Computers as Cognitive Tools: Categories

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Socially Shared Tools

Visualization tools

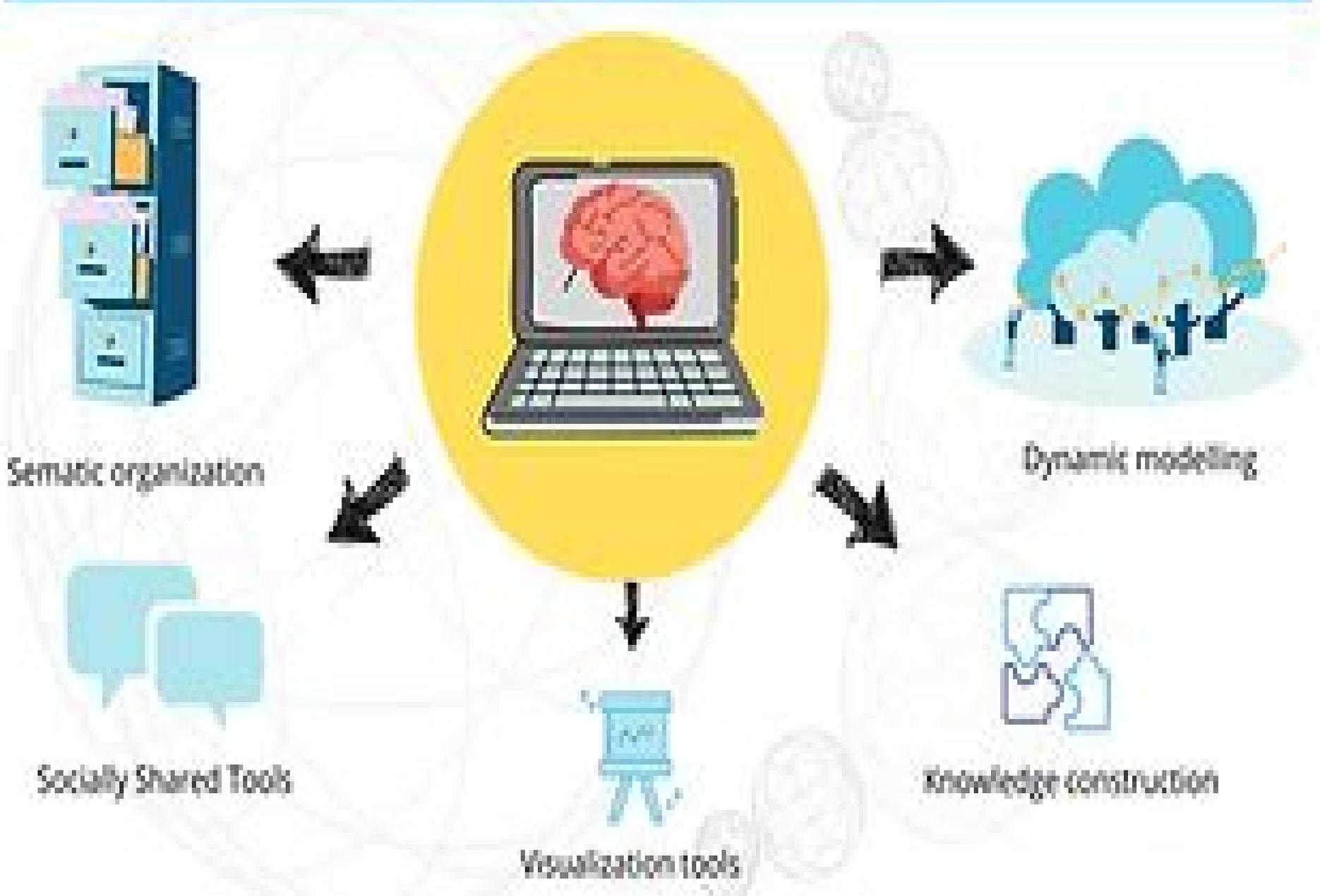Knowledge construction

Computers As Cognitive Tools

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Computers As Cognitive Tools:

  Computers As Cognitive Tools Susanne P. Lajoie,Sharon J. Derry,2013-05-13 Highlighting and illustrating several important and interesting theoretical trends that have emerged in the continuing development of instructional technology this book s organizational framework is based on the notion of two opposing camps One evolves out of the intelligent tutoring movement which employs artificial intelligence technologies in the service of student modeling and precision diagnosis and the other emerges from a constructivist developmental perspective that promotes exploration and social interaction but tends to reject the methods and goals of the student modelers While the notion of opposing camps tends to create an artificial rift between groups of researchers it represents a conceptual distinction that is inherently more interesting and informative than the relatively meaningless divide often drawn between intelligent and unintelligent instructional systems An evident trend is that researchers in both camps view their computer learning environments as cognitive tools that can enhance learning performance and understanding Cognitive tools are objects provided by the instructional environment that allow students to incorporate new auxiliary methods or symbols into their social problem solving which otherwise would be unavailable A final section of the book represents researchers who are assimilating and accommodating the wisdom and creativity of their neighbors from both camps perhaps forming the look of technology for the future When the idea of model tracing in a computer based environment is combined with appreciation for creative mind extension cognitive tools and for how a community of learners can facilitate learning a camp is created where AI technologists and social constructivist learning theorists can feel equally at home   **Computers As Cognitive Tools** Susanne P. Lajoie,2020-04-15 Since the publication of the first edition of Computers as Cognitive Tools in 1993 rapid changes have taken place in the uses of technology for educational purposes and in the theories underlying such uses Changes in perspectives on thinking and learning are guiding the instructional design of computer based learning environments Computers as Cognitive Tools Volume II No More Walls provides examples of state of the art technology based research in the field of education and training These examples are theory driven and reflect the learning paradigms that are currently in use in cognitive science The learning theories which consider the nature of individual learning as well as how knowledge is constructed in social situations include information processing constructivism and situativity Contributors to this volume demonstrate some variability in their choice of guiding learning paradigms This allows readers the opportunity to examine how such paradigms are operationalized and validated An array of instructional and assessment approaches are described along with new techniques for automating the design and assessment process New considerations are offered as possibilities for examining learning in distributed situations A multitude of subject matter areas are covered including scientific reasoning and inquiry in biology physics medicine electricity teacher education programming and hypermedia composition in the social sciences and ecology This volume reconsiders the initial camp analogy posited in 1993 edition of Computers as Cognitive Tools and presents a mechanism for

breaking camp to find new summits   Computers as Cognitive Tools, Volume Two Susanne P. Lajoie,Susanne Lajoie,2000 An array of instructional and assessment approaches are described along with new techniques for automating the design and assessment process New considerations are offered as possibilities for examining learning in distributed situations A multitude of subject matter areas are covered including scientific reasoning and inquiry in biology physics medicine electricity teacher education programming and hypermedia composition in social science and ecology BOOK JACKET   **Computers as Cognitive Tools** David H. Jonassen,1995   *Cognitive Tools for Learning* Piet A.M. Kommers,David H. Jonassen,J. Terry Mayes,2012-12-06 Hypermedia technology needs a creative approach from the outset in the design of software to facilitate human thinking and learning This book opens a discussion of the potential of hypermedia and related approaches to provide open exploratory learning environments The papers in the book are based on contributions to a NATO Advanced Research Workshop held in July1990 and are grouped into six sections Semantic networking as cognitive tools Expert systems as cognitive tools Hypertext as cognitive tools Collaborative communication tools Microworlds context dependent cognitive tools Implementing cognitive tools The book will be valuable for those who design implement and evaluate learning programs and who seek to escape from rigid tactics like programmed instruction and behavioristic approaches The book presents principles for exploratory systems that go beyond existing metaphors of instruction and provokes the reader to think in a new way about the cognitive level of human computer interaction   **Computers as Metacognitive Tools for Enhancing Learning** Roger Azevedo,2018-12-17 First published in 2005 This Volume 40 No 4 of Autumn 2005 of the Educational Psychologist The articles appearing in this special issue of Educational Psychologist reflect a growing interest by researchers from various fields in examining the use of computers as metacognitive tools for enhancing learning This topic has become increasingly important as computer based learning environments become ubiquitous and students use them extensively both in and out of school to learn about conceptually rich domains   **Computers as Cognitive Tools, Volume Two** Susanne P. Lajoie,Susanne Lajoie,2000 Volume II provides the reader with examples of state of the art technology based research in the fields of education training Researchers represented include computer scientists cognitive scientists educ psychologists instructional psychologists   **Computers as Cognitive Tools in Music Composition** Hamdi Erkunt,1998   **New Tools for New Minds** David Sewell,1990   *Computers as Metacognitive Tools for Enhancing Learning* Roger Azevedo,2018-12-17 First published in 2005 This Volume 40 No 4 of Autumn 2005 of the Educational Psychologist The articles appearing in this special issue of Educational Psychologist reflect a growing interest by researchers from various fields in examining the use of computers as metacognitive tools for enhancing learning This topic has become increasingly important as computer based learning environments become ubiquitous and students use them extensively both in and out of school to learn about conceptually rich domains   Adaptive Instructional Systems Robert A. Sottilare,Jessica Schwarz,2019-07-10 This book constitutes the refereed proceedings of the First International Conference on

