

Book review: *Learning to Think: Disciplinary Perspectives*

Donald, J. (2002). *Learning to think: disciplinary perspectives*. San Francisco, CA, Jossey-Bass.

Jerry Spring

Zayed University, UAE

In this fascinating book, Janet Donald reviews and synthesizes over two decades of research, to which she has made a central contribution, about developing student thinking in higher education. Her book has two main focuses: first, the ways that students' knowledge and thinking are structured in different academic disciplines; second, the ways that instructors can best help students develop those knowledge structures and thinking processes.

Because of critical role that higher education in the Gulf can play in improving student thinking, his book is likely to be of great interest to higher educationalists in the Gulf region – both researchers and instructors. If you are a researcher, then Donald's comprehensive summary of the research literature will suggest a multitude of research projects into the development of student thinking that have yet to be done in this region. If you are an instructor, the book will surely encourage you to look afresh at the conceptual structure of your courses and the precise ways of thinking that your courses inspire in students (particularly when it contrasts strongly with the modes of thinking they have developed through their previous educational experiences). A great strength of the book is that Donald draws on data from a wide range of disciplines (primarily physics, engineering, chemistry, biological sciences, psychology, law, education and English literature). Consequently, whatever your discipline, there are likely to be enough applicable findings and suggestions to make this book a worthwhile read.

Another strength of the book is the range of data that Donald draws on to develop her model of student thinking, and to support her general conclusions and suggestions. This includes both qualitative and quantitative approaches; data from both students and instructors; subjective reports about views on teaching and learning versus objective documentary and observational data about course design, materials, classroom activities and assessment practices; samples from the USA, Canada, the UK and Australia; and, as just mentioned, a range of academic disciplines. In passing, it's worth bearing in mind that, whilst Donald primarily draws her evidence from particular instructional courses, she wishes these examples to stand for the respective disciplines they belong to. I am not sure whether this is entirely justified, but in this review I generally refer to 'disciplines' rather than 'courses'.

In the opening chapter, Donald clearly sets out and justifies an organizing framework in relation to previous theorizing about the nature of an academic discipline. On the way, she identifies four components of academic disciplines and higher educational courses: the key concepts, and their nature; the way that these concepts are linked together into a knowledge structure; the way the discipline validates knowledge through specific criteria and processes; the thinking processes the discipline uses to create new disciplinary knowledge.

Donald presents a number of diagrams showing the way key concepts are linked together in specific courses from different disciplines. I found these particularly intriguing for the way they revealed sharp contrasts between, for example, courses with just a few central concepts, from which radiated other concepts like a brainstorming session, and courses where concepts fell into a tidy hierarchy like a

Learning To Think Disciplinary Perspectives

**Dana S. Dunn, Maureen A.
McCarthy, Suzanne C. Baker, Jane S.
Halonen**

Learning To Think Disciplinary Perspectives:

Learning to Think Janet Gail Donald, 2002-03-25 In colleges and universities there is increasing demand to help students learn how to conceptualize analyze and reason *Learning to Think* presents a model of learning that takes into account the different ways learning occurs in different academic disciplines and explores the relationship between knowledge and thinking processes Janet Donald a leading researcher in the field of postsecondary teaching and learning presents a framework for learning that goes beyond the acquisition of knowledge to encompass ways of constructing and utilizing it within and across disciplines The author discusses how learning occurs in different academic disciplines and reveals how educators can improve the teaching and learning process in their classrooms and programs **Disciplinary Perspectives**

on Thinking and Writing ,1989 **Learning to Think Spatially** National Research Council, Division on Earth and Life Studies, Board on Earth Sciences and Resources, Geographical Sciences Committee, Committee on Support for Thinking Spatially: The Incorporation of Geographic Information Science Across the K-12 Curriculum, 2005-01-03 *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 K 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 K 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 **The University and Its Disciplines**

Carolyn Kreber, 2010-07-15 University teaching and learning take place within ever more specialized disciplinary settings each characterized by its unique traditions concepts practices and procedures It is now widely recognized that support for teaching and learning needs to take this discipline specificity into account However in a world characterized by rapid change complexity and uncertainty problems do not present themselves as distinct subjects but increasingly within trans disciplinary contexts calling for graduate outcomes that go beyond specialized knowledge and skills This ground breaking book highlights the important interplay between context specific and context transcendent aspects of teaching learning and assessment It explores critical questions such as What are the ways of thinking and practicing characteristic of particular disciplines How can students be supported in becoming participants of particular disciplinary discourse communities Can the diversity in teaching learning and assessment practices that we observe across departments be attributed exclusively to disciplinary structure To what extent do the disciplines prepare students for the complexities and uncertainties that characterize their later professional civic and personal lives Written for university teachers educational developers as well as new and experienced researchers of Higher Education this highly anticipated first edition offers innovative perspectives from leading

