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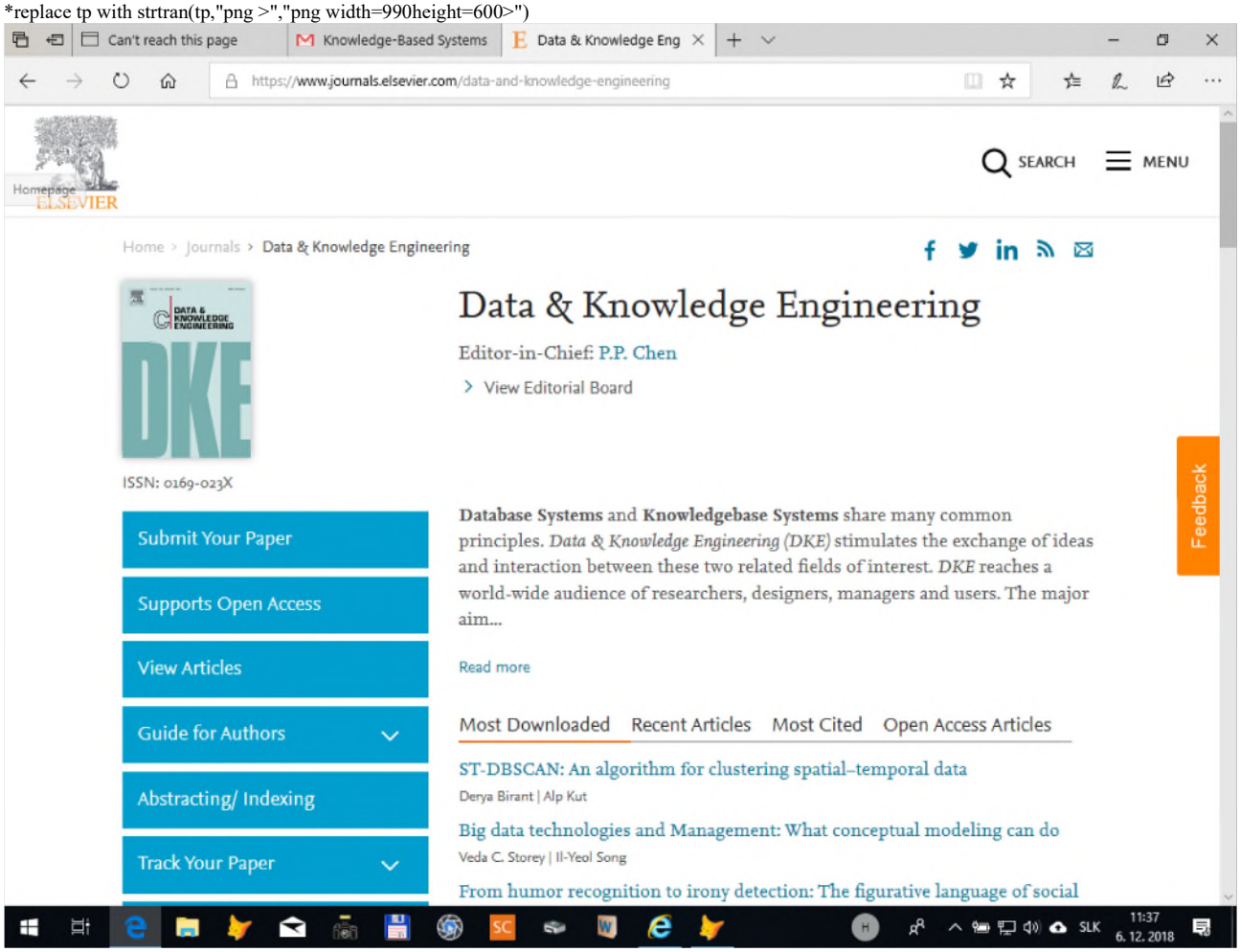

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Message from the Guest Editors

Dear Colleagues,

Two of the main challenges facing humanity are the care of the environment and the reduction of growing inequality. After the relative success of the Millennium Development Goals (MDG), the Sustainable Development Goals (SDG) proposed by United Nations constitute an agenda for the period between 2015 and 2030. Without doubt, education was a leverage factor in the achievement of the Millennium Development Goals, and today is a key factor for compliance with the SDGs.

This Special Issue aims to analyze educational experiences in the field of sustainability in engineering and technology education at different educational levels, from primary education to university levels. It is open to formal and informal education initiatives, to the development of courses on sustainability or to the development of competence across the curriculum. Theoretical reflections that address the relationship between engineering and technology education and sustainability are also welcome.

