

1. Record Nr.	UNINA9910967527903321
Titolo	Handbook of intellectual styles : preferences in cognition, learning, and thinking / / Li-fang Zhang, Robert J. Sternberg, Stephen Rayner, editors
Pubbl/distr/stampa	New York, : Springer Pub. Co., c2012
ISBN	1-283-31692-7 9786613316929 0-8261-0668-4
Edizione	[1st ed.]
Descrizione fisica	xiii, 429 p
Altri autori (Persone)	ZhangLi-fang SternbergRobert J RaynerStephen
Disciplina	153
Soggetti	Cognitive styles Learning, Psychology of
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 and index.
Nota di contenuto	Intellectual styles : challenges, milestones, and agenda / Li-fang Zhang, Robert J. Sternberg, and Stephen Rayner -- A historical review of the styles literature / Tine Nielsen -- Understanding an integrated theory of intellectual styles : moving from models to measures and meaning / Stephen Rayner, John Roodenburg, and Esther Roodenburg -- Measurement and assessment of intellectual styles / Simon Cassidy -- The etiology of intellectual styles : contributions from intelligence and personality / Samuel D. Mandelman and Elena L. Grigorenko -- Demographic characteristics and intellectual styles / Seval Fer -- Culture and intellectual styles / Li-fang Zhang and Robert J. Sternberg -- Metacognition and styles / Eugene Sadler-Smith -- Intelligence and intellectual styles / Adrian Furnham -- Creativity and intellectual styles / Kyle A. Hartley and Jonathan A. Plucker -- Personality and intellectual styles / John Roodenburg, Esther Roodenburg, and Stephen Rayner -- Academic achievement and intellectual styles / Weiqiao Fan and Yunfeng He -- Learner developmental outcomes and intellectual styles / Melissa I. Gebbia and Andrea Honigsfeld -- Intellectual styles, management of careers, and improved work performance / Steven J.

Armstrong, Beatrice I.J.M. van der Heijden, and Eugene Sadler-Smith -- Applications of styles in educational instruction and assessment / Carol Evans and Michael Waring -- Understanding styles in organizational behaviors : a summary of insights and implications / Eva Cools -- Intellectual styles in members of different professions / Olesya Blazhenkova and Maria Kozhevnikov -- Intellectual styles of exceptional learners / David W. Chan -- Conclusion : back to the future / Stephen J. Rayner, Li-fang Zhang, and Robert J. Sternberg.

Sommario/riassunto

" "?This book is a masterly attempt to bring order and cohesion to a field that for many years has been riven with claims and counterclaims. The editors and authors are to be congratulated for addressing a very complex task so helpfully." John Biggs, PhD Honorary Professor of Psychology University of Hong Kong "?If you are interested in intellectual styles'people's preferred ways of processing information'then this book belongs on your bookshelf." Richard E. Mayer, PhD Professor of Psychology University of California, Santa Barbara "?For more than half a century, the construct of style'whether designated as cognitive, thinking or learning'has been in or out of fashion in the history of psychology and education. The editors of the present Handbook have invigorated the style construct in the form of intellectual styles, and have brought together a distinguished international panel of chapter authors who offer up-to-date surveys of the assessment, development, correlates, and educational and organizational applications of intellectual styles. For those seeking to familiarize themselves with current theory and research in an intellectually exciting field, the present Handbook is essential." Nathan Kogan, PhD Professor Emeritus, Department of Psychology New School for Social Research, New York, NY The concept of intellectual styles has had a controversial history based on diverse philosophical and theoretical foundations. Most recently, the idea of intellectual styles'an umbrella term that covers such closely related constructs as ?cognitive styles, ? ?learning styles, ? ?teaching styles, ? and ?thinking styles has gained momentum as an explanation for why different people succeed in different professional and organizational settings. Previously, it was thought that high-achievers simply had more innate abilities than their less successful peers, but research has shown that individuals have different intellectual styles that are better suited for varying types of contexts and problems. Based on the most current and expansive research, this handbook is the first to provide a comprehensive review of research on the construct of intellectual style, from its foundations and development, to its relations to allied constructs, its roles in school and job performance, its applications in various populations, and its future.. This understanding of intellectual styles as a valid concept for both individuals and groups has far-reaching implications for researchers in cross-cultural psychology, multicultural education, organizational behavior and work performance, and many other academic disciplines, as well as practitioners in education and beyond. Key Features: Provides a comprehensive review of intellectual styles from multiple perspectives Written for students and scholars in diverse academic arenas, as well as practitioners in education and other fields Includes contributions from researchers from diverse disciplines, such as psychology, business, education, and health sciences "