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Nota di contenuto	Learning, Remembering, Believing -- Copyright -- Contents -- Preface -- Learning, Remembering, Believing -- PART I Overview -- 1 Background -- CONTINUITIES IN THE STUDY OF ENHANCING PERFORMANCE -- CONCEPTS AND ISSUES -- 2 Summary -- LEARNING AND REMEMBERING -- Transfer -- Illusions of Comprehension and Control -- LEARNING AND PERFORMING IN TEAMS -- Cooperative Learning -- The Performance and Development of Teams -- Team Development -- Interactive Games -- Training in Teams -- MENTAL AND EMOTIONAL STATES -- Self-Confidence and Performance -- Altering States of Consciousness -- Hypnosis -- Transcendental Meditation -- Restricted Environmental Stimulation -- Sleep Learning -- NEW DIRECTIONS -- Socially Induced Affect -- Thought Suppression -- IMPEDIMENTS TO EFFECTIVE TRAINING -- PART II Learning and Remembering -- 3 Transfer: Training for Performance -- TRANSFER BY IDENTICAL ELEMENTS -- Cognitive Abstractions -- Exemplars -- The Ease or Difficulty of Transfer -- Situated Learning -- GENERAL

PRINCIPLES OF TRANSFER -- Role of Abstract Concepts and Rules -- Environmental Context -- Fidelity of Training to Anticipated Experience -- Variable Practice -- Part-Task Training -- Length of Training -- The Role of Feedback -- Predicting Transfer -- The Role of Fidelity in Simulation -- CONCLUSIONS -- Identical Elements -- Type and Length of Training -- 4 Illusions of Comprehension, Competence, and Remembering -- SUBJECTIVE EXPERIENCE AND JUDGMENT -- Cognitive Illusions -- Self-Monitoring of Learning: Illusions of Comprehending and Knowing -- Evaluation of Instruction -- Knowing and Learning -- ILLUSIONS OF REMEMBERING -- Memory Without Remembering -- False Memories -- CONCLUSIONS -- PART III Learning and Performing in Teams -- 5 Cooperative Learning -- KEY ELEMENTS OF COOPERATIVE LEARNING -- GENERAL THEORETICAL PERSPECTIVES AND FINDINGS -- Overview. Two Theoretical Perspectives -- General Findings -- Social-Behavioral Perspectives and Findings -- Cognitive-Developmental Perspectives and Findings -- Conclusions -- Limitations of the Research -- Quality and Precision -- Scope and Neglected Issues -- Context Dependency -- ADULT COOPERATIVE LEARNING -- General Findings -- Adult Cooperative Techniques: Group Rewards and Scripts -- Scripted Cooperation -- Structured Controversy -- Other Factors: Communication Supports, Transfer, and Individual Differences -- Conclusions and Future Directions -- Needed Research -- Implementation -- NOTE -- 6 The Performance and Development of Teams -- DETERMINANTS OF TEAM PERFORMANCE -- A Meta-Analysis of Laboratory Studies -- Contextual Variables -- TEAM DEVELOPMENT -- Team Learning, Developmental Phases, and Metacognition -- Team Building and Performance -- Team Building and Interteam Relations -- INTERACTIVE GAMES -- CONCLUSIONS -- NOTES -- 7 Training in Teams -- INPUTS -- Trainees -- Resources and Task Characteristics -- Preparation -- TRAINING PROCESSES -- Taskwork -- Conceptual Understanding -- Applying Conceptual Understanding -- Procedural Learning -- Feedback -- Social Support -- Positive Attitudes -- Use of Computers -- Positive Professional Identity -- Behavioral Modeling -- Teamwork -- MEDIATING VARIABLES -- Positive Interdependence -- Face-to-Face Promotive Interaction -- Accountability -- Team Processing -- OUTCOMES -- Individual Proficiency and Team Productivity -- Individual Results -- Team Results -- Positive Relationships and Social Support -- Psychological Health, Social Competence, and Self-Esteem -- Changes in Team Structure and Procedures -- Team Activities After Training -- CONCLUSIONS -- Guidelines for Research and Practice -- Obstacles to Team Training -- NOTES -- PART IV Mental and Emotional States -- 8 Self-Confidence and Performance. "SELF-CONFIDENCE" AND RELATED CONCEPTS -- THEORETICAL PERSPECTIVES -- Self-Confidence Information -- Self-Confidence, Behavior and Thought Patterns, and Motivation -- Team Confidence -- RESEARCH ON SELF-CONFIDENCE -- Enhancing Self-Confidence -- Performance-Based Confidence Information -- Contextual Influences -- Effects of Self-Confidence on Performance -- Team Confidence -- Techniques for Enhancing Self-Confidence -- Performance-Based Approaches -- Modeling Others -- Persuasion and Positive Communication -- Anxiety Reduction -- FUTURE RESEARCH DIRECTIONS -- NOTES -- 9 Altering States of Consciousness -- HYPNOSIS -- Analgesia and Pain Control -- Strength and Endurance -- Learning -- Sensory Acuity and Perceptual Accuracy -- Time Perception -- Memory -- Forensic Hypnosis -- TRANSCENDENTAL MEDITATION -- Theory and Practice -- Physiological Effects -- Relaxation, Anxiety, and

