

1. Record Nr.	UNINA9910452616403321
Titolo	Developmental cognitive science goes to school // edited by Nancy L. Stein and Stephen W. Raudenbush
Pubbl/distr/stampa	New York : , : Routledge, , 2011
ISBN	0-415-98884-5 0-203-83753-3 1-136-87122-5 1-136-87123-3
Descrizione fisica	1 online resource (361 p.)
Altri autori (Persone)	RaudenbushStephen W SteinNancy L
Disciplina	370.15/23
Soggetti	Cognitive learning Science - Study and teaching Mathematics - Study and teaching Content area reading Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Based on a conference held in the Fall of 2007, in Chicago."
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Cover ; Developmental Cognitive Science Goes to School; Title Page ; Copyright Page ; Dedication; Table of Contents ; Preface ; Acknowledgments ; 1 Developmental and Learning Sciences z to School: An Overview ; Part I Reading, Learning, and Teaching ; 2 Instructional Influences on Growth of Early Reading: Individualizing Student Learning ; 3 Literacies for Learning: A Multiple Source Comprehension Illustration ; 4 Constraints on Learning from Expository Science Texts ; 5 Two Challenges: Teaching Academic Language and Working Productively with Schools 6 Learning to Remember: Mothers and Teachers Talking with Children Part II Science and Learning ; 7 A Theory of Coherence and Complex Learning in the Physical Sciences: What Works (and What Doesn't) ; 8 Science Classrooms as Learning Labs ; 9 A Research-Based Instructional Model for Integrating Meaningful Learning in Elementary

Science and Reading Comprehension: Implications for Policy and Practice ; 10 Children's Cognitive Algebra and Intuitive Physics as Foundations of Early Learning in the Sciences ; 11 Learning Newtonian Physics with Conversational Agents and Interactive Simulations
Part III Mathematical Learning 12 Emerging Ability to Determine Size: Use of Measurement ; 13 Number Development in Context: Variations in Home and School Input During the Preschool Years ; 14 Analogy and Classroom Mathematics Learning ; 15 Gestures in the Mathematics Classroom: What's the Point? ; 16 Perceptual Learning and Adaptive Learning Technology: Developing New Approaches to Mathematics Learning in the Classroom ; 17 Algebraic Misconceptions: A Test for Teacher (and Researcher) Use for Diagnosing Misconceptions of the Variable
18 Towards Instructional Design for Grounded Mathematics Learning: The Case of the Binomial Part IV Theoretical and Methodological Concerns ; 19 Linking Cognitive and Developmental Research and Theory to Problems of Educational Practice: A Consideration of Agendas and Issues ; 20 The Evolution of Head Start: Why the Combination of Politics and Science Changed Program Management More than Program Design ; 21 Connecting Developmental Science to Educational Policy by Studying Classroom Instruction ; Volume Contributors ; Index

Sommario/riassunto

<P>This book addresses core issues related to school learning and the use of developmental/cognitive science models to improve school-based instruction. The contributors comprise a veritable ""who's who"" of leading researchers and scientists who are broadly trained in developmental psychology, cognitive science, economics, sociology, statistics, and physical science, and who are using basic learning theories from their respective disciplines to create better learning environments in school settings.</P><P>Developmental Cognitive Science Goes to School:</P><P>presents evidence