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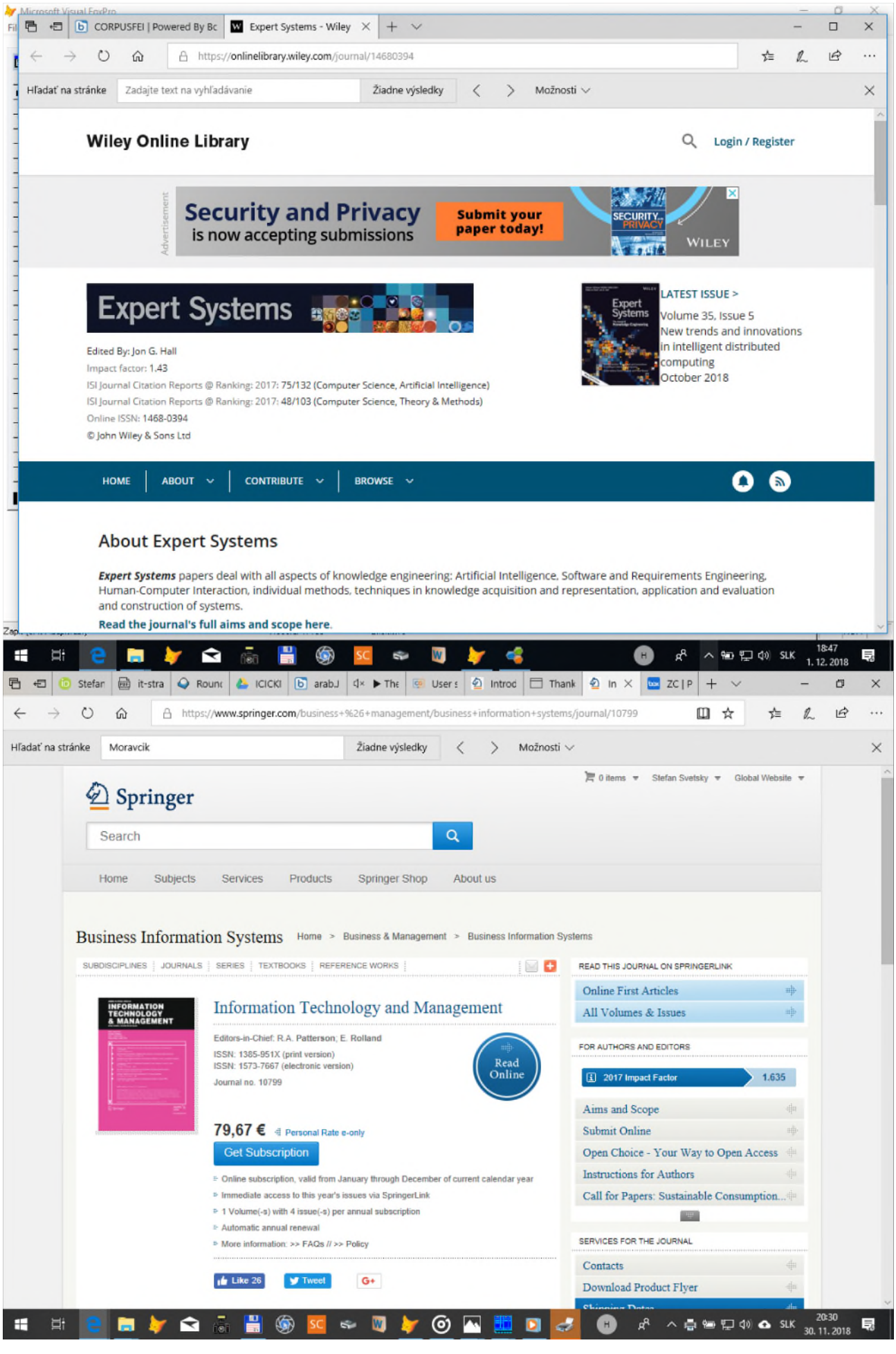
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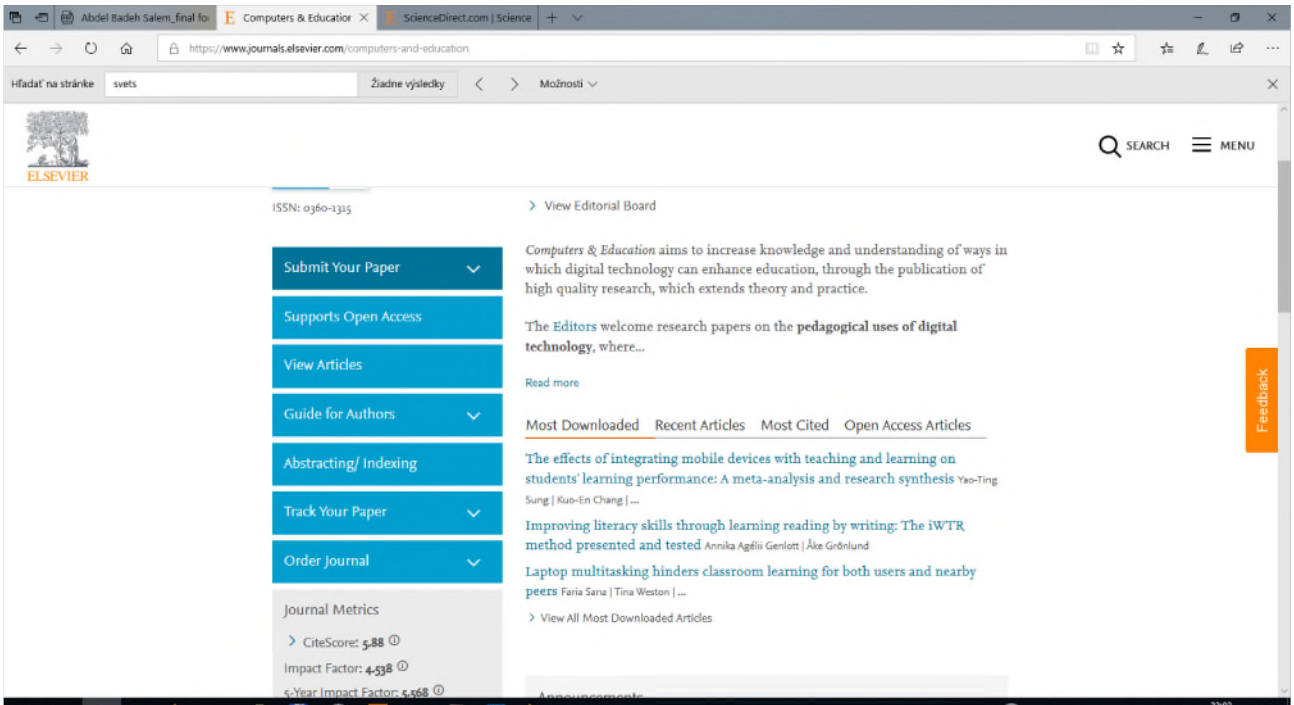
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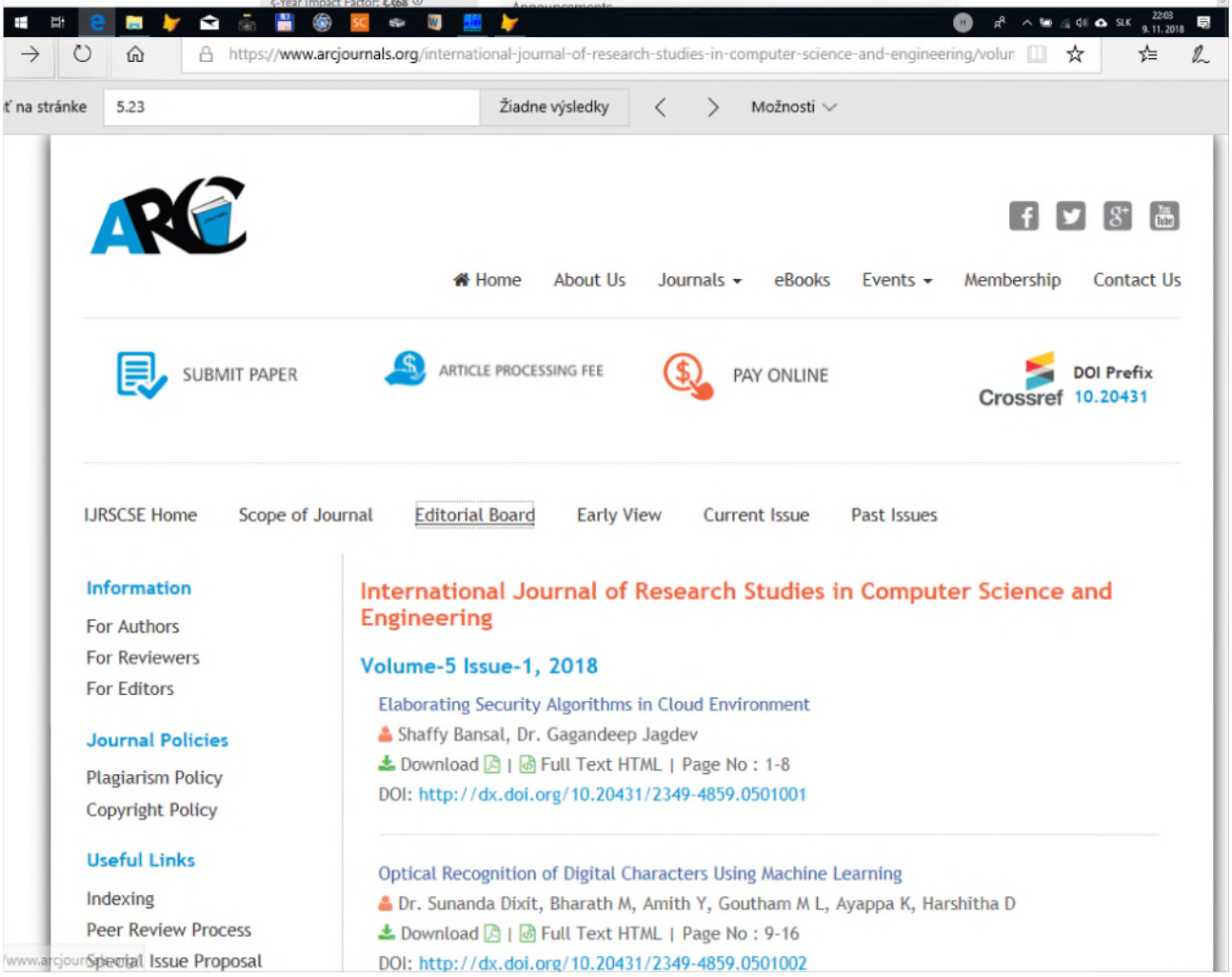
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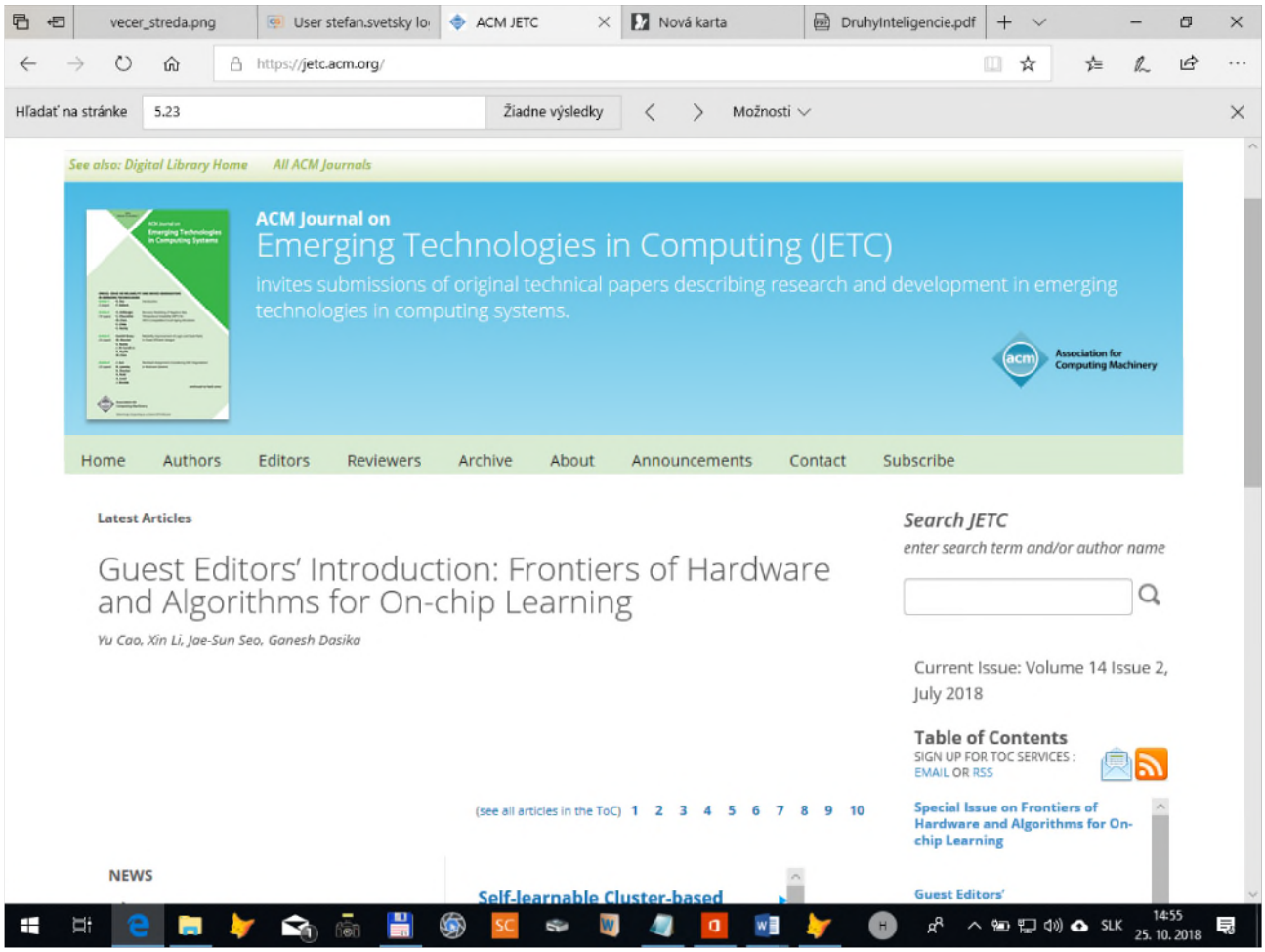
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A Collection of Definitions of Intelligence

arXiv:0706.3639v1 [cs.AI] 25 Jun 2007

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15 June 2007

Abstract

This paper is a survey of a large number of informal definitions of "intelligence" that the authors have collected over the years. Naturally, compiling a complete list would be impossible as many definitions of intelligence are buried deep inside articles and books. Nevertheless, the 70-odd definitions presented here are, to the authors' knowledge, the largest and most well referenced collection there is.

