

Resnick, L.B. (1987). Education and Learning To Think. Washington, D.C.: National Academy Press

- a. thinking is constructed (ive) through interactions with people, things, experiences, etc.
- b. thinking, problem-solving and reasoning must be included in EVERYONE'S curriculum (not the elite, as has been historically true). All can become competent thinkers.
- c. In reading, comprehension is a constructive process that uses the written word combined with past experiences and predictions about what is plausible. It is MEANING IMPOSING.
- d. Successful math requires the construction of meaning through doing interpretive work instead of routine manipulations.
- e. Metacognition (thinking about how you think) is essential to problem solving.
- f. Social settings that facilitate interactions with other thinkers, provide feedback and cultivate participatory learning and problem solving are crucial in the development of thinking and judgment.

2. Resnick says our system is based on the assumption that we have two schools : academy for the elite and mass schooling.

a. She says it is a two-tier system

1. Elite: learn high literacy, higher order cognition, generated knowledge, interpretive mental work (bring meaning, questioning ambiguity), reciprocal teaching.
2. Mass: low skills, reading materials=-common words, words that do not have nuances, chronological/narrative texts.

b. Printed page is an effort by author to convey meaning. Individuals must interpret meaning.

c. In order to discriminate in reading, tests must use words that have high literacy. Any subject to be taught should be taught with higher order thinking skills. EVERYONE should have the same score on test. Everyone should hand in an excellent paper.

d. Basic Minimum Skills/Remedial (workers).

e. (Erroneous) Assumption: sequential nature to the tiers.

High Literacy (manager)

3. Resnick says there is no evidence regarding assumption of the sequential nature of tiers.
4. Meta-cognition- talking about the nature, process, purpose of reciprocal teaching-maintain dialogue, asking the right questions, task to learn: question asking Curriculum answer to transfer of learning (mind is muscle)-use higher order thinking skills as a matrix in which to embed in all courses, do away with two tier system.
5. Seek to understand what Resnick says because she has taken all the others and this is what she comes up with and will serve as a guide when you examine

curriculum and report on it. And again when you make recommendations (as in a chapter 5 of dissertation).

a. Thinking is constructed through interactions with people, things, experiences, etc.

b. Thinking, problem solving and reasoning must be included in EVERYONE'S curriculum (not elite as is historically true). All can become competent thinkers.

c. In reading, comprehension is a constructive process that uses the written word combined with past experiences and predictions about what is plausible. It is meaning-imposing). Think back to Popkewitz- technical-where there are worksheets, workbooks- this does not work.

d. Successful math requires the construction of meaning through doing interpretive work instead of routine manipulation. (Again think about TIMSS study, or Japanese lesson-study vs. worksheets.

e. Metacognition (thinking about how you think) is essential to problem-solving.

f. Social settings which facilitate interactions with other thinkers, provide feedback, and cultivate participatory learning and problem solving are crucial in the development of thinking and judgment.