

Slow Learners Their Psychology And Instruction

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[Teaching Rapid and Slow Learners in High Schools](#) Routledge

Slow Looking provides a robust argument for the importance of slow looking in learning environments both general and specialized, formal and informal, and its connection to major concepts in teaching, learning, and knowledge. A museum-originated practice increasingly seen as holding wide educational benefits, slow looking contends that patient, immersive attention to content can produce active cognitive opportunities for meaning-making and critical thinking that may not be possible through high-speed means of

information delivery. Addressing the multi-disciplinary applications of this purposeful behavioral practice, this book draws examples from the visual arts, literature, science, and everyday life, using original, real-world scenarios to illustrate the complexities and rewards of slow looking.

Slow learners in the English Classroom
Routledge

Authored by luminaries in the special education field, **EDUCATING EXCEPTIONAL CHILDREN** introduces readers to each of the thirteen disability categories, and to the needs of children who are gifted and talented. The fourteenth edition continues to focus on the strengths of previous editions, while also providing new material about such important hot topics as genetics,

neurology, inclusion, assistive technology, and information processing. The book provides key, research-based teaching methods and strategies for children with various exceptionalities, and also offers analysis of ecological factors that influence the exceptional child in and out of the classroom. This edition also features a new chapter on children with ADD/ADHD, new diagnosis information from the DSM-5, coverage of CEC and Common Core State Standards, the most current teaching techniques for each category, and current coverage of the Response to Intervention Model. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Methods and psychology of teaching

the slow learner Routledge

Slow Learners: Their Psychology And Instruction
Discovery Publishing House

Teaching the 'Slow' Learner in the Special School
Sarup & Sons

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.

Psychology and Education of Slow Learners
Slow Learners: Their Psychology And Instruction

The process of learning words and languages may seem like an instinctual trait, inherent to nearly all humans from a young age. However, a vast range of complex research and information exists in detailing the complexities of the process of word learning. Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence strives to combine

cross-disciplinary research into one comprehensive volume to help readers gain a fuller understanding of the developmental processes and influences that makeup the progression of word learning. Blending together developmental psychology and artificial intelligence, this publication is intended for researchers, practitioners, and educators who are interested in language learning and its development as well as computational models formed from these specific areas of research.

Slow Learners Sterling Publishers Pvt. Ltd

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.

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Thinking, Fast and Slow Routledge

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 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.

Educating Exceptional Children Elsevier

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

A Break in the Circle - A Practical Guide for Teachers Routledge

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.

EDUCATIONAL PSYCHOLOGY Macmillan
International Higher Education

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.

The Slow Learner Routledge

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," along with an introduction by Pynchon himself.

Proceedings of the First International Conference on Economics, Business and Social Humanities, ICONES 2020, November 4-5, 2020, Madiun, Indonesia
Routledge

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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Working Systematically from Assessment to Intervention Lulu.com

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

company.

World Encyclopaedia of Nations and Nationalities John Wiley & Sons

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 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 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.

Their Psychology and Education Corwin Press

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.

Patterns of Learning Disorders Guilford Press

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

Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial

Intelligence Discovery Publishing House

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.

The Status of Adaptations in Junior,

Senior, and Regular High Schools Enrolling More Than 300 Pupils. A Group Project in Secondary Education
Routledge

First published in 1961, Cleugh was in charge of the course for teachers of educationally sub-normal children at the University of London Institute of Education. This work 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.

REVIEW OF SLOW LEARNERS THEIR PSYCHOLOGY AND INSTRUCTION

- This has got to be the greatest book ever written, even to me, who doesn't

read much fantasy. I grew up on the movie and dove right into the book when I got my hands on it in the fourth grade. By the seventh grade, my most prized possession was the 25th anniversary copy of it that my brother had given me. From the six-fingered man to the retired miracle worker, this book has everything. Romance intertwined with adventure, deception, and suspense. Who could ask for more? It is so much different than other fantasy books for the pure fact that it may be based on history, meaning it could happen in real life (with the exception of "the machine"). I have read the book, at the very least, two times a year since I discovered it, and couldn't be more ecstatic that *there is in fact a sequel.* It is entitled "Buttercup's Baby," and the

first chapter appears in the anniversary edition. Unfortunately, I haven't been able to find the rest of it, perhaps it isn't published yet, but it exists. In my mind, The Princess Bride should be a required reading for school because it is a truly amazing piece of literature and art. After reading this, it is as if you have lived through it all with the characters-Please, read this book and share it with your friends-put a smile and a memory in their hands and your own.

- I have always loved the movie and recently came across this book in a public library and went nuts. It was just as fantastic as the movie - maybe more so. All week, I raved about it to my friends and one of them ended up borrowing it from me and another got it from the library. It has so many great

characters. Vizzini will annoy you with his arrogance, Inigo will stun you with his fencing skills, Fezzik will make you laugh with his rhymes, Prince Humperdicnk will make you mad, and Westley and

Buttercup will fill with that warm love feeling! You'll remember every character so well. (The archdean, miracle max). I mean, this book is great! The only thing that beats it is cough drops :)