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2 Collective definitions **2**
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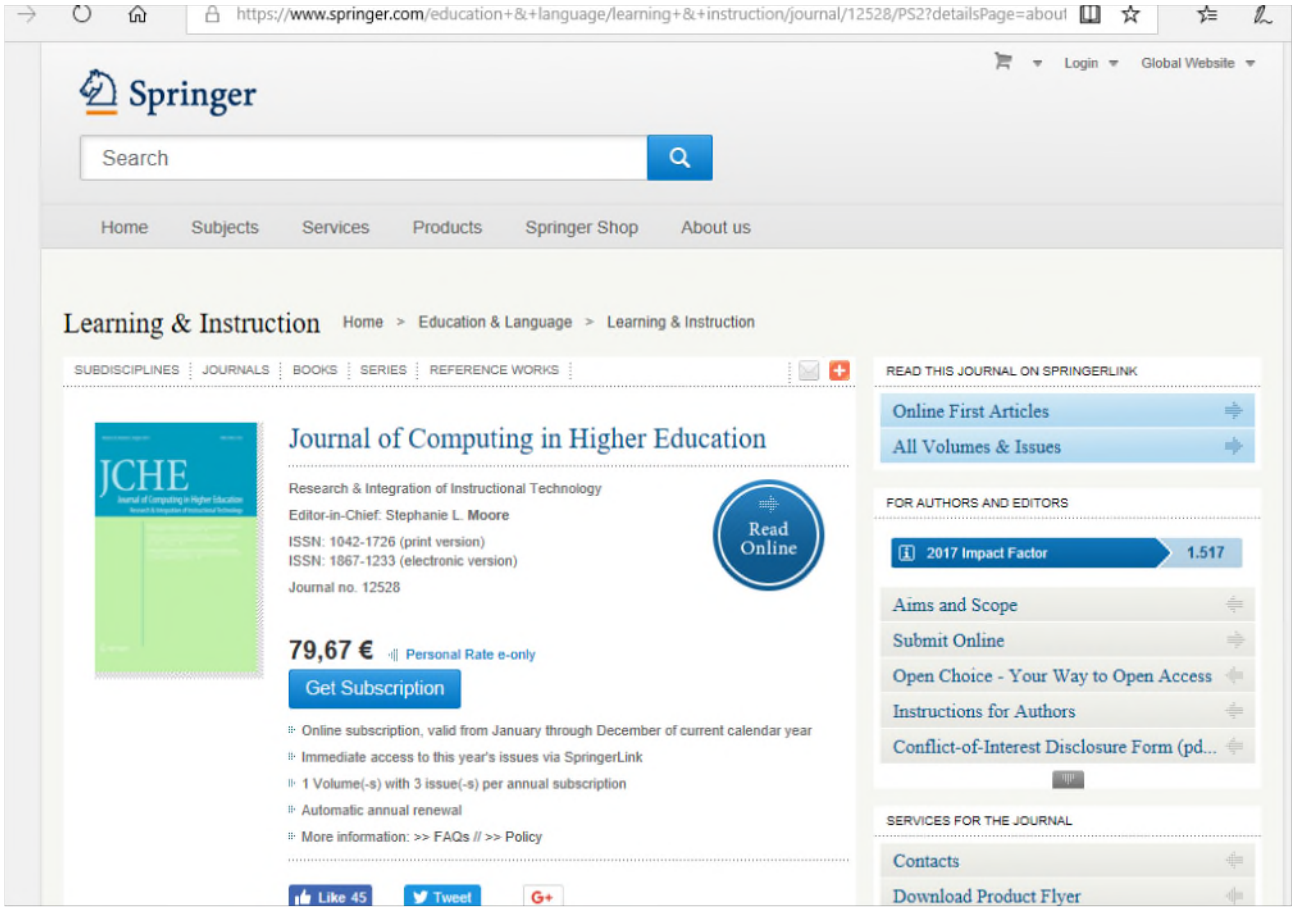
Keywords

Intelligence definitions, collective, psychologist, artificial, universal.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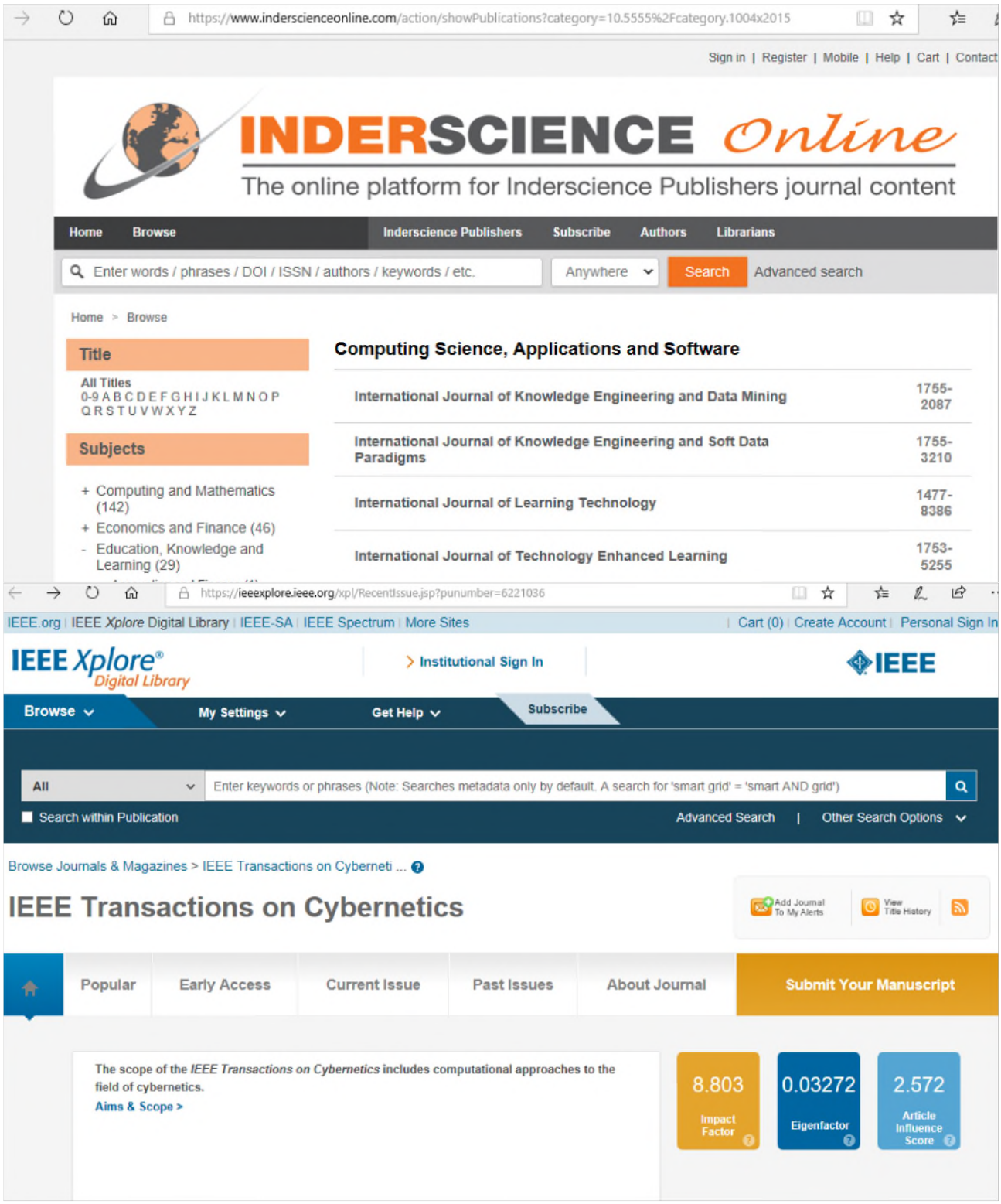
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Knowledge sharing mechanisms in the education: A systematic review of the state of the art literature and recommendations for future research

Author(s): Yeganeh Charband, (Young Researchers and Elite Club, Tabriz Branch, Islamic Azad University, Tabriz, The Islamic Republic of Iran)

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Abstract:

