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Titolo	Dimensions of learning teachers manual [[electronic resource] /] / Robert J. Marzano and Debra J. Pickering with Daisy E. Arredondo ... [et. al.]
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Altri autori (Persone)	PickeringDebra ArredondoDaisy E
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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 Classroom Examples Unit 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 Knowledge; Construct 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 Processes; Decision 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 of Knowledge

Creative Thinking; Persevere; 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 is an instructional framework founded on the best of what researchers and theorists know about learning. The premise 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.

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