

Perspectives on School Learning

Selected Writings of
John B. Carroll

Edited by
Lorin W. Anderson



Psychology of Education and Instruction Series

Perspectives On School Learning Selected Writings Of John B Carroll

Acene Fleurmons BSW MOM and EdD

Perspectives On School Learning Selected Writings Of John B Carroll:

Perspectives on School Learning L. W. Anderson, 2014-01-09 First Published in 1985 This volume offers a collection of John B Carroll's works on the mastery of learning and related topics Including discussions and information around his Model of School Learning and a biographical background **Handbook of Research on Student Engagement** Sandra L. Christenson, Amy L. Reschly, CATHY WYLIE, 2012-02-23 For more than two decades the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive emotional and behavioral components that embody and further develop motivation for learning Similarly the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement The Handbook guides readers through the field's rich history sorts out its component constructs and identifies knowledge gaps to be filled by future research Grounding data in real world learning situations contributors analyze indicators and facilitators of student engagement link engagement to motivation and gauge the impact of family peers and teachers on engagement in elementary and secondary grades Findings on the effectiveness of classroom interventions are discussed in detail And because assessing engagement is still a relatively new endeavor chapters on measurement methods and issues round out this important resource Topical areas addressed in the Handbook include Engagement across developmental stages Self efficacy in the engaged learner Parental and social influences on engagement and achievement motivation The engaging nature of teaching for competency development The relationship between engagement and high risk behavior in adolescents Comparing methods for measuring student engagement An essential guide to the expanding knowledge base the Handbook of Research on Student Engagement serves as a valuable resource for researchers scientist practitioners and graduate students in such varied fields as clinical child and school psychology educational psychology public health teaching and teacher education social work and educational policy Leaders in Educational Research María de Ibarrola, D.C. Phillips, 2014-11-04 In this volume fourteen fellows of the International Academy of Education whose research work is known internationally reflect upon the ways in which their careers have been shaped by early family influences by random events and surprise opportunities and by nascent intellectual interests and academic mentoring The authors come from many different countries Australia Belgium Cyprus Germany Greece Israel Mexico South Africa and the USA and from a number of disciplinary or intellectual orientations including curriculum development economics educational measurement and statistical analysis history philosophy policy analysis program evaluation psychology and sociology They come from diverse social and cultural backgrounds and in many cases rose above the travails presented by wars social unrest and social injustice to attain an education that launched them eventually into a research career On this path many were unexpectedly assisted by established researchers who served as mentors or enablers Their personal stories then are of broad interest and

may even be a source of comfort and inspiration to younger colleagues who are commencing their careers in the international educational research community *Inquiry, Data, and Understanding* Lorin W. Anderson, 2023-05-31 *Inquiry Data and Understanding* is a reflective collection of papers in which Lorin Anderson offers his personal perspective on developments in educational research over thirty years Following an introductory chapter in which educational research is defined as disciplined inquiry the remaining chapters are divided into four sections time and learning factors influencing educational effectiveness international perspectives and the nature and purpose of educational research Each section contains an introduction that places the chapters in that section in a historical and personal context The fourth section which concludes the book summarises four lessons that were learned about becoming a researcher Based on these lessons the final chapter describes four needs that must be met if school and classroom research is to move forward The need for concept based research The need to put students back into the equation The need to stop focusing on correlates of student achievement The need for research on alterable variables

