

1. Record Nr.	UNISALENTO991003225129707536
Autore	McFarlane, Robert
Titolo	Beginning AutoCAD 2002 [e-book] / Bob McFarlane
Pubbl/distr/stampa	Oxford ; Boston : Butterworth Heinemann, 2002
Descrizione fisica	vi, 387 p. : ill. ; 28 cm
Altri autori (Enti)	Elsevier Science Publishers
Disciplina	006.6
Soggetti	Computer graphics Electronic books. AutoCAD
Lingua di pubblicazione	Inglese
Formato	Risorsa elettronica
Livello bibliografico	Monografia
Note generali	Includes index

2. Record Nr.	UNINA9910503009603321
Autore	Tzuriel David
Titolo	Mediated Learning and Cognitive Modifiability / / by David Tzuriel
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2021
ISBN	9783030756925 3030756920
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (558 pages)
Collana	Social Interaction in Learning and Development, , 2662-5520
Disciplina	370.152
Soggetti	Educational psychology Study skills Learning, Psychology of Developmental psychology Educational Psychology Study and Learning Skills Learning Theory Cognitive Development
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Section I: Theory -- Chapter 1: Introduction: Structural Cognitive Modifiability and Mediated Learning Experience (SCM-MLE) -- Chapter 2: The Theory of Structural Cognitive Modifiability and Mediated Learning Experience (SCM-MLE) -- Chapter 3: The Socio-Cultural Theory of Vygotsky -- Section II: Dynamic Assessment -- Chapter 4: Dynamic Assessment (DA) of Learning Potential -- Chapter 5: DA of Young Children -- Chapter 6: Tzuriel's DA Instruments for Young Children -- Chapter 7: DA of Culturally Different Children and Children with Special Needs -- Chapter 8: DA in Computerized Environments -- Section III: Mediated Learning Experience (MLE) Interactions -- Chapter 9: Parent-Child MLE Strategies and Children's Cognitive Modifiability -- Chapter 10: Siblings MLE Strategies -- Chapter 11: Peers MLE Strategies -- Chapter 12: Peer-Mediation versus Mother-Child Mediation -- Chapter 13: Mediated Learning Experience: Emotional, Motivational and Personality Aspects -- Chapter 14: Cross-Generational Transmission of

MLE Strategies -- Section IV: Interventions -- Chapter 15: Cognitive Education Programs -- Chapter 16: The Bright Start Program: Research Perspective -- Chapter 17: The Role of Mediation in Development of Spatial Abilities -- Chapter 18: MLE Strategies as Determinants of Executive Functions -- References.

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## Sommario/riassunto

This book portrays an extensive and intensive discussion of theories and research that refer to Vygotsky's and Feuerstein's theories of mediated learning and their effects on learning potential and cognitive modifiability. Most topics are discussed in relation to a broad spectrum of developmental and cognitive research that are under the conceptual umbrella of mediated learning and cognitive modifiability. Some topics such as neural plasticity, executive functions, mental rotation, and cognitive education are related to mediated learning, though indirectly, and therefore are included in this book. In many ways the book presents an extension of Vygotsky and Feuerstein's theories and empirical validation in a variety of family, social and cultural contexts. The book includes a thorough analysis and summary of 50 years of research and methodology of the intimate relation between mediated learning interactions and cognitive modifiability and of dynamic assessment underlying measurement of cognitive modifiability. Special emphasis is given to Tzuriel's dynamic assessment instruments developed during more than four decades. Tzuriel's novel instruments are interwoven in the extensive research on parent-child interactions, siblings', teachers' and peers' mediation and in validation of dynamic assessment approach and cognitive education programs aimed at development of thinking skills and academic achievements. .

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