

MIND BUGS

The Origins of Procedural Misconceptions

KURT VANLEHN

Mind Bugs The Origins Of Procedural Misconception

**Leslie P. Steffe, Pearla Nesher, Paul
Cobb, Bharath Sriraman, Brian Greer**



Mind Bugs The Origins Of Procedural Misconception:

Mind Bugs Kurt VanLehn, 1990 As children acquire arithmetic skills they often develop bugs small local misconceptions that cause systematic errors Mind Bugs combines a novel cognitive simulation process with careful hypothesis testing to explore how mathematics students acquire procedural skills in instructional settings focusing in particular on these procedural misconceptions and what they reveal about the learning process

Test Theory for A New Generation of Tests Norman Frederiksen, Robert J. Mislevy, 2012-11-12 The editors of this volume suggest that there are missing elements in the conceptualization upon which standard test theory is based Those elements are models for just how people know what they know and do what they can do and the ways in which they increase these capacities Different models are useful for different purposes therefore broader or alternative student models may be appropriate The chapters in this volume consider a variety of directions in which standard test theory might be extended Topics covered include the role of test theory in light of recent work in cognitive and educational psychology test design student modeling test analysis and the integration of assessment and instruction

Research in Collegiate Mathematics Education Ed Dubinsky, Alan H. Schoenfeld, James J. Kaput, 1994 The field of research in collegiate mathematics education has grown rapidly over the past twenty five years Many people are convinced that improvement in mathematics education can only come with a greater understanding of what is involved when a student tries to learn mathematics and how pedagogy can be more directly related to the learning process Today there is a substantial body of work and a growing group of researchers addressing both basic and applied issues of mathematics education at the collegiate level This volume is testimony to the growth of the field The intention is to publish volumes on this topic annually doing more or less as the level of growth dictates The introductory articles survey papers and current research that appear in this first issue convey some aspects of the state of the art The book is aimed at researchers in collegiate mathematics education and teachers of college level mathematics courses who may find ideas and results that are useful to them in their practice of teaching as well as the wider community of scholars interested in the intellectual issues raised by the problem of learning mathematics

Sociocognitive Foundations of Educational Measurement Robert J. Mislevy, 2018-04-09 Several key developments challenge the field of educational measurement today demands for tests at larger scales with higher stakes an improved understanding of how people develop capabilities and new technologies for interactive digital assessments Sociocognitive Foundations of Educational Measurement integrates new developments in educational measurement and educational psychology in order to provide researchers testing professionals and students with an innovative sociocognitive perspective on assessment This comprehensive volume begins with a broad explanation of the sociocognitive perspective and the foundations of assessment then provides a series of focused applications to major topics such as assessment arguments validity fairness interactive assessment and a conception of measurement in educational assessment Classical test theory item response theory categorical models mixture models cognitive diagnosis models and

Bayesian networks are explored from the resulting perspective Ideal for specialists in these areas graduate students developers and scholars in both educational measurement and fields that contribute to a sociocognitive perspective this book consolidates nearly a decade of research into a fresh perspective on educational measurement *Cognitively Diagnostic Assessment* Paul D. Nichols, Susan F. Chipman, Robert L. Brennan, 2012-12-06 During the past two or three decades research in cognitive science and psychology has yielded an improved understanding of the fundamental psychological nature of knowledge and cognitive skills that psychological testing attempts to measure These theories have reached sufficient maturity making it reasonable to look upon them to provide a sound theoretical foundation for assessment particularly for the content of assessments This fact combined with much discontentedness over current testing practices has inspired efforts to bring testing and cognitive theory together to create a new theoretical framework for psychological testing a framework developed for diagnosing learners differences rather than for ranking learners based on their differences This volume presents some initial accomplishments in the effort to bring testing and cognitive theory together Contributors originate from both of the relevant research communities cognitive research and psychometric theory Some represent collaborations between representatives of the two communities others are efforts to reach out in the direction of the other community Taking fundamentally different forms psychometric test theory assumes that knowledge can be represented in terms of one or at most a few dimensions whereas modern cognitive theory typically represents knowledge in networks either networks of conceptual relationships or the transition networks of production systems Cognitively diagnostic assessment is a new enterprise and it is evident that many challenging problems remain to be addressed Still it is already possible to develop highly productive interactions between assessment and instruction in both automated tutoring systems and more conventional classrooms The editors hope that the chapters presented here show how the reform of assessment can take a rigorous path *Handbook of Artificial Intelligence in Education* Benedict du Boulay, Antonija Mitrovic, Kalina Yacef, 2023-01-20 Gathering insightful and stimulating contributions from leading global experts in Artificial Intelligence in Education AIED this comprehensive Handbook traces the development of AIED from its early foundations in the 1970s to the present day Classroom Pedagogy and Primary Practice David McNamara, 2002-01-04 In this provocative book David McNamara argues that a teacher centred approach to teaching in the primary school especially in the later years is actually in the best interests of the children that the teacher must be seen to have ultimate responsibility for what and how children learn He attempts to define the distinctive professional expertise of the primary teacher the application of subject knowledge within the special circumstances of the classroom and to show how this expertise can be articulated to establish a body of educational knowledge which is both derived from practice and practically useful to others At a time when increasing emphasis is being placed on the role of the practising teacher as a mentor in initial teacher education this book will help teachers at all levels to define their own role in the creation of educational knowledge An Odyssey in Learning and

