Learn To Think Think To Learn

#critical thinking #effective learning #intellectual growth #mindset for learning #knowledge acquisition

Explore the profound connection between learning and thinking, a cycle that enhances cognitive abilities and deepens understanding. This resource focuses on developing critical thinking skills to facilitate more effective learning, fostering continuous intellectual growth and a robust mindset for tackling complex challenges.

Learning to Think, Thinking to Learn

This resource is a practical guide for teachers of all levels to plan learning activities with a thinking focus. It describes processes that can be used to infuse thinking into everyday learning that will see students engaging in a range of thinking tasks regardless of the subject areas. While students are learning to think they are also thinking to learn. A great resource that incorporates Bloom's Taxonomy and the theory of Multiple Intelligences.

To Think

First Published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

Learning to Think, Learning to Learn

Focuses on a cognitiveÓ or constructivistÓ approach to learning. It assumes that teaching is not just about communicating facts or mechanical skills like math rules, but is a process of coming to understand the world. Maintains that all real learning involves active thinking, & teaching should be based on what we know about how the mind takes in & organizes info. Chapters: lit. is not science; mental models; thinking about thinking; getting info. into memory; memory & learning; how thinking develops; the importance of teaching content; what does good thinking look like?; critical & active thinking; active learning; problem-based learning; supporting good thinking; & adult learning.

How to Teach Thinking and Learning Skills

Includes CD-ROM 'The author puts into perspective the importance of teaching thinking and learning skills providing clear explanations and easy to follow activities that can be used as a series of lessons, or simply as a one off. As a resource for the primary practitioner it is both practical and informative' - ESCalate 'A treasure-trove of practical resources to stretch young people's thinking muscles!' - Professor Guy Claxton, University of Bristol 'It is full of useful ideas for busy teachers and helpful in getting the children rather than the teachers to do the thinking in the classroom' - Professor Robert Fisher, Brunel University By helping children to form positive thinking and learning habits, and to

develop a range of transferable skills, we give them the tools they need to become successful learners. This book is grounded in the best of current practice and theories surrounding thinking and learning skills. It provides a highly effective method for introducing a comprehensive set of thinking and learning skills to children aged 5 to 11, as well as for integrating these skills through the curriculum. By means of carefully developed games, activities and group tasks, these ready-to-use lessons will appeal to a wide range of learners and abilities. Features of the book include: - a clear explanation of what thinking and learning skills are; - lots of photocopiable activities, for use by individual teachers and in INSET; - a plan for introducing thinking and learning skills in your school; - suggestions for further reading and development of the programme. Headteachers, Curriculum Co-ordinators and classroom practitioners wishing to introduce and develop thinking and learning skills in their school can either follow this programme in its entirety, or dip into it when appropriate for specific activities.

EBOOK: Developing Thinking; Developing Learning

"This highly informative book provides a comprehensive guide to the teaching of thinking skills in primary and secondary education." Learning and Teaching Update It is now recognised that thinking skills, such as problem-solving, analysis, synthesis, creativity and evaluation, can be nurtured and developed, and education professionals can play a significant role in shaping the way that children learn and think. As a result, schools are being encouraged to make greater use of thinking skills in lessons and the general emphasis on cognition has developed considerably. This book offers a comprehensive introduction to thinking skills in education and provides detailed guidance on how teachers can support cognitive development in their classrooms. Developing Thinking; Developing Learning discusses how thinking programmes, learning activities and teachers' pedagogy in the classroom can fundamentally affect the nature of pupils' thinking, and considers the effects of the learning environment created by peers and teachers. It compares the nature, design and outcomes of established thinking programmes used in schools and also offers practical advice for teachers wishing to develop different kinds of thinking capabilities. This is an indispensable guide to thinking skills in schools today, and is key reading for education studies students, teachers and trainee teachers, and educational psychologists.

