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*Virtuous Minds
Intellectual
Character
Development*

According to researcher George Barna, most born-again Christians live indistinctly from non-believers because they do not think any differently--which is a result of not understanding the basic truths of the Christian faith. In this book, Barna identifies seven core questions that Christians must be able to answer biblically in order to live a transformed life.

Deep in Thought provides an introduction to intellectual virtues--the personal qualities and character strengths of good thinkers and learners--and outlines a pragmatic

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approach for teachers to reinforce them in the classroom. With a combination of theoretical expertise and practical experience, philosopher Jason Baehr endorses intellectual virtues as a rich, meaningful way to think about and understand the purpose of education. He makes a persuasive case for prioritizing intellectual virtues in the classroom to facilitate deeper learning, encourage lifelong learning, and enrich teacher practice. Baehr profiles nine key virtues that enable learners to initiate the process of learning, maintain forward momentum, and overcome common obstacles. With engaging anecdotes and concrete examples, he presents a wealth of principles, postures, and practices that educators can employ in promoting essential habits of mind such as critical thinking and problem solving. Baehr illustrates

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how opportunities to practice these intellectual habits can be integrated into the classroom in ways that align with current teaching practices. In addition, he shows how educators can adapt these practices to accommodate students' identities, developmental abilities, and interests. This thought-provoking book supports all educators, especially middle and high school teachers, in teaching for intellectual virtues. *Deep in Thought* is a philosophical and yet practical guide to one of the most important aims of education: helping students become skilled thinkers and learners.

Virtues and Their Vices is the only extant contemporary, comprehensive treatment of specific virtues and, where applicable, their competing vices. Each of the essays, written exclusively for this volume, not only locates discussion

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of that virtue in its historical context, but also advances the discussion and debate concerning the understanding and role of the virtues. Each of the first four sections focuses on a particular, historically important class of virtues: the cardinal virtues, the capital vices (or 'seven deadly sins') and the corrective virtues, intellectual virtues, and the theological virtues. The final section discusses the role virtue theory and the virtues themselves play in a number of disciplines, ranging from theology and political theory to neurobiology and feminism. The treatment of the virtues in this present volume is sensitive to the historical heritage of the virtues, including their theological heritage, without paying undue attention to the historical and theological issues. *Virtues and Their Vices* engages contemporary philosophical scholarship

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as well as relevant scholarship from related disciplines throughout. It is a unique and compelling addition to the philosophical treatment of the virtues as well as their import in a wide spectrum of disciplines.

With its focus on intellectual virtues and their role in the acquisition and transmission of knowledge and related epistemic goods, virtue epistemology provides a rich set of tools for educational theory and practice. In particular, characteristics under the rubric of "responsibilist" virtue epistemology, like curiosity, open-mindedness, attentiveness, intellectual courage, and intellectual tenacity, can help educators and students define and attain certain worthy but nebulous educational goals like a love of learning, lifelong learning, and critical thinking. This volume is devoted to exploring the

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intersection between virtue epistemology and education. It assembles leading virtue epistemologists and philosophers of education to address such questions as: Which virtues are most essential to education? How exactly should these virtues be understood? How is the goal of intellectual character growth related to other educational goals, for example, to critical thinking and knowledge-acquisition? What are the "best practices" for achieving this goal? Can growth in intellectual virtues be measured? The chapters are a prime example of "applied epistemology" and promise to be a seminal contribution to an area of research that is rapidly gaining attention within epistemology and beyond.

