Learning to do and learning to understand: a lesson and a challenge for cognitive modeling

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Abstract: Book's abstract: The book discusses the analysis, comparison and integration of computational approaches to learning and research on human learning. Learning has for some time been an issue of minor importance in the cognitive sciences. It has, however, now become one of the most active research fields in psychology, the neurosciences, and computer science (machine learning). The aim of this book is to provide the reader with an overview of the prolific research on learning throughout the disciplines. The book will not only provide a general overview for those who are new to the field but will also provide specialist knowledge for those who want to learn more about alternative approaches and conceptualizations of learning in other disciplines. The contributing authors are all considered as leading experts in their field and come from the fields of cognitive, computer and educational science. They provide an assessment of the state-of-the-art of research, links between the disciplines, and they highlight the critically important research issues and methodologies, thus providing a basis for future research. (http://books.emeraldinsight.com/display.asp?K=9780080425696&cur=GBP&sf1=kword_index&sort=sort_date%2Fd&st1=learning+in+humans&sf2=eh_cat_class&button_login=Go&m=1&dc=1)

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Jean Piaget's theories impact learning in many different ways, but keeping in mind the curriculum you are teaching, as well as how you are teaching it, directly applies to the essentials of child development. For the stages of child development and the primary influential factors, visit this Funderstanding article. Observation and Education. Jean Piaget developed his methods of understanding children by directly observing them while they were working. Many of his thoughts have led to increased educational theory. He also analyzed behavior. Jean Piaget made note of certain stages of development that allowed children to learn better. ‘He saw these transitions as taking place at about 18 months, 7 years and 11 or 12 years. PDF | The cognitive approach in foreign language teaching attracts young learners’ attention to the topic, enhances and facilitates the comprehension of grammar and language, increases students’ motivation, as well as helps students to memorize new vocabulary and structures. The... factors or on the other hand, on experience and learning. The nativist theories like Chomsky’s theory for. The reason why the cognitive model is presented as an example in the study is to outline the main parameters. the approach can follow as well as to show the results teachers can expect if they apply the cognitive approach. in the classroom.