Purpose

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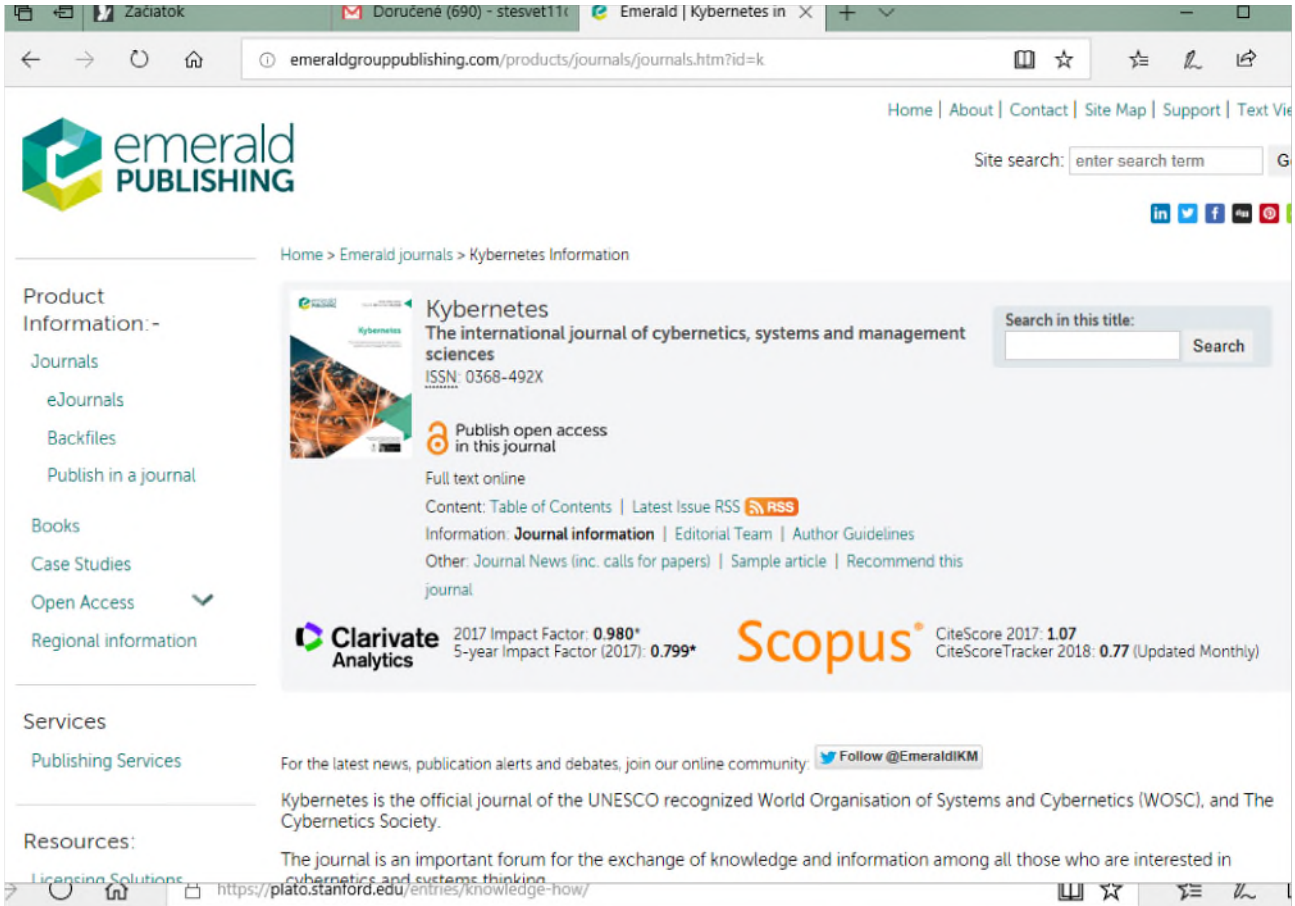
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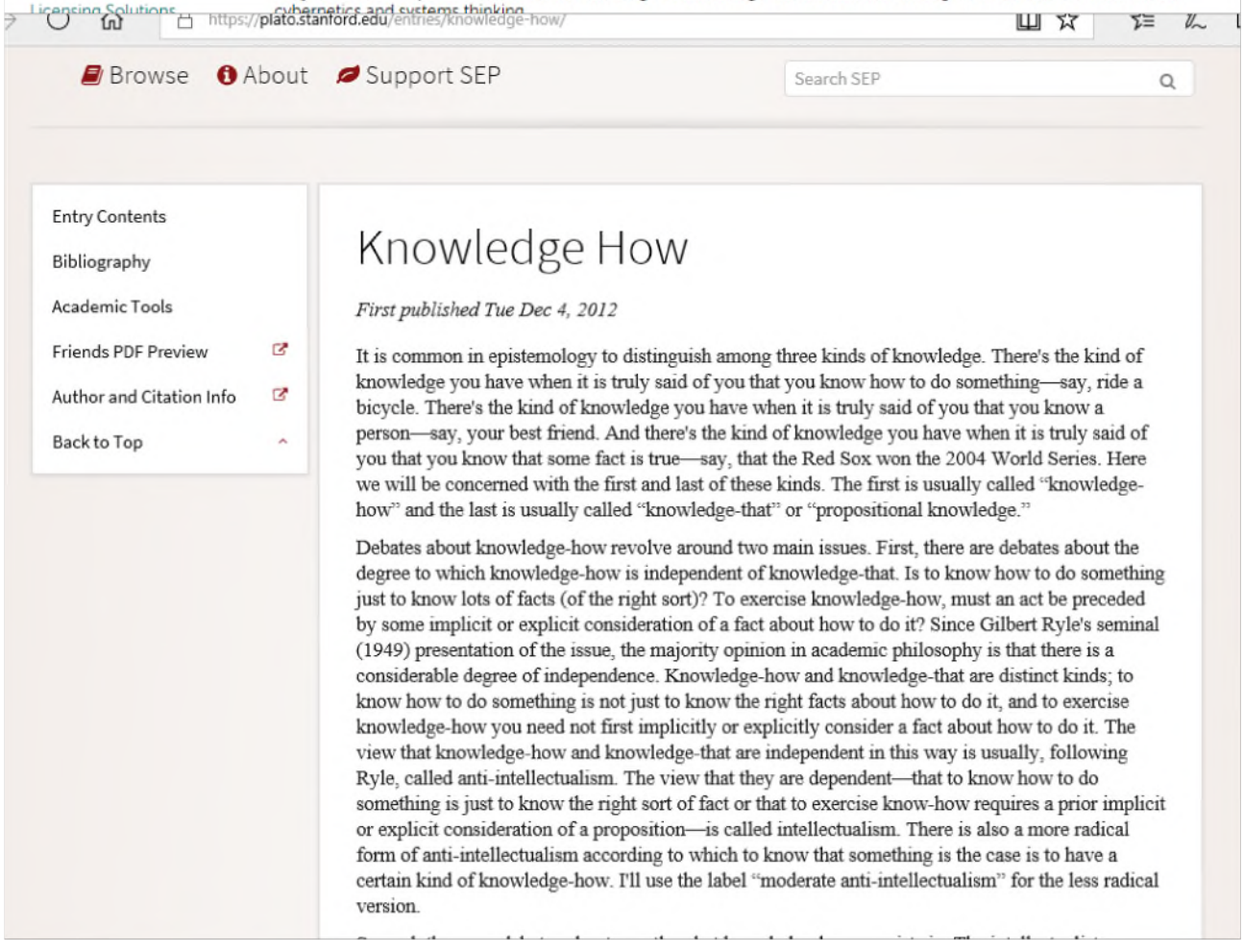
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It is common in epistemology to distinguish among three kinds of knowledge. There's the kind of knowledge you have when it is truly said of you that you know how to do something—say, ride a bicycle. There's the kind of knowledge you have when it is truly said of you that you know a person—say, your best friend. And there's the kind of knowledge you have when it is truly said of you that you know that some fact is true—say, that the Red Sox won the 2004 World Series. Here we will be concerned with the first and last of these kinds. The first is usually called "knowledge-how" and the last is usually called "knowledge-that" or "propositional knowledge."
Debates about knowledge-how revolve around two main issues. First, there are debates about the degree to which knowledge-how is independent of knowledge-that. Is to know how to do something just to know lots of facts (of the right sort)? To exercise knowledge-how, must an act be preceded by some implicit or explicit consideration of a fact about how to do it? Since Gilbert Ryle's seminal (1949) presentation of the issue, the majority opinion in academic philosophy is that there is a considerable degree of independence. Knowledge-how and knowledge-that are distinct kinds; to know how to do something is not just to know the right facts about how to do it, and to exercise knowledge-how you need not first implicitly or explicitly consider a fact about how to do it. The view that knowledge-how and knowledge-that are independent in this way is usually, following Ryle, called anti-intellectualism. The view that they are dependent—that to know how to do something is just to know the right sort of fact or that to exercise know-how requires a prior implicit or explicit consideration of a proposition—is called intellectualism. There is also a more radical form of anti-intellectualism according to which to know that something is the case is to have a certain kind of knowledge-how. I'll use the label "moderate anti-intellectualism" for the less radical version.

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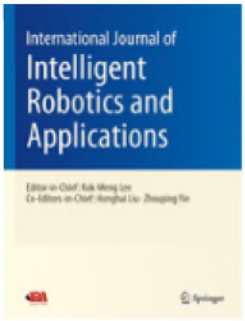

