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"Affirming Diversity"; "Connecting through Substantive Content";
"The Shortfall of Fragile Knowledge"; "The Danger of Low
Expectations"; "Challenge and Brain-Based Instruction"; "Creating a
Safe Place to Think and Learn"; "Giving Adolescents the Chance to
Succeed"; "Chapter 3 - Creating a Community of Learners"; "A Better
Understanding of Learning"; "Learning is Active"; "Learning is
Interactive"; "Visual Organizers"; "Technology"; "Newspapers";
"Noneducators"; "Peers"
"Distributed Intelligence""Learning and Knowledge"; "Nonacademic
Influences on Learning"; "The Social-Emotional Context"; "Designing
Responsive Learning Environments"; "Schooling Minds Not
Memories"; "Knowledge under Construction"; "Building Learning
Communities"; "The Context is Authentic and Relevant"; "The Role of
the Extended Community"; "Learning in the Classroom"; "Using
Assessment as a Cognitive Advantage"; "Learning Communities and
Adolescent Motivation"; "Learning Communities are Emotionally
Safe"; "Learning Communities Build Emotional Security"
"Learning Communities Promote Inner Management and Self-
Regulation""Learning Communities Promote Adolescent Self-
Efficacy"; "Changing Teacher-Student Roles and Relationships"; "A
Culture of Thoughtfulness"; "Chapter 4 - Teaching for Thinking and
Understanding"; "Promoting Thinking Development"; "Getting the
Right Mind-set"; "Trusting That Less is More"; "Curriculum Designed
for Thinking and Learning"; "Inquiry and Essential Questioning";
"Questioning for Thinking"; "Teaching for Understanding";
"Thinking and Metacognitive Development"
"Teachers as Cognitive Coaches"

Sommario/riassunto

Presents the newest research on the adolescent brain and offers a framework for linking brain-based teaching to students' social, emotional, and cognitive needs.
