Behaviorism and cognitivism pdf free online textbook grade

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Jean Piaget



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What form of solutions will or will not be accepted by students and those who actually teach materials? The designer must have the ability to diagnose and analyze practical learning problems. Just as a doctor cannot properly recommend an effective remedy without proper diagnosis, the educational designer cannot properly recommend an effective prescribe an effective prescribe an effective prescribe an effective remedy without proper diagnosis, the educational designer cannot properly recommend an effective prescribe an effec "with research" to understand the potential sources of solutions (i.e. theories of human learning). Through this understanding, an appropriate prescribed solution can be combined with a certain diagnosed problem. The critical link, therefore, is not between the design of education and an autonomous corpus of knowledge of teaching phenomena, but between didactic design problems and theories of human learning. Why this emphasis on learning theory and research? First of all, learning theories are a source of teaching strategies, tactics and verified techniques. Knowledge of a variety of such strategies is crucial when trying to select an effective prescription to overcome a given didactic problem. Secondly, learning theories provide the basis for the selection of intelligent and reasoned strategies and possess knowledge of when and why to employ each. This knowledge depends on the ability of the designer to meet the needs of the activity witheducational strategyHelp the student. Thirdly, the integration of the selected strategy in the didactic components and on the design of education, indicating how specific techniques/strategies could adapt to the best in a strategy in the didactic components and on the design of education, indicating how specific techniques/strategies could adapt to the best in a strategy in the didactic components and on the design of education, indicating how specific techniques/strategies could adapt to the best in a strategy in the didactic components. specific context and with specific students (Keller, 1979). Finally, the final role of a theory is to allow a reliable forecast (Richey, 1986). Effective solutions to practical didactic problems have often been limited for some time and limited resources. It is essential that those selected and implemented strategies have the maximum possibility of success As suggested by Warries (1990), a selection based on strong research is much more reliable than a based on "instruction phenomena". The task of translating the theory of learning into practical applications would be significantly simplified if the learning process was relatively relatively relatively simple and direct. Unfortunately, it's not so. Learning is a complex process that has generated numerous interpretations and theories on how it is actually made. Of these many theories, which should receive the attention of the didactic designer? Is it better to choose a theory when designing instructions or drawing ideas from different theories? This article presents three distinct prospects of the learning process (behavioral, cognitive and constructivist) and although everyone has many unique characteristics, it is our belief that everyone still describes the same phenomena (learning). In selecting the theory whose associated educational strategies offer optimal means to achieve the desired results, the degree of cognitive processing required of the student with a specific activity seems to be a critical factor. Therefore, how fo fo yruxuL" li isrettemrep onossop non icitarp imelborp onatnorffa ehc enosrep el ,)3891(rekceblenS ad themselves to only one theoretical position¢Ã¦Â [They] are urged to examine each of the basic science theories which have been developed by psychologists in the study of learning and to select those principles and conceptions which seem to be of value for one¢ÃÂÂs particular educational designers, to what degree are they emphasized and promoted? As reported by Johnson (1992), less than two percent of the courses offered in university curricula in the general area of educational technology emphasize ¢ÃÂÂtheory¢Ã as one of their key concepts. It appears that the real benefits of theoretical knowledge are, at present, not being realized. This article is an attempt to ¢ÃÂÂfill in some of the gaps¢Ã that may exist in our knowledge of modern learning theories. The main intent is to provide designers with some familiarity with three relevant positions on learning (behavioral, cognitive, and constructivist) which should provide a more structured foundation for planning and conducting instructional design activities. The idea is that if we understand some of the deep principles of the theories of learning, we can extrapolate to the particulars as needed. As Bruner (1971) states, ¢ÃÂÂYou don¢ÃÂÂt need to encounter everything in nature in order to know nature¢Ã (p. 18). A basic understanding of the learning theories can provide you with a ¢ÃÂAcanny strategy whereby you could know a great deal about a lot of things while keeping very little in mind¢ÃÂÂ (p. 18).It is expected that after reading this article, instructional designers and educational practitioners should be better informed ¢ÃÂÂconsumers¢ÃÂAof the strategies suggested by each viewpoint. The concise information presented here can serve as an initial base of knowledge for making important decisions regarding instructional objectives and strategies.Learning DefinedLearning has yeht tey ;palrevo stniopweiv eseht syaw ynam nI .)1991 ,nessanoJ & yffuD ;1991 ,nessan laroivahebÂÂA¢seirogetac owt otni dedivid era yllacipyt seiroeht gninrael hquohtlA .msivitcurtsnoc dna ,msivitingoc ,msiroivaheb erht morf derewsna si snoitseuq eseht fo hcae ,elcitra siht nI ?gninrael etatilicaf ot derutcurts eb noitcurtsni ot tnaveler era yroeht siht fo selpicnirp/snoitpmussa cisab tahW:rengised lanoitcurtsni eht ot tnatropmi snoitseuq lanoitidda owt dedulcni evah ew ,tsil lanigiro siht no gnidnapxE ?yroeht eht yb denialpxe tseb Era gninrael fo sepyt tahw Dna? 