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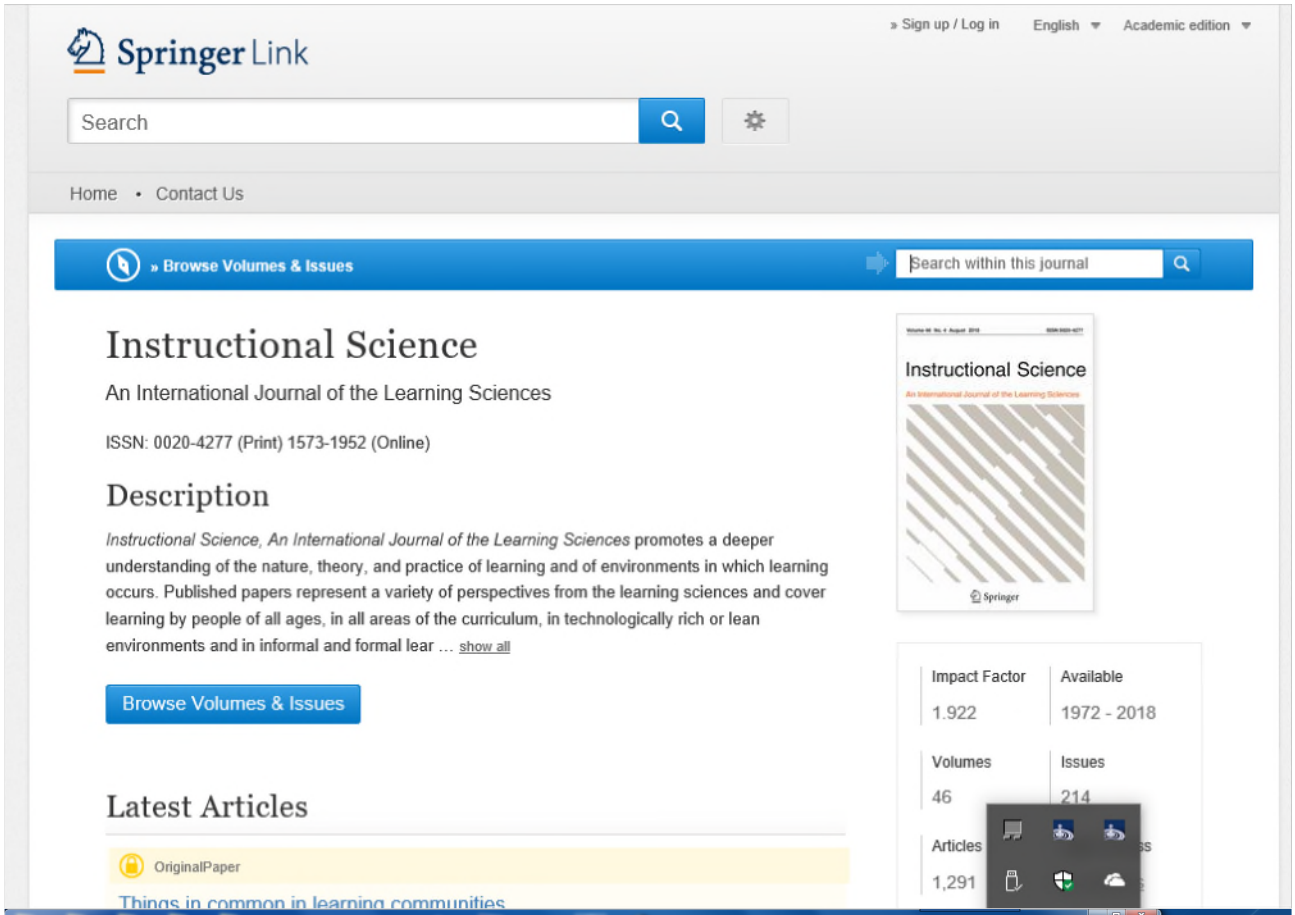
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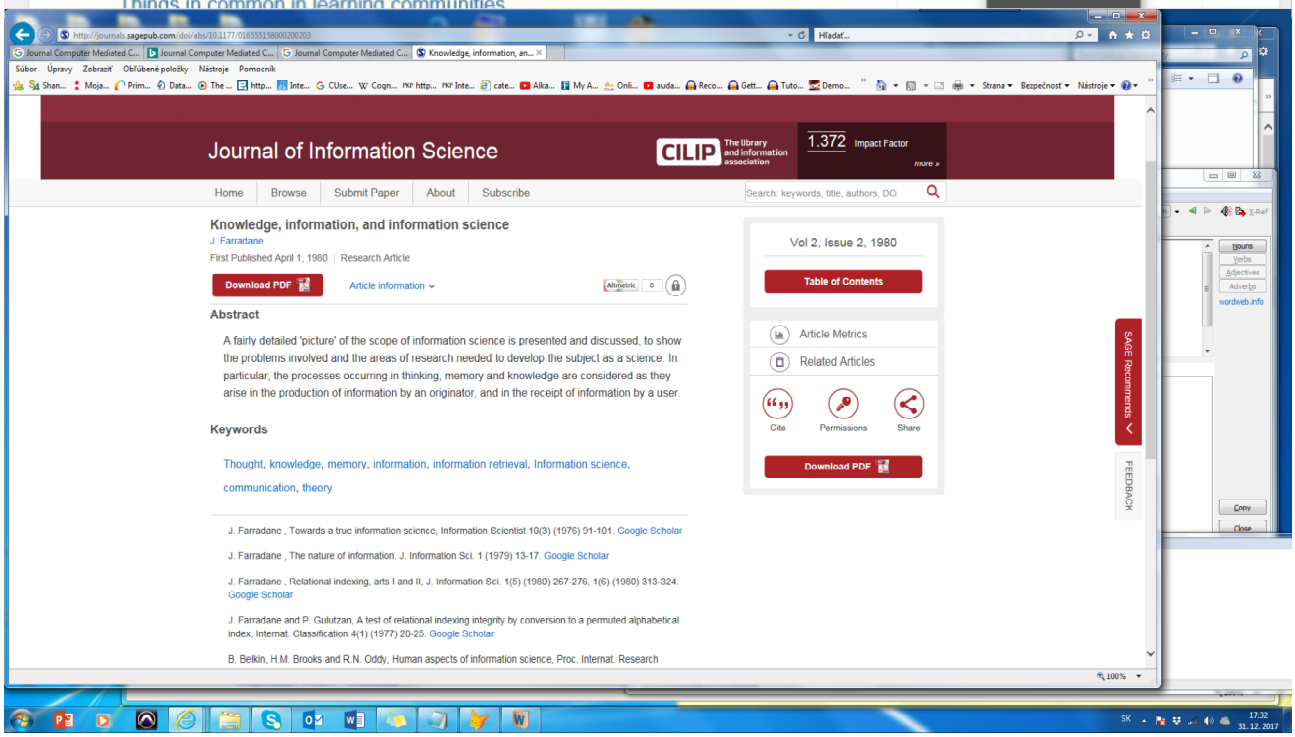
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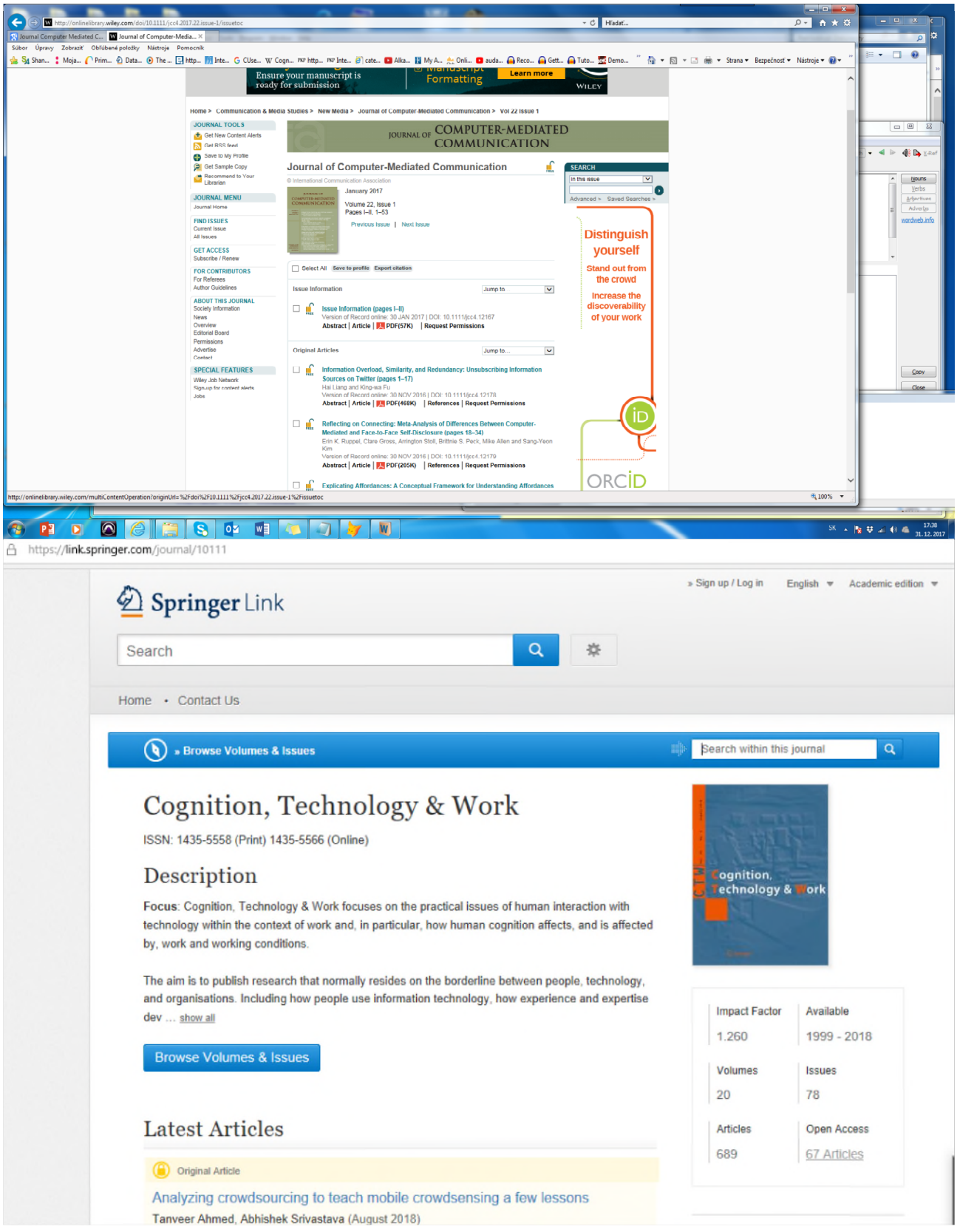
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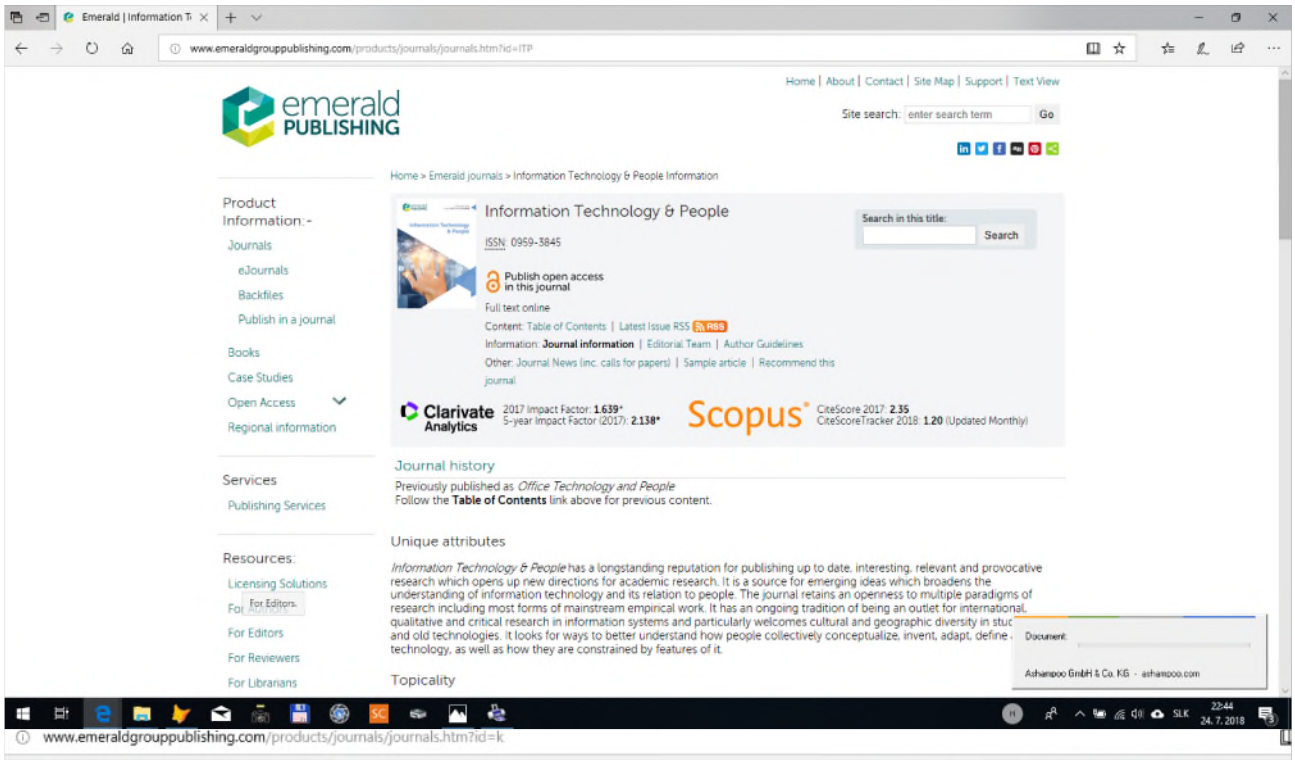