Virtuous Minds

Think Like Jesus

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Commentary on Thomas Aquinas's
Virtue Ethics

The Righteous Mind

Intellectual Virtues and Education

Why Good People are Divided by
Politics and Religion

#1 NEW YORK TIMES

BESTSELLER • David Brooks

challenges us to rebalance the scales
between the focus on external
success—“résumé virtues”—and our
core principles. NAMED ONE OF
THE BEST BOOKS OF THE
YEAR BY THE ECONOMIST

With the wisdom, humor, curiosity,
and sharp insights that have brought
millions of readers to his New York
Times column and his previous
bestsellers, David Brooks has

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consistently illuminated our daily lives in surprising and original ways. In *The Social Animal*, he explored the neuroscience of human connection and how we can flourish together. Now, in *The Road to Character*, he focuses on the deeper values that should inform our lives. Looking to some of the world's greatest thinkers and inspiring leaders, Brooks explores how, through internal struggle and a sense of their own limitations, they have built a strong inner character. Labor activist Frances Perkins understood the need to suppress parts of herself so that she could be an instrument in a larger cause. Dwight Eisenhower organized his life not around

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impulsive self-expression but considered self-restraint. Dorothy Day, a devout Catholic convert and champion of the poor, learned as a young woman the vocabulary of simplicity and surrender. Civil rights pioneers A. Philip Randolph and Bayard Rustin learned reticence and the logic of self-discipline, the need to distrust oneself even while waging a noble crusade. Blending psychology, politics, spirituality, and confessional, *The Road to Character* provides an opportunity for us to rethink our priorities, and strive to build rich inner lives marked by humility and moral depth. “Joy,” David Brooks writes, “is a byproduct experienced by

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people who are aiming for

something else. But it comes.”

Praise for *The Road to Character* “A hyper-readable, lucid, often richly detailed human story.”—The New

York Times Book Review “This

profound and eloquent book is

written with moral urgency and

philosophical elegance.”—Andrew

Solomon, author of *Far from the*

Tree and *The Noonday Demon* “A

powerful, haunting book that works its way beneath your skin.”—The

Guardian “Original and eye-opening

. . . Brooks is a normative version of

Malcolm Gladwell, culling from a

wide array of scientists and thinkers

to weave an idea bigger than the

sum of its parts.”—USA Today

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Two girls on opposite sides of a war discover they're fighting for a common purpose—and falling for each other—in Zoe Hana Mikuta's high-octane debut *Gearbreakers*, perfect for fans of *Pacific Rim*, Pierce Brown's *Red Rising Saga*, and Marie Lu's *Legend* series. We went past praying to deities and started to build them instead... The shadow of Godolia's tyrannical rule is spreading, aided by their giant mechanized weapons known as Windups. War and oppression are everyday constants for the people of the Badlands, who live under the thumb of their cruel Godolia overlords. Eris Shindanai is a Gearbreaker, a brash young rebel

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who specializes in taking down Windups from the inside. When one of her missions goes awry and she finds herself in a Godolia prison, Eris meets Sona Steelcrest, a cybernetically enhanced Windup pilot. At first Eris sees Sona as her mortal enemy, but Sona has a secret: She has intentionally infiltrated the Windup program to destroy Godolia from within. As the clock ticks down to their deadliest mission yet, a direct attack to end Godolia's reign once and for all, Eris and Sona grow closer—as comrades, friends, and perhaps something more... Praise for Gearbreakers: "An absolute joyride ... Zoe Hana Mikuta is a talent to be in awe of." —Chloe Gong, New York

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Times-bestselling author of *These Violent Delights* "Dark, fierce, thrilling, and tender, *Gearbreakers* will make your blood sing." —Nina Varela, author of *Crier's War*

This book presents a novel interpretation of Aristotle's account of how shame instils virtue, and defends its philosophical import. Shame is shown to provide motivational continuity between the actions of the learners and the virtuous dispositions that they will eventually acquire.

This remarkable book is the first attempt to establish a theory of knowledge based on the model of virtue theory in ethics.

The Virtues of Sustainability

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Rationality, Diversity, and Critical
Thinking

Discovering What God Wants for
Your Life

Nicomachean Ethics

How Organizations Acquire
Knowledge and Seek Information

New Directions from Philosophy,
Psychology, and Theology

Young adults often
encounter mixed messages
about vocation from
their families, friends,
and churches. On the one
hand, they are
encouraged to look at
their gifts and passions
to discern their
particular calling; on

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the other hand, they are told that God may ask something of them that they don't want to do or aren't prepared for. The discontinuity between these messages has led to frustration for many. Seeking to ease that frustration with this book, Doug Koskela carefully distinguishes between "missional calling," "direct calling," and "general calling." Koskela clarifies the relationship between gifts, passions, and