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Two opposing positions on the origins of knowledge-empiricism and rationalism have existed for centuries and are still evident, to varying degrees, in the learning theories of today. A brief description of these views is included here as a background for comparing the ¢ÃÂÂmodern¢Ã learning viewpoints of behaviorism, cognitivism, and constructivism. Empiricism is the view that experience is the primary source of knowledge (Schunk, 1991). That is, organisms are born with basically no knowledge and anything learned is gained through interactions with the environment. Beginning with Aristotle (384-322 B.C.), empiricists have espoused the view that knowledge is derived from sensory impressions. Those impressions, when associated contiguously in time and/or space, can be hooked together to form complex ideas of branches and leaves, which in turn are built from the ideas of wood and fiber, which are built from basic sensations such as greenness. woody odor, and so forth. From this perspective, critical instructional design issues focus on how to manipulate the environment in order to improve and ensure the occurrence of proper associations. Rationalism is the view that knowledge derives from reason without the aid of the senses (Schunk, 1991). This fundamental belief in the distinction between mind and matter originated with Plato (c. 427-347 B.C.), and is reflected in the viewpoint that humans learn by recalling or ¢ÃÂÂdiscovering¢Ã what already exists in the mind. For example, the direct experience with a tree during one¢Ã what already exists in the mind. For example, the direct experience with a tree during one¢Ã what already exists in the mind. For example, the direct experience with a tree during one¢Ã what already exists in the mind. For example, the direct experience with a tree during one¢Ã what already exists in the mind. For example, the direct experience with a tree during one¢Ã what already exists in the mind. 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For example, the direct experience with a tree during one ¢Ã what already exists in the mind. tree (greenness, woodiness, and other characteristics) becomes known, not through the experience, but through the experience are throu focuses on how better to structure new information in order to facilitate (1) the coding of the students of this new information, as well as (2) the call of what is already known. Empirical mentality, or associate, provided the picture for many learning theories during the first meter of this century, and it was against this background that behaviorism became the main psychological point of view (Schunk, 1991). The behaviorism was dominant when the theory of education was started (about 1950), the teaching design technology (ID) that arose together was naturally influenced by many of its hypotheses and basic characteristics. Since the ID has its roots in behavioral theory, it seems appropriate that we first turn our attention to behaviorism. How do you learn the Occhur? Equa behavior learning with changes in the form or frequency of observable performance. Learning is accomplished when a correct response is demonstrated after the presentation of a specific environmental stimulus. For example, when presented with a mathematics flashcard showing the $\hat{a} \in \hat{a} \in \hat{c}$ at \hat{c} and \hat{c} at \hat{c} and \hat{c} and \hat{c} and the correct answer is the associated answer. The key elements are the stimulus and the answer is made, and the correct answer is the associated answer. The key elements are the stimulus and the answer is the associated answer. strengthened and maintained. The behavior focuses on the importance of the consequences of those services and claims that the answers that are followed by reinforcements are more etneduts onu id arutturts all eranimreted reportance of the consequences of those services and claims that the answers that are followed by reinforcements are more etneduts onu id arutturts all eranimreted reportance of the consequences of those services and claims that the answers that are followed by reinforcements are more etneduts on the importance of the consequences of those services and claims that the answers that are followed by reinforcements are more etneduts on the importance of the consequences of those services and claims that the answers that are followed by reinforcements are more etneduts on the importance of the consequences of the consequen use (winn, 1990). the student is characterized as responsive to conditions in the environmental factors are considered important by behaviorists, environmental conditions receive maximum emphasis. Behaviourists evaluate students to determine where to start instructions and determine which reinforcements are most effective for a given student. What is the environment. What is the provision of stimuli and consequences within the environment. behaviorists. Although the acquisition of abuses is discussed, little attention is given on how these habits are preserved or recalled for or future. forget is attributed to the time of an answer, a student's readiness to respond (schunk, 1991). How does the transfer occur? transfer refers to the application of knowledge learned in new ways or situations. as well as to how previous learning affects new learning in behavioral learning theories, transfer is the result of generalization. situations involving identical or similar characteristics allow behaviors to transfer through common elements. For example, the student who learned to recognize and classify elm trees demonstrates the transfer when ranking maple trees by oando the same process. similarities between helmets and maples allow the student to apply the previous learning experience of tree classification elm otnemazroffar e enoizurtsoc al rep ilitu 'Aip onos ehc eigetarts erevircserp id onatnet itsitnematropmoc I ?enoizisop atseuq ad oilgem itageips onos otnemidnerppa id ipit ilauQ .oreca id irebla ilged enoizacifissalc