

**MAKING MINDS  
LESS WELL EDUCATED  
THAN OUR OWN**

**ROGER C. SCHANK**

# Making Minds Less Well Educated Than Our Own

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## **Making Minds Less Well Educated Than Our Own:**

**Making Minds Less Well Educated Than Our Own** Roger C. Schank, 2004-04-26 In the author's words This book is an honest attempt to understand what it means to be educated in today's world His argument is this No matter how important science and technology seem to industry or government or indeed to the daily life of people as a society we believe that those educated in literature history and other humanities are in some way better informed more knowing and somehow more worthy of the descriptor well educated This 19th century conception of the educated mind weighs heavily on our notions on how we educate our young When we focus on intellectual and scholarly issues in high school as opposed to issues such as communications basic psychology or child raising we are continuing to rely on outdated notions of the educated mind that come from elitist notions of who is to be educated and what that means To accommodate the realities of today's world it is necessary to change these elitist notions We need to rethink what it means to be educated and begin to focus on a new conception of the very idea of education Students need to learn how to think not how to accomplish tasks such as passing standardized tests and reciting rote facts In this engaging book Roger C Schank sets forth the premises of his argument cites its foundations in the Great Books themselves and illustrates it with examples from an experimental curriculum that has been used in graduate schools and with K 12 students Making Minds Less Well Educated Than Our Own is essential reading for scholars and students in the learning sciences instructional design curriculum theory and planning educational policy school reform philosophy of education higher education and anyone interested in what it means to be educated in today's world

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reform philosophy of education higher education and anyone interested in what it means to be educated in today's world

*Imaginative Science Education* Yannis Hadzigeorgiou, 2016-05-26 This book is about imaginative approaches to teaching and learning school science. Its central premise is that science learning should reflect the nature of science and therefore be approached as an imaginative creative activity. As such the book can be seen as an original contribution of ideas relating to imagination and creativity in science education. The approaches discussed in the book are storytelling the experience of wonder the development of romantic understanding and creative science including science through visual art poetry and dramatization. However given the perennial problem of how to engage students of all ages in science the notion of aesthetic experience and hence the possibility for students to have more holistic and fulfilling learning experiences through the aforementioned imaginative approaches is also discussed. Each chapter provides an in depth discussion of the theoretical background of a specific imaginative approach e.g. storytelling wonder. Full science reviews the existing empirical evidence regarding its role in the learning process and points out its implications for pedagogy and instructional practices. Examples from physical science illustrating its implementation in the classroom are also discussed. In distinguishing between participation in a science activity and engagement with science ideas per se the book emphasizes the central role of imaginative engagement with science content knowledge and thus the potential of the recommended imaginative approaches to attract students to the world of science.

**Wonder-Full Education** Kieran Egan, Annabella I. Cant, Gillian Judson, 2013-07-24 For many children much of the time their experience in classrooms can be rather dull and yet the world the school is supposed to initiate children into is full of wonder. This book offers a rich understanding of the nature and roles of wonder in general and provides multiple suggestions for how to revive wonder in adults teachers and curriculum makers and how to keep it alive in children. Its aim is to show that adequate education needs to take seriously the task of evoking wonder about the content of the curriculum and to show how this can routinely be done in everyday classrooms. The authors do not wax flowery they present strong arguments based on either research or precisely described experience and demonstrate how this argument can be seen to work itself out in daily practice. The emphasis is not on ways of evoking wonder that might require virtuoso teaching but rather on how wonder can be evoked about the everyday features of the math or science or social studies curriculum in regular classrooms.

**Words and Worlds**, 2009-01-01 In this book the reader is invited to enter a strange world in which you can tell the age of the captain by counting the animals on his ship where runners do not get tired and where water gets hotter when you add it to other water. It is the world of a curious genre known as word problems or story problems. It originated in the ancient civilizations of Egypt China and India and is the subject of daily rituals among students and teachers in mathematics classrooms all around the world. An international group of scholars with a shared interest in this phenomenon explore multiple aspects of this world from multiple perspectives. These discussions take us deep into philosophical issues of the relationships between words mathematical systems and the physical

and social worlds we all inhabit Empirical investigations are reported that throw light on how students and their teachers experience and interpret this activity raising profound questions about the nature and purposes of mathematics teaching learning in general and how it could be improved     **Making Minds Less Well Educated Than Our Own** ,2012     *U.S. News & World Report* ,2004     **What Are You Optimistic About?** John Brockman,2007 In an age too often marked by anxiety and pessimism the worlds leading scientific thinkers offer their hopeful visions for the future     *Choice* ,2005  
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