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The Psychology of Learning for Instruction

Synopsis:

- The Third Edition of this popular text continues its in-depth, practical coverage with a focus on learning and instruction that presents the latest psychological and educational models and research to the students of today's learning society.
- *Psychology of Learning for Instruction, Third Edition,* focuses on the applications and implications of the learning theories. Using excellent examples ranging from primary school instruction to corporate training, this text combines the latest thinking and research to give students the opportunity to explore the individual theories as viewed by the experts.
- Students are encouraged to apply “reflective practice,” which is designed to foster a critical and reflective mode of thinking when considering any particular approach to learning and instruction.

The gist of the psychology of learning for instruction:

- **1 Introduction to Theories of Learning and Instruction**
  - What Is a Theory of Learning?
  - Learning in History
  - Learning Theory and Instruction
  - The General Plan and Approach of This Book
  - Suggested Readings
  - Reflective Questions and Activities

- **2 Radical Behaviorism**
  - The Experimental Analysis of Behavior
  - Principles of Behavior Management
  - Planning a Program of Behavior Change
  - Contributions of Behaviorism to Instruction
  - The Behaviorist Perspective on Learning: Issues and Criticisms
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Activities

- **3 Cognitive Information Processing**
  - Overview of the Information-Processing System
  - Sensory Memory
  - Working Memory
  - Long-Term Memory
  - Implications of CIP for Instruction
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **4 Meaningful Learning and Schema Theory**
  - Ausubel's Meaningful Reception Learning
  - Meaningful Learning as Assimilation to Schema
  - Meaningful Learning, Scheme Theory, and Instruction
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **5 Situated Cognition**
  - The Nature of Situated Cognition
  - Antecedents to Situated Cognition Theory
  - Processes of Situated Cognition
  - Implications of Situated Cognition for Instruction
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **6 Cognitive and Knowledge Development**
  - Cognitive and Knowledge Development
  - Jean Piaget's Genetic Epistemology
  - Beyond Piaget: Alternative Perspectives on Cognitive Development
  - Implications for Instruction of Developmental Theory
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **7 Interactional Theories of Cognitive Development**
  - Bruner: Going beyond the Information Given
  - Vygotsky: The Social Formation of Mind
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **8 Learning and Biology**
  - Biological Bases of Learning and Memory
  - Proximate Causes: Neurophysiology of Learning
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **9 Learning and Motivation—**
  Motivation and Self-Regulation in Learning
  - A brief History
  - Origins and Determinants of Motivation
  - Continuing Motivation and Self-Regulation
  - A model of Motivational Design
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **10 Gagné's Theory of Instruction**
  - Instructional Psychology, Instructional Theories, Instructional Models
  - Robert M. Gagné and the Conditions of Learning
  - An Application of Gagné's Instructional Theory
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **11 Constructivism**
  - Constructivism: A Contrasting Theory
  - Conclusion
  - Suggested Readings
  - Reflective Questions and Answers

- **12 Toward a Personal Theory of Learning and Instruction**
  - References
  - Index