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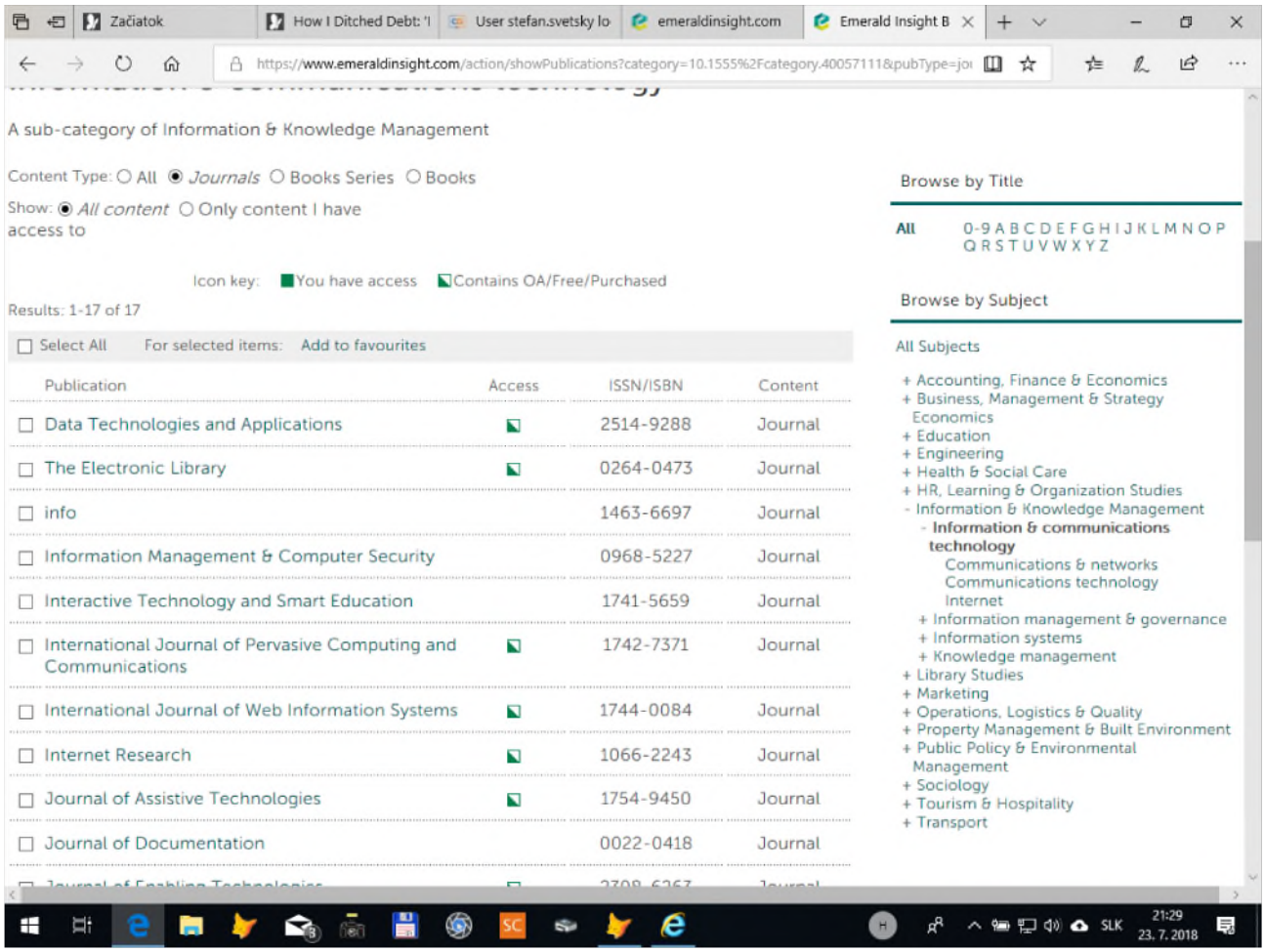
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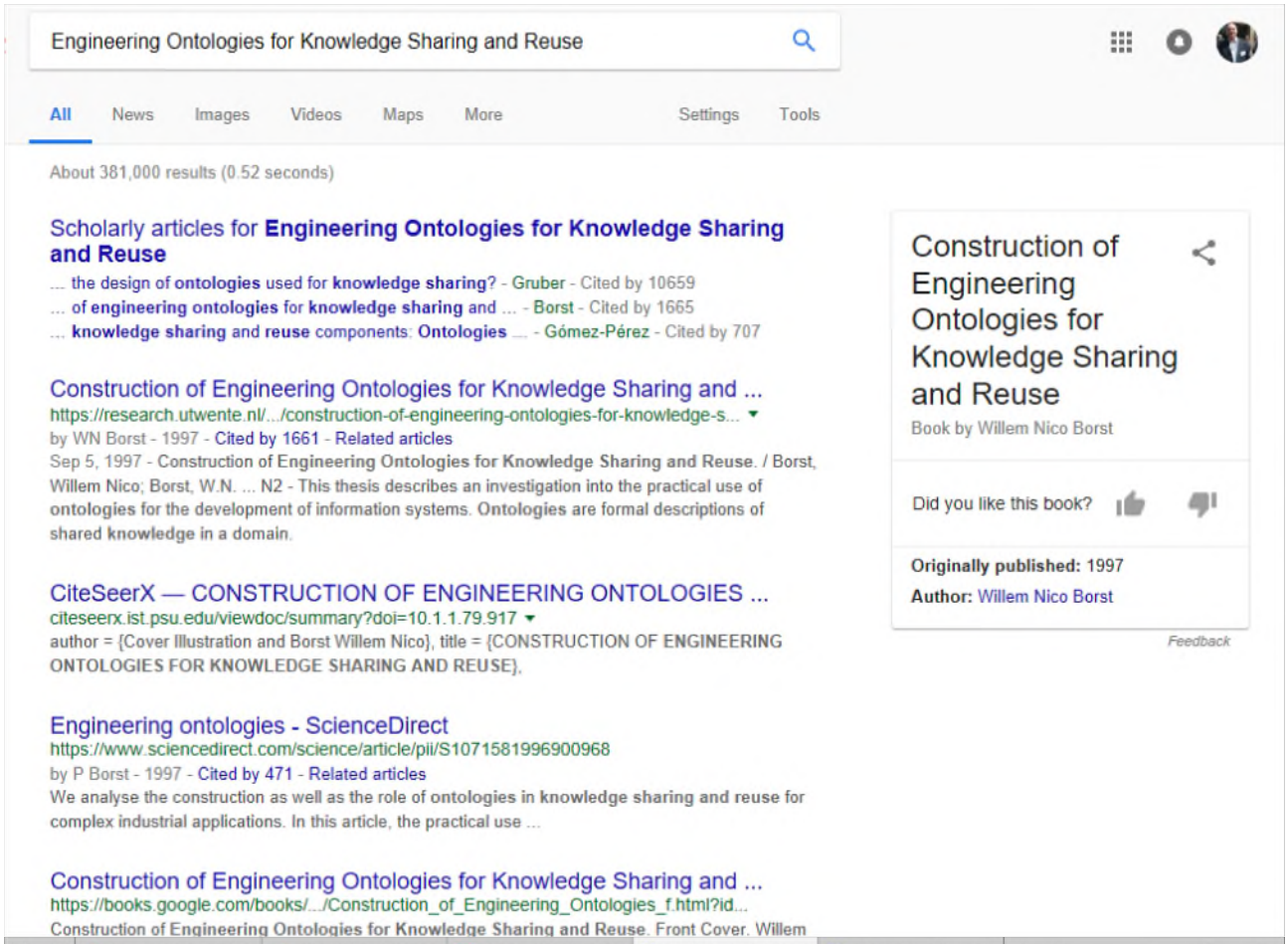
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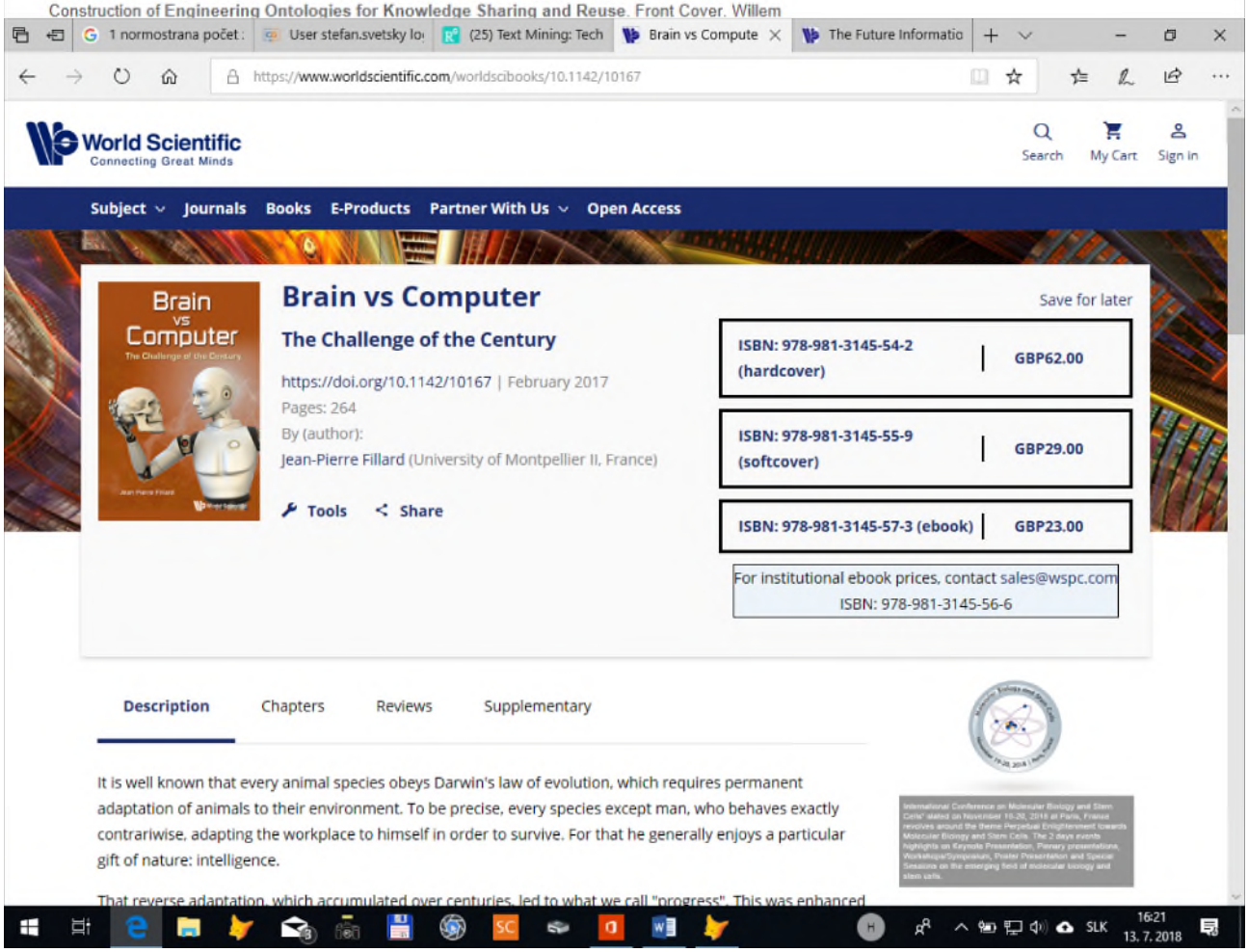
