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Nota di contenuto	chapter 1 How can we best help children to become effective thinkers and learners? The case for and against thinking skills programmes -- The case for and against thinking skills programmes / Robert Burden -- chapter 2 THINKING SKILLS AND CHILDREN LEARNING HISTORY / Jon Nichol -- chapter 3 ART AND ART EDUCATION AS A COGNITIVE PROCESS AND THE NATIONAL CURRICULUM / Leslie Cunliffe -- chapter 4 THINKING ABOUT AND THROUGH MUSIC / Christopher Naughton -- chapter 5 TEACHING THINKING THROUGH A FOREIGN LANGUAGE / Marion Williams -- chapter 6 INVITATIONS TO THINK IN PRIMARY SCIENCE LESSONS / Clive Carr -- chapter 7 RECENT DEVELOPMENTS IN MATHEMATICAL THINKING / Paul Ernest -- chapter 8 THINKING AND THE LANGUAGE ARTS / Richard Fox -- chapter 9 READING RECOVERY -- A problem-solving approach to reading / John Birtwistle -- chapter 10 EDUCATING BEN -- Thought, language and action for children with poor language abilities / Phil Bayliss -- chapter 11 PULLING IT TOGETHER -- The challenge for the educator / Marion Williams.

Sommario/riassunto

This book tackles the contentious issue of whether and how thinking should be taught in schools. It explores how best to help children become effective thinkers and learners. The book also examines whether there is one set of underlying cognitive skills and strategies which can be applied across all the curriculum subjects and beyond. Its main thrust, however, is a detailed examination of approaches to developing cognitive skills which are specific to the National Curriculum. The book provides chapters from both generalists and subject specialists to illustrate how teachers in different subject areas can benefit from taking a cognitive approach to their subject. It will give teachers a clear understanding of different approaches to teaching thinking and how these fit together.
