

1. Record Nr.	UNINA9910778847603321
Titolo	Cognitive perspectives on peer learning // edited by Angela M. O'Donnell, Alison King
Pubbl/distr/stampa	Mahwah, New Jersey : , : L. Erlbaum, , 1999
ISBN	1-4106-0371-7 0-585-17978-6
Descrizione fisica	1 online resource (724 p.)
Collana	The Rutgers invitational symposium on education series
Disciplina	370.1523
Soggetti	Peer teaching Cognitive learning Learning, Psychology of
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Based on original papers presented by the authors at the symposium on Cognitive Skills and Learning with Peers, November 1, 1996, in New Brunswick, New Jersey, at the Rutgers Graduate School of Education"--Series fwd.
Nota di bibliografia	Includes bibliographical references (pages 319-344) and indexes.
Nota di contenuto	Cover; Half Title; Title Page; Copyright Page; Contents; Series Forward; Introduction; I. Cognitive Developmental Bases of Peer Learning: Overview; 1 Implications of Piagetian Theory for Peer Learning; 2 Implications of Vygotsky's Theory for Peer Learning; II. Cognitive-Elaborative Approaches to Peer Learning: Overview; 3 Evolution of Discourse During Cross-Age Tutoring; 4 Discourse Patterns for Mediating Peer Learning; 5 Developing Productive Group Interaction in Middle School Mathematics; 6 Designing Collaborative Contexts: Lessons From Three Research Programs 7 Structuring Dyadic Interaction Through Scripted Cooperation 8 A Fish Called Peer Learning: Searching for Common Themes; III. Implications of Peer Learning for Teaching and Teacher Education: Overview; 9 Classroom Choices From A Cognitive Perspective On Peer Learning; 10 The Role of the Teacher in Promoting Cognitive Processing During Collaborative Learning; 11 Implications of Cognitive Approaches to Peer Learning for Teacher Education; 12 Teachers as Peer Learners: Professional Development in an Advanced Computer Learning Environment; Concluding Remarks; References; Author Index

Sommario/riassunto

The contribution of this volume to the literature on peer learning is its focus on approaches that reflect a common concern with cognitive processes based in developmental, information processing, or more generally, constructivist perspectives on peer learning. Although the clear importance of the social context of peer learning is not ignored, the volume's emphasis is on the cognitive growth that occurs within the learning environment. Any discussion of peer learning involves consideration of who is learning, how the role of peers with whom one works can be conceptualized, what it i
