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Annual Reports [of] President and Treasurer Wellesley College 1908

Annual Catalogue of the University of Kansas Kansas. University 1916

**Catalogue of Oberlin College for the Year ...** Oberlin College 1912

**Annual Catalogue of the Mt. Holyoke Seminary and College** Mount Holyoke Seminary and College 1898

**Official Circulars, Smith College** Smith College 1913

**Colby College Catalogue** Colby College 1917

**University of Michigan Official Publication** 1941

Catalogue Boston University 1916

**Catalog** University of Wisconsin 1895 Some nos. include Announcement of courses.

**Catalogue of the Officers and Students of Coe College** Coe College 1913

**Annual Catalog ...** University of Idaho 1915

**The Development of Plato's Political Theory** George Klosko 2006-12-07 Since its publication twenty years ago, the first edition of this work has been the closest thing to a standard book on Plato's political theory. Like the first edition, this edition of *The Development of Plato's Political Theory* provides a clear, scholarly account of Plato's political theory in the context of the social and political events of his time, and draws connections between the development of his political theory and other aspects of his philosophy, especially his moral psychology. Special attention is paid to the political nature of Plato's political theory, to how his lifelong concern with questions of moral and political reform evolved along with other aspects of his theory, and to both Socrates' and his own efforts to reform actual cities. This second edition has been thoroughly revised to take into account scholarly developments during the last twenty years. Major changes from the first edition include reworking central aspects of chapters on the Statesman and Laws and detailed discussion of questions of interpretation, how Plato's dialogues should be read. Among other subjects receiving increased attention are Plato's alleged totalitarianism and racism and the place of the nocturnal council in the political theory of the Laws.

Catalogue State University of Iowa 1925

**Catalog** James Millikin University 1905

Bostonia 1907

**General Catalogue** Boston University 1909

Bulletin - Bureau of Education United States. Bureau of Education 1917

Annual Catalog of the Western University of Pennsylvania, Year Ending ... University of Pittsburgh 1921

Catalogue Williams College 1955

**DOD Pam** United States. Office of Armed Forces

Information and Education

**Resources in Education** 1998

**Annual Catalogue of the Mt. Holyoke Seminary and College in South Hadley, Mass** Mount Holyoke College 1911

**Great Books, Honors Programs, and Hidden Origins** William Haarlow 2003-12-16 First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

**Correspondence Courses Offered by Colleges and**

**Universities Through the United States Armed Forces**

**Institute** United States Armed Forces Institute 1959

**Catalogue** Wash.) University of Washington (Seattle 1910

**Official Circular of Smith College** Smith College 1911

**Catalogue for the Year ...** Boston University. College of Liberal Arts 1909

**Calendar** Wellesley College 1901

Catalogue of the Trustees, Officers, and Students of the Oberlin Collegiate Institute Oberlin College 1909

**Annual Catalogue of the Mt. Holyoke Seminary and College in South Hadley, Mass** Mount Holyoke College 1898

**The University of Idaho Bulletin** University of Idaho

1914

**Frontiers and Advances in Positive Learning in the Age of InformaTiOn (PLATO)** Olga Zlatkin-Troitschanskaia

2020-01-02 Research on students' media use outside of education is just slowly taking off. Influences of information and communication technologies (ICT) on human information processing are widely assumed and particularly effects of dis- and misinformation are a current threat to democracies. Today, higher education competes with a very diverse (online) media landscape and domain-specific content from sources of varying quality, ranging from high-quality videographed lectures by top-level university lecturers, popular-scientific video talks, collaborative wikis, anonymous forum comments or blog posts to YouTube remixes of discipline factoids and unverified twitter feeds. Self-organizing learners need more knowledge, skills, and awareness on how to critically evaluate quality and select trustworthy sources, how to process information, and what cognitive, affective, attitudinal, behavioral, and neurological effects it can have on them in the long term. The PLATO program takes on the ambitious goal of uniting strands of research from various disciplines to address these questions through fundamental analyses of human information processing when learning with the Internet. This innovative interdisciplinary approach includes elements of ICT innovations and risks, learning analytics and large-scale computational modelling aimed to provide us with a better understanding of how to effectively and autonomously acquire reliable knowledge in the Information Age, how to design ICTs, and shape social and human-machine interactions for successful learning. This volume will be of interest to researchers in the fields of educational sciences, educational measurement and applied branches of the involved disciplines, including linguistics, mathematics, media studies, sociology of knowledge, philosophy of mind, business, ethics, and educational technology.

**Catalogue** University of Puerto Rico (1903-1966) 1910

**Calendar** Bryn Mawr College 1900

Annual Catalogue of the University of Kansas University of Kansas 1917

**Greenville College Record** 1900

**Reorganization of English in Secondary Schools** Arthur Coleman Monahan 1917

Catalogue University of Wisconsin 1897

**Catalogue** Nebraska Wesleyan University 1902

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