

1. Record Nr.	UNINA9910137199803321
Autore	Layne Kalbfleisch
Titolo	Educational neuroscience, constructivist learning, and the mediation of learning and creativity in the 21st century // edited by Layne Kalbfleisch
Pubbl/distr/stampa	Frontiers Media SA, 2015 Switzerland : , : Frontiers Media SA, , 2015
ISBN	9782889195190 (ebook)
Descrizione fisica	1 online resource (126 pages) : illustrations
Collana	Frontiers Research Topics
Soggetti	Theory & Practice of Education Education Social Sciences
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references.
Sommario/riassunto	The advent of educational neuroscience, a transdisciplinary exercise emerging from cognitive neuroscience and educational psychology, is the examination of physiological processes that undermine, support, and enhance the capacities to learn and create. The physiological underpinnings of learning and creativity each impact human ability and performance and mediate the processes of becoming educated, expert, and valued. Evidence of learning provides support to an ongoing canon, process, system, field or domain, while evidence of creativity results in an elaboration or departure from an ongoing canon, process, system, field, or domain. Educational neuroscience extends a challenge to scholars from multiple contexts to engage in the characterization and exploration of human ability and performance in these realms. The role of context, both environmental and interoceptive, is an integral part of efforts in educational neuroscience and in theories of constructivist learning to contribute ecologically valid insight to the pragmatic processes of learning and creativity. Examination at this level of specificity is vital to our ability to educate and support human potential in the 21st century. This Research Topic examines the neural basis of

cognitive states and processes that influence knowledge and skill acquisition tied to the demonstration of human ability and performance across individual differences and in multiple contexts including STEM learning and the arts.

2. Record Nr.	UNINA9910961664903321
Autore	Plag Ingo
Titolo	Introduction to English linguistics // by Ingo Plag ... [et al.]
Pubbl/distr/stampa	Berlin ; ; New York, : Mouton de Gruyter, c2007
ISBN	9783110198348 3110198347
Edizione	[1st. ed.]
Descrizione fisica	1 online resource (260 p.)
Classificazione	HF 100
Disciplina	420
Soggetti	English language Linguistics English language - Grammar
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [238]-242) and index.
Nota di contenuto	Front matter -- Preface -- Table of Contents -- Abbreviations and notational conventions -- Introduction: what this book is about and how it can be used -- Chapter 1. The sounds: phonetics -- Chapter 2. The sound system: phonology -- Chapter 3. The structure of words: morphology -- Chapter 4. The structure of sentences: syntax -- Chapter 5. The meaning of words and sentences: semantics -- Chapter 6. Studying language in use: Pragmatics -- Chapter 7. Extensions and applications: historical linguistics, sociolinguistics and psycholinguistics -- Glossary -- References -- Subject index
Sommario/riassunto	The book introduces beginning university students of English to the study of English linguistics. The major difference between this book and its potential competitors lies in its hands-on didactic orientation, with a strong focus on linguistic analysis and argumentation. Language and linguistic theory are approached from a strictly empirical perspective: given a certain set of data to be accounted for, certain

theoretical and methodological problems must be solved in order to analyze and understand the data properly. Thus, the theoretical apparatus is crucially developed in conversation with the data, and not presented as a set of given facts. After having worked with the book, the students should be able to use necessary methodological tools to obtain relevant data (such as corpora, dictionaries, experiments), and to systematically analyze their data and relate their findings to theoretical problems. The book is not written from the perspective of a particular theoretical framework and draws on insights from various research traditions. Introduction to English Linguistics concentrates on gaining expertise and analytical skills in the traditional core areas of linguistics, i.e. phonology, morphology, syntax, semantics and pragmatics. The final chapter on "Extensions and applications" widens the perspective to other areas of linguistic research, such as historical, socio- and psycholinguistics. Exercises and a glossary are also provided.