Thinking for Learning

Thinking for Learning looks at the place of different thinking skills approaches in delivering a twenty-first century education. It is a practical book held together by an extensive range of detailed case studies. The authors have skilfully collected the arguments for and against a thinking skills approach, described the different ways of enhancing thinking and shown what is possible in the classroom. If you have begun, or are about to begin, developing a thinking for learning approach in your school, then this book will help you on your journey. Included in the book: how to select a thinking for learning approach guidance on staff development effective design of activities whole school approaches the pros and cons of what is available the best questioning techniques sample schemes of work implementation of the NC Thinking Skills ssessment for Learning l the best books, resources and websites embedding thinking

Learn to Think

Classroom questions have traditionally focussed on testing the recall, understanding and application of content and methods. Research suggests that pupils require activities that encourage them to think flexibly about possibilities and to make independent judgements about information. Learn to Think takes a cross-curriculum approach and offers a wide range of exercises in all significant thinking skills areas: Organisational Analytical Evaluative Creative Predicting, categorisation, ordering, generalising, problem solving, summarising, analysis, making distinctions, decision making, cause and evidence are among the skills developed. This book introduces the basic core thinking processes used to connect and make sense of information through a range of skill based sections which provide the basis of a thinking skills programme for pupils. It is complete with introductory notes and examples, pupil work sheets, suggested answers and further useful questions. The resources are fully photocopiable and are suitable for 6 -11 year olds.

Education and Learning to Think

The economic and social challenges confronting the nation today demand that all citizens acquire and learn to use complex reasoning and thinking skills. Education and Learning to Think confronts the issues facing our schools as they take on this mission. This volume reviews previous research,

highlights successful learning strategies, and makes specific recommendations about problems and directions requiring further study. Among the topics covered are the nature of thinking and learning, the possibilities of teaching general reasoning, the attempts to improve intelligence, thinking skills in academic disciplines, methods of cultivating the disposition toward higher order thinking and learning, and the integral role motivation plays in these activities.

How to Think

This is a book about thinking. Engaging and down-to-earth, it captures the habits and practices that are fundamental to clear thinking and effective study. In his warm and friendly style, Tom Chatfield shows you how to: Identify and examine your biases Engage in lively, curious skepticism See the value in emotion and use rhetoric persuasively Know when to say 2I don2t know2 Construct reasoned arguments and explanations Think critically about how you engage with technology. Short and punchy, the book views critical thinking as a skill to be continually practiced and developed. It equips you with a toolkit for clearer thinking, describing ten key concepts that help you to apply what you have learned. Including regular reflective exercises, key concepts, further readings, each chapter also offers recommendations for how to put the ideas it discusses into practice. This book is for undergraduate students and anyone looking to understand the core ideas behind critical thinking. Celebrating both self-reflection and collaboration, this book empowers you to pause, think twice and, above all, think well.

Learning to Think

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Thinking Connections

Learning to Think Spatially examines how spatial thinking might be incorporated into existing standards-based instruction across the school curriculum. Spatial thinking must be recognized as a fundamental part of Kâ€"12 education and as an integrator and a facilitator for problem solving across the curriculum. With advances in computing technologies and the increasing availability of geospatial data, spatial thinking will play a significant role in the information-based economy of the twenty-first century. Using appropriately designed support systems tailored to the Kâ€"12 context, spatial thinking can be taught formally to all students. A geographic information system (GIS) offers one example of a high-technology support system that can enable students and teachers to practice and apply spatial thinking in many areas of the curriculum.

Learning to Think Spatially

This introduction to critical thinking focuses on an integrated, universal concept of critical thinking that is both substantive and practical. It provides students with the basic intellectual skills they need to think through content in any class, subject, or discipline, and through any problems or issues they face. Now available from Rowman & Littlefield, Richard Paul and Linda Elder's Critical Thinking: Learn the Tools the Best Thinkers Use focuses on the most basic critical thinking concepts. It includes activities that allow readers to apply these concepts within disciplines and to life. An added feature to this brief book is a focus on close reading and substantive writing. Content highlights include: Think for Yourself activities Discovering the parts of thinking and the standards for thinking Learning to formulate clear and substantive questions Making the design of a course work for you Close reading and substantive writing Becoming a fairminded thinker

Critical Thinking

Our thought lives have incredible power over our mental, emotional, and even physical well-being. In fact, our thoughts can either limit us to what we believe we can do or release us to experience abilities well beyond our expectations. When we choose a mindset that extends our abilities rather than placing limits on ourselves, we will experience greater intellectual satisfaction, emotional control, and physical health. The only question is . . . how? Backed by up-to-date scientific research and biblical insight, Dr. Caroline Leaf empowers readers to take control of their thoughts in order to take control of their lives. In this practical book, readers will learn to use - The 5-step Switch on Your Brain Learning Program, to build memory and learn effectively - The Gift Profile, to discover the unique way they process information - The Mindfulness Guide, to optimize their thought life and find their inner resilience Dr. Leaf shows

readers how to combine these powerful tools in order to improve memory, learning, cognitive and intellectual performance, work performance, physical performance, relationships, emotional health, and most importantly a meaningful life well lived. Each of us has significant psychological resources at our fingertips that we can use in order to improve our overall well-being. Dr. Leaf shows us how to harness those resources to unlock our hidden potential.

