

Slow Learners Their Psychology And Instruction

Distilling what school practitioners really need to know, this book is learning disorders "made easy." Empirically based, the authors' system complements the popular Response to Intervention approach. This book features 12 case illustrations to show users how to link assessment directly to effective interventions for a wide range of problems. It fills a key need within the framework of IDEA 2004 and NCLB. Featuring updated strategies for fitting special education into frameworks created by standards and assessments, this indispensable resource shows teachers how to achieve expected results with all students.

First published in 1979. This report discusses the existing practices of over 500 primary, secondary and special schools with their special needs pupils. The study outlines the variety of provisions, facilities and equipment in the schools, and the extent of use with slow learners. It maps out the curricular activities in many organisational contexts and across all subject areas, and discusses comparative strengths and weaknesses. It relates the findings to the problems of improving the quality of education offered to slow-learning pupils, suggesting areas where improvement is needed and outlining possible new approaches.

Designed as an undergraduate textbook for students offering courses in Educational Psychology, this well-organized study gives a detailed description of key concepts such as learning, intelligence and personality and various contemporary theories governing these. The significance of educational and vocational guidance, particularly of exceptional children, is clearly and forcefully brought out. The text is well illustrated with diagrams to elucidate the concepts discussed.

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Slow Learners: Their Psychology And Instruction
Discovery Publishing House

This informative volume presents the first comprehensive review of research and theory on dual-process models of social information processing. These models distinguish between qualitatively different modes of information processing in making decisions and solving problems (e.g., associative versus rule-based, controlled versus uncontrolled, and affective versus cognitive modes). Leading contributors review the basic assumptions of these approaches and review the ways they have been applied and tested in such areas as attitudes, stereotyping, person perception, memory, and judgment. Also examined are the relationships between different sets of processing modes, the factors that determine their utilization, and how they work in combination to affect responses to social information.

Major New York Times bestseller Winner of the National Academy of Sciences Best Book Award in 2012 Selected by the New York Times Book Review as one of the ten best books of 2011 A Globe and Mail Best Books of the Year 2011 Title One of The Economist's 2011 Books of the Year One of The Wall Street Journal's Best Nonfiction Books of the Year 2011 2013 Presidential Medal of Freedom Recipient Kahneman's work with Amos Tversky is the subject of Michael Lewis's The Undoing Project: A Friendship That Changed Our Minds In the international bestseller, Thinking, Fast and Slow, Daniel Kahneman, the renowned psychologist and winner of the Nobel Prize in Economics, takes us on a groundbreaking tour of the mind and explains the

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two systems that drive the way we think. System 1 is fast, intuitive, and emotional; System 2 is slower, more deliberative, and more logical. The impact of overconfidence on corporate strategies, the difficulties of predicting what will make us happy in the future, the profound effect of cognitive biases on everything from playing the stock market to planning our next vacation—each of these can be understood only by knowing how the two systems shape our judgments and decisions. Engaging the reader in a lively conversation about how we think, Kahneman reveals where we can and cannot trust our intuitions and how we can tap into the benefits of slow thinking. He offers practical and enlightening insights into how choices are made in both our business and our personal lives—and how we can use different techniques to guard against the mental glitches that often get us into trouble. Winner of the National Academy of Sciences Best Book Award and the Los Angeles Times Book Prize and selected by The New York Times Book Review as one of the ten best books of 2011, *Thinking, Fast and Slow* is destined to be a classic.

Contents: Concept of Slow Learners, Identifying Slow Learners, Intellectual Development of Slow Learners, Emotional Development of Slow Learners, Educational Programmes for Slow Learners, Teaching Language to Slow Learners, Teaching Mathematics to Slow Learners, Teaching of

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Vocational Education and Physical Education to Slow Learners, Developing Creativity and Social Competence in Slow Learners, Research on Slow Learners.

This book describes the concept of mastery learning in the classroom and the various foundations upon which it is built. Five chapters discuss: (1) "Understanding Mastery Learning" (e.g., the learning/memory base, the measurement base, theoretical bases, and the brain base); (2) "Examining the Standards: Math, Science, Social Studies, and English Language Arts" (e.g., mastery as a beginning, beyond mastery, and standards); (3) "Planning Standards-Based Lessons using Mastery Learning" (e.g., overlap among state and national standards, enrichment and remediation, and planning lessons using six elements of mastery learning); (4) "Implementing Standards and Mastery Learning in the Classroom" (13 steps to implementing mastery learning); and (5) "Professional Development and Mastery Learning" (e.g., a plan for action and a professional development agenda and teaching for mastery). The appendix looks at what the literature can tell (e.g., two approaches to mastery learning, empirical evidence, research examples, and memory by fast and slow learners). (Contains approximately 160 references.) (SM).

