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investigations to the laboratory. As a result, it has been difficult to account for complex mental processes and their place in culture and history. In this startling - indeed, disorienting - study, Jean Lave moves the analysis of one particular form of cognitive activity, - arithmetic problem-solving - out of the laboratory into the domain of everyday life. In so doing, she shows how mathematics in the 'real world', like all thinking, is shaped by the dynamic encounter between the culturally endowed mind and its total context, a subtle interaction that shapes 1) Both the human subject and the world within which it acts. The study is focused on mundane daily activities, such as grocery shopping for 'best buys' in the supermarket,

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Learning and Doing. Innovative in its method, fascinating in its findings, the research is above all significant in its theoretical contributions. Have offers a cogent critique of conventional cognitive theory, turning for an alternative to recent social theory, and weaving a compelling synthesis from elements of culture theory, theories of practice, and Marxist discourse. The result is a new way of understanding human thought processes, a vision of cognition as the dialectic between persons-acting, and the settings in which their activity is constituted. The book will appeal to anthropologists, for its novel theory of the relation of cognition to culture and context; to cognitive scientists and educational theorists; and to

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the 'plain folks' who form its subject, and who will recognize themselves in it, a rare accomplishment in the modern social sciences.

This book is a condensation of a large body of work concerning human learning carried out over a period of more than five years by Dr. Sun and his collaborators. In a nutshell, this work is concerned with a broad framework for studying human cognition based on a new approach that is characterized by its focus on the dichotomy of, and the interaction between, explicit and implicit cognition and a computational model that implements this framework. In this work, a broad, generic computational model

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was developed that instantiates Dr. Sun's framework and enables the testing of his theoretical approach in a variety of ways. With this model, simulation results were matched with data of human cognition in a variety of different domains. Formal (mathematical and computational) analyses were also carried out to further explore the model and its numerous implementational details. Furthermore, this book addresses some of the most significant theoretical issues, such as symbol grounding, intentionality, social cognition, consciousness, and other theoretical issues in relation to the framework. The general framework and the model developed generate interesting insights into these theoretical issues.

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In this extended meditation, Jean Lave interweaves analysis of the process of apprenticeship among the Vai and Gola tailors of Liberia with reflections on the evolution of her research on those tailors in the late 1970s. In so doing, she provides both a detailed account of her apprenticeship in the art of sustained fieldwork and an insightful overview of thirty years of changes in the empirical and theoretical facets of ethnographic practice. Examining the issues she confronted in her own work, Lave shows how the critical questions raised by ethnographic research erode conventional assumptions, altering the direction of the work that follows. As ethnography

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takes on increasing significance to an ever widening field of thinkers on topics from education to ecology, this erudite but accessible book will be essential to anyone tackling the question of what it means to undertake critical and conceptually challenging fieldwork. Apprenticeship in Critical Ethnographic Practice explains how to seriously explore what it means to be human in a complex world—and why it is so important.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection

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Learning In Practice
between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do--with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes

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Learning in Biology that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of

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infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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An incisive study of situated learning, analyzed through a critical theory of social practice as transformational change in everyday life.

How does the brain represent number and make mathematical calculations? What underlies the development of numerical and mathematical abilities? What factors affect the learning of numerical concepts and skills? What are the biological bases of number knowledge? Do humans and other animals share similar numerical representations and processes? What underlies numerical and mathematical disabilities and disorders, and what is the prognosis for rehabilitation? These questions are the domain of

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Learning to Do
Mathematical cognition, the field of research concerned with the cognitive and neurological processes that underlie numerical and mathematical abilities. The Handbook of Mathematical Cognition is a collection of 27 essays by leading researchers that provides a comprehensive review of this important research field.

Most previous research on human cognition has focused on problem-solving, and has confined its investigations to the laboratory. As a result, it has been difficult to account for complex mental processes and their place in culture and history. In this startling - indeed, disorienting - study, Jean

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Presents a selective overview of situated cognition theory. Chapters contribute to discourse about repositioning situated cognition theory within the broader supporting disciplines and to resolving the problematics addressed within the book.

Researchers examining children's mathematics acquisition are now questioning the belief that children learn mathematics principally through formalized, in-school mathematics education. There is increasing evidence that children gain mathematical understanding through their participation in out-of-school cultural practices and that their mathematics only occasionally resembles what they learn in the

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Learning and Cognition in Practice Mind Mathematics and Culture in Everyday Life Classroom. Culture and Cognitive Development presents the latest research by Dr. Geoffrey Saxe on this issue. In examinations of the mathematical understandings of child candy sellers in an urban center in northeastern Brazil, Dr. Saxe finds sharp contrasts between mathematics as practiced in school and in real-world settings. In this unique research project he presents a penetrating conceptual treatment of the interplay between culture and cognitive development, filling a void in current research literature. Subjects examined include: the interplay between sociocultural and cognitive developmental processes the differences between math knowledge learned in and out of the classroom

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the ways math learning in the classroom is modified by children's out-of-school mathematics and, correspondingly, how practical out-of-school mathematics use is modified by formal education

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