id Associations (Winn, 1990), including the use of didactic signals, practice and reinforcement. These requirements have generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitating learning that involves discrimination (recalling facts), generally been demonstrated reliable and effective in facilitation (recalling facts). concepts), associations (application of explanations) and concatenation (automatically performing a specific procedure). However, it is generally agreed on the fact that behavioral principles cannot adequately explain the acquisition of higher level capacities or those that require greater processing depth (for example, language development, problems). resolution, generation of inferences, thoughts Critic) (Schunk, 1991). What a basic base. Are the hypotheses/principles of this theory relevant to teaching design? Many of the basic base. Are the hypotheses and the characteristics of behaviorism are incorporated into the current didactic design practices. Behaviorism was used as a basis for the design of many of the first audiovisual materials and has given rise to many related teaching machines and planned texts. More recent examples include principles used within computer assisted instructions (CAI) and mastery of learning. Specific hypothesis or principles that have direct relevance for didactic design include the following (possible applications for current ID are listed in italics and parenthesis followed by the listed principle): an emphasis on the production of observable and measurable results in students to determine where they should start [students' analysis] emphasis on the mastery of the first steps before moving on to more complex performance [transferable premiums, information feedback] or signals, modelling and practice to ensure a strong response to the stimulus[Simple to complex sequence of practice, or instruction] how should the instructions be structured? the goal of education for behaviorist is to arouse the desired response from the appropriate response, as well as the conditions in which that response should be made. Therefore, education is structured around the presentation of the target stimulus and the provision of opportunities for the student to practice the appropriate response. to facilitate the connection of stimulus-response pairs, the instructions often use signals (to initially require the delivery of the response) and reinforcement (to strengthen the correct response in the presence of the target stimulus). the theories of behaviour imply that the work of the teacher/ tea (performances); and (3) organize environmental conditions so that students can make correct responses in the presence of such target stimuli and receive reinforcement for such responses (gropper, 1987). For example, one can expect a human resource manager recently hired a meeting agenda according to the specific format of the company. the target stimulus (the verbal command "to format a meeting agenda" does not initially provoke the correct response or elanif elanif ni eresse non onassop ilaizini etsopsir el erautteffe a aizini erotseg li ,elabrev odnamoc led olomits olla itanibba)dradnats otamrof ni itsopsid itouv illedom ,etassap ednega elled itatelpmoc illedom ,oipmese da(ilanges id enoizatneserp atutepir al noc ,aivattuT .atterroc atsopsir al erautteffe id Äticapac al ah reganam shape, repeated practice and reinforcement model the response until it is performed correctly. Fina IIy, learning is demonstrated when, in the command of formatting a meeting agenda, the manager reliably organizes the agenda according to company standards and does so without the use of previous examples or models. Cognitivism In the late 1950s, learning theory began to make a move away from the use of behavioral models to an approach based on theories and learning patterns of cognitive sciences. Psychologists and educators have begun to underline a concern of excessive behavior, observable and have instead underlined more complex cognitive processes such as thought, problem solving, language, concepts training and information processing (Snelbecker, 1983). In the last decade, a number of authors in the field of educational design have openly and consciously rejected many of the traditional behavioral hypotheses of the IID in favor of a new set of psychological assumptions on learning drawn from cognitive sciences. Whether it is seen as an open revolution or simply a gradual evolutionary process, there seems to be a general recognitive theory has shifted to the forefront of current learning theories (Bednar et al., 1991). This shift from behavioral orientation (where emphasis is on promoting high performance by the student from manipulating materials to be presented from a didactic system to procedures for managing student processing and interaction with the teaching design system (Merrill, & Wilson, 1981). How do you learn the Occur? Cognitive theories emphasize the acquisition of internal knowledge and mental structures and, as such, are closer to the rationalist end of the epistemology continuum (Bower & & & 1981). Learning is equated with discrete changes between knowledge states rather than with changes in response probability. Cognitive theories focus on conceptualization of student learning is not so much about what students do, but about what they know and how they come to acquire it (Jonassen, 1991b). The acquisition of knowledge is described as a mental activity that involves the internal coding and structuring by the student. The student is seen as a very active participant in the learning process. What factors influence learning? Cognitivism, like behaviorism, underlines the role that environmental conditions play in facilitating learning. The didactic explanations, demonstrations, illustrative examples and matching non-valuations are all considered fundamental in quiding students' learning. Similarly, emphasis is placed on the role of practice with corrective feedback. Until this point, it is possible to detect little difference between these two theories. However, the nature of the student is perceived in a very