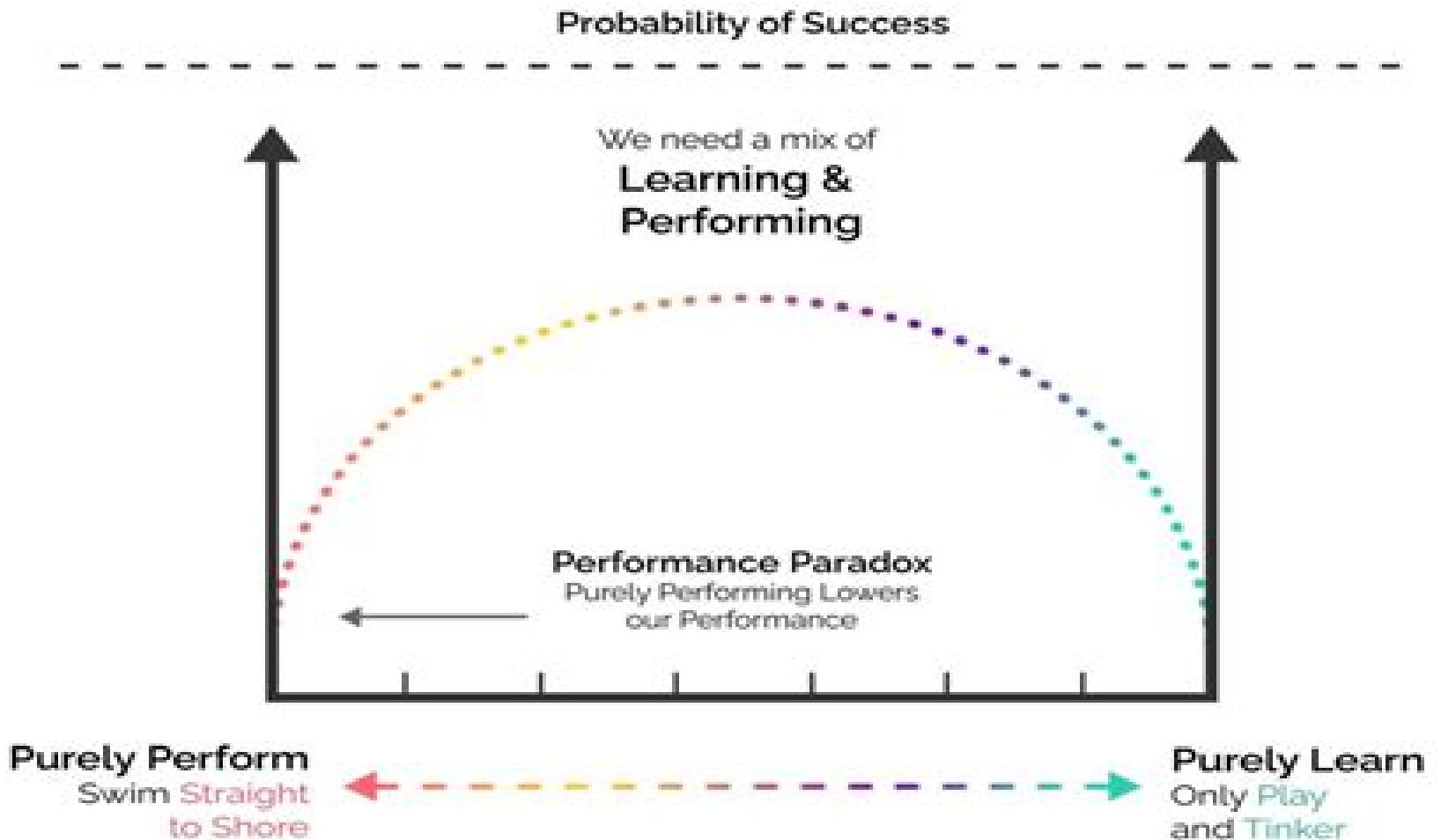


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The Learning Paradox Felipe Fregni,2021-06-09 In The Learning Paradox neuroscientist educator and Harvard professor Felipe Fregni discusses how our brain architecture combined with our current educational system may result in superficial and short term learning This book is relevant for students teachers education systems and individuals who seek to improve their cognitive prowess while becoming better learners *The Learning Paradox* Harris, Jim (Jim R. M.),1997

