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Altri autori (Persone)	Buoncristiani Patricia
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Nota di contenuto	FRONT COVER; DEVELOPING MINDFUL STUDENTS, SKILLFUL THINKERS, THOUGHTFUL SCHOOLS; CONTENTS; FOREWORD; PREFACE: TO BECOME A NATION OF SKILLFUL THINKERS; Our Rationale for Writing This Book; The Focus of the Book Is on Thinking About Thinking; A Personal Perspective on How We Came to Write This Book; ACKNOWLEDGMENTS; ABOUT THE AUTHORS; CHAPTER 1: SOME GAME CHANGERS: THE BRAIN, INTELLIGENCE, AND THE ROLE OF METACOGNITION; Implications of the New View of Intelligence; Endnotes; CHAPTER 2: HOW PEOPLE LEARN; Summary; CHAPTER 3: DECONSTRUCTING METACOGNITION; Why Metacognition Is Important What Is Cognition? What is Metacognition?; What Are the Objects of Metacognition?; The Content of Thought (What am I thinking about?); The Cognitive Skill Being Used (How should I think about it?); Personal Behavior Supporting Thinking (What dispositions should I adopt while thinking?); Strategies for Incorporating Metacognition Into Practice; Understanding Metacognition; Looking for Opportunities; Using the Language; Teaching the Skills; Integrating Metacognition in the

Planning; Kindergarten to University; Summary; CHAPTER 4: BEHAVING METACOGNITIVELY: HABITS OF MIND; Personal Traits
PersistingManaging Impulsivity; Striving for Accuracy and Precision; Finding Humor; Acquiring Information; Gathering Data Through All Senses; Listening to Others With Understanding and Empathy; Questioning and Posing Problems; Remaining Open to Continuous Learning; Thinking Tools; Thinking Flexibly; Thinking and Communicating With Clarity and Precision; Thinking Interdependently; Applying Past Knowledge to New Situations; Personal Responses to Thought; Creating, Imagining, Innovating; Responding With Wonderment and Awe; Thinking About Thinking (Metacognition); Taking Responsible Risks
SummaryEndnotes; CHAPTER 5: THE WRIGHT BROTHERS: AN EXAMPLE OF SKILLFUL THINKING; Personal Traits; Persisting; Managing Impulsivity; Striving for Accuracy; Finding Humor; Acquiring Information; Gathering Data Through All Senses; Listening With Understanding and Empathy; Questioning and Posing Problems; Remaining Open to Continuous Learning; Thinking Tools; Thinking Flexibly; Thinking and Communicating With Clarity and Precision; Thinking Interdependently; Applying Past Knowledge to New Situations; Personal Responses to Thought; Creating, Imagining, Innovating Responding With Wonderment and AweThinking About Thinking (Metacognition); Taking Responsible Risks; Summary; CHAPTER 6: THE LANGUAGE OF THINKING: HOW CAN I KNOW WHAT I THINK UNTIL I HEAR WHAT I SAY?; Language and Society; Language, Thinking, and Metacognition; Language and Metacognition; Understanding the Problem; What We Can Do; Time, Time, Time; Reassessing Priorities; Summary; CHAPTER 7: CREATIVE PROBLEM SOLVING; A Procedure for Approaching Problems; Understanding the Problem; Devising a Plan; Carrying Out the Plan; Examining the Solution Obtained
Role of the Subconscious in Problem Solving

Sommario/riassunto

The ability to memorise facts is not enough to equip students to solve problems or navigate an evolving world. If we educate young people to become flexible, metacognitive thinkers - and model that behaviour for them - they will understand how to adapt their learning and successfully find their way in new territory. This book shows school leaders how to build a thinking culture within the entire learning community.