The Scientific Study of General Intelligence Helmuth Nyborg, 2003-07-11 This book celebrates two triumphs in modern psychology the successful development and application of a solid measure of general intelligence and the personal courage and skills of the man who made this possible Arthur R Jensen from Berkeley University The volume traces the history of intelligence from the early 19th century approaches to the most recent analyses of the hierarchical structure of cognitive abilities and documents the transition from a hopelessly confused concept of intelligence to the development of an objective measure of psychometric g The contributions illustrate the impressive power g has with respect to predicting educational achievement getting an attractive job or social stratification The book is divided into six parts as follows Part I presents the most recent higher stream analysis of cognitive abilities Part II deals with biological aspects of g such as research on brain imaging glucose uptake working memory reaction time inspection time and other biological correlates and concludes with the latest findings in g related molecular genetics Part III addresses demographic aspects of g such as geographic race and sex differences and introduces differential psychological aspects as well Part IV concentrates on the g nexus and relates such highly diverse topics as sociology genius retardation training education jobs and crime to g Part V contains chapters critical of research on g and its genetic relationship and also presents a rejoinder Part VI looks at one of the greatest contemporary psychologists Professor Emeritus Arthur R Jensen as teacher and mentor

LEARNING AND TEACHING MANGAL, S. K., MANGAL, SHUBHRA, 2019-07-01 The book thoroughly explains various theories and concepts applied in the field of learning and teaching It orderly describes effective techniques and methods by using descriptive analytical approach and methodology It covers in the intelligible form a wide spectrum of information inclusive of that required for the compulsory paper Learning and Teaching incorporated in the curriculum of B Ed courses of various Indian universities in accordance with the guidelines of National Council for Teacher Education NCTE The book discusses the nature and importance of learning theories propagated by behaviourists cognitivists and humanists It

also focuses on pedagogy andragogy models of teaching tasks and process of learning strategies of teaching learning styles concepts of e learning and m learning in the applications of ICT KEY FEATURES Full coverage of syllabi of all the Indian universities Diligently arranged chapters for the sequential learning Comprehensive explanation with illustrative examples and case studies Explicit figures tables and diagrams for easy interpretation Summary at each chapter end for quick review The book is primarily intended to B Ed students Besides the text is also of immense value to the students of B EL Ed M Ed MA Ed M Phil and teachers training professionals and counsellors

Creating Successful Learning Environments for African American Learners With Exceptionalities Festus E. Obiakor, Bridgie Alexis Ford, 2002-06-18 Discover the key strategies to empowering African American students with exceptionalities Central to the teaching and learning of African American students is an understanding of their cultures background experiences and perspectives while applying this understanding to the design implementation and assessment of educational programs This comprehensive culturally responsive approach is supported by straightforward and in depth contributions from more than 25 leading scholars and practitioners featured in this book The guide focuses on specific innovative methods for maximizing the learning opportunities and outcomes of African American students from dealing with foundational issues such as accountability categorization and legal implications to managing learning environments and enhancing school practices through teacher preparation and early childhood programs By providing concrete rationales and solutions for maximizing the intellectual academic and social achievement of African American learners this groundbreaking text presents the tools necessary for meeting the needs of these students including Assessment and instructional techniques for general and special education programs including discussions on specific learning disabilities Intervention tactics for behavioral issues Tips for utilizing family and community resources to complement the classroom Strategies for enhancing students communication skills and maximizing the potential of gifted and talented learners

Bell-Shape Testing System Acene Fleurmons BSW MOM and EdD, 2015-08-11 This book is about a presentation of Benjamin Blooms Taxonomy of Educational Objectives Cognitive Domain It rather wants to be a research paper in which I make a profound reflection on the educational objectives presented by Bloom in 1956 I take the opportunity to seek knowledge or information on how they are implemented by the schools The greatest opportunity Ive had is to indicate how these educational objectives should be implemented in lifelong learning so students of any age especially in the public schools can have insights into them for their full success This book also contains some critics of Blooms text related to the classification of the objectives For example comprehension cannot be classified immediately after knowledge because one needs to develop some mental and intellectual efforts before he or she can be confident with having insight into anything This stage of knowing is based on the analysis of the encountered facts