Originally published in 1976, this introductory text for

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those intending to work with slow learners was concerned with the practical implications of recent British and North American research in the field of psychology and education at the time. Slow learners are young people who for a variety of reasons, continuously or for long periods, under-function in terms of intelligence, educational attainment and social skills. This book offers a clear analysis of the problems facing slow learners, their psychology and the types of education open to them. Dr Brown reassesses the needs of disabled children and adults in the context of their families, with the emphasis on the practical level of activity and training possible for them. The aim is the integration of the disabled person in society, and the belief is that services for the disabled should be integrated, with no professional person working on an isolated basis, but as part of a multidisciplinary professional team. Design for individuals entering the field of teaching, particularly those concerned with special education, training and rehabilitation programmes, the book should also be of value to social workers, psychologists and other professional people working in the field, as well as to parents of disabled children. Do you find yourself constantly asking your child to "pick up the pace"? Does he or she seem to take longer than others to get stuff done--whether completing homework, responding when spoken to, or getting dressed and ready in the morning? Drs.

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Ellen Braaten and Brian Willoughby have worked with thousands of kids and teens who struggle with an area of cognitive functioning called "processing speed," and who are often mislabeled as lazy or unmotivated. Filled with vivid stories and examples, this crucial resource demystifies processing speed and shows how to help kids (ages 5 to 18) catch up in this key area of development. Helpful practical tools can be downloaded and printed in a convenient 8 1/2" x 11" size. Learn how to obtain needed support at school, what to expect from a professional evaluation, and how you can make daily routines more efficient--while promoting your child's social and emotional well-being.

This book is a re-issue originally published in 1961. The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re-publication. Dr Cleugh was in charge of the course for teachers of so-called 'educationally sub-normal' children at the University of London Institute of Education. This work, an up-to-date guide at the time, was written by practising teachers who had passed through the Institute's course, and covers every part of the curriculum from the point of view of the 'slow' learner.

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The Psychology of Learning: An Introduction for Students of Education provides a comprehensive coverage of educational psychology. The title tackles various psychological variables that play a critical role in education. The text first deals with learning theories, such as classical conditioning, operant conditioning, and the Gestalt theory. Next, selection deals with the concept of memory, which includes perception, short- and long-term memory, and forgetting. The text also talks about motivation, along with skills and language. Chapter 7 covers thinking and problem-solving, while Chapter 8 tackles intelligence and ability. The coverage of the title also includes personality and morality. The book will be of great use to student teachers, instructors, and behavioral scientists.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into

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actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do--with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The

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amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

First published in 1974. This book defines the slow learner, identifies the size of the problem presented by them, and outlines the responsibility of the ordinary school for their education. Then, successfully, characteristics of slow learners are reviewed and re-stated in a way relevant to their education; research on the post-school experience of slow learners is summarized and related to the curriculum; and general curriculum literature is reviewed in presenting a plan for the continuous development of curricula for slow learners, consistent with the modern approach to curriculum development.

The origins and development of the fascinating variety of continents, countries and communities of the world are the engrossing subjects of the present prize set of 17 Vols. in 34 Parts of the encyclopaedia. With marvelously lucid text and equally graphic illustrations, the writers and editors present a panoramic account of the splendid variety of the family of mankind, its numerous and varied habitations, its physical, human and economic geography of man and his activities, and the living dynamic relation that mankind had with fellow

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communities across land and sea as well as with the planet that sustains all of them. The World Encyclopaedia of Nations and Nationalities opens to students, teachers and general readers a vast and beautiful window onto the great as well as the little known customs, manners and cultures of the world, reveals the universal geographical features and singularities of all countries in the continents, the introduces in vivid detail the many kind of inhabitants that are found world-wide. Not only is this brilliantly conceived encyclopaedia the pride of many libraries across the world, but it is also regarded as an apt companion and complement to the earlier historic work of Darwin, namely, Origin of the Species. In its comprehensive sweep and vibrant treatment the present the present volumes of this encyclopaedia will be an essential part of all libraries.

Issues in Psychology and Psychiatry Research and Practice: 2013 Edition is a ScholarlyEditions™ book that delivers timely, authoritative, and comprehensive information about Additional Research. The editors have built Issues in Psychology and Psychiatry Research and Practice: 2013 Edition on the vast information databases of ScholarlyNews.™ You can expect the information about Additional Research in this book to be deeper than what you can access anywhere else, as well as consistently reliable, authoritative, informed, and relevant. The content of Issues in Psychology and

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Psychiatry Research and Practice: 2013 Edition has been produced by the world's leading scientists, engineers, analysts, research institutions, and companies. All of the content is from peer-reviewed sources, and all of it is written, assembled, and edited by the editors at ScholarlyEditions™ and available exclusively from us. You now have a source you can cite with authority, confidence, and credibility. More information is available at <http://www.ScholarlyEditions.com/>.

