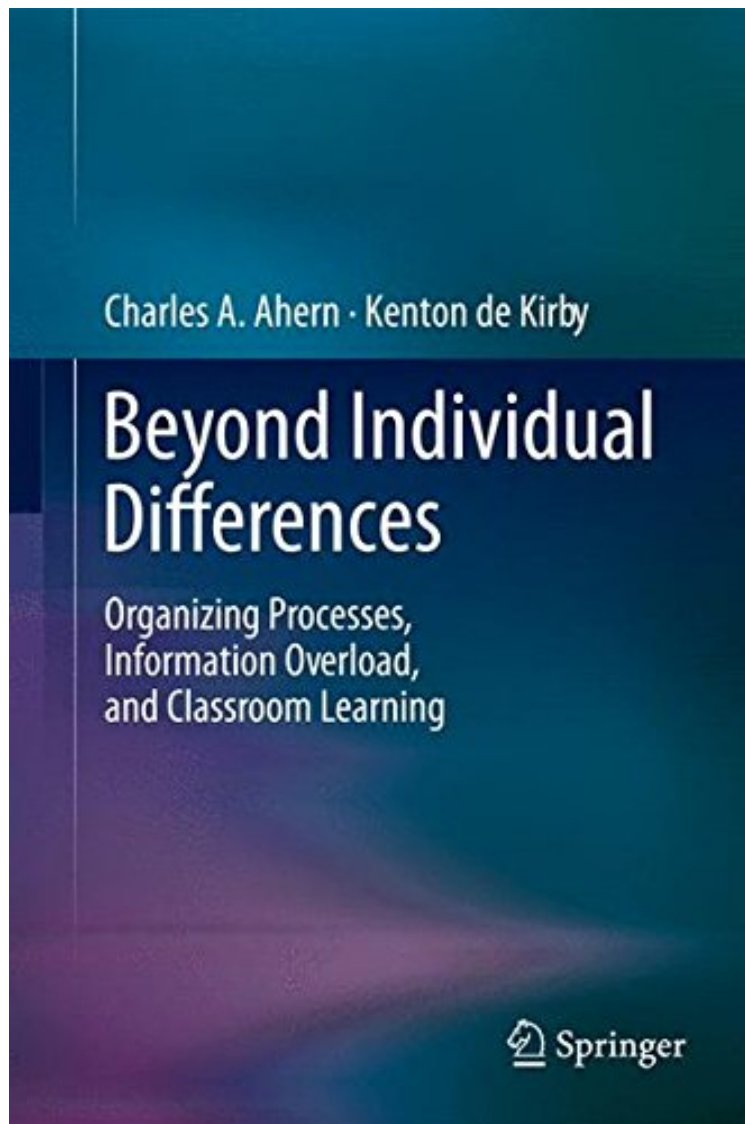


(Ebook pdf) Beyond Individual Differences: Organizing Processes, Information Overload, and Classroom Learning

Beyond Individual Differences: Organizing Processes, Information Overload, and Classroom Learning

Charles A. Ahern, Kenton de Kirby
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Charles A. Ahern, Kenton de Kirby : Beyond Individual Differences: Organizing Processes, Information Overload, and Classroom Learning before purchasing it in order to gage whether or not it would be worth my time, and all praised Beyond Individual Differences: Organizing Processes, Information Overload, and Classroom Learning:

2 of 2 people found the following review helpful. A Key Resource for EducatorsBy Gretchen, Math TeacherVERY

HELPFUL! Ahern and de Kirby address the sources of and offer recommendations for the phenomenon of students "doing without learning" in the classroom. They look at this issue beyond the scope of the "usual suspects:" those with learning disabilities. Recent brain research has helped educators define and identify individual "learning profiles," which has contributed to improved differentiated instruction. But this book uses neuropsychological research to investigate the fundamental conditions employed in ALL of learning, and with all students who are in the process of learning. By looking deeply at the unconscious processes employed in learning, the mental processing that encodes initial learning, and how organization/reorganization of information occurs in the brain, this book offers educators a lens for evaluating their own teaching and lesson planning. What I appreciated most about this book is how the authors "walk their walk." Using their own framework on anchoring instruction (clear learning goals, sensitivity to new versus prior learning, awareness of topic shifts and mental transitions, and attentional demand), the book provides clear content organization, the right pacing and concept repetition, thoughtful examples and anecdotes: all to ensure that the reader can follow and understand what would have been very dense information in the hands of less skilled writers. 1 of 1 people found the following review helpful. Beyond Individual Differences By J Nicholas Gross This is a 'must have' in the library of any professional in the field of psychology and education, especially those working with children/adults with learning challenges. The author carries a unique perspective on how and when learning actually occurs, what basic cognitive prerequisites have to be in place, what disrupts the complicated process, and what we, as therapists or educators, have to do insure that our teaching and interventions are truly effective. This book is as sophisticated as it is challenging; integrating scientific theory of neuropsychological and cognitive concepts/assumptions with the subjective experience of the individual during learning processes, an approach that I believe is essential in making general education meaningful and remediation of challenges successful and efficient. kristin gross., ph.d., pediatric neuropsychologist

