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The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories, research, terms, concepts, ideas, and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today.

SAGE Reference - Encyclopedia of Educational Leadership ...

Cognitivism has given rise to many evidence based education theories, including cognitive load theory, schema theory and dual coding theory as well as being the basis for retrieval

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practice. In cognitivism theory, learning occurs when the student reorganises information, either by finding new explanations or adapting old ones.

15 Learning Theories In Education (A Complete Summary)

Encyclopedia of Educational Theory and Philosophy Editor: Phillips, D.C. Publication Year : 2014 Publisher : SAGE Publications Single-User Purchase Price: \$488.00 Unlimited-User Purchase Price: \$732.00 ISBN : 978-1-45-223089-4 Category : Social Sciences - Education Image Count : 9 Book Status: Available Table of Contents

Education is a field sometimes beset by theories-of-the-day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions of key concepts, ideas, schools, and figures. Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a

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distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries; a Reader ' s Guide groups entries thematically, and a master Bibliography facilitates further study. The Reader ' s Guide, detailed index, and cross references combine for strong search-and-browse capabilities in the electronic version. Available in a choice of print or electronic formats, Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory.

This encyclopaedia is a dynamic reference and study place for students, teachers, researchers and professionals in the field of education, philosophy and social sciences, offering both short and long entries on topics of theoretical and practical interest in educational theory and philosophy by authoritative world scholars representing the full ambit of education as a rapidly expanding global field of knowledge and expertise. This is an encyclopaedia that is truly global and while focused mainly on the Western tradition is also respectful and representative of other knowledge traditions. It professes to understand the globalization of knowledge. It is unique in the sense that it is based on theoretical orientations and approaches to the main concepts and theories in education, drawing on the range of disciplines in the social sciences. The encyclopaedia privileges the "theory of practice", recognizing that education as a discipline and activity is mainly a set of professional practices that inherently involves questions of power and expertise for the transmission, socialization and critical debate of competing norms and values.

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"This book covers the basics of traditional educational testing, measurement, and evaluation theory and methodology, as well as sociopolitical issues and trends influencing the future of that research and practice"--Publisher's description.

The field of educational psychology draws from a variety of diverse disciplines including human development across the life span, measurement and statistics, learning and motivation, and teaching. And within these different disciplines, many other fields are featured including psychology, anthropology, education, sociology, public health, school psychology, counseling, history, and philosophy. In fact, when taught at the college or university level, educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an "educational" setting, loosely defined as anything from pre-school through adult education. Educational psychology can be defined as the application of what we know about learning and motivation, development, and measurement and statistics to educational settings (both school- and community-based).

This encyclopaedia is a dynamic reference and study place for students, teachers, researchers and professionals in the field of education, philosophy and social sciences, offering both short and long entries on topics of theoretical and practical interest in educational theory and philosophy by authoritative world scholars representing the full ambit of education as a rapidly expanding global field of knowledge and expertise.

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For a free 30-day online trial to this title, visit www.sagepub.com/freetrial Educational reform, and to a lesser extent educational dissent, occupy a prominent place in the annals of U.S. education. Whether based on religious, cultural, social, philosophical, or pedagogical grounds, they are ever-present in our educational history. Although some reforms have been presented as a remedy for society's ills, most programs were aimed toward practical transformation of the existing system to ensure that each child will have a better opportunity to succeed in U.S. society. Educational reform is a topic rich with ideas, rife with controversy, and vital in its outcome for school patrons, educators, and the nation as a whole. With nearly 450 entries, these two volumes comprise the first reference work to bring together the strands of reform and reformers and dissent and dissenters in one place as a resource for parents, policymakers, scholars, teachers, and those studying to enter the teaching profession. Key Features Opens with a historical overview of educational reform and dissent and a timeline of key reforms, legislation, publications, and more Examines the reform or dissent related to education found in theories, concepts, ideas, writings, research, and practice Addresses how reformers and dissenters become significant culture-shaping people and change the way we conduct our lives Key Themes Accountability Biographies Concepts and Theories Curriculum and Instruction Diversity Finances and Economics Government Organizations?Advisory Organizations?Business and Foundations Organizations?Curriculum Organizations?Government Organizations?Professional Organizations?Think Tanks Public Policy Religion and Religious Education Reports School Types Special Needs Technology This authoritative work fills a void in the literature in the

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vast areas of educational reform and dissent, making it a must-have resource for any academic library. Availability in print and electronic formats provides students with convenient, easy access, wherever they may be.

This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories, research, terms, concepts, ideas, and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today. With more than 600 entries, written by more than 200 professors, graduate students, practitioners, and association officials, the two volumes of this encyclopedia

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represent the most comprehensive knowledge base of educational leadership and school administration that has, as yet, been compiled.

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The

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Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

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