Easy-to-apply, scientifically-based approaches for engaging students in the classroom Cognitive scientist Dan Willingham focuses his acclaimed research on the biological and cognitive basis of learning. His book will help teachers improve their practice by explaining how they and their students think and learn. It reveals-the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences. Nine, easy-to-understand principles with clear applications for the classroom Includes surprising findings, such as that intelligence is malleable, and that you cannot develop "thinking skills" without facts How an understanding of the brain's workings can help teachers hone their teaching skills "Mr. Willingham's answers apply just as well outside the classroom. Corporate trainers, marketers and, not least, parents -anyone who cares about how we learn-should find his book valuable reading." —Wall Street Journal

Compiling five short stories originally written between 1959 and 1964, Slow Learner showcases Thomas Pynchon's writing before the publication of his first novel V. The stories compiled here are "The Small Rain," "Low-lands," "Entropy," "Under the Rose," and "The Secret Integration,"

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along with an introduction by Pynchon himself.

Originally published in 1960. The authors of this text examine ways in which both ordinary schools and special needs schools can further develop suitable education for pupils with special needs, including improved post-school guidance. This title aims to provide a guide to teachers in deciding the aims of their teaching and to assist in the planning of their teaching methods.

First Published in 1978. Routledge is an imprint of Taylor & Francis, an informa company.

Contents: Psycholinguistic Approaches to Language, Acquisition of the First Language, Language and Communication, Linguistic Competence and Performance, Psychological Factors in Language Learning, Sociological Implications of Language Acquisition, Bilingualism and Its Implications, Language and the Brain, Language and the Mind, Deviant Language Behaviour, The Teacher and Usage, The Phenomenon of Errors in Language, Creative Aspects of Language Learning.

We are glad to introduce you the proceedings of the first International Conference on on Economics, Business and Social Humanities (ICONEBS 2020). The 1st ICONEBS 2020 addresses challenges and innovations in the field of economics, business, and social humanities. The conference is enriched with renowned keynote speakers who discuss in the central theme of "The Dynamics of Economics, Business, and Social Humanities". The ICONEBS conference is hosted by State Polytechnic of Madiun and co-hosted by Aviation Polytechnic of Surabaya and Polytechnic of Jambi. This year, we held this flexible online conference to gather experts and scholars around the globe with the aim to continue disseminating the latest advanced research in the field of the dynamics of economics, business, and social humanities. We are glad to share with you that around 102 pre-registered

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authors are submitted their work in the conferences. However, its about 60 papers are selected and accepted for the conferences. All the papers have been through rigorous review by a panel of reviewers who provide critical comments and corrections, and have contributed substantially to the improvement of the quality of the papers to meet the requirements of International publication standard. We would like to express our sincere gratitude to the Chairman, the distinguished keynote speakers, as well as all the participants. We also want to thank the publisher for publishing the proceedings. May the readers could enjoy the gain some valuable knowledge from it. We are expecting more and more experts and scholars from all over the world to join this international event next year.

First published in 1978. Reading for Slow Learners is a practical guide for teachers, defining the objectives of the reading curriculum, identifying important aspects of teaching method and suggesting various approaches. This title will also be of interest to parents of children with learning difficulties.

The Psychology of Learning and Motivation publishes empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning to complex learning and problem solving. Each chapter provides a thoughtful integration of a body of work. Volume 41 includes in its coverage chapters on multimedia learning, brain imaging, and memory, among others.

Defines the problem from an educational point of view and offers some ideas for a solution.

Originally published in 1975, this book aimed to throw light on the practical use of psychology in children's education, for the benefit of students, practising teachers, parents, or anyone concerned with education. Both educators and

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educated are considered, and particular attention is given to the behaviour of the whole person, both inside and outside the bounds of conventional teaching practice.

The main theme of the proceedings of the 4th International Conference on Teacher Education and Professional Development (InCoTEPD 2019) is "Teacher Education and Professional Development in Industry 4.0". The papers have been carefully grouped under the subthemes of teacher education and professional development, curriculum, learning materials, teaching-learning process, technology and media, and assessment in Industry 4.0 education. They also cover vocational education in the era in question and one section is devoted to Industrially disadvantaged societies. As these papers were presented at an internationally refereed conference dedicated to the advancement of theories and practices in education, they provide an opportunity for academics and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap and promote research esteem and the evolution of pedagogy.

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