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Cognitive learning in the classroom

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Cognitive learning is a type of learning that is active, constructive and lasting. It involves students in learning processes by teaching them to use their sector more effectively to make connections when learning new things. What cognitive learning focuses on? This style of learning is a powerful alternative for the traditional approach to the classroom. Instead of concentrating on memorization, cognitive learning is based on past knowledge. Students learn to make connections and reflect on the material - skills that help them become better apprentices. Cognitive Learning Factors The Cognitive Learning Approach Learn how we use cognitive learning approach to teach students more effectively Discover more benefits of cognitive learning improves cognitive understanding learning encourages students to make a practical learn. This allows them to explore the material and develop a deeper understanding. Develops problem solving skills The cognitive learning approach teaches students the skills they need to learn effectively. This helps students build the problem solving and transferable study skills that can be applied on any subject. Promotes long-term learning, the development of cognitive skills allows students to create previous knowledge and ideas. This teaches students to make connections and apply new concepts to what they already know. Improves confidence with a deeper understanding of higher education and stronger learning skills, students can approach school work with enthusiasm and confidence. Instilling a love for learning giving students the chance to engage actively in learning makes fun and exciting. This helps students develop a lifelong love by learning out of the classroom. Learn more about how tutoring programs in graduation learning use cognitive learning to teach children more effectively. In graduation learning, our strategies of cognitive teaching focus on significant learning. We do not concentrate on memorization or repetition. Instead, our tutors teach students the fundamentals of lifelong learning. Your child will learn skills and strategies that will help you on the way to better grades at school, including thinking critically and how to make lasting connections between topics. Examples of cognitive learning strategies include: students reflect on their experience by helping students find new solutions to encourage discussions about what is being taught by helping students explore and understand how the ideas are Related to what students justify and explain their thinking using visualization to improve students to improve students. "c Understand and remember how cognitive learning can help my child? Cognitive learning helps students learn effectively and ensure that concepts learned in class are understood, not only memorized. Cognitive learning helps your child: find the most effective way for him or her to learn - if your child is a visual student, auditory apprentice, or otherwise helping your child to retain and apply new concepts that successfully teach Your child take a child. à € - à € -> Picture à € ± Approach to understand how smaller thoughts fit into bigger ideas, learn more about the cognitive learning approach today, including their beneficiaries and how it can help your child learn more efficiency. Cognitivist teaching cards aim to help students assimilate new information to existing knowledge, as well as allowing them to make appropriate modifications in their existing intellectual structure to accommodate this Background view of knowledge view of learning opinion of motivation implications for teaching Jean Piaget William G. Perry References Insatisfaction with the strict focus on behavior Observable LED Educational psychoons such as Jean Piaget and William Perry to demand an approach to the learning theory that paid more attention to what happened À à € øthe "Inside the student's head. They developed a cognitive approach that focused on processes instead of observable behavior. Common to most cognitivist approaches is the idea that knowledge understands symbolic mental representations, such as propositions and images, together with a mechanism that operates in these representations. Knowledge is seen as something that is actively constructed by students based on their existing cognitive structures. Therefore, learning is relative to its stage of cognitive development, and understanding the student's existing intellectual structure is fundamental to understanding the learning process. View of knowledge, while Behaviorists maintain that knowledge is a passively absorbed behavioral repertory, cognitive constructivists argue that knowledge is actively constructed by students and that any knowledge account makes essential references to cognitive structures. Knowledge includes active systems of intentional mental representations derived from past learning experiences. Each student plays experiences and information to the light of his existing knowledge, his stage of cognitive development, his cultural fund, his personal history and so on. Students use these factors to organize their experience and to select and transform new information. Knowledge is, therefore, actively constructed by the student, rather than absorbed passively; It is essentially dependent from the point of view of which the student approaches this. View of learning because knowledge is actively constructed, learning is presented as an active discovery process. The role of the instructor is not to pierce the knowledge in students through a consistent repetition, or to insert the learning through rewards and punishments carefully employed. Instead, the role of the teacher is to facilitate the discovery by providing the necessary resources and guiding students while attempting to assimilate new knowledge to the old and to modify the old to accommodate the new. Teachers should thus take