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# Perspective On Learning

**Jicheng Xie**



## **Perspective On Learning:**

*Perspectives on Learning* Denis Charles Phillips, Jonas F. Soltis, 2004 Rather than simply outlining the classical and modern theories of learning this widely adopted text brings the material to life through case studies that engage students in debates about what really happens in classrooms Students are encouraged to test the strengths and weaknesses of each theory so that ultimately they will learn to formulate their own philosophies of teaching and learning *Perspectives on Learning* is one of the five books in the highly regarded Teachers College Press Thinking About Education Series now in its Fourth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice Book jacket [Learning Theories](#) Dale H. Schunk, 2011-01-01 The main objectives of this text are to inform students of learning theoretical principles concepts and research findings especially as they relate to education and to provide applications of principles and concepts in settings where teaching and learning occur **Learning in the learner's perspective** Roger Säljö, 1979 **Perspectives on Thinking, Learning, and Cognitive Styles** Robert J. Sternberg, Li-fang Zhang, 2014-04-08 This volume presents the most comprehensive balanced and up to date coverage of theory and research on cognitive thinking and learning styles in a way that represents diverse theoretical perspectives includes solid empirical evidence testing the validity of these perspectives and shows the application of these perspectives to school situations as well as situations involving other kinds of organizations International representation is emphasized with chapters from almost every major leader in the field of styles Each chapter author has contributed serious theory and or published empirical data work that is primarily commercial or that implements the theories of others The book's central premise is that cognitive learning and thinking styles are not abilities but rather preferences in the use of abilities Traditionally many psychologists and educators have believed that people's successes and failures are attributable mainly to individual differences in abilities However for the past few decades research on the roles of thinking learning and cognitive styles in performance within both academic and nonacademic settings has indicated that they account for individual differences in performance that go well beyond abilities New theories better differentiate styles from abilities and make more contact with other psychological literatures recent research in many cases is more careful and conclusive than are some of the older studies Cognitive learning and thinking styles are of interest to educators because they predict academic performance in ways that go beyond abilities and because taking styles into account can help teachers to improve both instruction and assessment and to show sensitivity to cultural and individual diversity among learners They are also of interest in business where instruments to assess styles are valuable in selecting and placing personnel The state of the art research and theory in this volume will be of particular interest to scholars and graduate students in cognitive and educational psychology managers and others concerned with intellectual styles as applied in educational industrial and corporate settings **International Handbook of Research in Professional and Practice-based Learning** Stephen Billett, Christian Harteis, Hans Gruber, 2014-07-15 The

International Handbook of Research in Professional and Practice based Learning discusses what constitutes professionalism examines the concepts and practices of professional and practice based learning including associated research traditions and educational provisions It also explores professional learning in institutions of higher and vocational education as well the practice settings where professionals work and learn focusing on both initial and ongoing development and how that learning is assessed The Handbook features research from expert contributors in education studies of the professions and accounts of research methodologies from a range of informing disciplines It is organized in two parts The first part sets out conceptions of professionalism at work how professions work and learning can be understood and examines the kinds of institutional practices organized for developing occupational capacities The second part focuses on procedural issues associated with learning for and through professional practice and how assessment of professional capacities might progress The key premise of this Handbook is that during both initial and ongoing professional development individual learning processes are influenced and shaped through their professional environment and practices Moreover in turn the practice and processes of learning through practice are shaped by their development all of which are required to be understood through a range of research orientations methods and findings This Handbook will appeal to academics working in fields of professional practice including those who are concerned about developing these capacities in their students In addition students and research students will also find this Handbook a key reference resource to the field

**Problem-based Learning** Cindy E. Hmelo-Silver,2000 Extends problem based learning beyond medical education Edited volume for both researchers and practitioners it presents research dealing with two complex entities vital to a problem based curriculum group collaboration and self directed learning

**Learning and Cognition** Vibeke Grøver Aukrust,2011-02-17 This collection of 58 articles from the recently published third edition of the INTERNATIONAL ENCYCLOPEDIA OF EDUCATION focus on learning memory attention problem solving concept formation and language Learning and cognition is the foundation of cognitive psychology and encompasses many topics including attention memory categorization etc Most books in the area either focus on one subtopic in depth e g an entire book on memory or cover the gamut of subjects in a series of long technical handbook like chapters This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth but lighter in depth focusing on main findings established facts and minimizing the amount of space taken up by large multi volume references An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers

**Intellectual Capital Disclosure and Performance of Consumer Goods Firms** Rehanet Isa,Kabiru Isa Dandago,2024-01-11 Business executives and managers are increasingly working in a highly competitive environment where identifying the main drivers of performance is vital for the survival of firms Intellectual capital is a crucial matter for firms worldwide and the disclosure of intellectual capital has been identified as one of the

major drivers of performance This book examines the impact of intellectual capital disclosure on the performance of listed firms which adopt the balanced scorecard approach The book is a product of research that offers innovative analysis and proves that managers of firms can use the disclosure of intellectual capital to boost performance It reveals how using the balanced scorecard as a measurement tool for intellectual capital disclosure can drive the performance of firms Students in postgraduate programmes and academics as well as business executives and managers will find this book to be an essential guide to maximizing intellectual capital disclosure to boost performance

