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EDUCATIONAL PSYCHOLOGY, 9/e, ACTIVE LEARNING EDITION. Anita E Woolfolk-Hoy. Allyn & Bacon 75 Arlington St., Suite 300 Boston, MA 02116 www.ablongman.com. 0-205-43529-7 ISBN. (Please use above number to order your exam copy.) © 2005.

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Since the first edition of Educational Psychology appeared, the field has grown in many exciting ways. The Ninth Edition, from which the Active Learning Edition has been adapted, emphasizes the educational implications and applications of current research on child development, cognitive science, learning, and teaching.

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EDUCATIONAL PSYCHOLOGY, 9/e, ACTIVE LEARNING EDITION. Anita E Woolfolk-Hoy. Allyn & Bacon 75 Arlington St., Suite 300 Boston, MA 02116 www.ablongman.com. 0-205-43529-7 ISBN. (Please use above number to order your exam copy.) © 2005. Table of Contents. The pages of this Sample Chapter may have slight variations in final published form.

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Educational psychology involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, gifted learners, and learning disabilities. Psychologists who work in this field are interested in how people learn and retain new information.

Educational Psychology and the Learning Process

Our educational pipelines seem to leak active, hands-on experiences until all that remains are lectures and slideshows. As instructors, we need to reclaim the active-learning, student-centered classroom to give students the best learning experience possible. ... Through the fields of psychology, neuroscience, and education, we know that people ...

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By the time you have completed this chapter, you should be able to answer these questions: What is the role of knowledge in learning? What is the human information processing model of memory?

Cognitive Views of Learning

Journal of Educational Psychology 84: 261 – 271. Google Scholar Amirkhan, J. H. (1998). Attributions as predictors of coping and distress. Personality and Social Psychology Bulletin 24: 1006 – 1018. Google Scholar Aspinwall, L. G., and Taylor, S. E. (1992). Modelling cognitive adaptation: a longitudinal investigation of the impact of individual ...

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