PSYCHOLOGY OF LEARNING

Khadija Bernard

Georgia State University

Professor Ambrosino

10/11/2018

**Cognition and learning-career development**

**Bell, D., & Bezanson, L. (2006). *Career development services for Canadian youth: Access, adequacy and accountability* (Vol. 1). Canadian Policy Research Networks.**

It is in the opinions of the Authors of this research paper that a coherent and comprehensive system of career development services is currently non-existent in Canada. This is hindering the desired access of adequate quality career development services that would otherwise serve the young Canadians amicably into pathways that directly lead to success. They are of the opinion that career development contributes to the navigation of successful pathways into the labor markets and lifelong learning that would alternatively solve an array of problems facing by young adults such as poverty today, and help stir the country to the positive path of advancement. plans and policies that are passionate to the students and easily accessible are advocated to be put into place, to motivate and help guide the young into choosing career paths that best suit their interests in the future in all sectors of the economy.

**Bloxom, J. M., Bernes, K. B., Magnusson, K. C., Gunn, T. T., Bardick, A. D., Orr, D. T., & McKnight, K. M. (2008). Grade 12 Student Career Needs and Perceptions of the Effectiveness of Career Development Services Within High Schools. *Canadian Journal of Counselling*, *42*(2), 79-100**.

 The Authors opinion from the study indicates that Grade 12 students possess a passion for a career and always keep an array of occupational choices to choose from. Additionally, they value resources that support transitions a lot. Regretfully, According to the report, these students are mostly said to perceive career development resources available within high schools as being not very effective.

**Bodinet, J. C. (2016). Pedagogies of the futures: Shifting the educational paradigms. *European Journal of Futures Research*, *4*(1), 21.**

As a professor of international relations, future and peace studies, the Author believes that the classrooms of the future must be transformed into safe harbors, where students can be actively afforded the opportunities to explore, deconstruct and share knowledge about themselves, their experiences, and their living world through the guidance of their professors by participation. With these pedagogical educational approaches overhaul, students can understand the world newly and better, equipping them with knowledge and skills that realistically enable them with the ability to tackle complex real-world issues.

**Gijsbers, G., & Schoonhoven, B. (2012). The future of learning: a foresight study on new ways to learn new skills for future jobs. *European Foresight Platform (EFP) Brief*, (222)**.

This is a project the Authors believe will change the future of learning and solve the challenges experienced in the current system by developing new and imaginative visions of lifelong learning in Europe. The six significant problems for future learning in education and employment can only be solved through inclusion, participation, and engagement.

**Njui, H. W. (2017). Teacher Education In Contemporary Society: Pedagogical Practices For Holistic Quality And Relevant Teacher Education In The 21st Century. *European Journal of Education Studies*.**

In this widely expansive paper, the Author advocates for a change that should be adopted in the teacher education programme, in the contemporary vast society, to endow them with the relevant skills, knowledge, values and attitudes that prepare them to effectively offer the required quality and relevant education in schools after pre-service training that alternatively help in societal development.

**Slomp, M. W., Gunn, T. M., & Bernes, K. B. (2014). Training pre-service teachers in career education: Developing foundational perceptions, knowledge and skills. *The Canadian Journal of Career Development*, *13*, 18-34.**

While it is very clear from student’s in the K-12 educational system reports that they are unable to effectively access career services though they value engaging in career planning, either due the services ineffectiveness or unavailability, the authors of this article believes that these issues can be addressed through training pre-service teachers in career education and development. Therefore, with the relevant training, they can be able to infuse career support in regular curriculum and assist the students.