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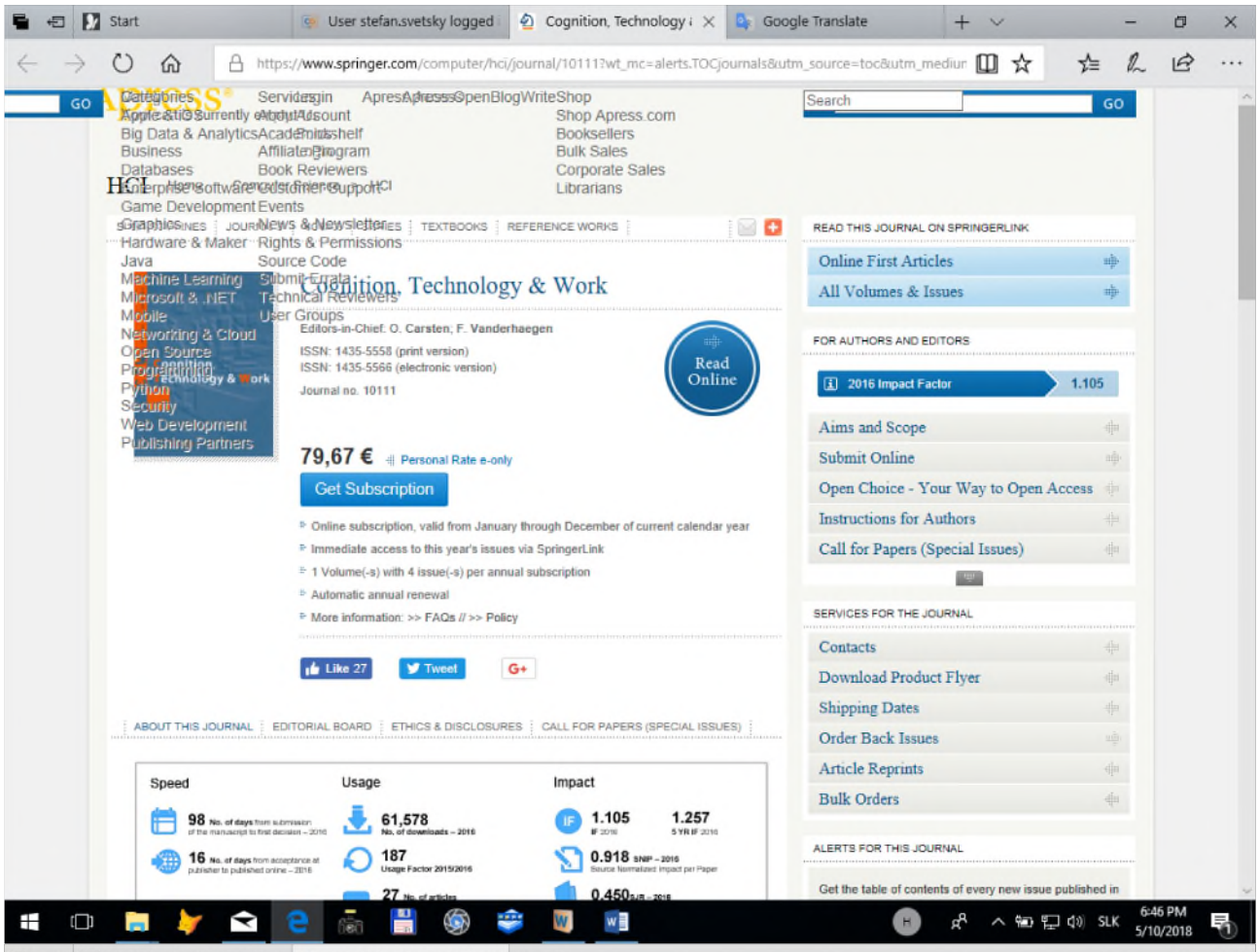
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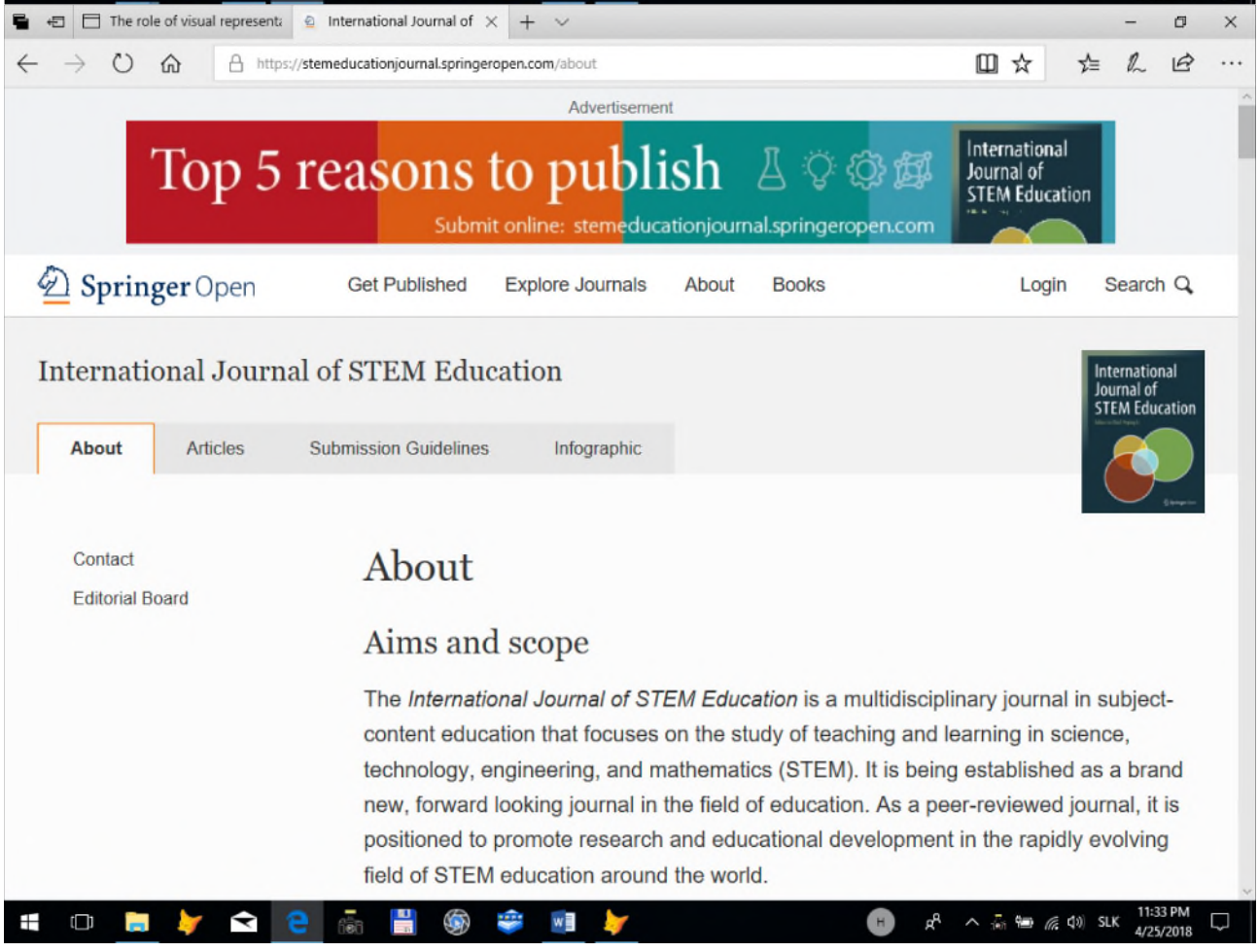
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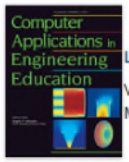

