

Schemas

in

Problem

Solving

Sandra P. Marshall

Schemas In Problem Solving

Sally Fincher, Marian Petre



Schemas In Problem Solving:

Schemas in Problem Solving Sandra P. Marshall, 1995-06-30 Schemas in Problem Solving introduces a new approach to the study of learning instruction and assessment Focusing on the area of arithmetic story problems Marshall shows how instruction can lead to more meaningful learning by emphasizing the ways students acquire and store knowledge in memory She identifies major knowledge structures called schemas describes instruction designed around these structures and assesses the strengths and weaknesses in the knowledge that the students demonstrate following instruction To evaluate the success of her approach Marshall describes traditional experiments and computer simulations of student performance

Schemas in Problem Solving: An Integrated Model of Memory, Learning, and Instruction ,1991 The purpose of the project was to develop a schema based model of teaching and learning and to test the adequacy of that model in a computer based instructional system The domain of instruction is arithmetic word problems and the schemas center on the situations that can be expressed in such problems A core set of situations was identified and a series of studies verified that the situations were sufficient for describing virtually all legitimate work problems A model of schema knowledge was constructed for each of the basic situations Each schema model specified the feature knowledge constraint knowledge planning knowledge and implementation knowledge required to use the schema successfully Provisional Summary Record of the 1st Meeting,

Held at the Palais Des Nations, Geneva, on Monday, 27 August 1990 ,1990 Adaptive Reasoning for Real-world Problems

Roy Turner, 2013-05-13 This book describes a method for building real world problem solving systems such as medical diagnostic procedures and intelligent controllers for autonomous underwater vehicles AUVs and other robots The approach taken is different from other work reported in the artificial intelligence literature in several respects It defines schema based reasoning in which schemas explicitly declared packets of related knowledge are used to control not only the reasoner's planning but also all other facets of its behavior It is a kind of reactive reasoning that the author calls adaptive problem solving the reasoner maintains commitments to future goals but is able to change its focus of attention as the problem solving situation requires It is a context sensitive reasoning method Every decision it makes relies on the use of contextual knowledge to be appropriate for the current problem solving situation Furthermore context is represented explicitly by always keeping a current representation of the context in mind the reasoner's behavior is automatically sensitive to the context with very little work needed per decision Schema based reasoning a generalization of case based reasoning extends the usual idea of case based reasoning to encompass all aspects of the reasoner's behavior and it extends it to make use of generalized cases i.e. schemas rather than particular cases thus saving effort needed to transfer knowledge from an old case to a new situation Though the work originated in the domain of medical diagnostic problem solving treating diagnosis as a planning task it is even more appropriate for controlling autonomous systems The author is currently extending the approach by creating a robust controller for long range autonomous underwater vehicles that will be used to carry out ocean science

missions **Social Problem Solving and Offending** Mary McMurran, James McGuire, 2005-09-27 The evidence for social problem solving deficits being relevant to the understanding and treatment of offending behaviour has been accumulating since the 1980s Reasoning and Rehabilitation R R the first structured cognitive behavioural treatment programme used widely with prisoners included social problem solving as a key component and is now in use worldwide More recently interventions that focus specifically on social problem solving have recently been developed Arranged in three parts evidence evaluation and evolution and exploration this book draws together aetiological and therapeutic research evidence and practice over the last twenty years in social problem solving with offenders **Electronic Performance Support** Paul van Schaik, 2016-04-29 Despite ubiquitous powerful technologies such as networked computers global positioning systems and cell phones human failures in decision making and performance continue to have disastrous consequences Electronic Performance Support Using Digital Technology to Enhance Human Ability reminds everyone involved in education training human performance engineering and related fields of the enormous importance of this area Ironically the more complex technology becomes the more performance support may be needed and that's why the extraordinary expertise shared in this book is especially valuable The authors emphasize the psychological aspects of performance support the fundamental limitations of human memory perception cognition conation and psychomotor skills and how they can be reduced through electronic performance support as one of the most important pursuits of this century Readers will find the material presented extremely useful because of its generic basis which underlines much of the contemporary use of electronic technology for supporting people who are engaged in problem solving activities At the same time the book gives examples of the application of electronic performance support in a number of specific domains Possible future developments for electronic performance support are also discussed The technological challenges we face today both globally and locally are more urgent than most people seem willing to acknowledge and there is no time to waste putting the ideas expressed in this book into action