different way. The cognitive approach focuses on the student's mental activities that lead to an answer and recognizes mental planning processes, definition of organizational goals and strategies (Shuell, 1986). Cognitive theories argue that only environmental components and instructions cannot explain all the learning that comes from a teaching situation. Additional key elements include how students are also considered influentialLearning process (Winne, 1985). The real goal of the cognitive approach is to change the student by encouraging him to use adequate learning, tneiffe ts eht ni tnuedust otdelwonk refsnart ro etacummoc ot :Eht netfo tniopweiv tnioht fo htob rof noitcurtsni fog , , , esoht era naht)gnissecorp-noitamrofni ,gnivlos-melborp ,gninosaer(gninrael fo smrof xelpmoc gninialpxe rof etairporppa erom deredisnoc yllausu era seiroeht evitingoc ,serutcurts latnem no sisahpme eht fo esuaceB?noitisoP sihT yb denialpxE tseB erA gninraeL fo sepyT tahW.ti etavitca lliw eh erofeb noitautis nevig a ni lufesu si egdelwonk eht taht eveileb tsum renrael eht tub ,sesnopser ralucitrap reggirt lliw stneve dlrow-laer ro lanoitcurtsni cificepS .llew sa egdelwonk taht fo sesu eht tub yromem ni derots eb flesti egdelwonk eht tsum ylno toN .noitamrofni levon FO secnereffid dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi rof stniartsnnuob yrab hsilbatse ot desu ni egg roirp .)199 ,nessanj & yffud(snotanimircsis dna ceitralimis eht gniyfitnedi roirp .)199 ,nessanj & yffud(snotanimircsis eht gniyfitnedi roirp .)199 ,nessanj & yffud(snotanimircsis eht gniyfitnedi roirp .)199 ,nessanj & yffud(snotanimircsis eht gniyfitnedi ro tnatsrednu renrael a nehw ,knuhh seiroeht evitingoc ot gnidroccA?ruccO refsnarT seoD woH.noitamrofni eveirter ot ytilibani eht si gnittegroF .egdelwonk roirp ot noitamrofni wen etaler srenrael pleh ot secirtam dna ,spihsnoitaler lacihcrareih "seigolana "srezinagro ecnavda sa hcus seuginhcet esu srengiseD vaw lamitpo emos ni noitamrofni taht gnizinagro na ni yromem ni derots si noitamrofni nehw stluser gninraeL "ssecorp gninrael eht ni elor tnenimorp a Nevig si yromem "evoba detacidni sa?Redo fo elor eht manner irrelevant information is eliminated. For example, trainees attending a workshop on effective management skills would be presented with information as quickly and as easily as possible. Behaviorists would focus on the design of the environment to optimize that transfer, while cognitivists would stress efficient processing strategies. What Basic Assumptions/principles of This Theory Are Relevant to Instructional Design? Many of the instructional strategies advocated and utilized by cognitivists are also emphasized by behaviorists, vet usually for different reasons. An obvious commonality is the use of feedback. A behaviorist uses feedback (knowledge of results) to guide and support accurate mental connections, while cognitivists make use of feedback (knowledge of results) to guide and support accurate mental connections, while cognitivists make use of feedback (knowledge of results) to guide and support accurate mental connections, while cognitivists make use of feedback (knowledge of results) to guide and support accurate mental connections, while cognitivists make use of feedback (knowledge of results) to guide and support accurate mental connections, while cognitivists make use of feedback (knowledge of results) to guide and support accurate mental connections (Thompson, Samonson, Samons and behaviorists, but once again, for different reasons. Cognitivists look at the learner to determine his/her predisposition to learning?) (Thompson et al., 1992). Additionally, cognitivists examine the learner to determine how to design instruction so that it can be readily assimilated (i.e., What are the learner AAAs existing mental structures?). In contrast, the behaviorists look at learners to determine where the lesson should begin (i.e., At what level are they currently performing successfully?) and which reinforcers e irevod ilapicnirp i erenetnam e erazzinagro, oizivon otnemidnerppa id tpecnoc li eratuia rep erailimaf non acittadid enoizattegorp id enoisseforp al e ottetihcra'lled erailimaf enoisseforp al art aigolana ovitacifingis odom ehclauq ni itnetsise eznecsonoc el noc inoizamrofni evoun eragelloc id odarg ni erailimaf enoisseforp al enoissefor onais itneduts ilg ehc elat odom ni inoizamrofni erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. icaciffe eresse rep ,amehcs o ,etneduts onu id itnetsise eznecsonoc el noc inoizamrofni evoun enoizaler ni erettem e erazzinagro ebbervoD. 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Another cognitive el ehc ettemrep Ativitta el art aznailgimos al am ,icifeneb-itsoc ied isilana'lled elleug a erednopsirroc etnemattase onossop non Ativitta ilat rep erudecorp eL . Atiroirp e etanimreted eresse orebbertop anamittes enif led aseps id Ativitta el emoc ehcna o ,ossul id otteggo nu id otsiuqca'l adraugir otnauq rep otsiuqca id enoisiced anu ednerp ilge)s(emoc ,elisnem oidnepits ous li angessa oudividni'l elauq li osrevartta ossecorp li eredulcni onossop irailimaf erudecorp etseuQ .airomem ni arudecorp avoun atseuq id etneiciffe de adiulf enoizalimissa'nu eratilicaf 2Ãup erotseg li ,azneirepse alba non egats ol ehc emuserp is ,osac otseuq on ni icifeneb-itsoc id isilana'l noc etnedecerp azneirepse abba non egats ol ehc emuserp is ,osac otseuq on ni icifeneb-itsoc id ottegorp omissorp nu rep icifeneb-itsoc ied isilana'nu eratelpmoc rep etnanicorit ovoun nu a erangesni id otseihc otats are Åteicos ednarg anu id enoizamrof id otnemitrapid led reganam nU :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemidnerppa id enoizamrof id otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc otnemitrapid led reganam nu :ovitingoc oiccorppa nu azzilitu ehc oiccorppa nu :ovitingoc oiccorppa nu azz etalimissa etnemecaciffe de etnemecaciffe onais inoizamrofni evoun el ehc odom ni kcabdeef noc acitarp al erazzinagro)3(e ;itneduts ilged etisiuqca etnemetnedecerp ezneirepse el e Aticapac el ,eznecsonoc el eraccot rep inoizamrofni evoun erarutturts e erazzinagro iuc ni ecaciffe