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The Teaching-learning Paradox Robert Dubin,1970 Working with Piaget Bärbel Inhelder,2001 For fifty years Bärbel Inhelder 1913-1997 was the research companion of Jean Piaget In this unique volume leading international researchers examine the various aspects of her work her ideas and her contribution to developmental psychology

The Learning Paradox James R. M. Harris,1996 *Necessary Knowledge* Leslie Smith,1993 The main conclusion drawn in this text is that Piaget's accounts of the construction of necessary knowledge continue to have an intelligible and respectable bases

The Learning Paradox : Creating Security by Rediscovering the Joy of Learning

Harris, Jim (Jim R. M.),1997 **A Companion to Wittgenstein on Education** Michael A. Peters,Jeff Stickney,2017-05-03

This book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education Topics range widely both within and across the four parts of the book Wittgenstein's biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy Wittgenstein's thought and methods in relation to other philosophers such as Cavell Dewey Foucault Hegel and the Buddha contrasting investigations of training in relation to initiation into forms of life emotions mathematics and the arts dance poetry film and drama including questions from theory of mind nativism vs initiation into social practices neuroscience primate studies constructivism and relativity and the role of Wittgenstein's philosophy in religious studies and moral philosophy as well as their profound impact on his own life This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view Wittgenstein's philosophy is essentially pedagogical he provides pictures drawings analogies similes jokes equations dialogues with himself questions and wrong

answers experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive

Psychology Library Editions: Child Development Various,2021-12-02 Psychology Library Editions Child Development 20 Volume set brings together a diverse number of titles across many areas of developmental psychology from children s play to language development The series of previously out of print titles originally published between 1930 and 1993 with the majority from the 70s and 80s includes contributions from many respected authors in the field and charts the progression of the field over this time

Computer Support for Collaborative Learning Gerry Stahl,2023-01-13 Computer Support for Collaborative Learning CSCL is a field of study centrally concerned with meaning and the practices of meaning making in the context of joint activity and the ways in which these practices are mediated through designed artifacts This volume includes abstracts of papers that were presented during interactive poster sessions at CSCL 2002 Documenting an extremely

heterogeneous productive phase of inquiry with broad social consequences these proceedings reflect the current state of CSCL research particularly in North America and Western Europe

Vygotsky in Perspective Ronald Miller,2011-04-14 Lev Vygotsky has acquired the status of one of the grand masters in psychology Following the English translation and publication of his Collected Works there has been a new wave of interest in Vygotsky accompanied by a burgeoning of secondary literature Ronald Miller argues that Vygotsky is increasingly being read and understood through secondary sources and that scholars have claimed Vygotsky as the foundational figure for their own theories eliminating his most distinctive contributions and distorting his theories Miller peels away the accumulated layers of commentary to provide a clearer understanding of how Vygotsky built and developed his arguments In an in depth analysis of the last three chapters of Vygotsky s book Thinking and Speech Miller provides a critical interpretation of the core theoretical concepts that constitute Vygotsky s cultural historical theory including the development of concepts mediation the zone of proximal development conscious awareness inner speech word meaning and consciousness

