



The Post-Formal Reader: Cognition and Education (Critical Education Practice)

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This volume argues that while twentieth century educational psychology has made important advances, a time for reassessment has arrived. Recent years have seen the rise of neo-Vygotskian analysis and situated cognition within the discipline of cognitive psychology. The authors of *Post-Formal Reader* have picked up where these theories leave off to more fully develop the specific connections between the social and the psychological dimensions of learning theory and educational psychology.

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