de etnemecaciffe onais inoizamrofni evoun el eraccot rep inoizamrofni evoun erarutturts e erazzinagro iuc ni ecaciffe de etnemecaciffe onais inoizamrofni evoun el eraccot rep inoizamrofni evoun el era 2Åup ehc otnemidnerppa id enoizautis alla otnemidnerppa id ezneirepse esrevid onatrop iudividni ilg ehc erednerpmoc)1(onodulcni atsittegorp / etnecod led ilapicnirp itipmoc i ehc onacilpmi evitingoc erutaenilottos ila rutappam, scinomenm, scinomenm, gininiltuo, arutardauqni id osu'l eredulcni 2Aup not familiar are placed in a family context. Thus processing requirements are reduced and the potential effectiveness of signals increased. Constructivism The philosophical assumptions at the base of both theeb nac dna tnednepedni-dnim si egdelwonk taht feileb eht stsiroivaheb dna stsivitingoc htiw erahs ton od stsivitcurtsnoC.selbairav owt eseht neewteb noitcaretni eht gnizisahpme yb seirogetac htob sessorc msivitcurtsnoC .lacitirc deredisnoc era tnemnorivne eht htiw secneirepxe tcerid ,laudividni ,stsiciripme eht ekil tey ,gninaem l Fo ecruos eht eht Deveileb ,emit sâ\êa\eatalea\eatalea\eatalea\eatalea\eatalea\eatalea\eatalea\eatalea\eatalea\eatalea evitingoc tsoM .syaw fo rebmun a ni seiroeht evitingoc fo hcnarb a eb ot deredisnoc si msivitcurtsnoc hguoht nevE .)1991 . Itcurtsni Gnidulcni ,Senilpicsid tnereffid fo rebumn that Noitnetta Desercni Eviecer ot nugeb SAH of the sa Eussi â€â€TMs , ¢ egdelwonk :gnidnatsrednu dna gninrael ot hcaorppa tsivitcurtsnoc erom a tpoda ot gnitrats era dna noitpmussa citsivitcejbo cisab siht noitseuq ot nugeb evah stsiroeht evitingoc yraropmetnoc fo rebmun A .) B1991, nessanoj(renrael eht ot ot lantxe ,laers dlrow eht :si experience, we cannot obtain a predetermined "correct" meaning. Students do not transfer knowledge from the outside world to their memories; Rather, they build personal interpretations of the world on the basis of individual experiences and interpretations. Therefore, the internal representation of knowledge is constantly open to change; There is no objective reality that students strive to know. Knowledge emerges in contexts within which it is relevant. Therefore, in order to understand the learning that took place within an individual, the real experience must be examined (Bednar et al., 1991). What factors influence learning? Both student and environmental factors are fundamental for the constructivist, so as the specific interaction between these two variables that creates knowledge. Constructivists argue that behavior is determined to the situation (Jonassen, 1991a). Just like the learning of the new words of the vocabulary has improved by exposure and subsequent interaction with those words in the context (instead of learning their meanings from a dictionary), it is essential that the knowledge of the content is incorporated into the situation in which is used. Brown, Collins and Duguid (1989) suggest that situation of the current situation based on an entire story of previous interactions (Clancey, 1986). Just like the tonalities of the meanings of the words otnemidnerppa'l incifirev is ehc elatnemadnof "A, ovitom otseuq reP. osu ovoun ingo da etnemaunitnoc onnarevlove is ittecnoc i ehcna ¬Asoc, alorap anu id alorap alled enoisnerpmoc al" etneduts onu etnemetnatsoc onaibmac Realistic settings and that the selected learning tasks are relevant to the students' experience. What is the role of memory? The aim of education is not to ensure that people know particular facts but rather that they process and interpret information. âf œSo that it develops through continuous use, located and does not crystallize in a categorical definition that can be recalled by memory (Brown et al., 1989, p. 33). As mentioned above, a concept will continue to evolve with every new use such as new situations, negotiations and activities re-establish it in a different form, more densely structured. Therefore, "Memory" is always under construction as a cumulative history of interactions. The representations of experiences are not formalized or structured in a single piece of declarative knowledge and therefore preserved in the means to create new and specific understandings for the situation by prior knowledge of "Assembly" from different appropriate sources to the problem at hand. For example, knowledge of "Design" activities must be used by a practitioner in too many different ways to be anticipated all in advance. The constructivists emphasize the flexible use of pre-existing knowledge rather than the recall of pre-packaged schemes (Spyrus, Feltovich, Jacobson and Coulson, 1991). The mental representations developed through the commitment of the activities will probably increase the efficiency with which successive tasks are performed to the extent that parts of the environment remain the same: "The characteristics that use the environment can therefore offer recurrent sequences of actions" et al., p. 37). Memory is not an independent process of context. Clearly the focus ofIt is on the creation of cognitive tools that reflect the wisdom of the culture in which the intuitions are used and intuitions I .)1991 ,.la te randeB(otnemidnerppa'lled otsetnoc lad et nemetnednepidni itacifitnedi eresse onassop otnemidnerppa id ipit i ehc isetopi'l attecca non atsivitturtsoc enoisiv aL ?enoizisop atseug ad itageips oilgem onos otnemidnerppa id ipit ilauQ .itazzilitu onognev itnemurts itseug iuc ni ametsis len enoizucese'l e oreisnep li eratilicaf len "A erotturtsi'lled aznecsonoc alled arutturts al ecaciffe otnaug us asab is otnemidnerppa id amitlu arusim al ,¬AsoC .ilaer inoizautis ni itnemurts ilged ovitteffe osu'llen atsidnerppa'l erangepmi'llad avired ecaciffe de otairporppa osu'L. eloger id ocnele nu odneuges etnemecilpmes itnemurts id emeisni nu erazzilitu a arapmi is noN. isracifirev a otnemidnerppa'lled arutturts al erinifed id non , Åtivitta el enoisicerp noc erevircsed id "Å enoizurtsi'lled ovitteibo'l ,otnatreP .)1991, la te nworB(eedi el erazzilitu id enoisicerp noc erevircsed id "Å enoizurtsi'lled ovitteibo'l ,otnatreP .)1989. la te nworB(eedi el erazzilitu id oudividniâlled Aticapac al rep elatnemadnof