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# Educational Psychology Active Learning

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Chapters also address how children shape their lexicon covering a range of active learning practices including interactions with parents teachers and peers curiosity and exploration during play seeking information from other people and their surroundings and asking questions In addition processes of selective learning are discussed from learning new words and trusting others in acquiring information to weighing evidence and accepting ambiguity Topics featured in this book include Infants active role in language learning The process of active word learning Understanding when and how explanation promotes exploration How conversations with parents can affect children s word associations Evidence evaluation for active learning and teaching in early childhood Bilingual children and their role as language brokers for their parents Active Learning from Infancy to Childhood is a must have resource for researchers clinicians and related professionals and graduate students in developmental psychology psycholinguistics educational psychology and early childhood education

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*Educational Psychology for Teachers* Anita Woolfolk Hoy,Lorraine McCune-Nicolich,1980     *A Guide to Teaching in the Active Learning Classroom* Paul Baepler,J. D. Walker,D. Christopher Brooks,Kem Saichaie,Christina I. Petersen,2023-07-03 While Active Learning Classrooms or ALCs offer rich new environments for learning they present many new challenges to faculty because among other things they eliminate the room s central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed The importance of learning how to use these classrooms well and to capitalize on their special features is paramount The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls This book provides an introduction to ALCs briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based practical guidance on how to use these unfamiliar spaces effectively Among the questions this book addresses are How can instructors mitigate the apparent lack of a central focal point in the space What types of learning activities work well in the ALCs and take advantage of the affordances of the room How can teachers address familiar classroom management challenges in these unfamiliar spaces If assessment and rapid feedback are critical in active learning how do they work in a room filled with circular tables and no central focus point How do instructors balance group learning with the needs of the larger class How can students be held accountable when many will necessarily have their backs facing the instructor How can instructors evaluate the effectiveness of their teaching in these spaces This book is intended for faculty preparing to teach in or already working in this new classroom environment for administrators



planning to create ALCs or experimenting with provisionally designed rooms and for faculty developers helping teachers transition to using these new spaces

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