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vocation even as he offers practical guidance for the process of vocational discernment. This is a book for those who want to use their time, energy, and abilities faithfully as they move with purpose toward the future. Watch a 2015 interview here:

Out of the ferment of recent debates about the intellectual virtues, Roberts and Wood have developed an approach they call 'regulative epistemology'. This is

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partly a return to classical and medieval traditions, partly in the spirit of Locke's and Descartes's concern for intellectual formation, partly an exploration of connections between epistemology and ethics, and partly an approach that has never been tried before. Standing on the shoulders of recent epistemologists - including William Alston, Alvin Plantinga, Ernest Sosa, and Linda Zagzebski - Roberts and

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Wood pursue epistemological questions by looking closely and deeply at particular traits of intellectual character such as love of knowledge, intellectual autonomy, intellectual generosity, and intellectual humility. Central to their vision is an account of intellectual goods that includes not just knowledge as properly grounded belief, but understanding and personal acquaintance,

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acquired and shared through the many social practices of actual intellectual life. This approach to intellectual virtue infuses the discipline of epistemology with new life, and makes it interesting to people outside the circle of professional epistemologists. It is epistemology for the whole intellectual community, as Roberts and Wood carefully sketch the ways in which virtues that would have

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been categorized earlier as moral make for agents who can better acquire, refine, and communicate important kinds of knowledge.

What does it mean to love God with all of our minds? Our culture today is in a state of crisis where intellectual virtue is concerned.

Dishonesty, cheating, arrogance, laziness, cowardice - such vices are rampant in society, even among the world's most prominent leaders. We find ourselves in an

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ethical vacuum, as the daily headlines of our newspapers confirm again and again. Central to the problem is the state of education. We live in a technological world that has ever greater access to new information and yet no idea what to do with it all. In this wise and winsome book, Philip Dow presents a case for the recovery of intellectual character. He explores seven key virtues - courage, carefulness, tenacity, fair -

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mindedness, curiosity, honesty and humility - and discusses their many benefits. The recovery of virtue, Dow argues, is not about doing the right things, but about becoming the right kind of person. The formation of intellectual character produces a way of life that demonstrates love for both God and neighbor. Dow has written an eminently practical guide to a life of intellectual virtue designed especially for

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parents and educators. The book concludes with seven principles for a true education, a discussion guide for university and church groups, and nine appendices that provide examples from Dow's experience as a teacher and administrator. Virtuous Minds is a timely and thoughtful work for parents and pastors, teachers and students - anyone who thinks education is more about the quality of character than about the

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quantity of facts.

Nathan L. King's *The Excellent Mind* considers the importance of the intellectual virtues: the character traits of excellent thinkers. He explains what it means to have an excellent mind: one that is curious, careful, self-reliant, humble, honest, persevering, courageous, open, firm, and wise. He shows how the intellectual virtues are critical to living everyday life. They are deeply intertwined with

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moral virtues, and our intellectual character guides our actions and beliefs. The book is thoroughly accessible and designed for students, not just in philosophy and critical thinking classes, but. The Inquiring Organization Essays in Applied Virtue Epistemology Virtues and Their Vices A Handbook and Classification Developing a Worldview Approach to Biblical Integration

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Intellectual Virtue

Jason Baehr presents a new theory of 'responsibilist' or character-based virtue-epistemology -- an approach in which intellectual character traits are given a central and fundamental role. He examines the nature and structure of an intellectual virtue and accounts for the role of reflection on intellectual virtues in epistemology. "With a growing recognition of the potentially catastrophic impacts of human actions on current and future

generations, people around the world are urgently seeking new, sustainable ways of life for themselves and their communities. What do these calls for a sustainable future mean for our current values and ways of life, and what kind of people will we need to become? Approaches to ethical living that emphasize good character and virtue are recently resurgent, and especially well-suited to addressing the challenges we face in pursuing sustainability. From rethinking excessive