atnevid azneirepseâllad âatazzicidniâ A enoisnerpmoc al ehc otnemom laD .ivitacifingis i tsetnoc ni itarocna icitnetua itipmoc ni otnemiglovnioc lad otatilicaf eresse assop otnemirefsart li ehc enoppuserp atsivitturtsoc enoizisop aL ?ruccO ecsirefsart is emoC .)9891 ,.la te nworB() otsetnoc(arutluc e otacifingis ,osseccus ereva reP .itunetnocotua ,ittartsa ,issif ilgatted o ittecnoc id enoizisiuqca ecilpmes anu id ongosib "A'c noN .iudividni id ezneirepse They believe it is impossible to isolate information units or divide knowledge domains according to a hierarchical analysis of relationships. Even if the emphasis on performance and instructions Dejected effective in teaching basic skills in relatively structured knowledge sectors, most of them that must be learned involves advanced knowledge in unstructured sectors. Jonassen (1991a) described three phases of acquisition of knowledge (introductory, advanced and expert) and claims that the construction learning environments are more effective for the advanced acquisition of knowledge, in which it is possible to discover wrong ideas and prejudices

acquired during the introduced introduced introductory phase and if necessary, modified and/or removed. Jonassen agrees on the fact that the introductory acquisition of knowledge is best supported by more objectivistic approaches (behavioral and/or cognitive), but suggests a transition to constructivistic approaches while students acquire more knowledge that

| provide them with the conceptual power necessary to deal with problem think in a specific area of content as an expert user of that domain could content is not prespecid; The information from many sources is essentiated to the content as they are to the construction processes. Some of the specific populations, social negotiation (discussion, discussion, evidence), the use capplications are listed in ailing and parentheses following the listed print present information in various ways (revisit content in different times, in | d think. Knowledge is not abstract but is linked to the context in al. For example, the goal of a typical constructivist would not be pecific specific strategies by the builders include the placement of examples such as true "life differences", reflective awareness nciple): An emphasis on identifying the context in which skills wi | the studio and the experiences that the partic to teach students to identify beginners on the of tasks in real contexts, the use of cognitive ar s, and providing a considerable guide on the us ill be learned and subsequently applied [ancho | ripants lead to the context. Therefore, students are educated facts on teaching design, but to prepare stropperntices (shaping and training a student towards be of processes. Below are several specific assumptioning learning in meaningful contexts]. An emphasis | encouraged to build their understanding and therefore idents to use the ID facts Didactic designer could use texpert performance), the presentation of multiple persons or principles of the constructive position that have on student control and instructor ability to manipulate | validate these new perspectives through social negotiation. The them. Therefore, the objectives of the services are not so related pectives (cooperative learning to develop and share alternative direct relevance to the educational designer (possible ID information [actively using what is learned]. The need to |
|--|--|--|--|--|---|
| problems]. Assessment focused on transfer of knowledge and skills [presof facts and routines to active application of ideas to problems. Both irot The meaning is created by the apprentice: learning objectives are not procan engage in, while realizing the basis of other opinions with which the effectively monitor, evaluate and update such buildings; e (2) to align an training, they are generally not applied in the educational arena (Resnic such an assessment to be completed. Through the modeling and training | esenting new problems and situations that differ from the condition of the structure of the condition of the | ions of initial education]. How should education oc etnemavitta atsidnerppa'l onaredisnoc itsivinstructive perspective is to show students how to chasis is on student construction, the role of the elevant contexts can be experienced. Although of a constructivist would probably be immersed. | n be structured? As it moves along the behaviorist-catturtsoc i ehc to the instructor more than just an act to build knowledge, promote collaboration with other designer/teacher is still critical (Reigeluth, 1989). construction approaches are used quite frequently if in an experience of "apprentice". For example, a new properties of the construction approaches are used quite frequently in an experience of "apprentice". | ognitivista-constructivist continuum, the focus of the incive information processor; the instructor processes and its to show the multiple perspectives that can be broughtered the projector's tasks are twofold: (1) to instruct in the preparation of lawyers, doctors, architects and broughter design student who wishes to know the projector of the projector of lawyers. | nstructions goes from teaching to learning, from passive transfer d interprets the information provided (Duffy & Jonassen, 1991). The to a particular problem, and get to self-choice positions that the student on how to build the meaning, as well as how to usinessmen through the use of apprentices and on-the-job he needs assessment would be placed in a situation requiring |