Adaptive Instructional Systems AIS 2019 held in July 2019 as part of HCI International 2019 in Orlando FL USA HCII 2019 received a total of 5029 submissions of which 1275 papers and 209 posters were accepted for publication after a careful reviewing process The 50 papers presented in this volume are organized in topical sections named Adaptive Instruction Design and Authoring Interoperability and Standardization in Adaptive Instructional Systems Instructional Theories in Adaptive Instruction Learner Assessment and Modelling AI in Adaptive Instructional Systems Conversational Tutors

   Computers in the Classroom David H. Jonassen,1996 This text examines the Mindtool concept alternative ways of using computer applications to engage in constructive high order thinking about particular areas of study thus extending learning outcomes and expectations beyond recall and helping learners become self directed critical thinkers Jonassen presents a rationale for using Mindtool in depth discussions of the indiviidual Mindtools and their use and suggestions for teaching with mindtools and evaluating the results   Using Computer-based Cognitive Tools to Enable Critical Thinking Gerry Grogan,2012   **Computers as Mindtools for Schools** David H. Jonassen,2000 This book provides a thorough explanation of MindtoolsM197 alternative ways of using computer applications to engage learners in constructive higher order thinking about specific areas of study It presents a rationale for using these tools discusses individual Mindtools and their use and suggests effective ways to teach with each Mindtool Weaves a critical thinking framework throughout the text Expands coverage of systems modeling tools with new sections on analysis and reasoning Adds an entirely new section of the book which includes chapters on intentional information searching via Internet and visualization tools For educators and school administrators   **Encyclopedia of the Sciences of Learning** Norbert M. Seel,2011-10-05 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 na ve 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 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 **Computing** ,1993 Computers can extend supplement and thus boost human performance An alternative implication of computing is that it can provide tools which are actually capable of changing the characteristics of problems and tasks including learning tasks and can thus lead to a restructuring of the processes of problem solving and learning themselves Computing might well contribute new visions of the cognitive benefits of the technology The Journal of Computers in Mathematics and Science Teaching ,1995 **Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology** Association for Educational Communications and Technology. Convention,2000 **Media - Multimedia - Omnimedia** Gabrielle Hogan-Brun,Udo O. H. Jung,1999 This collection of papers focussing on the themes Educational Technology at the Crossroads CETaLL Symposium and Media Multimedia Omnimedia Vth Man and the Media Symposium is concerned with the fact that for foreign language learning to be successfully implemented multi and hypermedia need to be effectively integrated and interlaced with a multiplicity of other media old and new They must be considered partners whilst computerised intelligent system elements increasingly replace outdated technology Hence the term Omnimedia **Computers, Laptops and Tools** Mary Ainley,2000 This monograph summarises the findings of a case study into the impact of computers in education which spanned two years In 1997 a class of Year 7 students at Balwyn High School was given laptops for use across the curriculum Through student journals teacher observations and academic performance the effect of computers is charted to explore the true value of computers as tools for learning Student attitudes and usage as well as changes to classroom procedure are examined

This book delves into Computers As Cognitive Tools. Computers As Cognitive Tools is a crucial topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Computers As Cognitive Tools, encompassing both the fundamentals and more intricate discussions.

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   - Chapter 4: Computers As Cognitive Tools in Specific Contexts
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6. In chapter 5, the author will draw a conclusion about Computers As Cognitive Tools. The final chapter will summarize the key points that have been discussed throughout the book.
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