Canadian US and UK scholars on how academic learning within particular disciplines can help students acquire the skills abilities and dispositions they need to succeed academically and also post graduation

Carolyn Kreber is Professor of Teaching and Learning in Higher Education and the Director of the Centre for Teaching Learning and Assessment at the University of Edinburgh

The Front Line Guide to Thinking Clearly Woodrow H. Sears, 2007 Thinking clearly is a skill in great demand and the ticket to higher level jobs Now you have a user friendly manual that will help you model the behavior and teach your employees to think clearly a profound gift that they can use in all aspects of their lives

Front Line Guide to Thinking Clearly is one of the few books that introduces the concept of clear thinking in a way people can understand and do it The book focuses on thinking clearly along with solving problems and making decisions three competencies identified in a massive research effort as skills that equip managers for success in an increasingly complex business environment Everyone can learn to think clearly this is the exciting premise underlying this highly readable book

The Virtual Student Rena M. Palloff, Keith Pratt, 2003-03-10 The Virtual Student is an essential resource for online educators working with students in higher education and training settings The authors offer an overview of the key issues of student online learning and provide a practical guide to working with online students The book covers a broad range of topics including learning styles multicultural issues evaluation retention and the challenging problems of plagiarism and cheating

The Decoding the Disciplines Paradigm David Pace, 2017-02-27 Teaching and learning in a college setting has never been more challenging How can instructors reach out to their students and fully engage them in the conversation Applicable to multiple disciplines the Decoding the Disciplines Paradigm offers a radically new model for helping students respond to the challenges of college and provides a framework for understanding why students find academic life so arduous Teachers can help their pupils overcome obstacles by identifying bottlenecks to learning and systematically exploring the steps needed to overcome these obstacles Often experts find it difficult to define the mental operations necessary to master their discipline because they have become so automatic that they are invisible However once these mental operations have been made explicit the teacher can model them for students create opportunities for practice and feedback manage additional emotional obstacles assess results and share what has been learned with others

Introduction to Interdisciplinary Studies Allen F. Repko, Rick Szostak, Michelle Phillips Buchberger, 2019-11-25 Introduction to Interdisciplinary Studies provides a comprehensive introduction to interdisciplinary studies with an approach that is conceptual and practical Completely updated to reflect advances in the literature on research learning and assessment the book describes the role of both disciplines and interdisciplinarity within the academy and how these have evolved Authors Allen F Repko Rick Szostak and Michelle Phillips Buchberger effectively show students how to think like interdisciplinarians in order to facilitate their working with topics complex problems or themes that span multiple disciplines New to the Third Edition are guiding questions at the start of each chapter a discussion of the public policy issue of basic income as an example at the end of each chapter application of

interdisciplinary techniques in daily life enhanced discussion of ethical decision making and updated examples and references throughout FREE SAGE edge online resources gives instructors and students the edge they need to succeed with an array of teaching and learning tools in one easy to navigate website

To Improve the Academy Judith E. Miller, James E. Groccia, 2011-10-18 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants Contents include Graduate student internships as a pathway to the profession of educational development Preparing faculty to develop hybrid courses Writing groups for work life balance A faculty learning community approach to tenure and promotion Helping faculty integrate citizenship into the curriculum Students perspectives on enhancing communication with faculty Effecting change in limited control classroom environments A laboratory research group model for the scholarship of teaching and learning Institutional encouragement of the scholarship of teaching and learning Multiple definitions of critical thinking Faculty development and governance collaborating on curriculum revision Academic dishonesty among international students Serving veterans with disabilities Working with psychologically impaired faculty Leadership development for faculty of color Diffusing the impact of tokenism on faculty of color Difficult Dialogues for cross cultural faculty development Faculty development beyond instructional development Fundraising by teaching centers Evaluation of teaching and learning centers Faculty development career disruptions Emergent shifts in the faculty development portfolio

