

Kenneth Y.T. Lim *Editor*

Disciplinary Intuitions and the Design of Learning Environments

 Springer

Disciplinary Intuitions And The Design Of Learning Environments

**Michael James Smith, Gavriel
Salvendy, Richard J. Koubek**



Disciplinary Intuitions And The Design Of Learning Environments:

Disciplinary Intuitions and the Design of Learning Environments Kenneth Y. T. Lim, 2014-10-19 As children we would have spilt glasses of milk dropped things and broken things As children therefore we would have developed intuitions about how the world works but we would not necessarily have been able to explain these workings It would only have been till we entered formal schooling that we would have learned codifications of canon within each respective discipline and consequently how to articulate the canon to explain the intuition The preceding example was from the natural sciences but one could just have easily taken an example from say the environmental sciences or from the social sciences Indeed much of this book does just that as it seeks to chart the territory of a new theory of learning around Disciplinary Intuitions Many of the chapters within draw frequent and explicit linkages to curriculum design from the premise of the need to go beyond addressing the conceptions of learners to seeking to understand the substrate upon which these conceptions are founded The argument is made that this substrate comprises the particular set of lived experiences of each learner and how because these lived experiences are as tacit as they are diverse designing curriculum around misconceptions and preconceptions alone would not lead to enduring understanding from first principles From this perspective Disciplinary Intuitions constitute an exciting field at the nexus of learning theories and curriculum design

Authentic Problem Solving and Learning in the 21st Century Young Hoan Cho, Imelda S. Caleon, Manu Kapur, 2015-08-12 With the rapid changes in the social political economic and technological landscape around the world today s learners face a more globally competitive job market after leaving school The 21st century which is characterized by the emergence of knowledge based societies expects learners to be comfortable in dealing with ambiguities and complexities in the real world and to be able to use knowledge as a tool at their workplace This book will help readers develop an in depth understanding of authentic problem solving and learning and how it can be used to make a difference in their school or learning communities for the development of 21st century competencies Comprising 20 chapters written by Singapore based and international authors the book is organized into three themes authentic problems authentic practices and authentic participation It details innovative school practices e g productive failure concerning the design of problems learning activities learning environments and ICT tools for authentic problem solving and learning Along with theoretical explanations of authentic learning processes and outcomes the book also elucidates how students learn by generating and exploring solutions to complex problems and which cognitive functions are needed at different stages of problem based learning Presenting coherent descriptions of instructional design principles successful cases and challenges encountered in K 12 schools and learning communities the book provides useful information new insights and practical guidance for school directors parents teachers and researchers seeking to develop authentic learning environments for 21st century learners

Design of Computing Systems: Social and ergonomic

considerations Michael James Smith, Gavriel Salvendy, Richard J. Koubek, 1997 Toward a Critical Pedagogy for the

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Environmental Design Research Association,2001 Positive Classroom Discipline Fredric H. Jones,1987 Papers and
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Proceedings of the ... ASME Design Engineering Technical Conferences ,2007 *The International Journal of*
Applied Engineering Education ,1988 **EDRA.** Environmental Design Research Association,2001 *Technology in*
Transition ,1999 **Beginnings & Beyond** Ann Miles Gordon,Kathryn Williams Browne,2000 *Beginnings Beyond 5E* is an
introductory text that focuses on the important concepts and critical foundations in early childhood education including
curriculum developmentally appropriate practice multicultural issues and special needs It comprehensively covers the entire
range of early childhood education from infancy through early primary This new edition emphasizes a multicultural approach
to teaching and learning Students will get all the essentials teaching information and skills they need to become a competent
and caring early childhood teacher *The American Economic Review* ,1985 Includes annual List of doctoral dissertations
in political economy in progress in American universities and colleges and the Hand book of the American Economic
Association **Artificial Intelligence in Engineering Design** R. A. Adey,Robert A. Adey,1993 *Design as a Catalyst for*
Learning Meredith J. Davis,1997 This book presents findings of a 1993 study of how design in the curriculum helps students
achieve national educational objectives It also explores opportunities for expanding the role design can play in students
academic lives Results of the 1993 study reveal how the use of design experiences in classrooms provides teachers and
students with a learning construct for the next century The book summarizes descriptive research that makes qualitative
statements regarding current classroom practice and identifies effective models for using design in classrooms The research
tapped three primary sources of data 1 a review of the literature 2 a national qualitative survey of teachers and 3 site visits to
10 schools Also the researchers conducted qualitative interviews with principals curriculum coordinators other school or
district administrators teachers teachers aides students and parents The six chapters include 1 Learning Through Design 2
Lifelong Learning 3 A Strategy for Excellent Teaching 4 Design in the Curriculum 5 Opportunities and Challenges for Schools
and 6 Conclusions and Recommendations Three appendices a bibliography and information about the authors the National
Endowment for the Arts and the Association for Supervision and Curriculum Development conclude the document EH

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The Enigmatic Realm of **Disciplinary Intuitions And The Design Of Learning Environments**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Disciplinary Intuitions And The Design Of Learning Environments** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those that partake in its reading experience.

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