



# Learning to Think: Disciplinary Perspectives

By Janet Gail Donald

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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.

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"In an innovative, interdisciplinary investigation of a neglected topic, Janet Donald not only suggests that there are major differences among learning paradigms in leading disciplines, but that faculty will teach more successfully once we recognize that we are actually teaching students to think. She demonstrates convincingly how students make contact with the investigative tools that each discipline prizes and how essential that contact is to their education." —James Wilkinson, director, Derek Bok Center for Teaching, Harvard University

"Humanists, scientists, and educationalists think and learn in different ways. Based upon her extensive interviews in many disciplines and countries, Professor Donald teaches us how." —David G. Brown, vice president and dean, International Center for Computer Enhanced Learning, Wake Forest University

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