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| 1. Record Nr.           | UNINA9910461380603321   |
| Autore                  | Marzano Robert J  |
| Titolo                  | Dimensions of learning teachers manual [[electronic resource] /] / Robert J. Marzano and Debra J. Pickering with Daisy E. Arredondo ... [et. al.]   |
| Pubbl/distr/stampa      | Alexandria, Va., : ASCD<br>Denver, Colo., : MREL, c1997   |
| ISBN                    | 1-283-11066-0<br>9786613110664<br>1-4166-1344-7<br>1-4166-1343-9<br>1-4166-1342-0   |
| Edizione                | [2nd ed.]   |
| Descrizione fisica      | 1 online resource (375 p.)  |
| Altri autori (Persone)  | PickeringDebra<br>ArredondoDaisy E  |
| Disciplina              | 371.102   |
| Soggetti                | Elementary school teaching<br>High school teaching<br>Middle school teaching<br>Junior high school teaching<br>Teaching - Aids and devices<br>Electronic books.   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Cover; Title Page; Copyright; Table of Contents; Acknowledgments; Introduction; Overview; What Is Dimensions of Learning?; Dimension 1: Attitudes and Perceptions; Introduction; Helping Students Develop Positive Attitudes and Perceptions About Classroom Climate; Feel Accepted by Teachers and Peers; Experience a Sense of Comfort and Order; Classroom Examples; Helping Students Develop Positive Attitudes and Perceptions About Classroom Tasks; Perceive Tasks as Valuable and Interesting; Believe They Have the Ability and Resources to Complete Tasks; Understand and Be Clear About Tasks<br>Classroom ExamplesUnit Planning; Dimension 1; Dimension 2: Acquire |

and Integrate Knowledge; Introduction; The Importance of Understanding the Nature of Knowledge; The Relationship Between Declarative and Procedural Knowledge; Levels of Generality and the Organization of Knowledge; Acquiring and Integrating Declarative and Procedural Knowledge; Helping Students Acquire and Integrate Declarative Knowledge; Construct Meaning for Declarative Knowledge; Organize Declarative Knowledge; Store Declarative Knowledge; Classroom Examples; Unit Planning: Dimension 2, Declarative Knowledge

Helping Students Acquire and Integrate Procedural KnowledgeConstruct Models for Procedural Knowledge; Shape Procedural Knowledge; Internalize Procedural Knowledge; Classroom Examples; Unit Planning: Dimension 2, Procedural Knowledge; Dimension 3: Extend and Refine Knowledge; Introduction; Helping Students Develop Complex Reasoning Processes; Comparing; Classifying; Abstracting; Inductive Reasoning; Deductive Reasoning; Constructing Support; Analyzing Errors; Analyzing Perspectives; Unit Planning: Dimension 3; Dimension 4: Use Knowledge Meaningfully; Introduction

Helping Students Develop Complex Reasoning ProcessesDecision Making; Problem Solving; Invention; Experimental Inquiry; Investigation; Systems Analysis; Unit Planning: Dimension 4; Dimension 5: Habits of Mind; Introduction; Helping Students Develop Productive Habits of Mind; Classroom Examples; The Dimensions of Learning Habits of Mind: A Resource for Teachers; Critical Thinking; Be Accurate and Seek Accuracy; Be Clear and Seek Clarity; Maintain an Open Mind; Restrain Impulsivity; Take a Position When the Situation Warrants It; Respond Appropriately to Others' Feelings and Level ofKnowledge Creative ThinkingPersevere; Push the Limits of Your Knowledge and Abilities; Generate, Trust, and Maintain Your Own Standards of Evaluation; Generate New Ways of Viewing a Situation That Are Outside the Boundaries of Standard Conventions; Self-Regulated Thinking; Monitor Your Own Thinking; Plan Appropriately; Identify and Use Necessary Resources; Respond Appropriately to Feedback; Evaluate the Effectiveness of Your Actions; Unit Planning: Dimension 5; Chapter 6: Putting It All Together; Content; Assessment; Grading; Sequencing Instruction; Conferences; In Conclusion; Colorado Unit; References Index

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## Sommario/riassunto

The premise of Dimensions of Learning an instructional framework founded on the best of what researchers and theorists know about learning is that five types, or dimensions, of thinking are essential to successful learning. These are (1) positive attitudes and perceptions about learning, (2) thinking involved in acquiring and integrating knowledge, (3) thinking involved in extending and refining knowledge, (4) thinking involved in using knowledge meaningfully, and (5) productive habits of mind. Dimensions of Learning is a valuable tool for reorganizing curriculum, instruction, and assessment.T

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| 2. Record Nr.           | UNINA9910739453303321   |
| Titolo                  | Engineering the human : human enhancement between fiction and fascination / / Bert-Jaap Koops ... [et al.], editors   |
| Pubbl/distr/stampa      | Heidelberg ; ; New York, : Springer, c2013  |
| ISBN                    | 1-299-33677-9<br>3-642-35096-8  |
| Edizione                | [1st ed. 2013.]   |
| Descrizione fisica      | 1 online resource (198 p.)  |
| Altri autori (Persone)  | KoopsBert-Jaap  |
| Disciplina              | 620.8   |
| Soggetti                | Genetic engineering<br>Bioengineering<br>Human cloning  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Towards Homo Manufactus? An Introduction to this Volume -- Historical and Philosophical Reflections on Natural, Enhanced and Artificial Men and Women -- Changing the Body Through the Centuries -- Human Enhancement in Future Explorations -- Genetic Enhancement of Human Beings: Reality or Fiction? Gulliver's Next Travels: A Journey into the Land of Biomaterials and Synthetic Life -- Human Robots and Robotic Humans -- Human Enhancement, Evolution and Lifespan: Evolving Towards Immortality? Opting for Prevention: Human Enhancement and Genetic Testing -- A Unique Copy: The Life and Identity of Clones in Literary Fiction -- Parents' Responsibility for Their Choices Regarding the Enhancement of Their Child -- Concerning 'Humans' and 'Human' Rights. Human Enhancement from the Perspective of Fundamental Rights -- Conclusion: The Debate About Human Enhancement. |
| Sommario/riassunto      | In this book, the topic of human enhancement is discussed from a variety of perspectives – genetic, medical, philosophical, literary, sociological, and legal. It addresses not only those aspects that most immediately come to mind when one thinks of 'human enhancement,' such as genetic engineering, cloning, artificial implants and artificial intelligence, but also less obvious aspects including evolutionary   |

perspectives in connection with the prolongation of the human lifespan, plastic surgery since its beginnings, and questions such as whether the distinction between 'natural' and 'artificial' can really be drawn at all and how it has been conceived across the ages, or what the legal implications of recent developments and techniques are. Many chapters draw parallels to the representation of these developments in popular culture, from Jules Verne through Aldous Huxley to the movie Gattaca, addressing the hopes and fears that they reflect along with the question of how realistic they are. While all chapters were written by scientists at the top of their respective fields, all are accessible to a non-specialist audience and eminently readable. They represent a state-of-the art overview of questions that are of interest to a broad audience. The book thus targets a non-specialist audience with an interest in philosophical, sociological, scientific and legal issues involved in both traditional and recent matters concerning the desire of mankind to improve itself. It is unique in that it brings together all these aspects within a coherent and cohesive work.

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