Computer Science Education Research Sally Fincher, Marian Petre, 2005-09-26 This book provides an overview of how to approach computer science education research from a pragmatic perspective It represents the diversity of traditions and approaches inherent in this interdisciplinary area while also providing a structure within which to make sense of that diversity It provides multiple entry points to literature to me *Affect and Mathematical Problem Solving* Douglas B. McLeod, Verna M. Adams, 2012-12-06 Research on cognitive aspects of mathematical problem solving has made great progress in recent years but the relationship of affective factors to problem solving performance has been a neglected research area The purpose of *Affect and Mathematical Problem Solving A New Perspective* is to show how the theories and methods of cognitive science can be extended to include the role of affect in mathematical problem solving The book presents Mandler's theory of emotion and explores its implications for the learning and teaching of mathematical problem solving Also leading researchers from mathematics education and psychology report how they have integrated affect into their own

cognitive research The studies focus on metacognitive processes aesthetic influences on expert problem solvers teacher decision making technology and teaching problem solving and beliefs about mathematics The results suggest how emotional factors like anxiety frustration joy and satisfaction can help or hinder performance in problem solving

Learning to Solve Problems David H. Jonassen, 2010-09-13 This book provides a comprehensive up to date look at problem solving research and practice over the last fifteen years The first chapter describes differences in types of problems individual differences among problem solvers as well as the domain and context within which a problem is being solved Part one describes six kinds of problems and the methods required to solve them Part two goes beyond traditional discussions of case design and introduces six different purposes or functions of cases the building blocks of problem solving learning environments It also describes methods for constructing cases to support problem solving Part three introduces a number of cognitive skills required for studying cases and solving problems Finally Part four describes several methods for assessing problem solving Key features includes Teaching Focus The book is not merely a review of research It also provides specific research based advice on how to design problem solving learning environments Illustrative Cases A rich array of cases illustrates how to build problem solving learning environments Part two introduces six different functions of cases and also describes the parameters of a case Chapter Integration Key theories and concepts are addressed across chapters and links to other chapters are made explicit The idea is to show how different kinds of problems cases skills and assessments are integrated Author expertise A prolific researcher and writer the author has been researching and publishing books and articles on learning to solve problems for the past fifteen years This book is appropriate for advanced courses in instructional design and technology science education applied cognitive psychology thinking and reasoning and educational psychology Instructional designers especially those involved in designing problem based learning as well as curriculum designers who seek new ways of structuring curriculum will find it an invaluable reference tool

International Handbook of Research in Medical Education Geoffrey R. Norman, Cees P.M. van der Vleuten, D.I. Newble, 2012-12-06 GEOFF NORMAN McMaster University Hamilton Canada CEES VAN DER VLEUTEN University of Maastricht Netherlands DA VID NEWBLE University of Sheffield England The International Handbook of Research in Medical Education is a review of current research findings and contemporary issues in health sciences education The orientation is toward research evidence as a basis for informing policy and practice in education Although most of the research findings have accrued from the study of medical education the handbook will be useful to teachers and researchers in all health professions and others concerned with professional education The handbook comprises 33 chapters organized into six sections Research Traditions Learning The Educational Continuum Instructional Strategies Assessment and Implementing the Curriculum The research orientation of the handbook will make the book an invaluable resource to researchers and scholars and should help practitioners to identify research to place their educational decisions on a sound empirical footing

THE FIELD OF RESEARCH IN MEDICAL EDUCATION The

discipline of medical education began in North America more than thirty years ago with the founding of the first office in medical education at Buffalo New York by George Miller in the early 1960s Soon after large offices were established in medical schools in Chicago University of Illinois Los Angeles University of Southern California and Lansing Michigan State University All these first generation offices mounted master s level programs in medical education and many of their graduates went on to found offices at other schools

Handbook of Research on Learning Design and Learning Objects: Issues, Applications, and Technologies Lockyer, Lori,Bennett, Sue,Agostinho, Shirley,Harper, Barry,2008-07-31

This book provides an overview of current research and development activity in the area of learning designs Provided by publisher **Experience, Memory, and Reasoning** Janet L. Kolodner,Christopher K. Riesbeck,1986 First Published in 1986 Routledge is an imprint of Taylor Francis an informa company

11th Annual Conference Cognitive Science Society Pod Cognitive Science Society,2014-01-02 First published in 1989 This Program discusses The Eleventh Annual

Conference of the Cognitive Science Society August 1989 in Ann Arbor Michigan The book begins with 66 paper presentations and concludes with 59 poster presentations across over 1000 pages This program also includes a comprehensive author listing with affiliations and titles Teaching Mathematics to Middle School Students with Learning Difficulties Marjorie Montague,Asha K. Jitendra,2006-06-24 A highly practical resource for special educators and classroom teachers this book provides specific instructional guidance illustrated with vignettes examples and sample lesson plans Every chapter is grounded in research and addresses the nuts and bolts of teaching math to students who are not adequately prepared for the challenging middle school curriculum Presented are a range of methods for helping struggling learners build their understanding of foundational concepts master basic skills and develop self directed problem solving strategies While focusing on classroom instruction the book also includes guidelines for developing high quality middle school mathematics programs and evaluating their effectiveness

