

PERSON-CENTERED LEARNING

Confluent
Learning Processes

Glenn E. Whitlock

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Person-centered Learning Glenn E. Whitlock, 1984-01-01 To find more information on Rowman Littlefield titles please visit us at www.rowmanlittlefield.com Person-centered Learning Glenn E. Whitlock, 1984 Presents an educational model based on humanistic psychology which stresses the development of the whole person Based in part on the author's personal participation in the founding of the experimental Johnston College in California where person centered learning was the goal Emphasizes confluent learning processes in which the affective and cognitive elements are merged On Becoming an Effective Teacher Carl Rogers, Harold Lyon, Reinhard Tausch, 2013-08-22 On Becoming an Effective Teacher describes exemplary practices like Teach For America which highlight the power of person centered teaching to bring about higher student achievement and emotional intelligence Lyon situates the classic with the cutting edge integrating wisdom with research anecdote with practical advice to find truths that reveal paths toward effective teaching Jeffrey Cornelius White Psy D LPC Professor of Counseling Missouri State University USA Author of Learner Centered Instruction Building Relationships for Student Success This fascinating book reveals through current research and contemporary applications that Carl Rogers pioneering and radical approach to education is as relevant today as it was in the 1970s and 80s Brian Thorne University of East Anglia UK Carl Rogers is one of the most influential psychologists of the twentieth century His influence is similarly outstanding in the fields of education counselling psychotherapy conflict resolution and peace On Becoming an Effective Teacher presents the final unpublished writings of Rogers and as such has not only unique historical value but also a vital message for today's educational crises and can be read as a prescription against violence in our schools It documents the research results of four highly relevant related but independent studies which comprise the biggest collection of data ever accumulated to test a person centred theory in the field of education This body of comprehensive research on effective teaching was accomplished over a twenty year period in 42 U S States and in six other countries including the UK Germany Brazil Canada Israel and Mexico and is highly relevant to the concerns of teachers psychologists students and parents The principal findings of the research in this book show that teachers and schools can significantly improve their effectiveness through programs focusing on facilitative interpersonal relationships Teachers who either naturally have or are trained to have empathy genuineness congruence and who prize their students positive regard create an important level of trust in the classroom and exert significant positive effects on student outcomes including achievement scores interpersonal functioning self concept attendance and violence The dialogues between Rogers and Lyon offer a unique and timeless perspective on teaching counselling and learning The work of Reinhard Tausch on person centered teaching for counselors parents athletics and even textbook materials and the empathic interactions of teachers and students is among the most thorough and rigorous research ever accomplished on the significance and potential of a person centered approach to teaching and learning This pioneering textbook is highly relevant to educational psychologists and researchers as well as those in

undergraduate and graduate university courses in education teacher training counseling psychology and educational psychology

Created to Learn William Yount, 2010-07 Revised and expanded second edition of William R Yount's book showing teachers how to organize and adapt classroom instruction to fit the learning styles of their students

Process and Experience in the Language Classroom Michael Legutke, Howard Thomas, Christopher N. Candlin, 2014-06-06

Process and Experience in the Language Classroom argues the case for communicative language teaching as an experiential and task driven learning process The authors raise important questions regarding the theoretical discussion of communicative competence and current classroom practice They propose ways in which Communicative Language Teaching should develop within an educational model of theory and practice incorporating traditions of experimental and practical learning and illustrated from a wide range of international sources Building on a critical review of recent language teaching principles and practice they provide selection criteria for classroom activities based on a typology of communicative tasks drawn from classroom experience The authors also discuss practical attempts to utilise project tasks both as a means of realising task based language learning and of redefining the roles of teacher and learner within a jointly constructed curriculum

Perspectives on Academic Gaming & Simulation: Human factors in games and simulations: the proceedings of the 1978 conference of SAGSET, 1979

Perspectives on Academic Gaming & Simulation, 1978 Vols 1 are proceedings of the 1975 annual conference of the Society for Academic Gaming and Simulation in Education and Training SAGSET

Perspectives on Academic Gaming & Simulation 4 Jacquetta Megarry, 1979

A Guide to Student-centred Learning Donna Brandes, Paul Ginnis, 1996 Offering the possibility of a new relationship between teachers and learners this book describes an approach to teaching styles and student progress whereby the emphasis is on activity based learning rather than on teaching and on teacher student collaboration rather than instruction The book aims to show how students of any age and ability can take responsibility for their own learning in an environment of positive regard as teachers become facilitators rather than instructors

Continuing Education in Mental Health: Project Summaries National Institute of Mental Health (U.S.). Continuing Education Branch, 1974

