

# Psychology for the Classroom: Constructivism and Social Learning

*Psychology for the Classroom: Constructivism and Social Learning* provides a lively introduction to the much-debated topics of talk and group collaboration in classrooms and the development of interactive approaches to teaching. The authors provide a background to research in constructivist and social learning theory, offering a broad and practical analysis which focuses on contemporary issues and strategies. Throughout the book, theory is linked with its practical implications for everyday teaching and learning. Chapters incorporate:

- the history of constructivist and social learning theory and key thinkers;
- pedagogical implications;
- practical strategies for the classroom.

Case studies and vignettes demonstrating best practice are used throughout the text, illustrating how monitored collaboration between learners can result in an effective learning environment where targets are met. Essential reading for practising teachers and students, this book is a valuable guide for those looking for provide effective teaching and learning within a constructivist framework.

**Alan Pritchard** is Associate Professor of Education at the University of Warwick. He worked in primary schools for many years and has published widely on a range of educational topics.

**John Woollard** is Lecturer in Information Technology Education in the School of Education at the University of Southampton. He has previously taught in both primary and secondary schools. He now researches teaching and learning with computers.

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# Psychology For The Classroom Constructivism And Social Learning

**Andrew King, Evangelos Himonides**



## **Psychology For The Classroom Constructivism And Social Learning:**

**Psychology for the Classroom: Constructivism and Social Learning** Alan Pritchard, John Woollard, 2013-05-13

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*Ways of Learning* Alan Pritchard, 2013-12-04 Whilst most teachers are skilled in providing opportunities for the progression of children's learning it is often without fully understanding the theory behind it. With greater insight into what is currently known about the processes of learning and about individual learning preferences teachers are better equipped to provide effective experiences and situations which are more likely to lead to lasting attainment. Now fully updated *Ways of Learning* seeks to provide an understanding of the ways in which learning takes place which teachers can make use of in their planning and teaching including An overview of learning Behaviourism and the beginning of theory Cognitive and constructivist learning Multiple intelligences Learning styles Difficulties with learning The influence of neuro psychology Relating theory to practice The third edition of this book includes developments in areas covered in the first and second editions as well as expanding on certain topics to bring about a wider perspective most noticeably a newly updated and fully expanded chapter on the influence of neuro educational research The book also reflects changes in government policy and is closely related to new developments in practice Written for trainee teachers serving teachers and others interested in learning for various reasons *Ways of Learning* serves as a valuable introduction for students setting out on higher degree work who are in need of an introduction to the topic

**Sports Coaching Education and Alternative Pedagogies** Laura Purdy, Natalie Barker-Ruchti, 2025-02-27 *Sports Coaching Education Applying Innovative Pedagogies* theorises alternative pedagogies and presents examples of what such teaching looks like in sports coaching higher education To do this this new volume outlines the teaching goals of higher education coach education summarises the limitations of this education that research has demonstrated and presents alternative pedagogy as a way forward The book then turns to showcasing work by an international selection of authors practicing alternative pedagogies that focus on a range of topical issues relevant to sports coaching such as ethics power safeguarding abuse sustainability gender sexuality race ethnicity pain injury the authors of each of the international chapters outline the alternative pedagogical approach they employ in their teaching and present exemplary teaching materials that can be used by educators Alternative or non traditional pedagogies are strategies of delivery that are becoming more popular in undergraduate and postgraduate coach education *Sports Coaching Education Applying Innovative Pedagogies* raises attention to contemporary issues in sports coaching and alternative pedagogies of delivery for university coach education students Using alternative pedagogies the book presents coach education teaching materials on a range of topical issues that higher education scholars

can implement in their teaching and will be key reading for academics researchers and students in the areas of sport coaching sport education and the related disciplines      *Music, Technology, and Education* Andrew King, Evangelos Himonides, 2016-06-10 The use of technology in music and education can no longer be described as a recent development Music learners actively engage with technology in their music making regardless of the opportunities afforded to them in formal settings This volume draws together critical perspectives in three overarching areas in which technology is used to support music education music production game technology musical creation experience and understanding The fourteen chapters reflect the emerging field of the study of technology in music from a pedagogical perspective Contributions come not only from music pedagogues but also from musicologists composers and performers working at the forefront of the domain The authors examine pedagogical practice in the recording studio how game technology relates to musical creation and expression the use of technology to create and assess musical compositions and how technology can foster learning within the field of Special Educational Needs SEN In addition the use of technology in musical performance is examined with a particular focus on the current trends and the ways it might be reshaped for use within performance practice This book will be of value to educators practitioners musicologists composers and performers as well as to scholars with an interest in the critical study of how technology is used effectively in music and music education

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