Clinical Thinking in Psychotherapy Jon Frederickson, 2024-12-17 Clinical Thinking in Psychotherapy empowers practitioners and students to better understand clients by attending to both verbal and nonverbal forms of expression Readers will find tools for unlearning biases and for providing effective therapy with transcripts and dialogic tools Chapters focus on how to practice clinical thinking how to teach it and how to reflect on what is being taught Therapists supervisors and students alike will come away from this book with decision tree questions and prompts as well as metacognitive questions for structuring consultations and producing desirable outcomes for the clinician and the patient

Professional Learning in the Knowledge Society Karen Jensen, Leif Chr. Lahn, Monika Nerland, 2012-10-20 This book presents an entirely new approach to professional learning based on perspectives of the knowledge society and in particular an interpretation of Knorr Cetina's work on scientific epistemic cultures Starting with a conceptual chapter and followed by a suite of empirical studies from accountancy education nursing and software engineering the book elaborates how a knowledge production and circulation take distinct forms in those fields b how the knowledge objects of practice in those fields engross and engage professionals and in the process people and knowledge are transformed by this engagement By foregrounding an explicit concern for the role of knowledge in professional learning the book goes much farther than the current fashion for describing practice based learning It will therefore be of considerable interest to the research policy practitioner and student communities involved

with professional education learning or interested in innovation and knowledge development in the professions **Using Quality Benchmarks for Assessing and Developing Undergraduate Programs** Dana S. Dunn, Maureen A. McCarthy, Suzanne C. Baker, Jane S. Halonen, 2010-12-21 Using Quality Benchmarks for Assessing and Developing Undergraduate Programs introduces selected performance criteria benchmarks to assist undergraduate programs in defining their educational goals and documenting their effectiveness The book explores the attributes of undergraduate programs by focusing on educationally related activities in eight domains program climate assessment accountability and accreditation issues student learning outcomes student development curriculum faculty characteristics program resources and administrative support Further it conceptualizes a continuum of performance for each attribute in each of the domains to characterize underdeveloped developing effective and distinguished achievement for undergraduate programs The goal of the book is to encourage individual departments at various types of institutions to evaluate what they currently do well while identifying areas for refinement or future growth When benchmarks reveal that a program is underdeveloped faculty and administrators can plan for how they can best direct subsequent efforts and resources to improve a program s performance and ability to serve students Emphasizing formative assessment over summative or punitive evaluation the benchmarks in this book are designed to improve program quality encourage more effective program reviews and help optimally functioning programs compete more successfully for resources Using performance benchmarks to identify areas of program strength can in turn be used to recruit and retain students seek funding via grants or alumni support and enhance the perceived rating of an institution

On Becoming a Scholar Susan K. Gardner, Pilar Mendoza, 2023-07-03 Despite considerable research that has provided a better understanding of the challenges of doctoral education it remains the case that only 57% of all doctoral students will complete their programs This groundbreaking volume sheds new light on determinants for doctoral student success and persistence by examining the socialization and developmental experiences of students through multiple lenses of individual disciplinary and institutional contexts This book comprehensively critiques existing models and views of doctoral student socialization and offers a new model that incorporates concepts of identity development adult learning and epistemological development The contributors bring the issues vividly to life by creating five student case studies that throughout the book progressively illustrate key stages and typical events of the socialization process These fictional narratives crystallize how particular policies and practices can assist or impede the formation of future scholars The book concludes by developing practical recommendations for doctoral students themselves but most particularly for faculty departments universities and external agencies concerned with facilitating doctoral student success Brain, School, and Society Alireza Moula, 2017-05-22 This book reports on a research program designed to construct the basics of a new type of literacy that teaches pupils social problem solving at individual and collective levels It is the first of a series of books about a chain of

intervention research subprojects started in 2009 teaching pupils basic skills to make well balanced decisions to resolve conflicts in a nonviolent manner and to develop good social relationships and responsibility critical thinking and other abilities which give children and young people the tools needed to pursue their options in life According to the United Nations there is no systematic program in schools that develops these capacities in pupils This volume fills the gap by describing successful classroom interventions and by developing a framework for social problem solving literacy as mandated by the United Nations Child Convention

Research Within the Disciplines Peggy Keeran, 2007 Research lies at the heart of all academic disciplines Research Within the Disciplines Foundations for Reference and Library Instruction is an expansion of that concept The book provides an overview of research practices and literacy standards in the various disciplines humanities music social sciences business government publications engineering and sciences to help shape library instruction and reference assistance Conceived and developed by the reference librarians at the University of Denver the book grew out of team discussions about teaching research and writing within the disciplines The book's main objective is to provide a degree of orientation toward conducting research within specific disciplines and across others The volume includes separate chapters on the broad disciplines covered in undergraduate education as well as concluding chapters addressing interdisciplinary research and the role of instruction as a means of developing effective researchers The continued necessity of understanding the foundations of research whether within the physical library or via the electronic environment remains an underlying concern and the advice put forth by this team of practicing academic librarians is an important step to achieving this goal

