia, and coauthor, Learning in Adulthood "An eminently practical book that provides clear and unpretentious explanations of the learning theories that are essential knowledge for every online teacher, together with equally uncluttered and easy-to-follow guidance about how to apply this knowledge to achieve excellent teaching." —Michael Grahame Moore, Distinguished Professor of Education, The Pennsylvania State University; and editor, The American Journal of Distance Education

《建構主義指導下的自主學習理論與實踐》彙集了建構主義理論的中心觀點，探討了如何在建構主義理論指導下進行自主學習的問題；分析了自主學習的歷史根源及發展過程，闡述了自主學習的獨有特徵，介紹了麥考姆斯、賓特裡奇等大師設計的自主學習模型；重點論述了自主學習的教學模式及其在課堂中的實際應用，並以此為契機，展示了自主學習中心建立的必要性以及構成與發展自主學習中心的基本要素。

Developments And Dilemmas In Science Education

Teaching Mathematics in Grades 6 - 12

Lenses on Reading, Second Edition

Effective Learning in Classrooms

Pedagogical Knowledge and Best Practices in Science Education

A Constructivist Approach to Its Teaching and Learning

`The book is at once accessible, evidence-based, practical and eminently readable...Readers will find in this book a treasury of learners' voices guiding us towards the goal of more effective learning in classrooms' - International Network for School Improvement `This book promotes an ambitious and inspiring conception of meaningful pedagogy and works to applaud those teachers who are determined to reflect upon, enquire into, and then facilitate ''effective learning''. A coherent and structured case is made for the primacy of ''learning'' over ''work'' - Learning & Teaching Update This book addresses an important, and too seldom addressed issue: learning. Not teaching, not performance, not "work": this book really is about learning, what makes learning effective and how it may be promoted in classrooms. The authors take the context of the classroom seriously, not only because of its effects on teachers and pupils, but because classrooms are notorious as contexts which change little. Rather than providing yet more tips, they offer real thinking and evidence based on what we know about how classrooms change. Four major dimensions of promoting effective learning in classrooms are examined in depth: Active Learning; Collaborative Learning; Learner-driven Learning and Learning about Learning. Evidence from practising teachers in the form of case studies and examples, and evidence from international research in the form of useful ideas and frameworks is included.

Examines how critical thinking can be taught in a variety of settings and disciplines.

Metacognition in Educational Theory and Practice

Conflicting Paradigms in Adult Literacy Education

Educational Psychology: Constructing Learning