Conceptual Modeling - ER 2010 Jeffrey Parsons,Motoshi Saeki,Peretz Shoval,Carson Woo,Yair Wand,2010-10-27 th This publication comprises the proceedings of the 29 International Conference on Conceptual Modeling ER 2010 which was held this year in Vancouver British Columbia Canada Conceptual modeling can be considered as lying at the confluence of the three main aspects of information technology applications the world of the stakeholders and users the world of the developers and the technologies available to them Conceptual models provide abstractions of various aspects related to the development of systems such as the application domain user needs database design and software specifications These models are used to analyze and define user needs and system requirements to support communications between stakeholders and developers to provide the basis for systems design and to document the requirements for and the design rationale of developed systems Because of their role at the junction of usage development and technology conceptual models can be very important to the successful development and deployment of IT applications Therefore the research and development of methods techniques tools and languages that can be used in the

process of creating maintaining and using conceptual models is of great practical and theoretical importance Such work is conducted in academia research institutions and industry Conceptual modeling is now applied in virtually all areas of IT applications and spans varied domains such as organizational information systems systems that include specialized data for spatial temporal and multimedia applications and biomedical applications

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 naive 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

Dimensions of Thinking and Cognitive Instruction Beau Fly Jones, Lorna Idol, 2013-05-13 By establishing a conceptual framework and a common language for educators to work together this volume attempts to answer the challenge facing all teachers how can students improve the quality of their thinking Methods of strengthening the

thought process include helping students learn to monitor their attention and commitments asking questions that require students to organize analyze and integrate information setting tasks that involve complex processes such as problem solving and research and modeling and reinforcing fair mindedness **Avoiding Simplicity, Confronting Complexity**

,2006-01-01 Researchers from all over the world are fascinated by the question on how to design powerful learning environments and how to effectively integrate computers in instruction Members of the special interest groups Instructional Design and Learning and Instruction with Computers of the European Association for Research on Learning and Instruction belong to this group of fascinated researchers By presenting their research on these questions in this book these researchers provide empirically based answers finetune previously suggested solutions and raise new questions and research paths The contributions each try to deal with the actual complexity of learning environments while avoiding na ve simplicity The book presents an up to date overview of current research by experienced researchers from well known research centers This book is intended for an audience of educational researchers instructional designers and all those fascinated by questions with respect to the design of learning environments and the use of technology The Complete Problem Solver John R.

Hayes,2013-04-03 This unique volume returns in its second edition revised and updated with the latest advances in problem solving research It is designed to provide readers with skills that will make them better problem solvers and to give up to date information about the psychology of problem solving Professor Hayes provides students and professionals with practical tested methods of defining representing and solving problems Each discussion of the important aspects of human problem solving is supported by the most current research on the psychology problem solving The Complete Problem Solver Second Edition features Valuable learning strategies Decision making methods Discussions of the nature of creativity and invention and A new chapter on writing The Complete Problem Solver utilizes numerous examples diagrams illustrations and charts to help any reader become better at problem solving See the order form for the answer to the problem below **Visual**

Pedagogies ,2022-12-12 This international collection presents theoretical empirical and practice led considerations of what can be envisioned as visual pedagogies offering classic creative and contemporary re workings of these paradigms In complementary yet overlapping parts this book explores understandings of visual pedagogies as learning with through and or about images visual and digital environments embodied performances and immersive experiences As visual practices in academia gain momentum the need to navigate visuality in ways that enhance sensibility and awareness of how what we observe analyze criticize and reflect on in any given moment continues to grow We understand visual pedagogies as nomadic in the sense that the how and the what of image centered learning is not separable What does this mean First it means recognizing pedagogical practices as always already implicated In other words the form itself carries its own message Visual pedagogies respond to and are actualized within the cultural contexts in which they are working At the same time they carry the possibilities of being taken up in diverse ways beyond one particular context As living morphing practices visual

pedagogies expand on contextual affordances while at the same time providing the means of exceeding them Thus there are folk literacies in perpetual movement that are producing visual pedagogies where points of traction for theorizing and research can form These then can be mobilized as springboards for analysis and examination of how visual pedagogies become apparent This book takes up multiple diverse contexts through an international selection of authors The parts work to address conceptual empirical and practical considerations through different emphases yet in conversation with each other

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