| ability. Each experience would help to build and adapt what has been probetter able to articulate their knowledge of the process of assessing need relevant books, attend conferences and seminars, discuss problems with learning process has changed. General discussion It is evident that study complex and designed process that seems to be strongly influenced by it ebberas non ,atlov amirp all replacements are processed to be strongly influenced by it ebberas non ,atlov amirp all replacements. | reviously experienced and built. Since the student has gained greds. As they discover their naive theories, they begin to see such hother students, and use their knowledge to interpret numerous dents exposed to the three didactic approaches described in the dits previous knowledge, perhaps the best answer to these question through the itnaipicnirp itneduts ilg rep ecaciffe ¹ Aip eresse etaci | reater trust and experience, (s) he would move a activities in a new light, which guides them to s situations around them (not only related to sp examples above will acquire different skills. The ions is "dependence". As learning is influenced ilppa onos etinifed eloger el e ittaf i evod gnivlo | into a collaborative phase of learning where the discovered conceptual reframing (learning). Students be pecific design issues). Not only have students been in brings instructors/designers to ask two significant by many factors from many sources, the learning pros melborp id ehcittat otnemangesni'llen ilitu onos etc. | cussion becomes crucial. Speaking with others (peer, a ecome familiar with analysis and action in complex siturolyed in different learning types, as they moved from it questions: Is there a single "best" approach and is it rocess itself is constantly changing, both in nature and evitingoc eigetarts el;)asoc erepas(enoisseforp anu id | advanced students, professors and designers), students become ations and consequently begin to expand their horizons: meet a being novices to "buy experts", but also the nature of the a more efficient approach than others? Since learning is a in diversity, as it progresses (Shuell, 1990). What ebberas otunetnoc led aznanordap al eratilicaf etnemecaciffe ² Āup |
| elatnematropmoc oiccorppa nu , "ÃoiC .muunitnoc lus otnup leuq a edno muunitnoc lus âtisâ itneduts ilg evod id adnoces A .aznedecerp ni ottires ,)emoc erecsonoc(icitamelborp ,iralocitrap isac a ilareneg eloger etseuc onocsisiuqca enosrep el ©ÃhcioP .otunetnoc otad nu noc irailimaf ¹Ãip o i ehc etageipmi ehcittadid eigetarts el aiS .itlovnioc itneduts ilged aznet situations (know how); And the constructivist strategies are particularly be learned. Based on the required cognitive processing level, strategies | used otnemidnerppa'lled airoet alled muunitnoc led itnup i onaiho q ad eralopartse id atsinoisseforp nu emoc erasnep)2 a ,)asoc oc onatnevid emoc aibmac itneduts ilged aznecsonoc al emoc ,ottut tepmoc id ollevil led adnoces a osrevid odom ni angesni is ,odom y suitable for dealing with the poor defined facts and rules are ap s from different theoretical perspectives may be necessary. For e | ccepsir muunitnoc otseuq ognul itnup i ,osnes of dnecsonoc(enoisseforp anu id inoizarepo e itta t id amirp ,eraredisnoC ?eigetarts e otunetnoc n ossets olla ;gnivlos melborp o ittecnoc itanges pplied in non -familiar situations (knowing how example, the activities that require a low degre | otrec nu nI .)7891 enoiza-enoiza-atsopsir al er (onocaf, dradnats eloger el eracilppa e erecsonocir id odar, atsidnerppa art otnemanibba otterroc nu eratilicaf sni onognev iuc ni odom ossets olla ittaf angesni is ru); and constructivist strategies are particularly suitate of processing (for example, basic associations, dis | sillaf erasnep id idom e irailimaf eirogetac odnauq inoing ni eresse)1 ad otla-ossab aznecsonoc id muunitnoc ia rengised nu af emoC .itneduts ilged ollevil la esab ni on ,etnemacipiT .otunetnoc li noc Atirailimaf ¹ Aip ah eable for dealing with i through reflection-in-action. A secrimination, data storage) seem to be facilitated by more | za e enoisnerpmoc id emrof evoun eratset e erappulivs)3 a nu ognul onocsidergorp ,otunetnoc otad nu noc azneirepse ¹Ãip onairav)azzehgral ni ehc Ãtidnoforp ni ais(itatnorffa itunetnoc ehc etnecsid nu rep etnalomits o etneiciffe non -familiar econd consideration depends on the requirements of the task to bre frequently associated strategies associated with a behavioral |
| perspective (for example, response to the stimulus, contiguits of feedback resolution of algorithmic problems). Tasks that require high levels of properties that the education designers of critical question must not ask "what is the and cognitive processing) and to illustrate the degree in which the strate amount of prior knowledge and the corresponding amount of cognitive processing and illustrate the degree in which the strate amount of prior knowledge and the corresponding amount of cognitive processing and its processing amount of cognitive processing and the corresponding amount of cognitive processing amount of cognitive processing amount of cognitive processing and cognitive processing amount of cognitive processing amount o | rocessing (for example, heuristic problem solving, personal select the best theory?", But "what is the most effective theory in promotegies offered by each of the theoretical perspectives appear approcessing), and (b) that 'Aip enoizattegorp id itipmoc ied inuclasir erenetto rep itairporppa idotem i ,otnemidnerppa id Ativitta | ction and monitoring of cognitive strategies) are oting the mastery of specific tasks by specific splicable. The figure is useful in demonstrating: A â.elauttegorp ossecorp oretniâl rep itelpmocid opit li e itneduts ilged elautta ollevil li acric | re often better learned with strategies advanced by to students?" Before selecting the strategy (e), both students?" Before selecting the strategy (e), both students a) that the strategies promoted by the different per ivittircserp ipicnirp ecsinrof aciroet esab anussen © etloccar inoizamrofni id esab allus, etnemetnegillet | he constructivist perspective (for example, learning loadents and the task must be taken into account. In figure spectives overlap in some cases (that is, a strategy can Ahcrep opmac ortson led evaihc azrof anu atats "Ā otani ereilgecs id odarg ni eresse eved is ehc otsottuip am | cated, cognitive apprentices, social negotiation). Do we believe re 1 we try to describe these two continuous (level of knowledge be relevant for each of the different perspectives, the correct idilavnoc e otinifedir ociroet omsittelceâLâ:)iiiv.p, 3991(nagaR airoet anu aznes eraroval abbed is ehc acifingis non otseuQ |