Think, Learn, Succeed

Critical Thinking is a core skill needed to make all your studies more effective. This totally revised and updated book is a must if you want to find out how to develop your own arguments and evaluate other people's. Specifically, you will need to look at others' assumptions and their use of evidence. Learn too how to spot, and rectify, weaknesses of your own. An indispensable book, especially for students following the OCR AS-level course in Critical Thinking.

Critical thinking for Students 4th Edition

An introduction to the parts of the brain and how they function. Thoughts and feelings, movements, and brain injuries are discussed.

Think, Think, Think

The old saying goes, "To the man with a hammer, everything looks like a nail." But anyone who has done any kind of project knows a hammer often isn't enough. The more tools you have at your disposal, the more likely you'll use the right tool for the job - and get it done right. The same is true when it comes to your thinking. The quality of your outcomes depends on the mental models in your head. And most people are going through life with little more than a hammer. Until now. The Great Mental Models: General Thinking Concepts is the first book in The Great Mental Models series designed to upgrade your thinking with the best, most useful and powerful tools so you always have the right one on hand. This volume details nine of the most versatile, all-purpose mental models you can use right away to improve your decision making, productivity, and how clearly you see the world. You will discover what forces govern the universe and how to focus your efforts so you can harness them to your advantage, rather than fight with them or worse yet- ignore them. Upgrade your mental toolbox and get the first volume today. AUTHOR BIOGRAPHY Farnam Street (FS) is one of the world's fastest growing websites, dedicated to helping our readers master the best of what other people have already figured out. We curate, examine and explore the timeless ideas and mental models that history's brightest minds have used to live lives of purpose. Our readers include students, teachers, CEOs, coaches, athletes, artists, leaders, followers, politicians and more. They're not defined by gender, age, income, or politics but rather by a shared passion for avoiding problems, making better decisions, and lifelong learning. AUTHOR HOME Ottawa, Ontario, Canada

The Great Mental Models: General Thinking Concepts

How to Think is a contrarian treatise on why we're not as good at thinking as we assume - but how recovering this lost art can rescue our inner lives from the chaos of modern life. Most of us don't want to think, writes the American essayist Alan Jacobs. Thinking is trouble. It can force us out of familiar, comforting habits, and it can complicate our relationships with like-minded friends. Finally, thinking is slow, and that's a problem when our habits of consuming information (mostly online) leave us lost in the echo chamber of social media, where speed and factionalism trump accuracy and nuance. In this clever, witty book, Jacobs diagnoses the many forces that prevent thought - forces that have only worsened in the age of Twitter, such as "alternative facts," and information overload. He also dispels the many myths we hold about what it means to think well. (For example: it's impossible to "think for yourself.") Drawing on sources as far-flung as the novelist Marilynne Robinson, the basketball legend Wilt Chamberlain, the British philosopher John Stuart Mill and the Christian theologian C.S. Lewis, Jacobs digs into the nuts and bolts of the cognitive process, offering hope that each of us can reclaim our mental lives from the whirlpool of what now passes for public debate. After all, if we can learn to think together, perhaps we can learn to live together.

How To Think

Discusses key areas including emotional intelligence, cognitive acceleration, and the use of ICT in teaching thinking.

Teaching Children to Think

Smart Thinking helps primary school teachers to develop their pupil's capacities to become deep thinkers and independent learners. Supporting the creation of a thoughtful classroom that provides opportunities for pupil's negotiation, goal setting and decision making, this book encourages the teaching of reflection and metacognition, providing pupils the tools they need to be able to evaluate and regulate their own thinking. Packed with ideas, planning tools and photocopiable proformas, this book will help teachers work with their pupils to help develop skills and dispositions which are beneficial and transferable to pupils of all ages and abilities. Key aspects of teaching and learning covered include: planning for learning by setting individual goals selecting, using and monitoring appropriate strategies identifying own thinking processes making reasoned judgements asking powerful questions being careful observers. This comprehensive resource is essential for all teachers who wish to empower their pupils to take responsibility for their learning and their interpersonal relationships.

