Notes

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Chapter 10 – Thinking and Language

Thinking

- Cognition: mental activity associated with processing, understanding , and communicating info
- To think about so many things, we group them into concepts: mental grouping of similar objects, events, or people
- Prototype: The best representation of a concept. I.e. A dog maybe a good example of the concept of four legged animals
- Algorithm: A logical procedure guaranteed to solve a problem. This method is slow but less likely to make mistakes. I.e. unscramble the letters in SOSIA to find the word. An Algorithmic approach would be to try all the possible combinations of letters.
- Heuristic: Using "rule-of-thumb" strategies to solve problems and make judgements efficiently. This method is faster but more likely to make mistakes. I.e. Unscramble SOSIA. A Heuristic approach would not try combinations with 2 SS's together.
- Insight: A sudden flash of inspiration and the solution to problem comes to you. This contrasts with strategic problem solving methods.
- Confirmation Bias : You tend to look for answers that confirm your own expectations/guesses
- Fixation: Inability to look at a problem from a different perspective.
- Mental Set: A type of fixation that works on previous solutions that are successful. It is like your mind is set on your mental set
- Functional Fixedness: You tend to think of things in their usual functions. I.e. Inability to see that a paperclip could also be used as a hook instead of clipping papers.
- Representative Heuristics: The tendency to judge things according to how well they match a prototype. Thinking in terms on well something "represents" another. I.e. if I say a person is strong, muscular, and fast, you might think the person is some sort of athlete because those qualities best represent an athlete. However, the person could very well be a fit professor.
- Availability Heuristics: The tendency to base the likelihood of events on how vivid you remembered them. How "available" the instance is in your memory. I.e. If your printer broke down once and took you forever to fix it so that you remember the instance greatly, the next time you advise someone about a printer, you'll most likely say printers break down easily.
- Overconfidence: Overestimating the accuracy of your judgements. Same as being Overconfident.
- Framing: The way information is shown or set up. Just like how something is "framed" as in framing of a picture. If the picture is of fruits and the frame looks like an interwoven wooden thread, then the picture looks very natural. If the picture is placed around a frame that is grey and metallic-like, the effect is very different. Just like if I "frame" the statement: there is a 70% chance of winning as opposed to 30% chance of losing.
- Belief bias: The tendency to perceive what is conflicting with our beliefs to be illogical.
- Belief Perseverance: Tendency for your beliefs to remain or "preserve" even if where you

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   Study Guide for Psychology David G. Myers,Richard O. Straub,2006-04-07 This eighth edition of David G Myers Psychology includes expanded coverage of the most recent developments in this wide ranging field This text includes self tests and critical thinking exercises based on the concepts discussed in the eighth edition   Psychology: First Canadian Edition Study Guide Richard O. Straub,2006-09-15 Following the text s content Richard Straub offers a Chapter Overview and Chapter Review which is divided by major section Each group of fill in the blank and short answer questions is preceded by the relevant objective from the text The Study Guide also includes three self tests one of which encourages students to think critically about the chapter s concepts answers with page references for the self tests and explanations of why a choice is correct or incorrect and a Focus on Language and Vocabulary section which explains idioms and other phrases used by David Myers in the text that may not be clear to some readers   **Study Guide for Psychology, Seventh Edition** Richard O. Straub,David G. Myers,2003-06-20 This new edition continues the story of psychology with added research and enhanced content from the most dynamic areas of the field cognition gender and diversity studies neuroscience and more while at the same time using the most effective teaching approaches and learning tools   *The Critical Thinking Companion for Introductory Psychology* Jane S. Halonen,Cynthia Gray,2001-03-30 This concise paperback helps develop students critical thinking skills through exercises keyed to the main topics in introductory psychology   ,   Thinking About Psychology Charles T. Blair-Broeker,Randal M. Ernst,2003-03-21 This book will be an ally for teachers striving to ignite a passion in their students for psychology s many relevant findings and for students wanting to satisfy a growing curiosity about themselves their families their friends and the world of people around them   *Thinking Sociolinguistically* Paul McPherron,Trudy Smoke,2018-12-06 This is a practical guide to planning conducting and presenting a sociolinguistic research project Written in an accessible and engaging style the book begins with a brief review of what sociolinguists study and how they study it before guiding students step by step through the research process It presents a range of qualitative and quantitative data collection and analysis methods including surveys interviews and corpora supported by examples from both published researchers and student projects Drawing on the experiences of their own students the authors provide supportive guidance on common areas of difficulty such as framing questions selecting participants and interpreting data The final part shows you how to organise and write up your findings Chapters are further enriched with hands on activities and discussion questions This is an essential companion for budding sociolinguistic researchers with a desire to understand the linguistic landscapes around them and communicate their findings to others   **Effective Teaching Methods** Gary D. Borich,2007 The goal of this text is to prepare prospective teachers to meet the challenges of today s changing classrooms by providing effective practical research based practices in an accessible conversational style Material is based on a quarter century of actual in classroom research that makes it possible to replace anecdotal suggestions for good teaching with solidly research grounded

strategies empirically related to positive outcomes   *Thinking Globally about Language Education* Marilyn Lesley Chapman,James Glenn Anderson,University of British Columbia. Centre for the Study of Curriculum and Instruction,1995   *Teaching the Language Arts* Cathy Collins Block,2001 This book explains and demonstrates with a clear step by step approach how communication and thinking competencies can be enhanced through instruction This revision elaborates further on a language arts program built to focus on the needs of individual students Each of the fourteen chapters is divided into three sections covering theoretical foundations practice and professional development giving the text a practical usable organization The second and third sections apply the principles from the first section to the classroom Features in these sections show specific teaching strategies that offer practical ideas for teachers to develop an ongoing and successful teaching repertoire For Language Arts teachers   *Thinking Linguistically* Maya Honda,Wayne O'Neil,2008 Developed for introductory courses on linguistics and language acquisition this book enables students to understand the reasoning and methodology behind questions of linguistics It integrates problem sets into the text in order to guide students through the formulation and evaluation of hypotheses on the basis of linguistic data   Human Heritage Miriam Greenblatt,Peter S. Lemmo,2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions   *Communication in Action* Dorothy Grant Hennings,1994 Grade level 1 2 3 4 5 6 7 k p e t   Thinking Through the Test D. J. Henry,Mimi Markus,2006-02-23   *Reading for Thinking* Laraine Flemming,1999-07-27 The highest level text in Flemming s popular series Reading for Thinking helps students develop critical thinking skills through high interest reading selections Appreciated by instructors for its clear instruction and interesting activities the text offers students a guide to the strategies essential for good reading comprehension A sustained focus on critical thinking teaches students to evaluate ideas encountered in textbooks magazines and newspapers in Part 1 then the focus shifts to their own thinking in Part 2 and finally to the expression of their points of view in Part 3   World Geography Phillip Bacon,1989   **Psychology** David G. Myers,2007   Authentic Assessment of the Young Child Margaret B. Puckett,Janet K. Black,2000 This book is not for the tired and timid but for those committed professionals who wish to think through a plan that is coherent cohesive learner and family focused and work through the development of a defensible reliable and valid authentic assessment system Discusses emerging research in the area of brain development research and its implication for assessment practices Provides information on the standards movement and how these standards can have either a negative or positive impact on developmental goals Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children Provides an added chapter on portfolio systems Places more emphasis on the discussions of diversity and inclusion For educators and school administrators   *Parapsychology and Psychology* Gertrude Raffel Schmeidler,1988   John O'London's Weekly ,1921

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