

1. Record Nr.	UNINA9910164961803321
Autore	Kansteiner Sascha
Titolo	Pseudoantike Skulptur. . II, Pseudoantike Skulptur II ; Klassizistische Statuen aus antiker und nachantiker Zeit // Sascha Kansteiner
Pubbl/distr/stampa	Berlin ; ; Boston : , : De Gruyter, , [2017] ©2017
ISBN	9783110519181 3110519186 9783110521290 3110521296
Descrizione fisica	1 online resource (176 pages) : illustrations, photographs
Collana	Transformationen der Antike ; ; 47
Disciplina	733
Soggetti	Sculpture, Classical
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Frontmatter -- Vorwort -- Inhalt -- Einleitung -- 1. Imitationen klassizistischer Skulpturen -- 2. Neuschöpfungen all'antica -- 3. Vermeintliche Neuschöpfungen -- 4. Neuzeitliche Umbildungen von opera nobilia -- 5. Teilimitationen klassizistischer Gruppen -- Zusammenfassung -- Appendix: Bisläng nicht als neuzeitliche Arbeiten (an)erkannte Imitationen von römischen Kopien griechischer opera nobilia -- Abgekürzt zitierte Literatur -- Abbildungsnachweise -- Museographisches Register -- Tafelteil
Sommario/riassunto	Eines der Leitmotive der antiken Bildhauerkunst ist die Orientierung an Werken vergangener Epochen. Bei der Beschäftigung mit idealplastischen Skulpturen von der Hand griechischer Bildhauer, die im späten Hellenismus und in der römischen Kaiserzeit tätig gewesen sind, stellt sich daher häufig die Frage, ob die Bildhauer im Einzelfall ein berühmtes Vorbild kopiert oder aber eine klassizistische Neuschöpfung kreiert haben. Zur Beantwortung dieser Frage sind in der Forschung immer wieder Skulpturen herangezogen worden, die als antik angesehen wurden, ohne es tatsächlich zu sein. Ihnen und der Arbeitsweise der griechischen Bildhauer, die ältere Werke rezipiert haben, gilt die vorliegende Studie.

One of the Leitmotifs of Classical sculpture is its orientation to works from earlier periods. When dealing with idealistic sculptures from the Roman imperial period, often the question arises whether their creators were copying a famous earlier work or creating a classical original. Research has repeatedly tried to answer this question by referring to sculptures not dating to antiquity.

2. Record Nr.	UNINA9910957575903321
Autore	Barell John
Titolo	Developing more curious minds // John Barell
Pubbl/distr/stampa	Alexandria, Va., : Association for Supervision and Curriculum Development, c2003
ISBN	9786610930906 0871207192 9781416600855 141660085X 9781280930904 128093090X 9780871208910 0871208911
Edizione	[1st ed.]
Descrizione fisica	x, 244p. : ill. ; ; 23cm
Disciplina	371.39
Soggetti	Questioning Critical thinking Problem-based learning
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 and index.
Nota di contenuto	A culture of inquisitiveness -- Models of inquiry -- Creating schools of inquiry -- The nature of good questions -- Writing our curiosities -- Questioning texts -- An intelligent revolution -- Inquiry- and problem-based learning -- Wisely using the World Wide Web -- Of museums and fieldnotes -- How we assess our inquisitiveness -- The power of leadership -- Epilogue.

After the September 11 attacks on the World Trade Center and Pentagon, many people questioned why no one had anticipated the terrorists' acts, even when events and intelligence seemed to point toward them. John Barell wonders if the attacks speak to a greater societal problem of complacency. He believes many students have become too passive in their learning, accepting information and "facts" as presented in textbooks, classes, and the media. Drawing on anecdotes from educators and his own life, Barell describes practical strategies to spur students' ability and willingness to pose and answer their own questions. Antarctica expeditions, outer space discoveries, dinosaur fossils, literature, and more help define the importance of developing an inquisitive mind, using such practices as* Maintaining journals on field trips,* Using questioning frames and models when reading texts,* Engaging in critical thinking and problem-based learning, and* Integrating inquiry into curriculum development and the classroom culture. To become habits of mind, students' daily curiosities must be nurtured and supported. Barell draws a vivid map to guide readers to "an intelligent revolution" in which schools can become places where educators and students imagine and work together to become active citizens in their society.