Smart Thinking

Think it — Map it! Is the most relevant, practical and helpful book yet written on mapping techniques in the classroom. By showing you what pupils' thinking looks like, this book gives you the necessary insights to integrate literacy, thinking skills and accelerated learning in your classrooms. Organized into three sections, it explains: • WHY model mapping is so effective • WHEN model mapping can be effectively applied • HOW to effectively learn and teach model mapping. Think it — Map it! Is packed with case studies and maps from schools that have taken the principles and promises of the authors' MapWise training course and their best-selling book by the same name and turned them into winning classroom strategies. The examples clearly show how primary, comprehensive, grammar, nursery and special school teachers have turned theory into practice — often with amazing results. In this book you will discover how these schools have applied mapping to: • literacy • thinking skills • subject explanation • revision • collaborative learning • extending the gifted and talented • including pupils with special needs • formative assessment • displays • teacher planning • staff meetings • development planning... ... and very much more. What 'MapWise' schools have realized is that whenever thinking is involved, then model mapping is an appropriate and effective tool to use. This book moves schools on from the restricting way in which model mapping is often perceived and gives a clear overview of the reasons why this visual tool works so effectively for all types of learner — and teachers too. Written in a clear and lively style, Think it — Map it! is sure to become the classic text on mapping in schools. With bite-size chapters and with a vast array of wonderful maps produced by children, this book will excite and educate all staff currently working in schools. '... we cannot navigate physically or intellectually without a map... So the learner needs a map that will always let him or her find their way to what they already know and enables them to navigate from there to their desired destination. This book is fundamentally about how learning works and how teaching can be transformed when it grasps and respects some cardinal principles — about facts and knowledge, about memory and retrieval, about language and thinking, about individual and social learning. This book sheds new light on some deep truths about peer learning, about talking your way to meaning, about learning as liberation from a ruthlessly lockstep progression through the curriculum. It is a salutary reminder in an age of attainments targets, SATS, key stages and value added that learning is what schools are for and it is what makes teachers want to teach. This book is a real treasure trove of good ideas and sound pedagogic principles.' Professor John MacBeath, Chair of Educational Leadership, University of Cambridge

Think it – Map It!

Textbook for critical thinking across academic study areas. Contents: What is critical thinking? -- The elements of reasoning -- What is critical thinking withing a field or discipline? -- Standards of critical thinking -- Putting it all together: answering critical-thinking questions.

Learning to Think Things Through

The Continuing Professional Development series sets out to demystify professional development in education, and does so from a Scottish perspective. All books in the series approach their subject in an accessible manner that allows teachers and educators to perceive how continuing professional development can enhance job satisfaction - as well as making a real difference to the most important client group of all: the pupils and students in their care.

CPD

First published in 1991. Routledge is an imprint of Taylor & Francis, an informa company.

Learning to Think

Use the mental tools that the world's greatest thinkers used to generate epiphanies, explore the world, and hone their reasoning. In traditional education, you're taught to recite and regurgitate. Going a step farther, you might learn some critical thinking skills. But what about applying them in the most audacious, fascinating, and inquisitive ways possible with thought experiments? Philosophical and exploratory thinking pushes your boundaries and opens new worlds. Learn to Think Using Thought Experiments is about how to analyze, perceive, and interact with information and situations - all in your mind and imagination. It poses a hypothetical and forces you to engage it and answer questions and reason through arguments you've never known. This book will confuse, frustrate, and ultimately improve your thinking prowess like nothing else, on account of being thrown into the mental deep end. Challenge yourself and you will grow. Improve critical thinking by applying it in innovative and novel ways. Patrick King is an internationally bestselling author and social skills coach. His writing draws of a variety of sources, from scientific research, academic experience, coaching, and real life experience. Become more naturally curious, inquisitive, and Sherlock Holmes-like. - The curious case of two cats and what they teach us about uncertainty. - What choosing between 1 and 5 people says about you. - Why this entire world might just be a dream or simulation. - What a javelin has to do with infinite. - How Zeno's tortoise represents the point where reality and numbers diverge. - How Chinese logicians, beetles, fish, and monkeys demonstrate different angles of reality and perception. Learn to thrive in uncertain situations and contemplate more thoroughly and deeply. Thought experiments are a classic tool that everyone can use, and they enable us to explore more abstract situations and reason through them. Master thought experiments and you can master simply dealing with difficult, uncertain, impossible, or confusing questions and situations.

