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Collana	Gale eBooks
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Soggetti	Thought and thinking - Study and teaching Metacognition in children School improvement programs
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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
Persisting; Managing 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
Summary; Endnotes; 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 Awe; Thinking 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.