into account the knowledge that the student currently has when deciding how to construct the curriculum and how to present, sequence and structure new materials. View of the motivation to the contrary of behavioral learning theory, where students are considered motivated by extrinsic factors such as rewards and punishment, cognitive learning theory see motivation As largely intrinsic. As involves the significant restructuring of existing cognitive structures, successful learning requires a large personal investment from the student (Perry, 1999, 54). Students should face the limitations of their existing knowledge and accept the need to modify or abandon existing believers. Without some kind of internal car on the part of the student to do so, external rewards and punishment, as classes are unlikely à € à € à € of sufficient. The implications for teaching cognitivist teaching are aimed at helping students assimilate new information to existing knowledge and allowing them to make appropriate modifications in their existing intellectual structure to accommodate this information . Thus, while cognitivists allow the use of à € " - skill and piercing exercises in the memorization of facts, fans and lists, they put a greater importance in strategies that help students assimilate and Accommodate new materials. For example, ask students to explain new materials in their own words can help them by assimilating, forcing them to re-express the new ideas in their existing vocabulary. Likewise, providing students of questions to structure their reading makes them easier for them to relate it to the previous material, highlighting certain parts and accommodating the new material by providing a clear organizational structure. As learning is largely self-motivated in the cognitive framework. Like A. L. Brown and J. D. Ferrara also suggested that students require students to monitor their own learning. For example, the use of not generated tests and and Questions enable students to monitor their own understanding of the material. Other Methods that have been suggested include the use of student learning magazines to monitor progress, highlight any recurring difficulties and analyze study habits. Jean Piaget The most influential exponent of cognitivism was the psychologist of the Switzerland Jean Piaget. Piaget rejected the idea that learning was the passive assimilation of a given knowledge. Instead, he propose that learning is a dynamic process that comprises successive steps of adaptation to reality during which students actively construct knowledge creating and testing their own world theories (1968, 8). Piaget theory has two main strands: first, an account of the mechanisms by which cognitive development occurs; and second, an account of the four main stages of cognitive development through which children pass. Basic principle underlying the piaget theory is the principle of equilibrium: all cognitive development (including intellectual and affective development) progresses for increasingly complex and stable levels à € ø organization f. o. Balance occurs through an adaptation process; That is, assimilation of new information for existing cognitive structures and accommodation of such information through the formation of new cognitive structures. For example, students who are already the cognitive structures needed to solve percentage problems in mathematica will have some of the necessary structures to solve time rate distance problems, but they need to modify their Existing structures to accommodate the newly acquired information to resolve the new type of problem. Thus, students adapt and develop assimilating and accommodating new information on existing cognitive structures. Piaget suggested that there are four main stages in the cognitive development of children. In the first two years, children undergo a sensorimotive stage during progress of cognitive structures dominated by instinctive units and undifferentiated emotions to more organized systems of concrete concepts, differentiated emotions and their first fixing external affective. At this stage, the perspective of children is essentially egocentric in the sense that they can not take into account the views of others. The second stage of development lasts about seven years of age. Children begin to use language to give sense to reality. They learn to classify objects using different criteria and manipulate numbers. The growing lingual skills of the children opens the way for a greater socialization of action and communication with others. Of the ages of seven to twelve years, children begin to develop Logic, although they can carry out textual operations on objects and concrete events. In adolescence, children end the formal operating stage, which continues over the rest of their lives. Adolescent children develop the ability to perform abstract intellectual operations and achieve affective and intellectual maturity. They learn to formulate and test abstract hypotheses without referring to concrete objects. More importantly, children develop the ability to appreciate the views of others as well as their owners. Piaget theory was widely accepted from the 1950s to every of 1970. Although theory is not now widely accepted, he had a significant influence on the later theories of cognitive development. For example, the idea of adaptation by assimilation and accommodation is still widely accepted. William G. Perry William G. Perry, an educational researcher at Harvard University, developed an account of the cognitive and intellectual development of college students through a study of fifteen years of students in Harvard and Radcliffe in 1950 and 1960. Perry widened this study to give a more detailed account of paa-teen development than Piaget. He also introduced the concept of and formulated a less static vision of development transitions. The sequence of cognitive structures that compose the development process can be described in terms of cross-sectional sections of cognitive structures