Perception Eleanor J. Gibson, 1994-02-03 An Odyssey in Learning and Perception documents a fifty year intellectual expedition in the areas of learning and perception always with an eye to combining them in a theory of perceptual learning and development a theory that may be broadly applicable to humans and nonhumans young and old In the field of psychology beginning in the 1950s Eleanor J Gibson nearly single handedly developed the field of perceptual learning with a series of brilliant studies that culminated in the seminal work Perceptual Learning and Development An Odyssey in Learning and Perception brings together Gibson s scientific papers including difficult to find or previously unpublished work along with classic studies in perception and action Gibson introduces each paper to show why the research was undertaken and concludes each section with comments linking the findings to later developments A personal essay touches on the questions and concerns that guided her research

Children's Understanding Graeme S. Halford, 2014-02-25 This work argues that cognitive development is experience driven and processes entailed in acquiring information about the world are analyzed based on recent models of learning and induction The way information is represented and accessed when performing cognitive tasks is considered paying particular attention to the implications of Parallel Distributed Processing PDP models for cognitive development The first half of the book contains analyses of human reasoning processes drawing on PDP models of analogy development of strategies and task complexity all based on aspects of PDP representations It is proposed that PDP representations become more differentiated with age so more vectors can be processed in parallel with the result that structures of greater complexity can be processed This model gives an account of previously unexplained difficulties in children s reasoning including some which were influential in stage theories The second half of the book examines processes entailed in some representative cognitive developmental tasks including transitive inference deductive inference categorical syllogisms hypothesis testing learning set acquisition acquisition and transfer of relational structures humor hierarchical classification and inclusion understanding of quantity arithmetic word problems algebra conservation mechanics and the concept of mind Process accounts of tasks are emphasized based on applications of recent developments in cognitive science

Types of Thinking S. Ian Robertson, 2013-09-05 Types of Thinking provides a basic grounding in the psychology of thinking for undergraduate students with little previous knowledge of cognitive psychology This clear well structured overview explores the practical aspects and applications of everyday thinking creative thinking logical and scientific thinking intelligent thinking and machine thinking It also explores failures of thinking the biases and shortcuts that sometimes lead our thinking astray The author tackles big ideas in an accessible manner and in an entertaining style ensuring that Types of Thinking will be attractive not only to students but also to teachers organising and planning courses as well as the lay reader

Mathematics Education Lyn D. English, Graeme S. Halford, 2012-12-06 To define better techniques of mathematics education this book combines a knowledge of cognitive science with mathematics curriculum theory and research The concept of the human reasoning process has been changed fundamentally by cognitive science in the last two decades The

