

*ICLS2002*  
*Seattle, Washington*  
*2002/10/25*

## Special Session 8.4

# Assessment of complex learning

Organized by

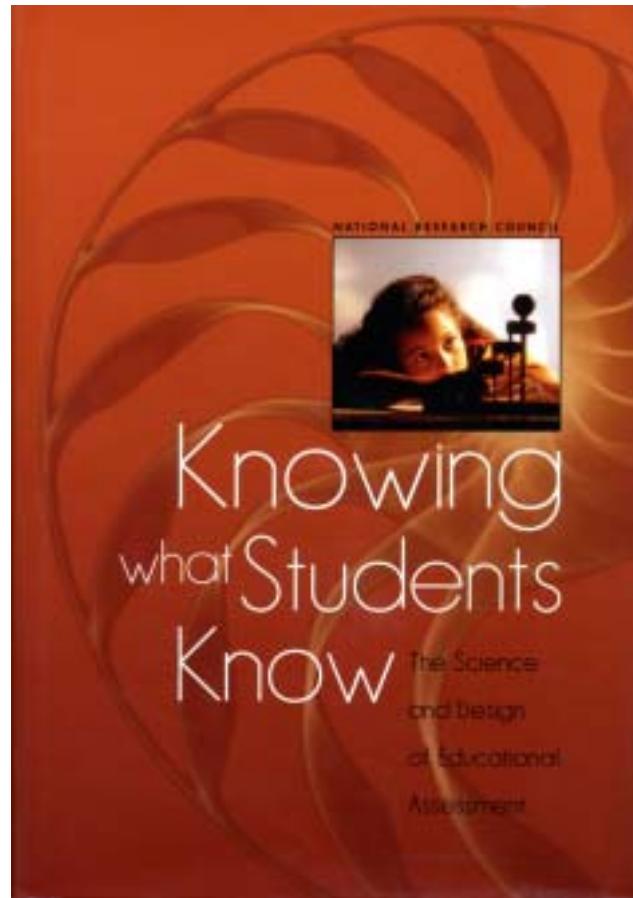
Naomi Miyake, Chukyo University

James Pellegrino, U. of Illinois Chicago

Assessment of complex learning:  
Towards a better integration of  
cognitive models,  
empirical observations,  
and substantive interpretation

# Dr. James W. Pellegrino

National Academies Press,  
2001



# Dr. Robert A. Bjork

9

## Memory and Metamemory Considerations in the Training of Human Beings

Robert A. Bjork

The conventional  
good painter —  
become a pain  
— but do not  
you will become  
John Singer Sargent

The mistake we  
vation is bad. I  
to hide it, to fe  
like, and for the  
Sing

In recent papers (1992) have shown that affective than neutral individuals remember and are more effective at performance. These findings may be the conditions for training: namely, however, that they are wrong. Manipulating memory can fail to improve performance if other manipulations are used. For example, learner duration is negatively correlated with memory retention.

### MARSCHAK COLLOQUIUM

THE ANDERSON SCHOOL AT UCLA

## THE 1999-2000 MARSCHAK COLLOQUIUM AT UCLA

January 21, 1999 – 1:00 to 3:00 P.M. AT THE ANDERSON SCHOOL IN C-301

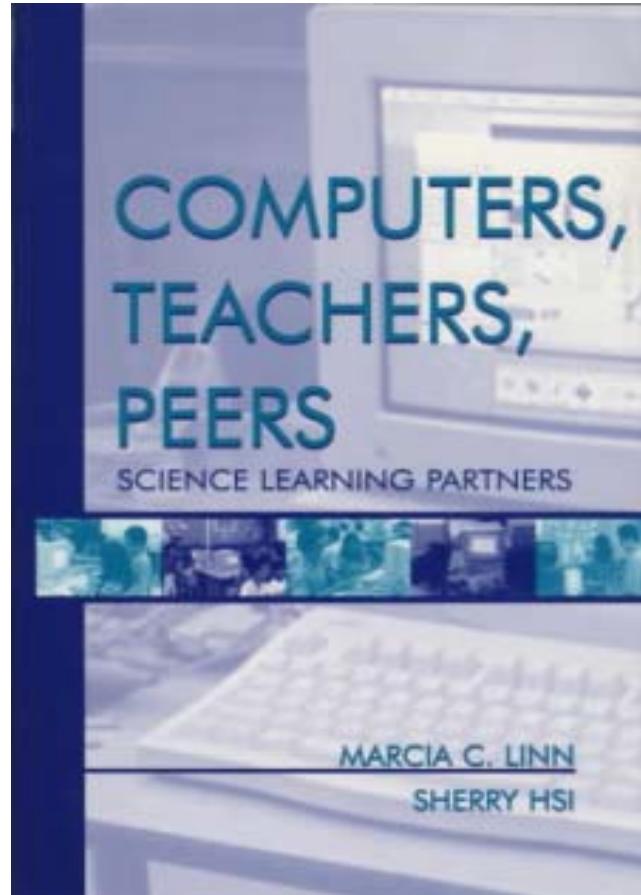
**ROBERT A. BJORK**, Professor of Psychology, UCLA, Editor of Psychological Review, and President-Elect of the American Psychological Society

