

1. Record Nr.	UNINA9910461380603321
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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.]
Pubbl/distr/stampa	Alexandria, Va., : ASCD Denver, Colo., : MREL, c1997
ISBN	1-283-11066-0 9786613110664 1-4166-1344-7 1-4166-1343-9 1-4166-1342-0
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (375 p.)
Altri autori (Persone)	PickeringDebra ArredondoDaisy E
Disciplina	371.102
Soggetti	Elementary school teaching High school teaching Middle school teaching Junior high school teaching Teaching - Aids and devices 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 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.	UNINA9910830698403321
Titolo	Eco-labelling in fisheries [[electronic resource] ] : what is it all about? / / edited by Phillips, Ward & Chet Chaffee
Pubbl/distr/stampa	Oxford ; ; Malden, MA, USA, : Blackwell Science, 2003
ISBN	1-281-31206-1 9786611312060 0-470-70991-X 0-470-99547-5 0-470-99546-7
Descrizione fisica	1 online resource (210 p.)
Altri autori (Persone)	PhillipsBruce F WardTrevor J ChaffeeChet
Disciplina	381.437 381/.437
Soggetti	Eco-labeling Fish trade Consumer protection
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 (p. [192]-194) and index.
Nota di contenuto	Eco-labelling in Fisheries : What is it all about?; Contents; Contributors; 1 Introduction; 2 Seafood Evaluation, Certification and Consumer Information; 2.1 Introduction; 2.2 Certification for seafood; 2.3 Environmental information for seafood; 2.4 Other certification programmes; 2.5 Sustainable seafood programmes - an overview; 3 The Marine Stewardship Council (MSC); 3.1 Introduction; 3.2 The problem; 3.3 The theory of eco-labelling; 3.4 Brief history of the MSC; 3.5 The MSC standard; 3.6 The expectations; 3.7 The result - a broad- based standard; 3.8 Overview of how the process works 3.9 Fishery assessment systems3.10 The MSC fishery assessment system; 3.11 Experience to date; 3.12 Current directions; 3.13 Some issues of concern for the MSC board, staff and committees; 3.14 Promoting the brand; 3.15 Overcoming the challenges; 3.16 Paying for the change; 3.17 Conclusions; 4 Introduction to the MSC Certification

4; A: The Process of Certification; 4.1 Introduction; 4.2 Fishery certification; 4.3 Chain-of-custody certification; B: Principle 1 - Stocks; 4.4 The guiding principles and criteria; 4.5 Approach to assessment; 4.6 Potential problems, future directions  
C: Principle 2 - Effects of Fishing on the Ecosystem 4.7 The guiding principles and criteria; 4.8 Approach to assessment; 4.9 Resolving issues; 4.10 Fishery impacts; 4.11 Assessment and evaluation; 4.12 Monitoring systems; 4.13 Stakeholder engagement; D: Principle 3 - Management Systems; 4.14 The guiding principles and criteria; 4.15 Approach to the assessment; 4.16 Specific criteria; 4.17 The situation at 2002; 5 Implementing the MSC Programme Process; 5.1 Introduction; 5.2 MSC pre-assessment; 5.3 MSC full assessment and certification; 6 Dispute Resolution and the MSC; 6.1 Introduction 6.2 Historical background 6.3 The dispute procedure; 6.4 The New Zealand hoki dispute; 6.5 Conclusions; 7 MSC Chain-of-custody-Certification; 7.1 Introduction; 7.2 Who is the typical MSC chain-of-custody certification client?; 7.3 Where does chain-of-custody certification take place?; 7.4 The MSC chain-of-custody certification process; 7.5 The MSC chain-of-custody standard-requirements; 7.6 How long does chain-of-custody certification last?; 7.7 How much does chain-of-custody certification cost?; 8 Case Study 1: The Western Rock Lobster; A: The Fishery and its Assessment; 8.1 Introduction 8.2 The Western Australian management system 8.3 Stock assessment; 8.4 The MSC assessment; 8.5 Environmental issues; 8.6 Learning outcomes from the assessment process; B: What Certification has Meant to the Department of Fisheries and the Industry; 8.7 The initial assessment process; 8.8 Maintaining certification; 8.9 Costs of certification; 8.10 Benefits from certification; 8.11 Conclusions; C: The WWF Perspective; 8.12 Introduction; 8.13 The role of WWF and the MSC; 8.14 Supporter and promoter of the MSC; 8.15 Facilitator of stakeholder involvement 8.16 Commentator and monitor of fishery assessments and implementation of certification requirements

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## Sommario/riassunto

If the marine fishing industry is to survive into the future, innovative approaches are necessary. Recognising that market incentives have the potential to improve fisheries management, the Marine Stewardship Council (MSC) has been established to harness these incentives. The work of the MSC translates through from sustainable fishery management certification, to labelling of fish and sea food products, allowing consumers to use their choice and buying power to select eco-labelled products from MSC certified fisheries. This exciting new book covers all aspects of the new eco-label

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