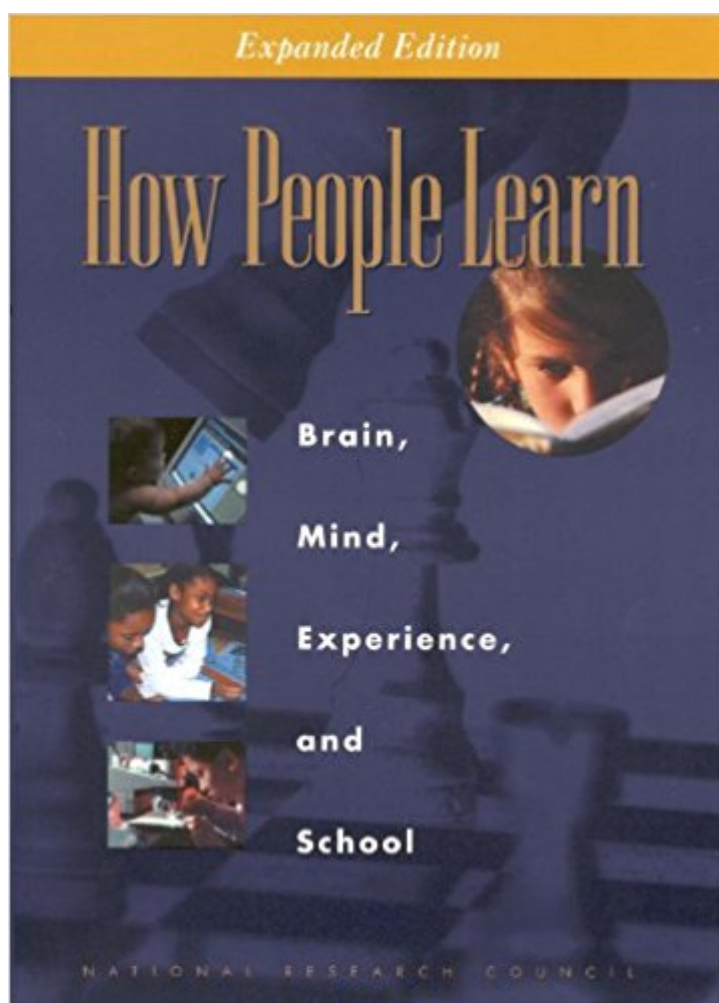


The book was found

How People Learn: Brain, Mind, Experience, And School: Expanded Edition



Synopsis

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.

Book Information

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Customer Reviews

"...this book provides all educators with an excellent framework for understanding conceptual changes in the science of learning..." -- Teaching and Learning in Medicine, Summer 2001 "How People Learn is an important book, which may, in time, become a classic." -- Education, Communication and Information, Spring 2001 "The findings [in this book] are significant and should be discussed at the highest levels in educational practice." -- Network, April 2001...exciting new research about the mind and the brain... -- Curriculum Administrator

Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, National Research Council

I bought this book for one of my graduate classes. While I only used it for that one class, I cannot express how helpful it has been since graduating, leaving lasting impressions! The book discusses how people learn and how not all people learn the same. The book breaks down the processes of learning and discusses a variety of ways that people intake information and use that information in the everyday world! Whether you are visual learning, an audiological learner, or simply a hands on learner, this book is FOR YOU. Breaking down a wide variety of learning styles and explaining the process behind it, this book is a MUST have for teachers, leaders, or anyone working with others. If you ever wonder why your team doesn't quite get information the first time explaining it... this book answers that question and more! A must have for anyone working with others!

After reading numerous books on educational psychology, in an attempt to inform my practice, I encountered this wonderful research text. "How People Learn" is written in a way that allows readers to synthesize the information into their everyday practice. The editors have included multi-disciplinary examples, in order to appeal to educators across the subject area spectrum, and these examples are straight forward and easy to understand. My experience reading psychology texts is that the examples to describe behavior studies are not well-suited for laypeople and impossible to apply to everyday practice, because they are often related to training animals to memorize simple tasks, rather than examples of strategies for classrooms of learners. The chapter on learning and transfer was useful for me, because my current studies focus on Kolb's Experiential

Learning model. While the text did not include a lot of substance when it came to how to motivate students, more of an idea that motivation is key, it did emphasize that learners need to understand how a topic can relate to their life beyond the classroom. This speaks to me, because in my observations of students, I've seen that students are so product-focused, that they can't find value in doing work well, unless there is a grade attached; More often than focusing on developing their skills, students work on efficient models to get a finished product that can earn the best grade with the least work. The research in this book supports that both process and product are key to a learner's development, as well as meaningful assessment--not just handing out grades and moving on. This book is a valuable addition to the library of any educator who seeks to improve their practice through research. The only downside I can find is that many of the research sources were more than 20 years old, and most grad schools in education emphasize the need for recent (5 years old or less) research. I'm not sure if the age mattered, because the overall message was still useful, but it could indicate that the message was either biased or verging on obsolescence--though I didn't get that impression.

Our college is developing peer mentoring programs for faculty and students. Part of the curriculum will feature material covering the science of learning and metacognition. This book has been a very practical resource in developing our curriculum because the material in the book addresses relevant research on both of these topics in an unaffected manner. Terminology is clearly explained, concepts are defined, and experiments and/or scientific inquiries are clearly summarized. Practical strategies discovered through research or practice in the classroom are identified.

as advertised

Had to buy for school. Interesting topic

I'm currently a 1st year student in an ed psych doctoral program. This is the main textbk for a class called "Cognition, Instruction, and the Design of Learning Environments: Introduction to the Learning Sciences." It's written to be more reader-friendly, which is nice --- especially since we are also assigned plenty of other academic journal articles that can be harder to wrap your head around! Great book. The authors are all reputable folks in the field. It's the perfect starting point for someone like me!

This is an excellent book for teachers and students. I have recommended it to many students.

I use How People Learn in my graduate school class entitled Applied Learning for School Leaders. The strength of this book as a text is that it looks at learning holistically, rather than subject by subject. The three principles can be used to guide understanding of learning whether it is in reading, mathematics, social studies, or science. Additionally, school leaders see the entire school, so approaching the subject holistically accommodates their needs better. My students like the book and express that it is more readable than the usual text book. Since their backgrounds are varied, the integrated approach also gives them lots of entrances into the material. I highly recommend this book for classes concerned with updating the knowledge base of practicing educators.

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