



# Cognitive Development and Learning in Instructional Contexts (3rd Edition)

By James P. Byrnes

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**This text uses practical applications and an accessible writing style to present a summary of psychological research on students' learning of academic subject areas.** The text is organized into three main sections. 1. General principles of learning, memory, intelligence, problem-solving, and motivation that apply to any school-related skill. Unlike typical books on cognitive development, these general principles are explicitly translated to classroom practice. 2. Specific developmental trends in the acquisition of skills in the areas of reading, writing, mathematics, science, and social studies. The reader will learn what children can understand and do at various ages in these domains. 3. Understanding gender and ethnic differences in achievement.

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#### **New to this edition:**

- **Additional case studies** provide students with real-life examples of instructional techniques, classroom problems, or classroom successes so that theory can be linked to classroom practice.
- **Updated sections on brain research** relevant to school-related learning provide insight to this emerging area that will influence learning.
- Very thoroughly revised with **over 300 references** including studies from major journals in education, developmental, and cognitive psychology. This wide range of resources provides the most current research and also illustrates the different approaches taken by different categories of researchers.
- **New chapter on intelligence, aptitude, and expertise** shows how these factors can help explain individual differences in the ability to benefit from instruction
- **Revamped chapter on problem solving and transfer** updates research and clarifies the exposition.

#### **What your colleagues are saying about this edition:**

“I very much look forward to the 3<sup>rd</sup> edition of *Cognitive Development and Learning in Instructional Contexts*... I expect that my students will keep the third edition as a reference in their professional libraries.”  
~ Myrna Ganter, University of West Georgia

“I have used this book in three courses. I will continue to use it. It is an excellent source and great for class discussion and provides a wonderful source for helping students process information more deeply.”  
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