"That's how we do it...we treat them all the same" Fiona Cowdell, 2014-09-01 The prevalence of dementia is increasing rapidly as the population ages and there is a steady rise in people with dementia being admitted to acute hospitals Media coverage of the care received by people with dementia in acute hospitals is almost wholly negative The purpose of this book is to provide a detailed description of what the experience both positive and negative is really like from the perspectives of patients lay carers and health and social care staff and to propose a model for improving care The book comprises four elements A literature review sets person focused research in the context of dementia research as a whole Research illuminates the experiences of acute hospital care for people with dementia through ethnographic description and narratives To improve practice a development model that engages staff on a cognitive and emotional level based on the philosophies of confluent education and situated learning is

explained Finally the strands are drawn together to demonstrate that people with dementia even those at an advanced stage and with superimposed physical illness can be engaged in research that is both ethical and meaningful Improvements in practice are possible and they need to be underpinned by a belief in the personhood of staff as well as that of patients Areas for further research and practice development in this vital subject are identified Human Service Education ,1987

Learning and Discovery for Professional Educators Eleanor Allgood,Ragnvald Kvalsund,2004 This book presents counsellor education from a post modern relational perspective The relationally oriented counsellor takes the attitude that in the meeting between counsellor and client lie opportunities for learning and discovery by both participants The question of self insight is taken up and discussed in regard to the relation between the professional and personal The counselling meeting is understood as inherently relational and mutual in which both counsellor and client are open to discovery

Affective Learning in Industrial Arts Gerald L. Jennings,1984 **Balancing Acts in Personal, Social and Health Education** Judith Ryder,Lesley Campbell,2020-03-06 This book originally published in 1988 is designed for two types of reader teachers trying out active learning methods and those with responsibilities for curriculum coordination and staff development Its view of PSHE and of the balance between personal and social values is argued in relation to theoretical and practical questions which teachers can explore through a variety of exercises as they read The authors offer four models of PSHE and a technique to help teachers identify these different approaches in practice A framework is suggested for distinguishing PSHE from other areas including the Pastoral Curriculum Health Education Moral Education and Careers Education and a procedure using grids is described to help identify which elements of PSHE are being taught and by whom Given their commitment to a holistic view of health in which both individuality and collaboration have a place the authors argue for active teaching methods and include examples of a wide range of PSHE exercises and evaluation techniques for use in schools The book also discusses the importance of healthy whole school organisation and suggests strategies for staff development **Current Developments in Web Based Learning** Zhiguo Gong,Dickson K. W. Chiu,Di Zou,2016-08-01 This book constitutes the thoroughly revised selected papers of the workshops of the 14th International Conference of Web Based Learning ICWL 2015 held in Guangzhou China in November 2015 This volume comprises papers of three workshops 1 The 5th International Symposium on Knowledge Management and E Learning KMEL 2015 2 The first International Workshop on User Modeling for Web Based Learning IWUM 2015 3 The International Workshop on Learning Analytics American Book Publishing Record ,1984 **Let's Learn Together, Let's Work Together** Kathleen Markey,Larry O'Connor,Patricia White,2013-01-11 This volume explores some of the global challenges and possible solutions for transcultural health and social care and includes a selection of papers that were presented at the 2nd European Transcultural Nursing Association International Conference in June 2011 This collection explores some of the challenges and possible solutions from the perspectives of various countries regarding promoting transcultural health and social care including Ireland Turkey

Strasbourg the Philippines the Netherlands Sweden and Australia As outlined in the papers included the provision of transculturally competent care is challenging and requires knowledgeable skilled and culturally sensitive health and social care professionals The delivery of culturally competent care requires a commitment from health and social care services professionals working within these services and institutes of education responsible for educating healthcare professionals to understand and be responsive to the needs of culturally diverse patients Learned behaviour and deeply rooted values must be challenged to address unwitting prejudices and stereotyping Attention should focus on creating an environment of trust where critical reflection occurs blame is avoided risk managed and new ideas developed tested and evaluated **Juvenile**

Alcohol Abuse United States. Congress. Senate. Committee on the Judiciary. Subcommittee to Investigate Juvenile Delinquency,1978 **Frameworks of IT Prosumption for Business Development** Pa?kowska, Ma?gorzata,2013-07-31 Separation distinction between the roles of the producer and consumer has become blurred with the development of new science and technologies enabling the emergence of the prosumer or the active consumer In the IT sector the role of the end user has broadened to include innovation and development practices in addition to the traditional consumer activities As such businesses must create opportunities for product development and innovation by the consumers Frameworks of IT Prosumption for Business Development investigates the latest empirical research on active use of information technology resources enabling users with new methodologies tools and opportunities to impact application development processes The objective of this reference book is to mobilize end users to take a more active role in their own IT solutions which will in turn assist in the development of best practices in IT at all levels

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