

1. Record Nr.	UNINA9910153089003321
Autore	Driscoll Marcy Perkins
Titolo	Psychology of learning for instruction // Marcy Driscoll
Pubbl/distr/stampa	Harlow, England : , : Pearson Education, Limited, , [2014] ©2014
ISBN	1292052694 9781292052694 1292040076 9781292040073
Edizione	[Third edition.]
Descrizione fisica	1 online resource (464 pages) : illustrations
Disciplina	370.1523
Soggetti	Learning, Psychology of Cognitive learning theory Teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Always learning"--Cover. "Pearson custom library" Previous edition: 1999.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction to theories of learning and instruction -- Chapter 2. Radical behaviorism -- Chapter 3. Cognitive information processing -- Chapter 4. Meaningful learning and schema theory -- Chapter 5. Situated cognition -- Chapter 6. Cognitive and knowledge development -- Chapter 7. Interactional theories of cognitive development -- Chapter 8. Biological bases of learning and memory -- Chapter 9. Motivation and self-regulation in learning -- Chapter 10. Gagne's theory of instruction -- Chapter 11. Constructivism.
Sommario/riassunto	The Third Edition of this popular text continues its in-depth, practical coverage with a focus on learning and instruction that presents the latest psychological and educational models and research to the students of today's learning society. Psychology of Learning for Instruction, Third Edition, focuses on the applications and implications of the learning theories. Using excellent examples ranging from primary school instruction to corporate training, this text combines the

latest thinking and research to give students the opportunity to explore the individual theories as viewed by the experts. Students are encouraged to apply "reflective practice," which is designed to foster a critical and reflective mode of thinking when considering any particular approach to learning and instruction.
