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quality knowledge for teachers and students Michael J. Lawson and Helen Askill-Williams; 8. Theory building and the pursuit of understanding in history, social studies, and literature Carl Bereiter and Marlene Scardamalia; 9. Fostering self-regulated learning by journal writing - how should instructional support be designed to promote high quality learning? Matthias Nuckles, Sandra Huber and Alexander Renkl; 10. Promoting learning skills in undergraduate students Allyson Fiona Hadwin and Philip H. Winne; 11. Using technology to foster meaningful learning environments Neil H. Schwartz and Richard Schmid; 12. Deeper learning in reading comprehension John R. Kirby, Kate Cain and Bozena White; 13. Quality learning from texts we read: what does it take? Panayiota Kendeou and Gregory Trevors; 14. Studying multiple documents: cognitive process and instructional implications Anne Britt and Jean-Francois Rouett; 15. Knowledge acquisition from verbal and pictorial information Wolfgang Schnotz, Christiane Baadte, Amy Johnson and Christoph Mengelkam; 16. Future directions John R. Kirby and Michael J. Lawson.

Sommario/riassunto

High quality learning is extensive, well integrated, deep, and supports the use of knowledge in new situations that require adaptation of what has been learned previously. This book reviews current research on the nature of high quality learning and the factors that facilitate or inhibit it. The book addresses relationships between quality of learning and learners' dispositions, teaching methods, cognitive strategies, assessment and technologies that can support learning. The chapters provide theoretical analyses, reports of classroom research, and suggestions for practical application for both teachers and learners. The book will be of value to teachers at all levels of education and provides guidance for students about how to approach classroom tasks in order to develop high quality learning.