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**consumption, to
appropriately respecting
nature, to being resilient
in the face of
environmental injustice,
our characters will be
frequently tested. The
virtues of sustainability
- character traits
enabling us to lead
sustainable, flourishing
lives - will be critical
to our success. This
volume, divided into three
sections, brings together
newly-commissioned essays
by leading scholars from
multiple disciplines -
from philosophy and
political science, to**

religious studies and psychology. The essays in the first section focus on key factors and structures that support the cultivation of the virtues of sustainability, while those in the second focus in particular on virtues embraced by various non-Western communities and cultures, and the worldviews that underlie them. Finally, the essays in the third section each address further particular virtues of sustainability, including cooperativeness, patience, conscientiousness, and

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creativity and open-mindedness. Together, these essays provide readers with a rich understanding of the importance and diversity of the virtues of sustainability, and practical guidance towards their cultivation and effective application"--
Hailed by The New York Times as "a compelling dystopian look at paranoia from one of the most unique and perceptive writers of our time," this brief, captivating novel offers a cautionary tale. The story unfolds within a

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society in which all traces of individualism have been eliminated from every aspect of life – use of the word "I" is a capital offense. The hero, a rebel who discovers that man's greatest moral duty is the pursuit of his own happiness, embodies the values the author embraced in her personal philosophy of objectivism: reason, ethics, volition, and individualism. Anthem anticipates the themes Ayn Rand explored in her later masterpieces, The Fountainhead and Atlas Shrugged. Publisher's

Weekly acclaimed it as "a diamond in the rough, often dwarfed by the superstar company it keeps with the author's more popular work, but every bit as gripping, daring, and powerful." Anthem is a dystopian fiction novella by Ayn Rand, written in 1937 and first published in 1938 in England. It takes place at some unspecified future date when mankind has entered another dark age characterized by irrationality, collectivism, and socialistic thinking and

economics. Technological advancement is now carefully planned (when it is allowed to occur at all) and the concept of individuality has been eliminated.

What does it really mean to be intelligent? Ron Ritchhart presents a new and powerful view of intelligence that moves beyond ability to focus on cognitive dispositions such as curiosity, skepticism, and open mindedness. Arguing persuasively for this new conception of intelligence, the author

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uses vivid classroom vignettes to explore the foundations of intellectual character and describe how teachers can enculturate productive patterns of thinking in their students.

Intellectual Character presents illustrative, inspiring stories of exemplary teachers to help show how intellectual traits and thinking dispositions can be developed and cultivated in students to promote successful learning. This vital book provides a model of authentic and

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***powerful teaching and
offers practical
strategies for creating
classroom environments
that support thinking.
On Intellectual Virtues
and Virtue Epistemology
Truth Weaving
Education's Epistemology
Intellectual Virtues for
Everyday Living
Character Strengths and
Virtues
The Road to Character***

Presents a groundbreaking investigation into the origins of morality at the core of religion and politics, offering scholarly insight into the

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motivations behind cultural clashes that are polarizing America. Christian Miller presents a new account of moral character. Most of us are not virtuous. We do not have virtues such as compassion, honesty, or courage. But at the same time, we are not vicious people either. We do not have vices such as cruelty, dishonesty, or cowardice. Instead most people today have characters which do not qualify as either virtuous or vicious. We have many positive moral features,

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but also many negative ones too. Our characters are decidedly mixed, and are much more complex than we might have thought. In *Moral Character: An Empirical Theory* Miller outlines a new picture of our moral character which involves what are called Mixed Character Traits. This picture can help make sense of how most of us are less than virtuous people but also morally better than the vicious. This monograph explains the essential elements for effective worldview integration and offers a

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clear example of unit planning for elementary and secondary teachers. Dr. Martha E. MacCullough applies her expertise in learning theory to bring clarity to this crucial topic for Christian school teachers. She answers the questions: What is worldview integration? Why is it so important in Christian Education? How can a teacher begin to develop worldview integrative activities? Dr. MacCullough submits that the key distinctive of a truly Christian education is the effective

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practice of worldview
integration.

