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Titolo	Educating the whole child for the whole world [[electronic resource]] : the Ross School Model and education for the Global Era // edited by Marcelo M. Sussrez-Orozco and Carolyn Sattin-Bajaj
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Altri autori (Persone)	Suarez-OrozcoMarcelo M. <1956-> Sattin-BajajCarolyn
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Nota di contenuto	Frontmatter -- Contents -- Foreword: Reflections of a Ross School Graduate -- Acknowledgments -- Introduction: Architectures of Care -- 1. Education in an Era of Specialized Knowledge -- 2. The Case for Global Education -- 3. A Tangled Web -- 4. Mind, Brain, and Education -- 5. Research Schools -- 6. Toward a New Educational Philosophy -- 7. Multimedia Literacy -- 8. Object Lessons -- 9. The Trouble with Math -- 10. Choreographing the Curriculum -- 11. Mathematics and Culture -- 12. The Butterflies of the Soul -- 13. Educating the Whole Child for the Whole World -- Epilogue: We Are Waiting for You -- Conclusion -- About the Contributors -- Index
Sommario/riassunto	An examination of new approaches to educating children in a globalized worldAt the dawn of the twenty-first century, we are living in a global era, yet schooling systems remain generally reactive and slow to adapt to shifting economic, technological, demographic, and cultural terrains. There is a growing urgency to create, evaluate, and expand new models of education that are better synchronized with the realities of today's globally linked economies and societies.Educating the Whole Child for the Whole World examines one such model: the ethos and practices of the Ross Schools and their incubation,

promotion, and launching of new ideas and practices into public education. Over the last two decades Ross has come to articulate a systematic approach to education consciously tailored for a new era of global interdependence. In this volume, world-renowned scholars from a variety of disciplines, as well as veteran teachers, administrators, and students, come together to examine some of the best practices in K-12 education in the context of an increasingly interconnected world. Together they explore how the Ross model of education, which cultivates in students a global perspective, aligns with broader trends in the arts, humanities, and sciences in the new millennium.

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Autore	Yoder Neufeld Thomas R. <1947->
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THESSALONIANS 5; Chapter 4; THE DIVINE WARRIOR IN EPHESIANS 6;
Conclusion; Bibliography; Index of References; Index of Authors

Sommario/riassunto

Isaiah 59 portrays a deity in armour warring against rebellious human foes. In this historical investigation, Yoder Neufeld maps the transformation of an ancient tradition into a creative new reading in which God's people put on God's armour and go to battle against God's heavenly foes, as in Ephesians 6. The Pauline recasting of the Isaianic motif, argues the author, is a bracing one.