*"When and Why Forgetting Enables Learning: Implications for Theory and Practice"*

**FIELD/SUBFIELD: Psychology/Learning and Memory**

(Co-sponsored by the UCLA Department of Psychology and the UCLA Cognitive Science Research Program)

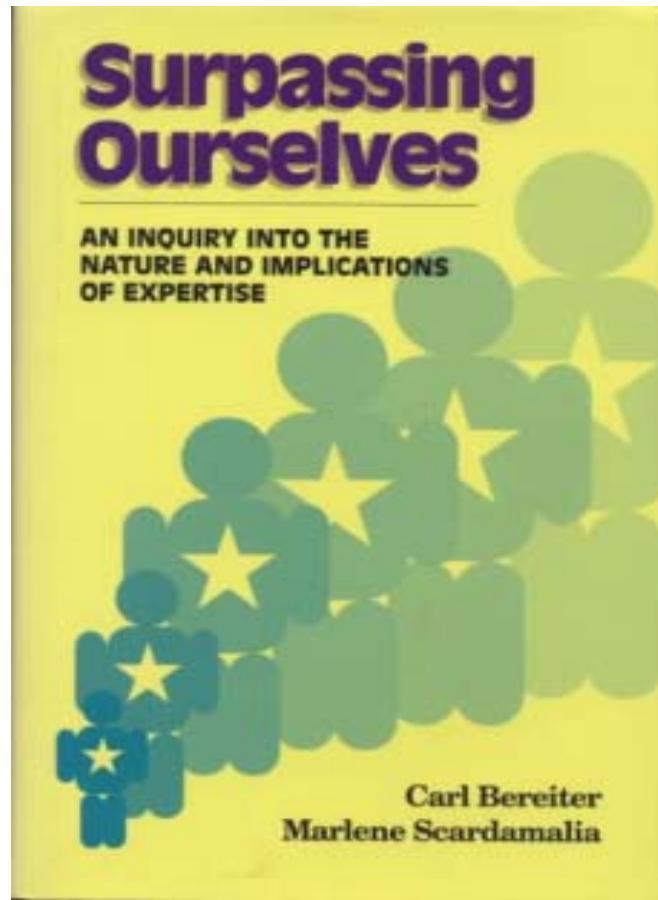
# Dr. Marcia C. Linn



Lawrence Erlbaum Associates,  
2000.

# Dr. Carl Bereiter

Open Court,  
1993.



# Naomi Miyake & Hajime Shirouzu





## COGNITIVE SCIENCE SOCIETY

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### Cognitively active externalization for situated reflection

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Hajime Shirouzu  
Naomi Miyake  
Hiroyuki Masukawa

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#### Abstract

This paper offers a set of explanation of how collaboration leads to abstract and flexible problem solving. Asking the individual and paired subjects to indicate \_ of 2/3 of the area of a square sheet of

- latest news
- [about the journal](#)
- about the society
- cognitive science conference
- related conferences
- graduate study
- funding opportunities

# Dr. Allan Collins

**HGSE news:**  
*the news source for the Harvard Graduate School of Education*

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## The New Perspectives in Technology and Education Series

Harvard Graduate School of Education

October 5, 2001

by Margaret Roosevelt Haas

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*"There has always been a great divide between education research and practice. Most practitioners regard education research as irrelevant to their day to day concerns, and so they pay little attention to what researchers recommend."*  
—Allan Collins, "The Changing Infrastructure of Education Research"



How practitioners use (or in many cases do not use) education research has long interested many academics. Although most researchers hope that their work will have a lasting impact on the field of education, most educators simply choose to ignore these studies because the dominant psychological methodology usually requires experiments to take place in a laboratory. Such a controlled environment, educators argue, rarely allow situations to occur as they would in a classroom or on the playground. To address those concerns, many researchers have started incorporating new methodologies into the way they conduct their research.

A discussion of one such methodology was the topic of the inaugural lecture in the New Perspectives in Technology and Education Seminar Series. HGSE visiting scholar and professor of education and social policy at Northwestern University Allan Collins presented his findings on the issues surrounding design experiments, a type of research that places the experiments in real-world settings to find out what works in practice.

per Presenter

13 minute talk

Plus

2 minute Q&A