THINKING AND LEARNING TO THINK

Most people think they listen well, but they rarely do - not at this level. Listening this way is a radical act. The power of effective listening is recognised as the essential tool of good management. In this book, Nancy Kline describes how we can achieve this, and presents a step-by-step guide that can be used in any situation. Whether you want to have more productive meetings, solve business problems, create bold strategies, or build stronger relationships, this book offers you a new world of possibilities. From blue chip companies developing high-powered teams to individuals seeking personal growth, a Thinking Environment has come to mean transformation of the highest quality.

Learn To Think Using Thought Experiments

This book shows school leaders how to build a thinking culture within the entire learning community. Included are practical classroom strategies and tools for developing students' creativity.

Time to Think

Students want to learn and excel as learners. However, a student cannot learn optimally on his or her own especially. If a student had not already learned how to learn, student may be ineffective and/or unproductive in learning independently. Student learns best how to learn from adults that can provide such learning. However, in the name of educating a child an adult may imposed tasks upon student. Here, student learn to pay attention to imposed tasks just enough to get a disciplinarian who imposed tasks off their backs while secretly devoting attention to concerns that are truly of interest to the students. Furthermore, an adult may sugar coat a task in order to shield student from the unpleasant the experience of tasks and in their minds facilitate student learning. Here, student may engage task, but student learns in the task that it is his or her whims that are important; he or she learn to make demands or otherwise fail to do assigned tasks. In both cases, students do not learn to learn well. We cannot say that a student is learning well when all that a student may be doing is pay just enough attention to imposed task to get a disciplinarian off his or her back while secretly devoting attention to concerns that are truly of interest to the students. Similarly, we cannot say that a student is learning when all that students is doing is practicing and/or becoming increased practiced in making demands and failing to do assigned tasks. Some teachers may be moderate when they commit these mistakes, and they convince themselves that because they are not extreme, they therefore do not harm students. This may

be right in so far as human limitations prevent us from having an absolute best learning practice/method. However, in terms of having a best focus that would help students to learn well, many teachers fail because they do not learn what to look for in helping students to learn well. In Thinking and Learning, we advance the theory that to help students to learn well, teachers must learn to focus upon student interest. Dewey, 1934 point out that without an understanding of student interest, a teacher may not know the direction a student is heading; without an understanding of student interest a teacher may not be able to help students to learn well, and students grope. In Thinking and Learning, we define interest in terms of tendencies that one expresses when in the midst of objects/problems; we point out that in interest one seeks to extricate self from problems, one thinks. We point out that this type of thinking differs from thinking where one is seeking to secure an object/advantage and gratify self. In the last chapters of Thinking and Learning, we develop an instructional program that focus upon fundamentals of what and how a student does when a student is in the midst of objects or problems and seeking to extricating self from them just as we focus upon fundamentals of what and how a student does in a task situation when a student seeks to accomplish tasks and secure a represented advantage. We point out that the learning that is of significance to student is one in which student learn to generate, develop, and consider their concerns. Accordingly, in the last chapters of Thinking and Learning you will learn about the instructional methods of Goal and Task Thinking and Learning (GTTL); here, Goal Thinking and Teaching refer to student tendencies when a student is determining a direction for self, and Task Thinking and Teaching refer to student tendencies when a student is executing a plan to secure a determined advantage.

The Curriculum Redefined

This work offers a challenging approach to enhancing children's learning through a process of reflective analysis called "innovative thinking". Using practical examples drawn from a variety of learning contexts, the author: provides a framework for reviewing and reflecting on classroom experience, focusing particularly on those aspects of teaching and learning that are surprising, puzzling or worrying; outlines a series of steps that should help teachers generate new ideas and practical strategies to guide the development of their work; offers an approach which emphasizes strategies that can be incorporated into teachers' work with the whole class, and to the potential benefit of all children; and illustrates how "innovative thinking" can assist teachers in enhancing the learning and inclusion of individual children whose classroom responses give cause for concern.