Organizations behave as
knowledge-seeking
communities when their
members share beliefs
about cause-and-effect
relationships, norms for
evaluating information,
and values that guide the
translation of knowledge
to practice. What are the
practices, arrangements,
and mechanisms that make
up how an organization
knows what it knows? What
are the underlying values
and norms that shape the
character and orientation
of these methods? What can

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we learn from failures and disasters in organizational learning -- and how do organizations become susceptible to common learning traps such as the self-fulfilling prophecy, groupthink, group polarization, learning myopia, and selective information processing? In *The Inquiring Organization*, Chun Wei Choo examines how an organization's knowledge-acquisition and information-seeking leads to the construction of beliefs and the formation of epistemic practices

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that can affect its capacity to learn and grow. The book explores the epistemology of organizational learning and information seeking; how organizations acquire and justify knowledge; and how information is sought and shaped to warrant as well as to question beliefs. It starts from the premise that organizations are truth-seeking -- they seek beliefs which are well supported by reasoning, evidence, and experience in order to act more effectively. It then makes

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the case for a normative view of organizational knowledge which identifies the epistemic norms that an organization needs to pursue in order to acquire valid knowledge and true belief. The book progressively develops a set of information and epistemic features that are used to describe an inquiring organization. An inquiring organization is one that is motivated to acquire knowledge, where this motivation for knowledge includes not only the pursuit of truth, but also understanding,

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creativity, and curiosity. It has developed norms and practices of information seeking and knowledge acquisition that are truth-conducive, granting it reliable success in acquiring knowledge that is advantageous to the organization. It sees knowledge as the result of an ongoing process of inquiry in which knowledge is always provisional and always being improved upon, where beliefs are linked to experience, and the seeking of knowledge is an inclusive, collective enterprise.

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The Inquiring Mind
Intelligent Virtue
Calling and Clarity
ANTHEM

Virtues of the Mind

This collection contains some of the best new work being done on the subject of character from the perspectives of philosophy, theology, and psychology. From creating a virtual reality simulation of the Milgram shock experiments to understanding the virtue of modesty in Muslim societies to defending

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soldiers' moral responsibility for committing war crimes, these 31 chapters break much new ground and significantly advance our understanding of character. The main topics covered fall under the heading of our beliefs about character, the existence and nature of character traits, character and ethical theory, virtue epistemology, the nature of particular virtues, character development, and challenges to

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character and virtue from neuroscience and situationism. These papers stem from the work of the Character Project (www.thecharacterproject.com) at Wake Forest University, generously supported by the John Templeton Foundation. This collection is truly unique in featuring the work of many young, up-and-coming voices in their fields with new perspectives to offer. Together their work will significantly shape

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*discussions of character
for years to come.*

*Though virtue ethics is
enjoying a resurgence,
the topic of virtue
cultivation has been
largely neglected by
philosophers. This book
features essays by
philosophers,
theologians, and
psychologists at the
forefront of research
into
virtue.--Publisher's
description.*

*Virtuous
Minds Intellectual
Character*

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*InterVarsity
Press*

Education's Epistemology extends and further defends Harvey Siegel's "reasons conception" of critical thinking. It analyzes and emphasizes both the epistemic quality, and the dispositions and character traits that constitute the "critical spirit," that are central to a proper account of critical thinking; argues that that epistemic quality must be understood

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ultimately in terms of epistemic rationality; defends a conception of rationality that involves both rules and judgment; and argues that critical thinking has normative value over and above its instrumental tie to truth. Siegel also argues, contrary to currently popular multiculturalist thought, for both transcultural and universal philosophical ideals, including those of multiculturalism and

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*of critical thinking
themselves.*

*Perspectives from
Philosophy, Theology,
and Psychology
Cultivating Virtue
Moral Character
Teaching Social Studies
Today 2nd Edition
Developing Leadership
Character
Humility*

*Enduringly profound
treatise, whose lasting
effect on Western
philosophy continues to
resonate. Aristotle
identifies the goal of life
as happiness and*