Self-Actualization -- Concluding Comment -- RESTRICTED ENVIRONMENTAL STIMULATION (REST) -- SLEEP LEARNING -- CONCLUSIONS -- NOTES -- PART V New Directions -- 10 Socially Induced Affect -- CONCORDANT AND DISCORDANT AFFECT -- POSSIBLE MECHANISMS -- Cognition -- Appraisal of Consequences for One's Well-Being -- Imagining Oneself in Another's Shoes -- Cognitive Consistency -- Classical Conditioning -- Mimicry -- Basic Issues -- AFFECT AND PERFORMANCE -- Flight Crew Performance -- Attention -- Teaching and Influencing -- Negotiating -- Panic Behavior in Groups -- Helping Behavior -- Group Cohesion -- CONCLUSIONS -- NOTES -- 11 Thought Suppression -- MOTIVATION -- EFFECTIVENESS -- CONSEQUENCES -- Thought Rebound -- Emotion Dishabituation -- ALTERNATIVES -- CONCLUSIONS -- NOTE -- EPILOGUE -- Institutional Impediments to Effective Training -- THE PERCEIVED VALUE OF TRAINING -- SELECTION VERSUS TRAINING -- MISUNDERSTOOD ASPECTS OF TRAINING -- Errors -- Tests -- Measures of Effectiveness. TRAINERS AND ORGANIZATIONS -- Teaching as a Skill -- Administrative Structures -- CONCLUDING COMMENTS -- References -- APPENDICES -- A Committee Activities -- The Effect of Context on Training -- Illusions of comprehension -- Cooperative Learning -- Team Building and Team Training -- Self-Confidence and Performance -- Altered States of Consciousness -- Socially Induced Affect -- Mental-Control Strategies -- Organizational Cultures and Performance -- B Biographical Sketches -- Index.

Sommario/riassunto

Can such techniques as sleep learning and hypnosis improve performance? Do we sometimes confuse familiarity with mastery? Can we learn without making mistakes? These questions apply in the classroom, in the military, and on the assembly line. Learning, Remembering, Believing addresses these and other key issues in learning and performance. The volume presents leading-edge theories and findings from a wide range of research settings: from pilots learning to fly to children learning about physics by throwing beanbags. Common folklore is explored, and promising research directions are identified. The authors also continue themes from their first two volumes: Enhancing Human Performance (1988) and In the Mind's Eye (1991). The result is a thorough and readable review of Learning and remembering. The volume evaluates the effects of subjective experience on learning--why we often overestimate what we know, why we may not need a close match between training settings and real-world tasks, and why we experience such phenomena as illusory remembering and unconscious plagiarism. Learning and performing in teams. The authors discuss cooperative learning in different age groups and contexts. Current views on team performance are presented, including how team-learning processes can be improved and whether team-building interventions are effective. Mental and emotional states. This is a critical review of the evidence that learning is affected by state of mind. Topics include hypnosis, meditation, sleep learning, restricted environmental stimulation, and self-confidence and the self-efficacy theory of learning. New directions. The volume looks at two new ideas for improving performance: emotions induced by another person--socially induced affect--and strategies for controlling one's thoughts. The committee also considers factors inherent in organizations--workplaces, educational facilities, and the military--that affect whether and how they implement training programs. Learning, Remembering, Believing offers an understanding of human learning that will be useful to training specialists, psychologists, educators, managers, and individuals interested in all dimensions of human performance.