Encyclopedia of the Sciences of Learning

Norbert M. Seel,2011-10-05 Over the past century educational psychologists and researchers have posited many theories to explain how individuals learn i e how they acquire organize and deploy knowledge and skills The 20th century can be considered the century of psychology on learning and related fields of interest such as motivation cognition metacognition etc and it is fascinating to see the various mainstreams of learning remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology Beyond folk psychology and its na ve theories of learning psychological learning theories can be grouped into some basic categories such as behaviorist learning theories connectionist learning theories cognitive learning theories constructivist learning theories and social learning theories Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines such as philosophy and epistemology education information science biology and as a result of the emergence of computer technologies especially also in the field of computer sciences and artificial

intelligence As a consequence machine learning struck a chord in the 1980s and became an important field of the learning sciences in general As the learning sciences became more specialized and complex the various fields of interest were widely spread and separated from each other as a consequence even presently there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely The Encyclopedia of the Sciences of Learning provides an up to date broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields including relevant areas of instruction pedagogy cognitive sciences and especially machine learning and knowledge engineering This modern compendium will be an indispensable source of information for scientists educators engineers and technical staff active in all fields of learning More specifically the Encyclopedia provides fast access to the most relevant theoretical terms provides up to date broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies supplies clear and precise explanations of the theoretical terms cross references to related entries and up to date references to important research and publications The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning the entries are written by a distinguished panel of researchers in the various fields of the learning sciences

The Teaching-learning Paradox Robert Dubin,Thomas C. Taveggia,1968 **Blindsided** Jim Harris,2002-07-26 Solve problems before they happen The speed of change is accelerating It took radio twenty years to attract ten million users it took television half that time Netscape only twenty eight months Hotmail eighteen and Napster twelve New technology mergers competition coming out of left field all these factors mean the business landscape is more chaotic confusing and complex than ever before Blindsided presents a series of breakthrough techniques to help business leaders identify trends earlier and more accurately predict their impact Drawing upon his extensive experience consulting the world s top corporations global change guru Jim Harris demonstrates how to build consensus faster within organizations when the tumult of the market threatens to throw plans off course Every executive dreads being blindsided with this tool leaders will learn to stay one step ahead of the game Jim Harris Vancouver Canada is the Principal of Strategic Advantage a management consulting firm whose clients include General Motors Arthur Andersen Deloitte Touche and Sybase He is the author of The Learning Paradox Capstone 1 84112 189 4 and he speaks internationally at over seventy conferences a year

The Learning of Liberty Lorraine Smith Pangle,Thomas L. Pangle,1993 This very important book is original sweeping and wise about the relation between education and liberal democracy in the United States The Pangles reconsider superior ideas from the founding period in a way that illuminates any serious thinking on American education whether policy oriented or historical American Political Science Review An important and thoughtful book stimulating for citizens as well as scholars *Journal of American History* **For the Learning of Mathematics** ,1989 **Science Teaching and the Development of Thinking** Anton E. Lawson,1995 To provide future science teachers with the methods and tools to present science this

text integrates new methods and theories with more traditional existing programs to meet the needs of almost every instructor It encourages personal development of critical thinking skills in students as well as professional development for the future teacher by encouraging establishment of curriculum guidelines The text also stresses an active learning environment by utilizing learning cycles and in depth science investigation activities *The Journal of Education for the Province of Quebec* Pierre Joseph Oliver Chauveau, Henry Hopper Miles, Patrick Delaney, George W. Colfer, 1878

Unveiling the Power of Verbal Artistry: An Emotional Sojourn through **The Learning Paradox**

In a global inundated with screens and the cacophony of instantaneous connection, the profound energy and psychological resonance of verbal artistry frequently fade into obscurity, eclipsed by the continuous onslaught of sound and distractions. Yet, located within the lyrical pages of **The Learning Paradox**, a remarkable work of literary splendor that impels with organic thoughts, lies an remarkable journey waiting to be embarked upon. Published with a virtuoso wordsmith, this exciting opus instructions visitors on an emotional odyssey, gently exposing the latent possible and profound affect stuck within the complicated internet of language. Within the heart-wrenching expanse of the evocative examination, we can embark upon an introspective exploration of the book's main subjects, dissect their captivating publishing style, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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