representing different stages in the development sequence. Each stage is interpreted as a relatively stable and lasting cognitive structure, which includes and constructed in past structures. The steps are characterized by the coherence and consistency of the structures that compose them. The transition between the steps is mediated by less stable transitory structures à € à € and less consistent. Freud, Whitehead and Piaget all use the notion of a stage in this way. Perry rejects the notion of a stage. He argues that building development in terms of a sequence of steady stages à € " that students are "mental" is very static (Perry, 1999, XII). Instead, it introduces the notion of a position. Perry accepted the allegation of piaget that students adapt and develop assimilating and accommodating new information on existing cognitive structures. He also accepted the allegation of piaget that the sequence of cognitive structures that constitute the development process are logically and hierarchically related, as each construct and presuppose the previous structure. However, he launched much greater into the idea that students approach the knowledge of a variety of different points of view. Thus, according to Perry, Glessing, Raça, Culture and Socioeconómica influence our approach to learn as much as our stage of cognitive development (XII). Each of us interpreted the world of a different position (46) and each person can occupy several positions simultaneously in relation to different subjects and experiences (XII). The development process is a series of transitions constantly altering between various positions. Perry provides the following illustrations of different types of position (1999, 2): à. à - | A speaker announces that today will consider three explanatory theories of . The student has always taken as guaranteed that knowledge consists of correct answers, that there is a right answer to problem, and that teachers explain these answers to students learn. He, therefore, hears the teacher say that theory learn. Student B makes the same general premises, but with an elaboration in the sense that teachers are sometimes the current problems and procedures, rather than answers, so that we can learn to find the right answer in our Own à € | À € Student c assumes that a response can be called right to the light of its context, and what contexts or frames that of differ reference | Whatever the speaker then begins to doom à |, these three students will do meaning from the experience in different ways that will involve different evaluations of their own choices and responsibilities. Identifies Perry Nine Basic Positions, of which three main positions are duality, multiplicity, and commitment. The most basic position is duality. The world, knowledge and morality are assumed as having a dualistic structure. Things are right or wrong, true or false, good or bad. Students see teachers as authority figures that convey certain answers and "the truth." The student's role is seen as being to receive these answers and demonstrate that they learned. Detachment is difficult at it because there is only a single correct point of view. Most students went over from this stage at the time they arrive at university. Those who did not quickly in the typically pluralistic culture of modern universities. Positions of two to four are largely transitory. Students gradually develop an increase in multiplicity recognition, but still assimilate this multiplicity for the structure fundamentally of the first position. For example, a student can recognize the existence of a multiplicity of different points of view at the university, but still seek to look for point of view that the teacher "we will learn" (121). The next great position is multiplicity. The world, knowledge and morality are accepted as relativistic in the sense that the truth is seen as relative to a reference framework rather than absolute. Students recognize that things can only be said to be right or wrong within a specific context. Teachers are seen as guides of experts or consultants, rather than as authority figures that transmit the truth. "The peers are accepted as legitimate learning sources (XXXII). This position involves a much more extensive restructuring of the student's existing knowledge than the previous positions, since knowledge does not It can be assimilated to the existing dualistic organizational scheme. Positions six to eight are largely transisticians. The recognition of the relativity of knowledge leads to the perception that a stable locus or point It is necessary for a sense of identity and giving some sense of continuity. This leads to the gradual formation of commitments with certain points of view, relationships, types of activities, etc. The student realizes the need to Find your own point of view in a relative world. He or she begins for questioning and reconsidering past beliefs and commitments, then develops and expands at firm commitments in relation to major areas of life and knowledge. The main position Nal is the commitment. The commitments that students have developed together with their recognition that all knowledge is relative, leads to realization so much that each person determines his own destiny and recognition that commitments and therefore is The constantly evolving. As Perry's initial research was based on a small sample and not very representative of students, many of the details of their positions were modified or developed by later researchers. However, the idea of positioning had a significant influence on the social identity theory and his account of development transitions is depending on with current approaches to adult learning (XII). References Perry, William G. (1999). Forms of ethical and intellectual development in universal years. SÀ f. o Francisco: Jossey-Bass Publishers. Piaget, Jean (1968). Six psychological studies. Anita Tenzer (Trans.), New York: Vintage books. Books.

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