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Autore	Schank Roger C. <1946->
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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface: What Is an Educated Mind?; Acknowledgments; Prologue 1892; 1 The Great Minds on Education: Plato Meets Grandview Prep; 2 Thinking and Experience in School; 3 What Uneducated Minds Need; 4 The Formally Educated Mind; 5 What Is Required for a Good Education?; 6 How High School Got That Way (the Search for the Smoking Gun); 7 Producing Educated Minds Is Not the University's Problem; 8 Structuring the Learning Experience; 9 Teaching and Testing in the Modern World; 10 Horses for Courses: The Story Centered Curriculum; 11 Rethinking College 12 The SCC at Grandview (2002-2003)13 Teaching Realities; 14 Fifth Grade Follies; 15 The Eighth and Twelfth Grade Writing Curricula: A Study in Contrasts; 16 Redesigning the Curriculum; 17 K-12 Stories; 18 CMU West; 19 The Eleventh Grade Hospital Curriculum; 20 Toward a New Conception of Education; Epilogue: What's a Mother to Do?
Sommario/riassunto	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 sc

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