

1. Record Nr.	UNINA9910453976003321
Autore	Gladd Benjamin L
Titolo	Revealing the mysterion [[electronic resource]] : the use of mystery in Daniel and Second Temple Judaism with its bearing on First Corinthians // Benjamin L. Gladd
Pubbl/distr/stampa	Berlin ; ; New York, : Walter de Gruyter, c2009
ISBN	1-281-99078-7 9786611990787 3-11-021113-0
Descrizione fisica	1 online resource (373 p.)
Collana	Beihefte zur Zeitschrift fur die neutestamentliche Wissenschaft und die Kunde der alteren Kirche, , 0171-6441 ; ; Bd. 160
Disciplina	225.4/87
Soggetti	Jewish religious literature - History and criticism Mysterion (The Greek word) Mystery - Biblical teaching Mystery - History of doctrines Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [279]-314) and index.
Nota di contenuto	Frontmatter -- Table of Contents -- Chapter One. Introduction -- Chapter Two. The Use of Mystery in Daniel -- Chapter Three. The Use of Mystery in Second Temple Judaism -- Chapter Four. The Use of Mystery in 1 Corinthians 1-2 -- Chapter Five. The Use of Mystery in 1 Corinthians 4:1 -- Chapter Six. The Use of Mystery in 1 Corinthians 13: 2 and 14:2 -- Chapter Seven. The Use of Mystery in 1 Corinthians 15: 51 -- Chapter Eight. Summary and Ramifications -- Backmatter
Sommario/riassunto	In the last several decades, scholars largely agree that the NT term "mysterion" is a terminus technicus, originating from Daniel. "Mystery" constitutes a revelation of God's hidden eschatological wisdom. This project traces the word in the Dead Sea Scrolls and other sectors of Judaism. Like Daniel, the term consistently retains eschatological connotations. The monograph then examines how mystery functions within 1 Corinthians and seeks to explain why the term is often employed. Throughout the letter, Paul alludes to Daniel, especially in

conjunction with the notion of mystery. Of particular interest is the polemical nature of the term in 1 Cor 1-2 that may reflect its narratival use in Daniel - God's wisdom is superior to the wisdom of the "wise" Babylonians. Paul's overall concern of unity within the Corinthian community is central to the rhetorical effect of the epistle. The divided Corinthian community must rally around mystery of the cross - the Messiah reigning in the midst of defeat. In addition, the Apostle is a "steward of mysteries" (4:1), a claim that may reflect a conscious effort to align himself with the character Daniel. Other uses of the apocalyptic term concern eschatological revelations and tongues, charismatic exegesis, and the transformation of believers into the image of the last Adam.

2. Record Nr.	UNINA9910798633603321
Autore	Blum Susan Debra
Titolo	"I love learning; I hate school" : an anthropology of college / / Susan D. Blum
Pubbl/distr/stampa	Ithaca, New York ; ; London, [England] : , : Cornell University Press, , 2016 ©2016
ISBN	1-5017-0340-4 1-5017-0341-2
Descrizione fisica	1 online resource (356 pages)
Disciplina	370.15/4
Soggetti	Motivation in education - United States College students - United States - Attitudes Teacher-student relationships - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Introduction -- Part I. Trouble in Paradise -- Part II. Schooling and Its Oddities -- Part III. How and Why Humans Learn -- Part IV. A Revolution in Learning -- Appendix -- Acknowledgments -- Notes -- Works Cited -- Index -- About the Author

Sommario/riassunto

Frustrated by her students' performance, her relationships with them, and her own daughter's problems in school, Susan D. Blum, a professor of anthropology, set out to understand why her students found their educational experience at a top-tier institution so profoundly difficult and unsatisfying. Through her research and in conversations with her students, she discovered a troubling mismatch between the goals of the university and the needs of students. In "I Love Learning; I Hate School," Blum tells two intertwined but inseparable stories: the results of her research into how students learn contrasted with the way conventional education works, and the personal narrative of how she herself was transformed by this understanding. Blum concludes that the dominant forms of higher education do not match the myriad forms of learning that help students—people in general—master meaningful and worthwhile skills and knowledge. Students are capable of learning huge amounts, but the ways higher education is structured often leads them to fail to learn. More than that, it leads to ill effects. In this critique of higher education, infused with anthropological insights, Blum explains why so much is going wrong and offers suggestions for how to bring classroom learning more in line with appropriate forms of engagement. She challenges our system of education and argues for a "reintegration of learning with life."
