

1. Record Nr.	UNINA9910136653603321
Autore	Levin Samuel
Titolo	A school of our own : the story of the first student-run high school and a new vision for American education / / Samuel Levin and Susan Engel
Pubbl/distr/stampa	New York, New York ; ; London : , : The New Press, , 2016
ISBN	1-62097-153-4
Descrizione fisica	1 online resource (191 pages)
Classificazione	EDU034000EDU029000
Disciplina	370.97441
Soggetti	Student participation in curriculum planning - Massachusetts - Great Barrington Student participation in administration - Massachusetts - Great Barrington Educational change - Massachusetts - Great Barrington EDUCATION / Educational Policy & Reform / General EDUCATION / Teaching Methods & Materials / General
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	"A School of Our Own tells the remarkable story of the Independent Project, the first student-run high school in America. Founder Samuel Levin, a high school junior who had already achieved international fame for creating Project Sprout—the first farm-to-school lunch program in the United States—was frustrated with his own education and saw disaffection among his peers. In response, he lobbied for and created a new school based on a few simple ideas about what kids need from their high school experience. The school succeeded beyond anyone's wildest expectations and went on to be featured in Newsweek, NPR, and the Washington Post. Since its beginnings in 2010, the Independent Project serves as a national model for inspiring student engagement. In creating his school, Samuel collaborated with Susan Engel, the noted developmental psychologist, educator, and author—and Samuel's mother. A School of Our Own is their account of their life-changing year in education, a book that combines poignant stories, educational theory, and practical how-to advice for building new, more

2. Record Nr.	UNISA996234841103316
Autore	El Kassar Nadja <1984->
Titolo	Towards a theory of epistemically significant perception : how we relate to the world / / Nadja El Kassar
Pubbl/distr/stampa	Berlin, [Germany] : , : De Gruyter, , 2015 ©2015
ISBN	3-11-044536-0 3-11-044562-X
Descrizione fisica	1 online resource (376 p.)
Collana	Ideen & Argumente, , 1862-1147
Disciplina	121/.34
Soggetti	Perception (Philosophy) Conceptualism Relationism
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 indexes.
Nota di contenuto	Front matter -- Acknowledgments -- Contents -- Introduction -- Part I Conceptualism -- 1 Introducing Conceptualism -- 2 Examining Non-Conceptualist Arguments against Conceptualism -- 3 Examining McDowell's Revised Conceptualism -- Part II Relationism -- 4 Relationism: Perception as Conscious Acquaintance -- 5 Relationism as Anti-Representationalism -- 6 Why McDowell's Revised Conceptualism Does Not Avoid Travis's Anti-Representationalist Criticism -- Part III Relational Conceptualism -- 7 Relational Conceptualism: a Theory of Epistemically Significant Perception -- 8 Possible Objections against Relational Conceptualism -- Part IV. Relational Conceptualism and Empirical Science -- 9 Broadening the Scope of Relational Conceptualism -- References -- Author Index -- Subject Index
Sommario/riassunto	How does perceptual experience make us knowledgeable about the world? In this book Nadja El Kassar argues that an informed answer requires a novel theory of perception: perceptual experience involves conceptual capacities and consists in a relation between a perceiver and

the world. Contemporary theories of perception disagree about the role of content and conceptual capacities in perceptual experience. In her analysis El Kassar scrutinizes the arguments of conceptualist and relationist theories, thereby exposing their limitations for explaining the epistemic role of perceptual experience. Against this background she develops her novel theory of epistemically significant perception. Her theory improves on current accounts by encompassing both the epistemic role of perceptual experiences and its perceptual character. Central claims of her theory receive additional support from work in vision science, making this book an original contribution to the philosophy of perception.
