Students should be taught conditional knowledge about when, where, and why to use various strategies.

The cognitive domain:
1. Knowledge: Remembering or recognizing something without necessarily understanding, using, or changing.
2. Comprehension: Understanding the material being communicated without necessarily relating it to anything else.
3. Application: Using a general concept to solve a particular problem.
4. Synthesis: Creating something by combining different ideas.
5. Evaluation: Judging the value of materials or methods as they might be applied in a particular situation.

The affective domain:
1. Receiving: Being aware of or attending to something in the environment.
2. Responding: Showing some new behavior as a result of experience.
3. Valuing: Showing some definite involvement or commitment.
4. Organization: Integrating a new value into one’s general set of values, giving it some ranking among one’s general priorities.
5. Characterization by value: Acting consistently with the new value.

The psychomotor domain: is the realm of physical ability objectives, has mostly overlooked by teachers not directly involved with physical education.

Teachers knowledge: Teachers should have knowledge of the facts and concepts, as measured by test scores and college grades, the relationship to student learning is unclear and may be direct.

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Declarative
Procedural
Conditional
knowledge
Short term memory is a component of memory system that holds information for about twenty seconds. The central executive supervises attention, makes plans, retrieves, and integrates information. Language comprehension, reasoning, rehearsing information to transfer to long term memory are all part of the central executive's job.

The phonological loop is a system for rehearsing words and sounds for short term memory. The visuospatial sketch pad is the place where you manipulate the information needed at the moment.

Long term memory is unlimited, but access to the long term memory requires time and effort. Long term working memory holds the retrieval structures and strategies that pull form long term memory the information needed at the moment.

Explicit is knowledge from long term memory that can be recalled and consciously considered. Implicit memory is knowledge that we are not conscious of recalling, but influences behavior or thought without our awareness.

Metacognition, Regulation, and Individual Differences
Metacognition involves three kinds of knowledge: declarative knowledge about yourself as a learner, the factors that influence your learning and memory and the skills, strategies and resources needed to perform a task; procedural knowledge or knowing how to use the strategies; and conditional knowledge to ensure the completion of the task. Metacognition is the strategic application of this declarative procedural, and conditional knowledge to accomplish goals and solve problems.

Three component model for creativity
1. Domain-relevant skills including talents and competencies that are valuable for working in the domain.
2. Creativity-relevant process including work habits and personality traits.
3. Intrinsic task motivation or a deep curiosity and fascination with the task.

Assessing creativity
Flexibility is generally measured by the number of different categories of responses. Divergent thinking is the ability to propose many different ideas or answers.

Factors that influence your learning and memory and the skills, strategies, and conditional knowledge to ensure the accomplishment of goals and solve problems.
1. Overgeneralization is when something that is not included in a group is still included.  

2. Undergeneralization is when something that is included in a group is not included. 

3. Extending concepts could be a concept map which is used to organize ideas. 

4. Students must identify key principles for themselves rather than expecting teachers to explain. Discovery learning occurs when the teacher presents examples and the students work with the examples until they discover the subject's structure. 

5. Discovery in action: Intuitive thinking: Teachers can encourage this by encouraging students to make guesses based on incomplete evidence and then to confirm or disprove the guess systematically. Guided discovery is where the teacher provides some direction. 

6. Students should receive direct instruction in schematic knowledge; this is often an important component of strategy training. 

7. Students are active learners, discovering knowledge by constructing their own understanding of the world. 

8. Teachers are active learners, discovering knowledge by constructing their own understanding of the world. 

9. Students are active learners, discovering knowledge by constructing their own understanding of the world. 

10. Discovery learning can be defined as learning that occurs when students are actively involved in the construction of their own knowledge. 

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30. Discovery learning can be defined as learning that occurs when students are actively involved in the construction of their own knowledge.
The goals of classroom management:
Classroom management must maintain a positive, productive learning environment. Students need more time for learning. There is a big difference between allocated time, engaged time, and academic learning time. Students must have access to learn. Each classroom has rules for participation. There are participation structures that the students must follow.

A reward can be used and is an attractive. Object or event supplied as a consequence of a particular behavior. An incentive is an object or event that encourages or discourages students.

A humanistic perspective is an approach to motivate that emphasizes personal freedom, choice, self-determination, and striving for personal growth. Maslow created a hierarchy of needs that stem from the lower level of safety and survival to higher needs for intellectual achievement and then self-actualization. Self-actualization is a term for self-fulfillment, the realization of personal potential. Each need has to be met before a higher one can be addressed. Four lower levels of needs are survival, safety, belonging, and self-esteem. These are deficiency needs. When we are satisfied, the motivation for fulfilling them decreases. Three higher needs are intellectual achievement, aesthetic appreciation, and self-actualization. These are begin needs. These can never be completely fulfilled. This theory doesn't look at the whole student such as when physical, emotional,
Directing attention: when we observe others, we learn about others and we notice the objects involved in the actions.

Strengthening and weakening inhibitions: The effect of modeling could be the ripple effect.

1. The realities and truths of the external world direct knowledge construction.

2. Both external and internal factors direct knowledge construction.

3. In inquiry and problem-based learning, students should:
   - Formulate hypotheses to explain the event or solve the problem
   - Collect data to test the hypotheses
   - Draw conclusions
   - Reflect on the original problem and thinking processes needed to solve it

Evaluation, Measurement, and Assessment

Evaluation decisions do not always involve measurement. Assessments are broader than testing and measurement because it includes all kinds of ways to sample and observe students’ skills, knowledge, and abilities.

Norm referenced tests
Norm referenced testing is testing in which scores are compared with the average performance of students in a standard group.
It's the beliefs about our personal competence or effectiveness in a given area. Mastery experiences are our own direct experiences—the most powerful source of efficacy information. Vicarious experiences are accomplishments modeled by someone else. Social persuasion may be a pep talk or specific performance feedback. Greater efficacy leads to greater effort and persistence in the face of setbacks. It supports good motivation. Teaching efficacy is important when dealing with students and parents. You must have the ability and believe that you can do anything. Cognitive evaluation theory explains how these events can influence the students' intrinsic motivation by affecting their sense of self-determination and competence. Learned helplessness is the expectation based on previous experiences with a lack of control that all one's efforts will lead to failure.

No productive activity can take place without the cooperation of all members. Even if students don't participate, they must allow others to do so. Gaining and maintaining student cooperation in classroom activities is essential. Teachers must deal with misbehavior effectively.
Classroom management must maintain a positive, productive learning environment. Students need more time for learning. There is a big difference between allocated time, engaged time, and learning time. Students must have access to learn. Each classroom has rules for participation. There are rules and procedures that the following structures that the classroom has:

1. Administrative routines.
2. Student movement.
3. Housekeeping.
4. Routines for accomplishing lessons.
5. Interactions between teacher and student.
6. Talk among students.