***discusses its attainment
through the
contemplation of
philosophic truth.***

***As a Christian teacher, do
you strive to show your
students the living God in
the world around them?***

***Have you struggled with
how to weave God's truth
into your daily lessons?***

***Whether you teach
English, algebra, biology
or art, whether you work
in a Christian school or
public, whether you teach
eight-year-olds or
eighteen-year-olds, you
will profit from Truth***

Weaving. Through insightful analysis, entertaining anecdotes and real-world application, D.P. Johnson will challenge you to examine how you teach your students and, even more importantly, how you reach your students. With profound, yet practical instruction, you'll gain a rich understanding of true biblical integration and the guidance you need in order to successfully put it into practice in your own life, and the lives of

those you seek to inspire. Engaging, relevant and real. Truth Weaving will revolutionize the way you teach. This book is one that every Christian teacher should own. Intelligent Virtue presents a distinctive new account of virtue and happiness as central ethical ideas. Annas argues that exercising a virtue involves practical reasoning of a kind which can illuminatingly be compared to the kind of reasoning we find in someone exercising a

practical skill. Rather than asking at the start how virtues relate to rules, principles, maximizing, or a final end, we should look at the way in which the acquisition and exercise of virtue can be seen to be in many ways like the acquisition and exercise of more mundane activities, such as farming, building or playing the piano. This helps us to see virtue as part of an agent's happiness or flourishing, and as constituting

(wholly, or in part) that happiness. We are offered a better understanding of the relation between virtue as an ideal and virtue in everyday life, and the relation between being virtuous and doing the right thing.

"Character" has become a front-and-center topic in contemporary discourse, but this term does not have a fixed meaning. Character may be simply defined by what someone does not do, but a more active and thorough definition is necessary,

one that addresses certain vital questions. Is character a singular characteristic of an individual, or is it composed of different aspects? Does character--however we define it--exist in degrees, or is it simply something one happens to have? How can character be developed? Can it be learned? Relatedly, can it be taught, and who might be the most effective teacher? What roles are played by family, schools, the media, religion, and

the larger culture? This groundbreaking handbook of character strengths and virtues is the first progress report from a prestigious group of researchers who have undertaken the systematic classification and measurement of widely valued positive traits. They approach good character in terms of separate strengths—authenticity, persistence, kindness, gratitude, hope, humor, and so on—each of which exists in degrees. Character Strengths and

Virtues classifies twenty-four specific strengths under six broad virtues that consistently emerge across history and culture: wisdom, courage, humanity, justice, temperance, and transcendence. Each strength is thoroughly examined in its own chapter, with special attention to its meaning, explanation, measurement, causes, correlates, consequences, and development across the life span, as well as to strategies for its

deliberate cultivation.

This book demands the attention of anyone interested in psychology and what it can teach about the good life.

Bringing Grace and Truth Into Your Classroom

Perspectives from Ethics and Epistemology

Introduction to Logic

The Whole Truth

What It Is, Why It

Matters, and How to Get It

The Excellent Mind

Virtue ethics has attracted a lot of attention and there has been considerable interest in virtue

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epistemology as an alternative to traditional approaches in that field. This book fills a gap in the literature for a text that brings virtue epistemologists and virtue ethicists together.

Teacher-administrator Philip Dow explores the implications of setting intellectual character (rather than intellectual content) at the heart of our educational programs. With ample stories and practical suggestions, Dow shows how intellectual virtues like tenacity, carefulness and curiosity are teachable traits that can produce good lives.

What does it mean to love God with all of our minds? In this wise and winsome book, Philip Dow presents a case for the recovery of intellectual character. Virtue is not about doing

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the right things, but about becoming the right kind of person. The formation of intellectual character produces a way of life that demonstrates love for both God and neighbor. *Virtuous Minds* is a timely and thoughtful work for parents and pastors, teachers and students--anyone who thinks education is more about the quality of character than about the quantity of facts. --Back Cover.