**Online Learning** Nada Dabbagh, Brenda Bannan-Ritland, 2005 Jill couldn't help falling for Todd He was handsome charming and they had incredible chemistry but he had a wife and they had an arrangement Learning to live in a poly amorous relationship was different for everyone involved But they adjusted Then entered Dean Witty romantic and entirely available to be Jill's alone he swept Jill off her feet in a way that would have answered her desires but now only left her confused A marriage proposal from Dean brought even more questions Could Jill learn to be the one

*Knowledge Management* Christian Stary, 2007 This collection of papers from the 2007 International Conference on Knowledge Management organized by the Executive Academy of the Vienna University of Economics jointly with the International Knowledge Management Society IKMS the Austrian Society for Technology Policy GTP the Platform Knowledge Management PWM the Society of Learning SoL Austria the Competence Centre for Knowledge Management Linz the Austrian Computing Society OCG Business Innovation Consulting BIC Austria and Knowledge Management Associates KMA represents recent outstanding work by researchers and practitioners in the field of knowledge management

**The Methodist Review**, 1896 *Wisconsin Journal of Education*, 1876 **International Handbook of Distance Education** Terry Evans, Margaret Haughey, David Murphy, 2008-02-13 Distance education is arguably one of the major developments in education during the 20th Century This title explores the array of distance education theories and practices as they have been shaped by the late 20th Century and then positions these in terms of the contemporary circumstances of the 21st Century

**Quarterly Review of the Methodist Episcopal Church, South**, 1895 **Online and Social Networking Communities** Karen Kear, 2011-03-17 Online and Social Networking Communities is a professional guide written for educational practitioners and trainers who wish to use online communication tools effectively in their teaching Focusing on the student experience of learning in online communities it addresses web 2.0 and other social software tools and considers the role these technologies play in supporting student learning and building learning communities The guide offers real world case studies and quality research must have lists of useful resources guidance on building and supporting online learning communities discussion of how collaborative learning can be assessed coverage of wikis forums blogging instant messaging Second Life Twitter desktop videoconferencing and social networking sites such as Facebook Online and Social Networking Communities helps educators and trainers develop a critical approach by exploring online learning from both the student's and educator's perspective This practical guide provides the tools to help develop

confident and thoughtful online educators able to create successful and enjoyable learning experiences for their students

Learning from Teaching Jere E. Brophy, Carolyn M. Evertson, 1976-01-01 International Handbook on Education

Development in the Asia-Pacific Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer

International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world **The Research Probe**

Nenita D. Guerrero, Rodrigo M. Velasco, Rekha Mahajan, Richard Ryan C. Villegas & Jemma M. Gonzales, Richard Ryan C.

Villegas, Horacio J. Romero, Edwin D. Cabanero & Jerrifer B. Tirao, 2021-06-06 The Research Probe TRP is a proceedings

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paradigm TRP publishes articles employing any of the various research methods and strategies It accepts any specific topic

within these broad subjects It also encourages interdisciplinary articles that broadly discuss key topics relevant to the core

scope of the journal **Assessing Student Learning** Linda Suskie, 2004-06-04 What is assessment How can student

learning be assessed What is good assessment Why are you assessing student learning The keys to a culture of assessment

tangible value and respect Supporting assessment efforts with time infrastructure and resources Organizing an assessment

process Developing learning goals Using a scoring guide or rubric to plan and evaluate an assignment Creating an effective

assignment Writing a traditional test Assessing values attitudes dispositions and habits of mind Assembling assessment

information into portfolios Selecting a published test or survey Setting benchmarks or standards Summarizing and analyzing

assessment results Sharing assessment results with internal and external audiences Using assessment results effectively and

appropriately Keeping the momentum going **Integrated and Holistic Perspectives on Learning, Instruction and**

**Technology** J.M. Spector, T.M. Anderson, 2005-12-17 One outcome of recent progress in educational technology is strong

interest in providing effective support for learning in complex and ill structured domains We know how to use technology to

promote understanding in simpler domains e g orientation information procedures with minimal branching etc but we are less sure how to use technology to support understanding in more complex domains e g managing limited resources understanding environmental impacts etc Such domains are increasingly significant for society Technology e g collaborative tele learning digital repositories interactive simulations etc can provide conceptually and functionally rich domains for learning However this introduces the problem of determining what works in which circumstances and why Research and development on these matters is reflected in this collection of papers This research suggests a need to rethink foundational issues in educational philosophy and learning technology One major theme connecting these papers is the need to address learning in the large from a more holistic perspective A second theme concerns the need to take learners where and as they are integrating technology into effective learning places Significant and systematic progress in learning support for complex domains demands further attention to these important issues

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