The Dimensions of Time and the Challenge of School Reform Patricia C. Gandara, 2000-01-01 Annotation As the education reform movement matures into its second decade it is clear that many promising efforts have fallen short in their attempts to

create real school change One reason for this is that the process of school reform is much more complex than most reformers realized or were willing to acknowledge The Dimensions of Time and the Challenge of School Reform points to another problem the problem of time and its role in both the success and failure of school reform efforts The importance of understanding the role that time plays in both learning and instruction and finding ways to provide time for teachers grappling with change and students learning to accommodate a new language and culture are important themes in this book This book is directed to policymakers and practitioners as well as to academics in that it combines theory with the real world experiences of many who have been active in the school reform movement and who have learned through trial and error how to think about time in innovative ways Book jacket The Psychology of Written Composition Carl Bereiter, Marlene Scardamalia, 2013-11-05 First Published in 1987 Part of a series on the psychology of education and instruction this volume marks a highpoint in the development on writing from a cognitive perspective It significantly expands the data base upon which our understanding of writing rests the book presents an original theory or at any rate the beginnings of a theory of writing and the development of writing skills emphasizing the control processes in writing **Handbook of Education Policy Research** Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net> **Collaborative Dialogue Technologies in Distance Learning** M. Felisa Verdejo, Stefano A. Cerri, 2012-12-06 In April 1993 an interdisciplinary NATO Advanced Research Workshop on Collaborative dialogue technologies in distance

learning was held in Segovia Spain The workshop brought together researchers in fields related to distance learning using computer mediated communication The statement of justification of the NATO ARW follows hereafter Justification of the NATO Advanced Research Workshop on Collaborative Dialogue Technologies in Distance Learning Computer Mediated Communication CMC systems have features that reduce some temporal physical and social constraints on communication Theories of communication have shifted from viewing communication as a linear transmission of messages by a sender to a receiver to viewing it as a social paradigm where individuals are actors in a network of interdependent relationships embedded in organizational and social structures Recent research focuses on models of information sharing to support not only the activities of individuals but also the problem solving activities of groups such as decision making planning or co writing This area of research is called Computer Supported Cooperative Work CSCW The Artificial Intelligence AI approach uses knowledge based systems to enhance and facilitate all these processes including the possibility of using natural language The traditional model of distance education places a strong emphasis on independent study supported by well developed learning materials This model can be characterized as one way media However the potential of CMC to provide better guidance to the student in Higher Distance Education has been quickly recognized for at least two kind of activities information sharing and interaction

Instructional Psychology and Models of School Learning Sandra Christenson,1987 Increasing Teacher Effectiveness Lorin W. Anderson,1991 Research on increasing teacher effectiveness is presented in this book Chapter 1 outlines a framework for investigating and understanding teacher effectiveness with attention to the following components teacher and student characteristics curriculum classroom environment and management teaching and learning Chapter 2 describes the two variables that are linked to student learning opportunity to learn and academic work Policies concerning these two variables lay the groundwork for increasing teacher effectiveness Chapter 3 examines ways to create physically and psychologically appealing classrooms and chapter 4 presents ways in which these classrooms can be organized to promote effective teaching and learning Chapters 5 and 6 describe ways in which effective teachers structure their lessons and communicate with their students Student learning as both a process of involvement and an outcome success is discussed in the seventh chapter The final chapter offers strategies for increasing teacher effectiveness overcoming reluctance to change and providing support for improvement efforts and makes recommendations for policymakers and educational planners One figure and one table are included Appendices contain sample teacher evaluation instruments Contains 99 references LMI **The American Psychologist** ,2002 Includes proceedings of the 54th 55th annual meetings of the association 1946 47 and proceedings of meetings of various regional psychological associations *Linguistic and Cultural Influences on Learning Mathematics* Rodney R. Cocking,Jose P. Mestre,2013-03-07 The combined impact of linguistic cultural educational and cognitive factors on mathematics learning is considered in this unique book By uniting the diverse research models and perspectives of these fields the contributors

describe how language and cognitive factors can influence mathematical learning thinking and problem solving The authors contend that cognitive skills are heavily dependent upon linguistic skills and both are critical to the representational knowledge intimately linked to school achievement in mathematics

