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Nota di contenuto	<p> ""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Author""; ""Chapter 1 - Understanding the Adolescent Learner: the Developing Brain""; ""The Need for Adolescent-Centered Teaching""; ""Adolescent Learning""; ""Adolescent Learning and Developmental Tendencies""; ""Adolescent Learning and Personal Development""; ""Adolescent Learning and Social Development""; ""Adolescent Learning and Intellectual Development""; ""The Interrelatedness of Moral Development""; ""Adolescent Learning and the Developing Brain""; ""Scanned Exuberance""; ""Inside the Adolescent Brain"" ""Sizzling Synapses""""The Brain and the Intellect""; ""Mirror Neurons and Cognitive Autonomy""; ""Emotional (Im)maturity or a€œJust Being Difficulta€?""; ""Cautions and Implications for Classroom Practice""; ""The Potential Power of Adolescent Metacognition""; ""Promoting Metacognitive Development through Adolescent-Centered Teaching""; ""Chapter 2 - Getting and Keeping Their Attention""; ""The Millennial Generation""; ""The New Geography of Learning""; ""Technology as a Brain/Mind Tool""; ""Designing Web-Based Inquiry""; ""Technology and Multicultural Development"" ""Promoting Media Literacy""""Technology and Classroom Diversity""; ""Affirming Diversity""; ""Connecting through Substantive Content""; ""The Shortfall of Fragile Knowledge""; ""The Danger of Low </p>

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.