This book focuses on the element of leadership that has largely been neglected in the literature: character. Often thought to be a subjective construct, the book demonstrates the concrete behaviors associated with different character dimensions in order to illustrate how these behaviors can be developed, and character strengthened. Based on

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research involving over 300 senior leaders from different industries, sectors and countries, Crossan, Seijts, and Gandz developed a model for leadership character that focuses on eleven dimensions. The book begins by setting the context for the focus on character in business, asking what character is and whether it can be learned, developed, molded or changed. Next, the book focuses on each dimension of leadership character in turn, exploring its elements and the ways in which it can be applied in a business setting. The book concludes with a summary of the key insights, an exploration of the interactions between the character dimensions, and a call to the reader to reflect on how to develop one's own and others' leadership character. Bridging theory and

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management practice, Developing Leadership Character will interest students and practitioners alike.

Readers will benefit not only from a new, robust theoretical framework for leadership character, but will also learn how character can be developed further.

Intellectual Character Development

An Empirical Theory

An Inquiry Into the Nature of Virtue

and the Ethical Foundations of

Knowledge

Character

Intellectual Virtues

Aristotle on Shame and Learning to

Be Good

This is a comprehensive

introduction to the

fundamentals of logic (both

formal logic and critical

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reasoning), with exceptionally clear yet conversational explanations and a multitude of engaging examples and exercises. Herrick's examples are on-point and fun, often bringing in real-life situations and popular culture. And more so than other logic textbooks, Introduction to Logic brings in the history of philosophy and logic through interesting boxes/sidebars and discussions, showing logic's relation to philosophy. Although St Thomas Aquinas famously claimed that his Summa Theologiae was written for 'beginners', contemporary readers find it unusually

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difficult. Now, amid a surge of interest in virtue ethics J. Budziszewski clarifies and analyzes the text's challenging arguments about the moral, intellectual, and spiritual virtues, with a spotlight on the virtue of justice. In what might be the first contemporary commentary on Aquinas's virtue ethics, he juxtaposes the original text with paraphrase and detailed discussion, guiding us through its complex arguments and classical rhetorical figures. Keeping an eye on contemporary philosophical issues, he contextualizes one of the greatest virtue theorists in

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history and brings Aquinas into the interdisciplinary debates of today. His brisk and clear style illuminates the most crucial of Aquinas' writings on moral character and guides us through the labyrinth of this difficult but pivotal work.

Can academic study cultivate and nourish our faith, as well as the other way around? Jay Green shows how to embrace academic study for its potential in studying God's world.

NULL

An Invitation to Academic
Studies

Deep in Thought

Intellectual Character

Development for Students,

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Educators, & Parents

A Practical Guide to Teaching
for Intellectual Virtues

Gearbreakers

Biblical Integration for God's
Glory and Their Abundant
Living

The 21st century has seen a renewed interest in cultivating positive character traits, or virtues, to foster personal growth. Humility is a virtue that has long been understood--especially by early theological thinking and Western philosophers--through its associations with meekness and servility. Even in more recent, secular contexts, humility is associated with low-mindedness, self-denigration, and even self-loathing. While it seems paradoxical that this virtue can be developed to achieve a sense of well-being, this volume provides a comprehensive exploration of humility as an admirable and

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desirable trait that allows us to place the needs of others before our own, keep our accomplishments in perspective, and fully realize our small place in the world. In a series of multidisciplinary essays spanning religious and secular traditions, this volume introduces readers to the many facets of humility. Essays explore perspectives from Christianity, Judaism, and Islam on the role of humility in determining how we should align ourselves with a higher spiritual power. Other essays examine the epistemic value of humility in the development of knowledge, and the applied nature of this virtue within the professional fields of politics, business management, nursing and hospice care, and competitive sports. This collection concludes by considering the possibility of humility as the most important virtue, foundational to the moral development and expression of all other virtues.

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Publisher's description. As God's image bearers, Christian teachers are called to reflect the character of our creative, redemptive God and to live according to His truth. This book encourages and challenges Christian teachers in any setting, public or private, secular or Christian, to teach redemptively--to employ biblical principles in all aspects of the educational process.

Teaching Redemptively

Intellectual Character

Scriptural Foundations for Management

An Essay in Regulative Epistemology