Child Language Jean Stilwell Peccei, 2006 Child Language provides a comprehensive overview of language acquisition in children introduces students to key theories and concerns such as innateness the role of input and the relation of language to other cognitive functions teaches students the skills needed to analyze children's language includes sections on the bilingual child and atypical language development provides classic readings by key names in the field such as Brian MacWhinney Richard Cromer Jean Aitchison and Eve Clark The accompanying website to this book can be found at <http://www.routledge.com/textbooks/0415281032>

On Subject and Theme Ruqaiya Hasan, Peter Howard Fries, 1995 The ten papers in this volume focus on Subject and Theme Theme began its life as a semantic notion in the work of Vil m Mathesius while Subject has traditionally been seen as just a syntactic entity More recently two related perspectives on these concepts have attracted linguists attention the formal criteria for their recognition and the relations between the two concepts Using the systemic functional model as their point of departure the papers in the present volume consider the two notions in a wider context by relating them to the interpersonal and textual metafunctions of language By contrast with the current linguistic approaches the primary focus here is neither simply on formal recognition criteria nor on the relation of these elements to each other instead the notions of Subject and Theme are examined from the point of view of their function in the economy of discourse with studies of their significance in English and French as well as in a range of non Indo European languages Definitions of the concepts are offered on the basis of their discourse functions which are also important in selecting the formal recognition criteria and in understanding their mutually supportive role vis vis each other Most of the papers in the volume are a selection from presentations made at the 19th International Systemic Functional Congress at Macquarie University

Working with Multimodality Jennifer Rowsell, 2013-01-03 In today's digital world we have multiple modes of meaning making sounds images hypertexts Yet within literacy education even new literacies we know relatively little about how to work with and produce modally complex texts In *Working with Multimodality* Jennifer Rowsell focuses on eight modes words images sounds movement animation hypertext design and modal learning Throughout the book each mode is illustrated by cases studies based on the author's interviews with thirty people who have extensive experience working with a mode in their field From a song writer to a well known ballet dancer these people all discuss what it means to do multimodality well This accessible textbook brings the multiple modes together into an integrated theory of multimodality Step by step beginning with theory then exploring modes and how to work with them before concluding with how to apply this in an investigation each stage of working with multimodality is covered *Working with Multimodality* will help students and scholars to Think about specific modes and how they function Consider the implications for multimodal meaning making Become familiar with conventions and folk knowledge about given

modes Apply this same knowledge to their own production of media texts in classrooms Assuming no prior knowledge about multimodality and its properties Working with Multimodality is designed to appeal to advanced undergraduate and postgraduate students interested in how learning and innovation is different in a digital and media age and is an essential textbook for courses in literacy new media and multimodality within applied linguistics education and communication studies

Implementing Mastery Learning Thomas R. Guskey, 2022-10-28 The definitive classic updated for our times After 50 years Benjamin Bloom's revolutionary work on mastery learning is more relevant than ever One of the most widely researched and proven effective education methodologies in existence it provides a direct challenge to the traditional deterministic time based approaches to teaching and learning that have perpetuated inequities for generations of children Mastery learning is the progenitor of many of today's most promising teaching methods including competency based learning personalized instruction and differentiated instruction It helped to elevate the importance and use of formative assessment as a powerful instructional practice This timely new edition of the foremost practical guide includes Recent applications of the principles of mastery learning to distance hybrid and blended learning environments Updates including evidence from recent implementation efforts the results of the most current research on mastery learning and its implications for practice Step by step guidance on implementation across grade levels and subject areas Supplemental on line chapters that unpack the development of effective formative assessments and connections between RTI and mastery learning Written by one of the most highly regarded scholar practitioners in the field and the leading interpreter of Bloom's work this updated guidebook is essential reading for teachers school leaders professional learning communities and anyone who believes that all students can learn well achieve success and become confident learners

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