| ehcittadid eigetarts elled otnorfnoC .1 arugiF .)kcabdeef e acitarp ,enoiz .eirassecen eresse onarbmes eiroet esrevid us etasab eigetarts esrevid , otnemidnerppa id otipmoc led arutan al ,acittadid enoizattegorp id ossed and at what point during the instruction. Knowledge of this sort is an expresented above seems to be essential for professional designers who m limited by time, budget, and/or personnel constraints. The practitioner of type of instructional ¢ÃÂÂcherry-picking¢Ã has been termed ¢ÃÂÂsy. | zaretni e avitta enoizapicetrap ,oipmese da(evittepsorp el ert e e ,erirpocs/erinrof ad otunetnoc id inimret ni onos itneduts ilg iuc ecorp len eigetarts el onargetni is odnauq ehc acifingis ² ÃiC .otne xample of conditional knowledge, where ¢ÃÂÂthinking like¢Ã nust constantly make decisions for which no design model provid cannot afford to ignore any theories that might provide practical | ettut isauq ad etatroppus onos ehc ehcitsiretta ni e otipmoc led eznegise elled adnoces A .ortl emidnerppa id eiroet elled anucsaic id ocinu su a designer becomes a necessary competency. des precise rules. Being knowledgeable about el l implications. Given the myriad of potential de | arac onnah osseccus id ehcittadid ehcitarp el 'ittafnI la nu us oiccorppa nu eranoizeles id amirp itaredisn acof led asuac a ounitnoc led itnup isrevid ognul itar It should be noted however, that to be an eclectic, o each of these theories provides designers with the fl esign situations, the designer¢ÃÂÂs ¢ÃÂÂbest¢ÃÂÂ | evittepsorp etseuq id anucsaic a itaripsi itsittegorp acceresse onoved itlovnioc itneduts ilged aznetepmoc interest of the condition of the co | d etappulivs etats onos enoizurtsi'l rep erutturts itnetop eL d ollevil li e)otseihcir avitingoc enoizarobale id ollevil li , "Ãoic(igetarts elauq erediced id odarg ni eresse onacilpmi students, ng combined. A thorough understanding of the learning theories a first attempt doesn¢ÃÂÂt work or when they find themselves proach, but will truly ¢ÃÂÂdepend upon the context.¢Ã This |
| the behaviorist¢ÃÂÂs triad of practice/reinforcement/feedback to enlarg when optimal conditions do not exist, when situations are unpredictable (edited by), Teaching Technology: past, present and future. Englewood, education process. Phi Delta Kappan, 53.18-21. Clancey, W. J. (1986). Redialogue. Educational technology, 31 (5), 13-17. Duffy, T. M. and Jonasse Lawrence Erlbaum Associates. Hulse, S. H., Egeth, H., & Deese, J. (1980). | ge learning and memory. We need purpose, decision, values, under and task demands change, when the problems are messy and ile, CO: unlimited libraries. Bower, G. H. and Hilgard, E. R. (1981). Revision of computer understanding and knowledge of Winograd sen, D. (1991). Constructivism: new implications for teaching tector. The psychology of learning (5a ed.). New York: McGraw-Hill. | derstanding¢ÃÂÂthe cognitive categories¢ÃÂÂ ll-formed and the solutions depend on inventive . Learning Theory (5a ed.). Englewood Cliffs, N and Flores: a favorable interpretation. (Stan-C chnology? Educational technology, 31 (5), 3-12. . Johnson, J. K. (1992). Advanced for graduates | lest learning be mere behavioral activities rather the eness, improvisation, discussion, and social Bednar, IJ: Prentice-Hall. Brown, J. S., Collins, A., & Duguid, CS-87-1173) High pole, CA: Department of Computer. Gropper, G. L. (1987). A lesson based on a behavior trends in master and doctoral programs in commu | an action¢Ã (p. 203).And to this we would add that A. K., Cunningham, D., Duffy, T. M., & Perry, J. D. (19 P. (1989). The culture of learning is located. Education Science, University of Stanford. Cunningham, D. J. (1 ral approach to teaching design. In C. M. Reigeluth (educations and educational technologies. Technological | we also need adaptive learners who are able to function well 91). Theory in practice: how do we connect? In G. J. Anglin hal researcher, 18 (1), 32-42. Bruner, J. S. (1971). The revisited 991). Evaluate construction and construction of evaluations: a lited by), Teaching Theory in Action (page 45-112). Hillsdale, NJ: trends, 37 (2), 13-16. Jonassen, D. H. (1991a). Evaluation of |
| building learning. Educational technology, 31 (9), 28-33. Jonassen, D. H. (1945). The applicability of the psychological psychological .itarutturts l ehcittadid eiroeT ,).dE(htulegieR .M .C nI .acittadid enoizattegorp alla i ngiseD .)3991(.J .T ,nagaR & ,.L .P ,htimS .745-135 ,06 ,avitacude acreco .ocittadid ngised led ilauttecnoc e ehciroet isab eL .)6891(.D .R ,yehciR enoiza ni ehcittadid eiroeT ,).dE(htulegieR .M .C nI ?"Ã ©Ãhcrep e "Ã's .F nI .enoizisnart ni ocittadid ngiseD .)1891(.G .B ,nosliW & ,.T ,silawoK | lam inimod ni etaznava eznecsonoc id enoizisiuqca'l rep elausac iratnemelpmoc e otsartnoc id iccorppA .)9891(.E .G ,rekceblenSciR id angessaR .ovitacifingis otnemidnerppa id isaF .)0991(.J .T & .02-31 ,)9(61 ,ovitacude erotacreciR .irouf e aloucs a erarapmI .soc ehC :ocittadid ngiseD .)3891(.M.C ,htulegieR .32-81 ,)5(13 ,a | ossecca id enoizurtsi :otsetrepi e omsivitturtso S .lliH-warGcM .ovitacudeocisp ngised e enoizu F ,lleuhS .634-114 ,65 ,avitacude acreciR alled .)7891(.B .L ,kcinseR .08-76 ,)1(73 ,ocigolonce avitacude aigolonceT ?oinomirtam nu onnaF :o | oc ,avitingoc ÃtilibisselF .)1991(.L .R ,nosluoC & ,.] artsi'lled airoet ,otnemidnerppa'lled airoeT .)3891(.l enoizatulaV .otnemidnerppa id evitingoc inoizecnoC et oppulivs e acreciR .inoizerid evoun e Ãtilatnem e emsivitturtsoc li artnocni aigoloncet aL .)1991(.N .D | .M ,nosbocaJ ,.J .P ,hcivotleF ,.J .R ,oripS .setaicossA n E .G ,rekceblenS .ssaB-yessoJ :ocsicnarF naS .etnettelfi .)6891(J .T ,lleuhS .nallimcaM .avitacude avittepsorp youN :oivib la avitacude aigolonceT .)9891(.M .C ,htule ,snikreP .nahctuCcM .)843-892 .pp(otacadnis led otat | nuablrE ecnerwaL :JN ,eladslliH .)733-123 ,pp(enoiza ni r ocidem li eracudE .)7891(.A .D ,nohcS .nallimcaM .ocittadid anU :otnemidnerppa id eiroeT .)1991(.H .D ,knuhcS .slohciN egieR .setaicossA muablrE ecnerwaL :JN ,eladslliH .)63-3 .pp(s oL :enoizacude e aigolocisP ,).sdE(nodroG .J .N & ,yelraF .H |
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