

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

ROGER C. SCHANK

Making Minds Less Well Educated Than Our Own

Ian Pickup



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high school as opposed to issues such as communications basic psychology or child raising we are continuing to rely on outdated notions of the educated mind that come from elitist notions of who is to be educated and what that means To accommodate the realities of today's world it is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

Making Minds Less Well Educated Than Our Own, 2012 **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.

The Role of Criticism in Understanding Problem Solving Samuel Fee, Brian Belland, 2012-05-26 In 1991 Denis Hlynka and John Belland released *Paradigms Regained*, a well received reader for graduate students in the field of educational technology. *The Role of Criticism in Understanding Problem Solving* updates some of those ideas initially proposed in *Paradigms Regained* and extends the conversation into the contemporary discourse regarding problem based learning (PBL). *Paradigms* proposed the idea of criticism as a third method for the conduction of educational research, the first two being qualitative and quantitative. The concept of criticism as a tool for research is not well established in educational technology, although it is well established in other educational research traditions such as Curriculum Studies. Unfortunately, it is not always clear how criticism can be applied. This book views criticism as a way to step back and look at an educational intervention within educational technology through a particular critical lens. Criticism is viewed as a valuable approach to guiding meta analyses and theoretical studies serving to prevent the proverbial spinning of the wheels that often happens in educational research. By indicating new potential research questions and directions, criticism approaches can invigorate educational research. This book revisits the ideals of criticism in order to establish their usefulness for studying educational technology interventions to support problem based learning. First, a few foundational chapters set the stage for the conversations on criticism. Then, the role criticism can play in enhancing analysis and interpretation of the PBL literature is explored. Finally, case studies addressing the central concepts of the text are presented and dissected. This book represents a

complete overhaul and rethinking of the use of criticism as a method for understanding and furthering the research area of PBL within the field of Educational technology

Great Learners by Design John Hattie, Timothy O'Leary, Kyle Hattie, Gregory Donoghue, 2024-11-06 Supercharge learners and learning Today's students need more than great teaching of the curricula they must also be taught the love and strategies of learning It's time for a balanced approach that teaches students how to access and process information and inspires a desire for continuous learning Written by renowned researchers and educators Great Learners by Design advocates moving away from rote learning and teacher-centric classrooms Instead it promotes cultivating self-sufficient strategic and visible learners through effective learning strategies This approach helps foster a learning environment where mistakes are seen not as embarrassments but as opportunities for growth Inside you'll discover New and traditional learning theories and how to implement them in the classroom 12 learning strategies and 13 learning principles that will transform your class and school into an organization dedicated to excellence How to use and integrate tools for measuring learning With the goal of creating lifelong learners Great Learners by Design offers an in-depth analysis of learning theories practical classroom applications and tools It is a vital resource for enhancing students' skills and encouraging them to use optimal strategies to succeed both in the classroom and beyond

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

American Educational History Journal J. Wesley Null, 2008-07-01 The American Educational History Journal is a peer-reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history

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

Creative Contradictions in Education Ronald A. Beghetto, Bharath Sriraman, 2016-09-30 Creative Contradictions in Education is a provocative collection of essays by international experts who tackle difficult questions about creativity in education from a cross disciplinary perspective The contributors to this volume examine and provide fresh insights into the tensions and contradictions that researchers and educators face when attempting to understand and apply creativity in educational contexts Creativity in education is surrounded by many contradictions Teachers generally value creativity but question the role it can and should play in their classroom Many educators find themselves feeling caught between the push to promote students creative thinking skills and the pull to meet external curricular mandates increased performance monitoring and various other curricular constraints This book brings together leading experts who provide fresh cross disciplinary insights into how creative contradictions in education might be addressed Contributors will draw from existing empirical and theoretical work but push beyond what currently is and comment on future possibilities This includes challenging the orthodoxy of traditional conceptions of creativity in education or making a case for maintaining particular orthodoxies

Learning, Problem Solving, and Mindtools J. Michael Spector, Barbara B. Lockee, Sharon Smaldino, Mary Herring, 2013-04-12 Learning Problem Solving and Mindtools is inspired by the substantial body of learning research by David H Jonassen in the areas of mind tools and problem solving The focus of the volume is on educational technology especially with regard to how new technologies have facilitated and supported problem solving and critical thinking Each chapter focuses on a particular aspect of learning with technology and elaborates the implications for the design and implementation of learning environments and activities aimed at improving the conceptualization of problems reasoning and higher order thinking and solving challenging problems This collection of scholarly essays provides a highly engaging treatment of using tools and technologies to improve problem solving multiple perspectives on integrating educational technology to support learning in complex and challenging problem solving domains guidance for the design of instruction to support problem solving a systemic account of the relationships between mental models instructional models and assessment models and a look into the future of educational technology research and practice

, *Gaming and Cognition: Theories and Practice from the Learning Sciences* Van Eck, Richard, 2010-05-31 This book applies the principles of research in the study of human cognition to games with chapters

representing 15 different disciplines in the learning sciences psychology serious game design educational technology applied linguistics instructional design eLearning computer engineering educational psychology cognitive science digital media human computer interaction artificial intelligence computer science anthropology education Provided by publisher **The Cambridge Handbook of Creativity** James C. Kaufman, Robert J. Sternberg, 2019-04-25 The largest and broadest ranging Handbook of creativity yet presenting comprehensive rigorous and up to date scientific scholarship on creativity **The Oxford Handbook of Creativity and Education** EDITOR., 2025-05-13 The Oxford International Handbook of Creativity and Education brings together cutting edge scholarship about the global trends and future directions of creativity in education Diverse models and frameworks capture the state of the field with a focus on cognitive social and cultural areas of creativity in education Barriers and supports to creativity are examined in educational policy assessment curriculum classroom environments and school contexts This handbook is designed to propagate new research and applications in the field by helping students researchers and program evaluators understand and apply these models of creativity to how students teachers and leaders enact creativity in learning teaching and leading The handbook will inspire new work to advance the study and practice of creativity in education Section I provides an overview of creativity frameworks models and pedagogies of education to anchor the handbook Research on creativity in students teachers and schools are discussed in Section II Culture and communities of creativity are explored in depth in Section III Section IV covers creativity in academic disciplines like art music math science and engineering Lastly Section V provides thought provoking chapters on researching education

Systems Analysis and Design Alan Dennis, Barbara Wixom, David Tegarden, 2015-03-02 Systems Analysis and Design An Object Oriented Approach with UML 5th Edition by Dennis Wixom and Tegarden captures the dynamic aspects of the field by keeping students focused on doing SAD while presenting the core set of skills that every systems analyst needs to know today and in the future The text enables students to do SAD not just read about it but understand the issues so they can actually analyze and design systems The text introduces each major technique explains what it is explains how to do it presents an example and provides opportunities for students to practice before they do it for real in a project After reading each chapter the student will be able to perform that step in the system development process **U.S. News & World Report** ,2004

Choice ,2005 **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 *Report* Commonwealth Shipping Committee, 1920

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