Developing Mindful Students, Skillful Thinkers, Thoughtful Schools

Find out how to create the climate and space for everyday student writing. In this new co-publication with MiddleWeb, award-winning teacher Mary Tedrow shows you how to encourage students to integrate daily writing into their lives, leading to improved critical thinking skills, increased knowledge of subject areas, and greater confidence in written expression. This practical guide will help you consider the unique needs of your students, while still meeting state standards. You'll discover how to... Develop classroom routines and activities that invite creativity and self-expression Teach writing methods that can be used across different grade levels and all content areas Challenge students to examine their own writing processes for thinking and problem solving Evaluate written work in a way that emphasizes growth over grades Many exercises, prompts, and attempts at thinking found in the book can be easily adapted for use both in and out of the classroom. Whether you are a new or experienced teacher, Write, Think, Learn will enable you to make writing come alive for all your students.

Thinking and Learning to Think

This book introduces readers to principles and research findings about human learning and cognition in an engaging, conversational manner.

Thinking and Learning

Do you want to learn a different way of thinking?Do you want to stretch your mind?Almost everyone is born with the capacity to be creative, but few realise it and such skills are often neglected or untapped. Lateral thinking is all about thinking 'outside the box', breaking out of familiar thought patterns and coming up with new possibilities. It is one of the keys to improving creativity.This book of brand new lateral puzzles aims to encourage you to think creatively. Whether at work, as part of an assessment or simply for fun, learning to think creatively can be hugely rewarding and make a real difference to your ability. By trying to find unusual or unexpected associations, patterns and connections, you can learn

to keep an open mind and to look at everything in a different way.With plenty of questions and tips, this book provides an ideal opportunity for anyone to practice thinking laterally and improve their creativity.

Thinking Through Teaching

Whether you are a CEO or cab driver, quantum mechanic or auto mechanic, preschooler or PhD, Remedial Genius reveals the principles we humans use to create knowledge, to think, to learn, and to generate new ideas and innovations. Through entertaining stories and a layman's descriptions, Cabrera gives us a dynamic model for thinking and learning. Cabrera's string of educational and professional bumbles - both tragic and humorous - read in stark contrast to his simple insight into the elemental structure of knowledge. For corporations who want to understand the atomic elements of the learning organization; for professionals, teachers, and students who want to reclaim their genius; for scientists who need a model to deal with complexity; for parents who want to build their child's inherent genius; Remedial Genius offers the mental model we'll all need to prosper in the coming Knowledge Age.

Write, Think, Learn

"Everyone needs to know how to think, and it is difficult to find a teaching resource that provides practical strategies for teaching students how to nurture various thinking skills. Janelle Wills' Thinking Protocols for Learning fills this gap by providing a comprehensive guide on teaching thinking skills to students. A few of the skills covered in the book are critical thinking, creative thinking, and problem-solving, and there is also a chapter on metacognition, which provides a strong foundation for the thinking skills to be built on. All of this is presented in an accessible way, so teachers can quickly and efficiently implement the strategies into their classrooms. Teachers need to know how to teach thinking, and Thinking Protocols for Learning has made it easier than ever"--

How We Think and Learn

How Humans Learn to Think Mathematically describes the development of mathematical thinking from the young child to the sophisticated adult. Professor David Tall reveals the reasons why mathematical concepts that make sense in one context may become problematic in another. For example, a child's experience of whole number arithmetic successively affects subsequent understanding of fractions, negative numbers, algebra, and the introduction of definitions and proof. Tall's explanations for these developments are accessible to a general audience while encouraging specialists to relate their areas of expertise to the full range of mathematical thinking. The book offers a comprehensive framework for understanding mathematical growth, from practical beginnings through theoretical developments, to the continuing evolution of mathematical thinking at the highest level.

Test Your Creative Thinking

Critical Thinking for Better Learning shifts the focus from teaching to learning and from presenting information to creating challenges that teach students how to think in your discipline. The shift derives from three new insights from cognitive science: that we think by analogy, that we learn best when we process clear, focused sources and develop our own theories about our findings, and that there are key threshold concepts that define the discipline and make it attractive to young practitioners. This book explains each of these insights in direct, clear language, with examples of how to implement them in your own classroom.

Remedial Genius

Thinking Protocols for Learning