In an era of intense interest in educational reform, spurred by increasing global competition for jobs and advancement, it is more critical than ever to understand the nature of learning. And although much attention is paid to differences between learners, short shrift is often given to cognitive functions that characterize successful learning for all students. Yet these are the very functions that determine the difference between successful and rewarding learning versus merely doing without truly learning. Firmly grounded in the principles of neuropsychology, Beyond Individual Differences analyzes both successful and unproductive learning in terms of the brains organizing processes that is, its unconscious sifting, selecting, and meaning-making that enable students to incorporate and build on what theyve learned in the past. At the same time, it explores the learning situations that cause organization to break down and offers several preventive strategies. Key areas of coverage include: The complex role of mental organization in learning and education. Specific organizing processes and the links to success or failure in learning. Information/cognitive overload. The students experience of learning and its impact on development. Accommodating a range of individual differences in the classroom. Practices for supporting students unconscious organizing processes. Beyond Individual Differences is essential reading for a wide range of professionals and policy makers as well as researchers and graduate students in school and clinical child psychology, special and general education, social work and school counseling, speech therapy, and neuropsychology.

From the Back Cover In an era of intense interest in educational reform, spurred by increasing global competition for jobs and advancement, it is more critical than ever to understand the nature of learning. And although much attention is paid to differences between learners, short shrift is often given to cognitive functions that characterize successful learning for all students. Yet these are the very functions that determine the difference between successful and rewarding learning versus merely doing without truly learning. Firmly grounded in the principles of neuropsychology, Beyond Individual Differences analyzes both successful and unproductive learning in terms of the brains organizing processes that is, its unconscious sifting, selecting, and meaning-making that enable students to incorporate and build on what theyve learned in the past. At the same time, it explores the learning situations that cause organization to break down and offers several preventive strategies. Key areas of coverage include: The complex role of mental organization in learning and education. Specific organizing processes and the links to success or failure in learning. Information/cognitive overload. The students experience of learning and its impact on development. Accommodating a range of individual differences in the classroom. Practices for supporting students unconscious organizing processes. Beyond Individual Differences is essential reading for a wide range of professionals and policy makers as well as researchers and graduate students in school and clinical child psychology, special and general education, social work and school counseling, speech therapy, and neuropsychology. ----- Beyond Individual Differences is an important book. Speaking directly to the classroom setting, it addresses essential issues concerning what it means to learn and what it means to teach. This work represents a significant step in furthering the collaboration between the fields of neuropsychology, school psychology, and education. Karl H. Pribram, M.D., Ph.D. Distinguished Professor of Neuroscience at Georgetown and George Mason Universities, Emeritus professor of psychology and psychiatry at Stanford University and Radford University Winner of the Dagmar and Vaclav Havel

Prize, and the Noetic Medal of Consciousness and Brain Research

About the Author Charles A. Ahern, Ph.D. is a neuropsychologist specializing in the application of neuropsychology to education. Dr. Ahern received his doctoral degree in clinical psychology from the University of Tennessee, Knoxville. He trained in the neuropsychology of learning and learning disabilities at Wake Forest Medical School, and completed his postdoctoral training at the University of California, San Francisco Medical Center, where he was an Irving B. Harris Fellow. Formerly on staff at UCSF Medical Center, Dr. Ahern is currently in private practice. In addition to working directly with students and their families to address learning difficulties, he consults with schools and educational therapists. Dr. Ahern is frequently invited to speak to educators and parent groups and has lectured nationally and published on topics pertaining to the neuropsychology of learning. He is on the faculty of Holy Names University. Kenton de Kirby is a Ph.D. student in Education at the University of California at Berkeley, where he also received his B.A. in Linguistics. For over ten years, Kenton has worked one-on-one with students of varying ages and with a range of learning differences. He lives in Oakland with his wife, Amelia.