role of memory retrieval domain specific and domain general skills analogy and mental models is better understood now than previously The authors believe that cognitive science provides the most accurate account thus far of the actual processes that people use in mathematics and offers the best potential for genuine increases in efficiency As such they suggest that a cognitive science approach enables constructivist ideas to be analyzed and further developed in the search for greater understanding of children s mathematical learning Not simply an application of cognitive science however this book provides a new perspective on mathematics education by examining the nature of mathematical concepts and processes how and why they are taught why certain approaches appear more effective than others and how children might be assisted to become more mathematically powerful The authors use recent theories of analogy and knowledge representation combined with research on teaching practice to find ways of helping children form links and correspondences between different concepts so as to overcome problems associated with fragmented knowledge In so doing they have capitalized on new insights into the values and limitations of using concrete teaching aids which can be analyzed in terms of analogy theory In addition to addressing the role of understanding the authors have analyzed skill acquisition models in terms of their implications for the development of mathematical competence They place strong emphasis on the development of students mathematical reasoning and problem solving skills to promote flexible use of knowledge The book further demonstrates how children have a number of general problem solving skills at their disposal which they can apply independently to the solution of novel problems resulting in the enhancement of their mathematical knowledge

Teaching for Understanding Douglas P Newton, 2011-08-11 First published in 2012 Why does understanding really matter Why do some learners fail to understand At a time when league tables can be everything examination grades matter Perhaps more than many would admit the cost is a lack of understanding The new edition of *Teaching for Understanding* provides practical advice about how to support understanding in both children and adults It is for all teachers and lecturers experienced or otherwise who want learners to do more than simply memorize and regurgitate information It describes what understanding means in the different subjects and offers a framework for supporting understanding Revised and updated to reflect evolving ideas about education and the latest challenges facing teachers and learners this new edition includes a section on the role of e learning as well as additional classroom contexts and extra strategies for supporting understanding Topics explored include what is understanding and why is it so valuable how understanding happens the mental processes the relationship between understanding and creative thought reasons for misunderstanding and how to combat them the impact of learners motivation and strategies for self help how to evaluate understanding

Problem Solving S. Ian Robertson, 2016-11-10 The way that we assess and overcome problems is an essential part of everyday life *Problem Solving* provides a clear introduction to the underlying mental processes involved in solving problems Drawing on research from cognitive psychology and neuroscience it examines the methods and techniques used by both novices and experts in familiar and unfamiliar situations This edition

has been comprehensively updated throughout and now features cutting edge content on creative problem solving insight and neuroscience Each chapter is written in an accessible way and contains a range of student friendly features such as activities chapter summaries and further reading The book also provides clear examples of studies and approaches that help the reader fully understand important and complex concepts in greater detail Problem Solving fully engages the reader with the difficulties and methodologies associated with problem solving This book will be of great use to undergraduate students of cognitive psychology education and neuroscience as well as readers and professionals with an interest in problem solving

Self-Insight David Dunning, 2012-10-12 People base thousands of choices across a lifetime on the views they hold of their skill and moral character yet a growing body of research in psychology shows that such self views are often misguided or misinformed Anyone who has dealt with others in the classroom in the workplace in the medical office or on the therapist's couch has probably experienced people whose opinions of themselves depart from the objectively possible This book outlines some of the common errors that people make when they evaluate themselves It also describes the many psychological barriers some that people build by their own hand that prevent individuals from achieving self insight about their ability and character The first section of the book focuses on mistaken views of competence and explores why people often remain blissfully unaware of their incompetence and personality flaws The second section focuses on faulty views of character and explores why people tend to perceive they are more unique and special than they really are why people tend to possess inflated opinions of their moral fiber that are not matched by their deeds and why people fail to anticipate the impact that emotions have on their choices and actions The book will be of great interest to students and researchers in social personality and cognitive psychology but through the accessibility of its writing style it will also appeal to those outside of academic psychology with an interest in the psychological processes that lead to our self insight **Mathematical**

Reasoning Raymond Nickerson, 2011-02-25 The development of mathematical competence both by humans as a species over millennia and by individuals over their lifetimes is a fascinating aspect of human cognition This book explores when and why the rudiments of mathematical capability first appeared among human beings what its fundamental concepts are and how and why it has grown into the richly branching complex of specialties that it is today It discusses whether the truths of mathematics are discoveries or inventions and what prompts the emergence of concepts that appear to be descriptive of nothing in human experience Also covered is the role of esthetics in mathematics What exactly are mathematicians seeing when they describe a mathematical entity as beautiful There is discussion of whether mathematical disability is distinguishable from a general cognitive deficit and whether the potential for mathematical reasoning is best developed through instruction This volume is unique in the vast range of psychological questions it covers as revealed in the work habits and products of numerous mathematicians It provides fascinating reading for researchers and students with an interest in cognition in general and mathematical cognition in particular Instructors of mathematics will also find the book s

