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2.6.3 "Education" as a Universal Process Conditioned by the Needs of Particular Social Formations  
 2.6.4 Emergence of Curriculum - Root/Pathway Analysis; 2.7 Skills Development versus Learning from Acts of "Finding Out"; 2.7.1 Introduction; 2.7.2 Technology Development; 2.7.3 Science of Contemporary Technological Development; 2.8 Current Practices in Education; 2.8.1 Computerizing the "Proof" of Plagiarism: A Cautionary Tale; 2.9 The Need for the Science of Intangibles as the Basis for Education; 2.10 The Tangible-Intangible Nexus  
 2.11 The Encounter between European and Islamic Outlooks - a Delinearized History  
 2.11.1 The Contributions of Greek philosophy and Other Cultural achievements to Islamic scholarship; 2.11.2 What is New in this Proposed Curriculum; 2.12 Final Words About Education and Training; 3 Intention: Its Individual and Social Purposes; 3.1 Introduction; 3.2 Human Thought Material: A "Root + Pathway" Analysis; 3.3 Foetal Learning; 3.4 Aspects of Pre-School Learning and Early Development of Individuals' own Thought-Material; 3.5 Intention: Origins  
 3.5.1 Intention: Anti-Nature direction of Current Modes of Development  
 3.5.2 Intention: Introducing the Aphenomenal Model & its Mythological Emulation of Nature; 3.5.3 The Science of Intention; 3.6 Nature for Sale?; 3.6.1 Nature for Sale: Energy Compromised; 3.6.2 Nature for Sale: Air Compromised; 3.6.3 Nature for Sale: Water Compromised; 3.6.4 Nature for Sale: Food Compromised; 3.6.5 Nature for Sale: Efficiency Compromised; 3.7 Conclusions; 4 Fundamental Changes in Curriculum Development; 4.1 Introduction; 4.2 Struggle for Educational Reform: Internal and External Factors  
 4.3 Muslim-Christian Conflict: A Delinearized Short History

## Sommario/riassunto

This inspiring work presents a truly knowledge-based approach to education as an alternative to the current curriculum that is based on consolidating pre-conceived ideas. It demonstrates the advantages of the new curriculum, both in terms of acquiring knowledge and preventing current problems such as technological disasters, global injustice, and environmental destruction. It also shows how it can eliminate plagiarism, low retention in classrooms, non-representative grading, and other common problems. Examples are given from various disciplines, ranging from science and engineering to philosop

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