Tribes and Territories in the 21st Century Paul Trowler, Murray Saunders, Veronica Bamber, 2012-01-25 The tribes and territories metaphor for the cultures of academic disciplines and their roots in different knowledge characteristics has been used by those interested in university life and work since the early 1990s This book draws together research data and theory to show how higher education has gone through major change since then and how social theory has evolved in parallel Together these changes mean there is a need to re theorise academic life in a way which reflects changed contexts in universities in the twenty first century and so a need for new metaphors Using a social practice approach the editors and contributors argue that disciplines are alive and well but that in a turbulent environment where many other forces conditioning academic practices exist their influence is generally weaker than before However the social practice approach adopted in the book highlights how this influence is contextually contingent how disciplines are deployed in different ways for different purposes and with varying degrees of purchase This important book pulls together the latest thinking on the subject and offers a new framework for conceptualising the influences on academic practices in universities It brings together a distinguished group of scholars from across the world to address questions such as Have disciplines been displaced by inter disciplinarity having outlived their usefulness Have other forces acting on the academy pushed disciplines into the background as factors shaping the practices of academics and students there How significant are disciplinary

differences in teaching and research practices What is their significance in other areas of work in universities This timely book addresses a pressing concern in modern education and will be of great interest to university professionals managers and policy makers in the field of higher education *Instructional-Design Theories and Models, Volume IV* Charles M. Reigeluth, Brian J. Beatty, Rodney D. Myers, 2016-07-22 Instructional Design Theories and Models Volume IV provides a research based description of the current state of instructional theory for the learner centered paradigm of education as well as a clear indication of how different theories and models interrelate Significant changes have occurred in learning and instructional theory since the publication of Volume III including advances in brain based learning learning sciences information technologies internet based communication a concern for customizing the student experience to maximize effectiveness and scaling instructional environments to maximize efficiency In order to complement the themes of Volume I commonality and complementarity among theories of instruction Volume II diversity of theories and Volume III building a common knowledge base the theme of Volume IV is shifting the paradigm of instruction from teacher centered to learner centered and integrating design theories of instruction assessment and curriculum Chapters in Volume IV are collected into three primary sections a comprehensive view of the learner centered paradigm of education and training elaborations on parts of that view for a variety of K 12 and higher education settings and theories that address ways to move toward the learner centered paradigm within the teacher centered paradigm Instructional Design Theories and Models Volume IV is an essential book for anyone interested in exploring more powerful ways of fostering human learning and development and thinking creatively about ways to best meet the needs of learners in all kinds of learning contexts *An Evidence-based Guide to College and University Teaching* Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as

discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers **Educating for**

Civic-mindedness Carolin Kreber,2016-06-17 Imagined at their best how might professions contribute most effectively to their local and global communities and how could higher education support graduates future professionals in making this contribution The answer proposed in this book is to educate students for civic mindedness an overarching professional capability grounded in certain dispositions and qualities ideals types of knowledge and political emotions Civic mindedness and its internal counterpart the practitioner s self cultivation give rise to an engagement with professional practice that is authentic civic and democratic The tension between responsiveness or regard for others and regard for self is overcome by recognising that authentic professional identities are constructed through practices around shared purposes and ideals Drawing on a wide range of theorists including Dewey Arendt and Nussbaum professions are envisaged to play a vital role Primarily professions support society s well being by ensuring access to public goods such as local and global justice access to information health education safety housing the beauty and sustaining power of the ecological environment among others Yet professions also protect the fundamental good of citizen participation in free deliberation and decision making on issues affecting their lives The book concludes with a vision of higher education that is transformative of graduates professionals pedagogies professional practices and communities Issues of increasing social awareness are a key concern for anyone involved in teaching professionals and this book which builds best practice around a sound theoretical and philosophical framework will prove both thought provoking and practical in application **Advances and Innovations in University**

Assessment and Feedback Carolin Kreber,2014-06-02 Explores changing perspectives and innovations in assessment in light of recent theorising and empirical research

The book delves into Learning To Think Disciplinary Perspectives. Learning To Think Disciplinary Perspectives is a crucial topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Learning To Think Disciplinary Perspectives, encompassing both the fundamentals and more intricate discussions.

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