insights illuminating **Theories of Mathematical Learning** Leslie P. Steffe, Pearla Nesher, Paul Cobb, Bharath Sriraman, Brian Greer, 2013-04-03 Chemists working with only mortars and pestles could not get very far unless they had mathematical models to explain what was happening inside of their elements of experience an example of what could be termed mathematical learning This volume contains the proceedings of Work Group 4 Theories of Mathematics a subgroup of the Seventh International Congress on Mathematical Education held at Universit Laval in Qu bec Bringing together multiple perspectives on mathematical thinking this volume presents elaborations on principles reflecting the progress made in the field over the past 20 years and represents starting points for understanding mathematical learning today This volume will be of importance to educational researchers math educators graduate students of mathematical learning and anyone interested in the enterprise of improving mathematical learning worldwide Advances in Child Development and Behavior

, 2005-07-20 The Advances in Child Behavior and Development series has a well deserved reputation for publishing seminal articles that move established programs of developmental scholarship forward in creative new directions Consistent with this reputation the articles in Volume 33 of the series offer ground breaking work on topics as diverse as children s problem solving strategies intentionality mathematical reasoning and socialization within and beyond school settings Although the substantive topics differ what unites the contributions are their uniformly high level of scholarship creativity theoretical sophistication and attention to developmental processes The volume is thus valuable not only to scholars with interests in the specialized topics covered in the articles but also to anyone interested in learning about developmental mechanisms and thus to anyone interested in promoting developmental outcomes in both cognitive and social domains Lynn S Liben Distinguished Professor of Psychology Pennsylvania State University USA Advances in Child Development and Behavior is designed to provide scholarly technical articles and speculation In these critical reviews recent advances in the field are summarized and integrated complexities are exposed and fresh viewpoints are offered Contributors are encouraged to criticize integrate and stimulate but always within a framework of high scholarship These reviews should be useful not only to the expert in the area but also to the general reader **Understanding Adult Functional Literacy** Sheida White, 2010-10-18 Drawing on

empirical research this book presents the text task respondent TTR theory of functional literacy a detailed and highly integrative new theory that offers an improved understanding of adults performance on everyday literacy tasks

Fundamental Constructs in Mathematics Education Sue Johnston-Wilder, John Mason, 2004-01-22 Fundamental Constructs in Mathematics Education is a unique sourcebook crafted from classic texts research papers and books in mathematics education Linked together by the editors narrative the book provides a fascinating examination of and insight into key constructs in mathematics education and how they link together The choice of constructs is based on some of the many constructs which have proved fruitful in research and which have informed choices made by teachers The book is divided into two parts learning and teaching The first part includes views about how people learn from Plato to Dewey as well

as constructivism activity theory and French didactiques The second part includes extracts concerned with initiating sustaining and bringing to a conclusion learners work on mathematical tasks Fundamental Constructs in Mathematics Education provides access to a wide range of constructs in mathematics education and orients the reader towards important original sources *The Design of Instruction and Evaluation* Mitchell Rabinowitz, Fran C. Blumberg, Howard T. Everson, 2004-09-22 This book is about empirically tested knowledge and principles that inform the design of instructional and evaluation systems and the use and promise of media and technology within such systems Historically psychology has informed the design of instructional and evaluation systems in different ways A behavioral perspective emphasizes the role of the environment in determining behavior a factor external to the learner A cognitive perspective focuses on the role of cognitive processing and constraints in determining learning factors that are internal to the learner This volume presents the affordances approach which addresses how the environment and the affordances within it interact with cognitive processes to determine learning Insights into this interaction are presented It is the book s contention that the affordance approach represents an advancement over the behavioral and cognitive perspectives it is an evolution within the cognitive approach not an alternative to it The Design of Instruction and Evaluation Affordances of Using Media and Technology is intended for education practitioners responsible for the implementation of media and technology in classrooms for researchers and faculty and for use as a text in courses on media and technology use in educational settings instructional design and psychology of learning

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