



# Learning and Instruction: Theory into Practice (6th Edition)

By Margaret E. Gredler

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**Learning and Instruction: Theory into Practice (6th Edition)** By Margaret E. Gredler

This comprehensive text takes a models approach by presenting separate chapters on individual theorists and perspectives. Within this well-organized structure, Gredler offers meticulously accurate coverage of contemporary learning theories and their application to educational practice—including issues of readiness, motivation, problem-solving, and the social context for learning. Key content include increased emphases on the contributions of neuroscience and of Vygotsky's work.

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### **Editorial Review**

#### **From the Publisher**

With an increased emphasis on cognition and constructivism, this well-organized text offers superior coverage of contemporary learning theories and their application to educational practice. Popular among students, it translates basic assumptions and principles of seven contemporary learning theories into easily understandable guidelines for classroom instruction, and discusses issues related to each theory, including readiness, motivation, problem-solving, and the social context for learning.

#### **From the Inside Flap**

##### **Preface**

Against the tapestry of changing educational and social events, theories of learning continue to address the complexities of human learning and cognitive development. Rapid popularity of a theory, typically followed by misinterpretations, is sometimes followed by corrected perceptions and, as the theory matures, a legacy of one or more major concepts that enter the mainstream of educational thought. New in this edition are current applications of classical conditioning and Gestalt psychology, new developments in contemporary theories, and similarities and differences between each theory and other perspectives. In addition, the concepts in Vygotsky's theory are clarified, particularly the role of the teacher and subject-matter learning in cognitive development.

I would like to thank the following individuals for their review of this edition: Kay W Allen, University of Central Florida; Michael Bloch, University of San Francisco; Michael T. Dealy, New York University; and Fernando Hernandez, California State University, Los Angeles. In addition, I would like to thank the reviewers of the previous edition, Joyce Alexander, Indiana University; Scott W Brown, University of Connecticut; and Michael J. Wavering, University of Arkansas–Fayetteville, for their helpful comments.

Margaret E. Gredler

#### **From the Back Cover**

**Key Benefit:** With an increased emphasis on cognition and constructivism, this well-organized book offers superior coverage of contemporary learning theories and their application to educational practice. It translates basic assumptions and principles of seven contemporary learning theories into easily understandable guidelines for classroom instruction, and discusses issues related to each theory, including readiness, motivation, problem-solving, and the social context for learning. **Key Topics:** Following a consistent chapter format, it provides a logical scaffold for comparing and contrasting theories, and includes a set of instructional planning steps and a model lesson for each theory. It offers clearly designed tables and figures to reinforce material with visual representations of the book's more complex and abstract concepts. Two new chapters appear in this edition: One introduces information processing theory; another explores metacognition and problem-solving. Readers will also find updated material and references throughout, particularly in the discussions of constructivism Piaget, self-efficacy, and Weiner's theory.

### **Users Review**

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**Larry Pulido:**

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