

Cognition in Education, Volume 55 (Psychology of Learning and Motivation)

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Education and cognitive psychology are natural companions?they both are focused on how people think and learn. Although collaborations have occurred for many years, recently there has been a much greater interest in collaborations that bring cognitive principles into classroom settings. This renewed collaborative research has led both to new evidence-based instructional practices and to a better understanding of cognitive principles. This volume contains overviews of research projects at the intersection of cognitive science and education. The prominent contributors?cognitive psychologists, developmental psychologists, educational psychologists, and science educators?were chosen both for the quality of their work and the variety of their contributions?general principles; influence of affect and motivation; and focus on math and science education.

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Editorial Review

From the Back Cover

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About the Author
Brian H. Ross is a Professor of Psychology and of the Beckman Institute for Advanced Science and Technology at the University of Illinois at Urbana-Champaign. His research areas have included problem solving, complex learning, categorization, reasoning, memory, and mathematical modeling. He has been funded by the National Science Foundation, the Air Force Office of Scientific Research, and the Institute of Education Sciences. Ross has been Editor-in-Chief of the journal Memory & Cognition, Chair of the Governing Board of the Psychonomic Society, and co-author of a textbook, Cognitive Psychology. He has held temporary leadership positions on the University of Illinois campus as Department Head of Psychology, Associate Dean of the Sciences, and Dean of Liberal Arts and Sciences. Ross has degrees from Brown University (B.S., Honors in Psychology), Rutgers University (M.S. in Mathematical Statistics), Yale University (M.S. in Psychology), and Stanford University (PhD.). Ross has been Editor of The Psychology of Learning and Motivation since 2000.

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