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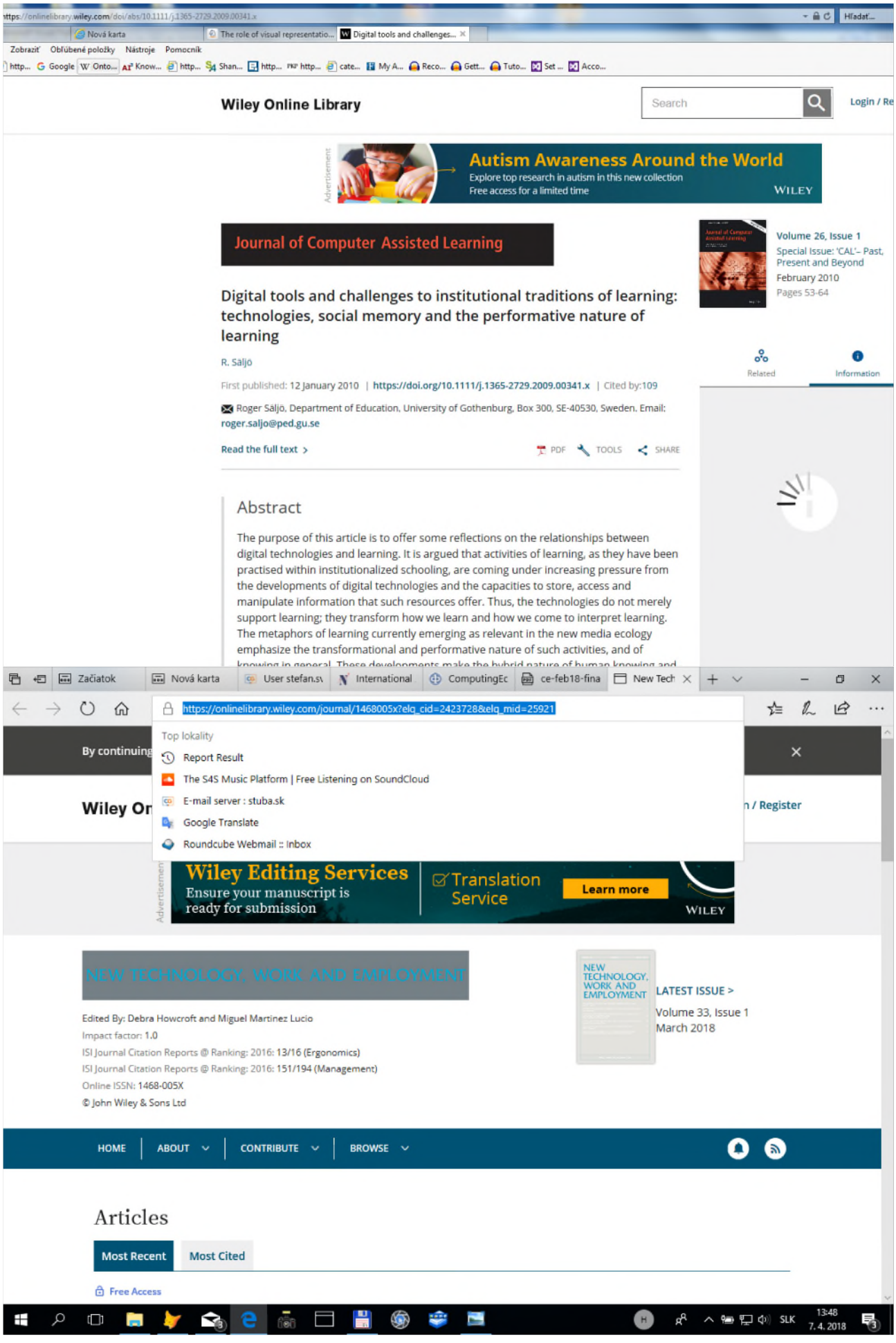
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Abstract
The purpose of this article is to offer some reflections on the relationships between digital technologies and learning. It is argued that activities of learning, as they have been practised within institutionalized schooling, are coming under increasing pressure from the developments of digital technologies and the capacities to store, access and manipulate information that such resources offer. Thus, the technologies do not merely support learning; they transform how we learn and how we come to interpret learning. The metaphors of learning currently emerging as relevant in the new media ecology emphasize the transformational and performative nature of such activities, and of
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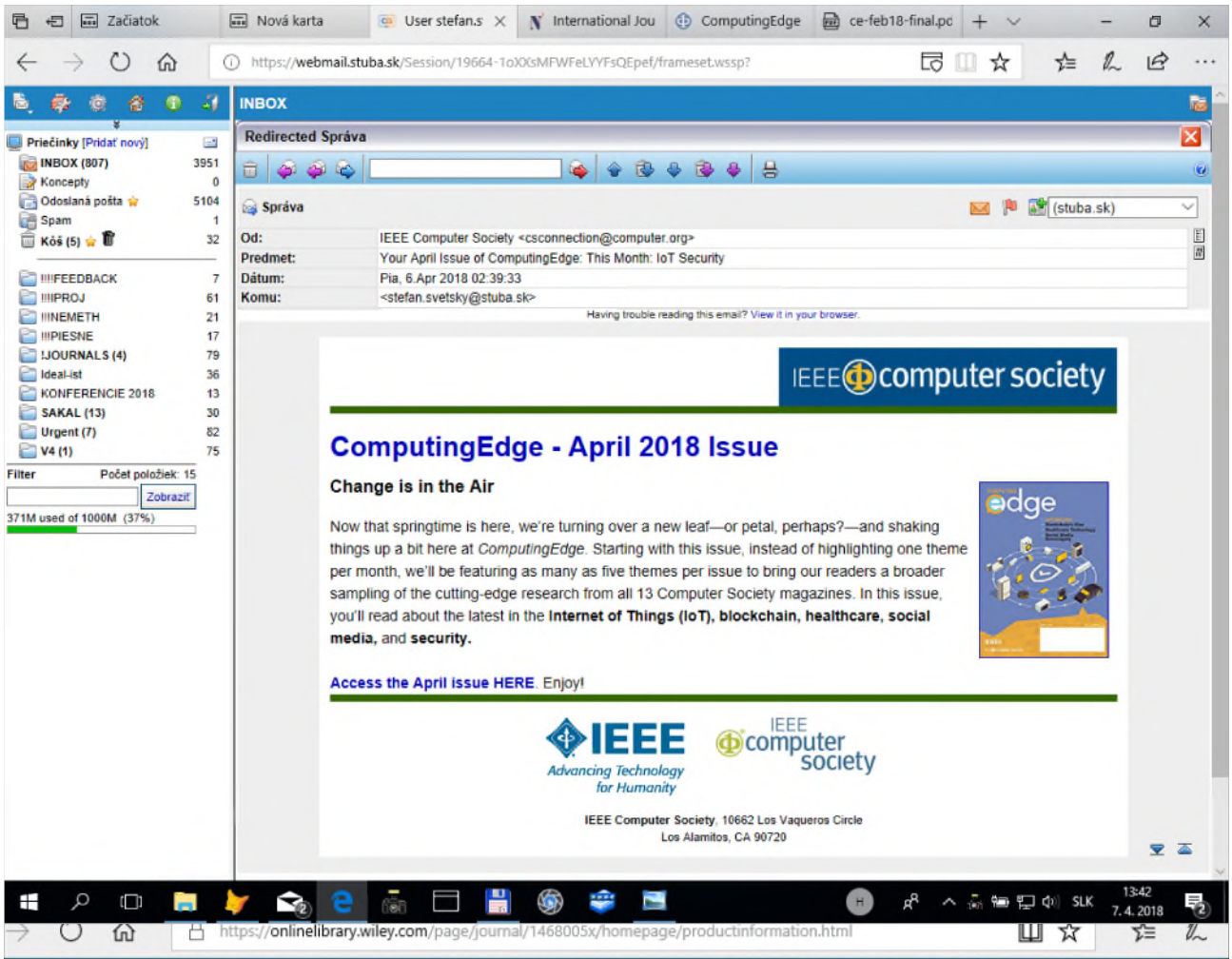
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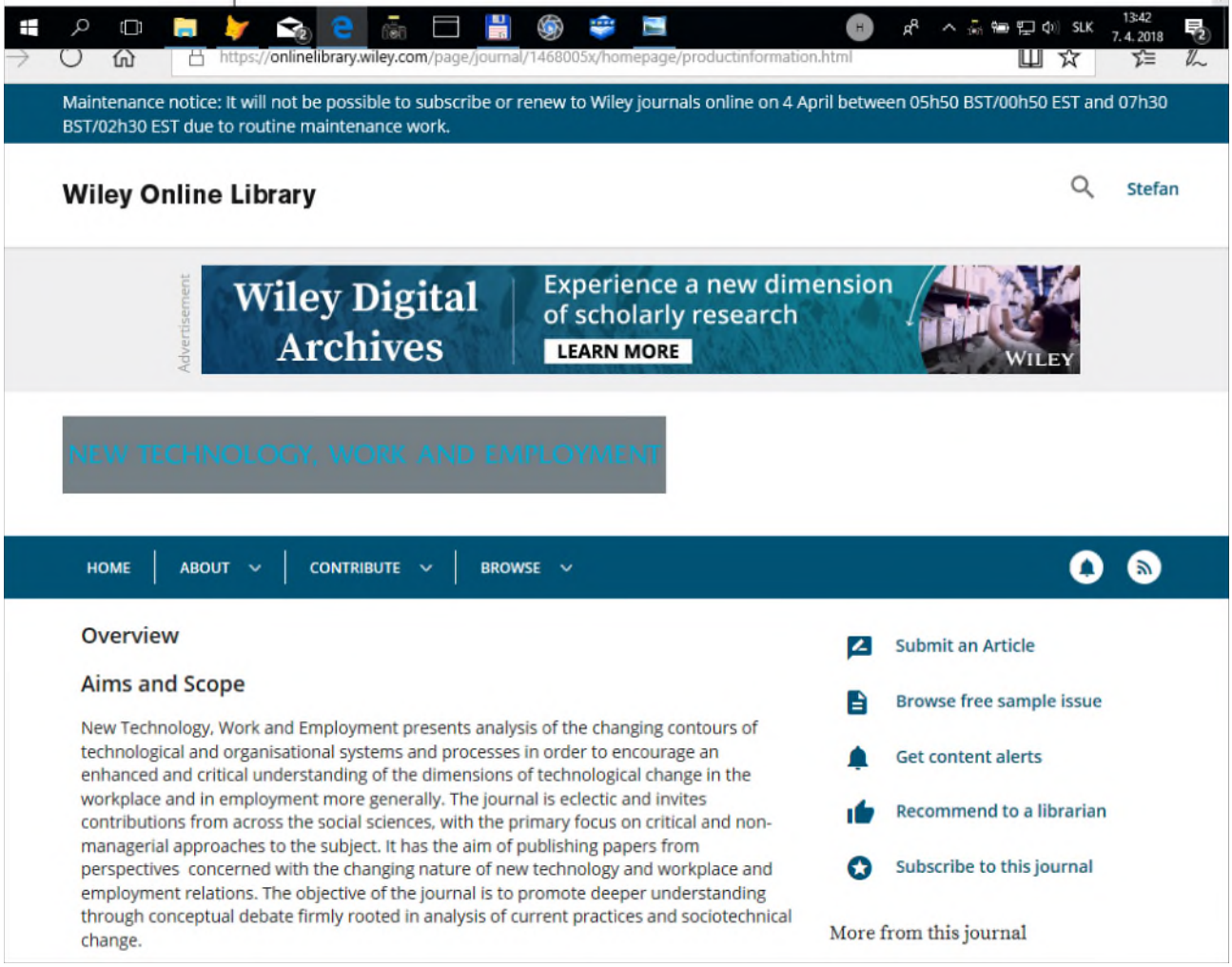
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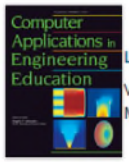

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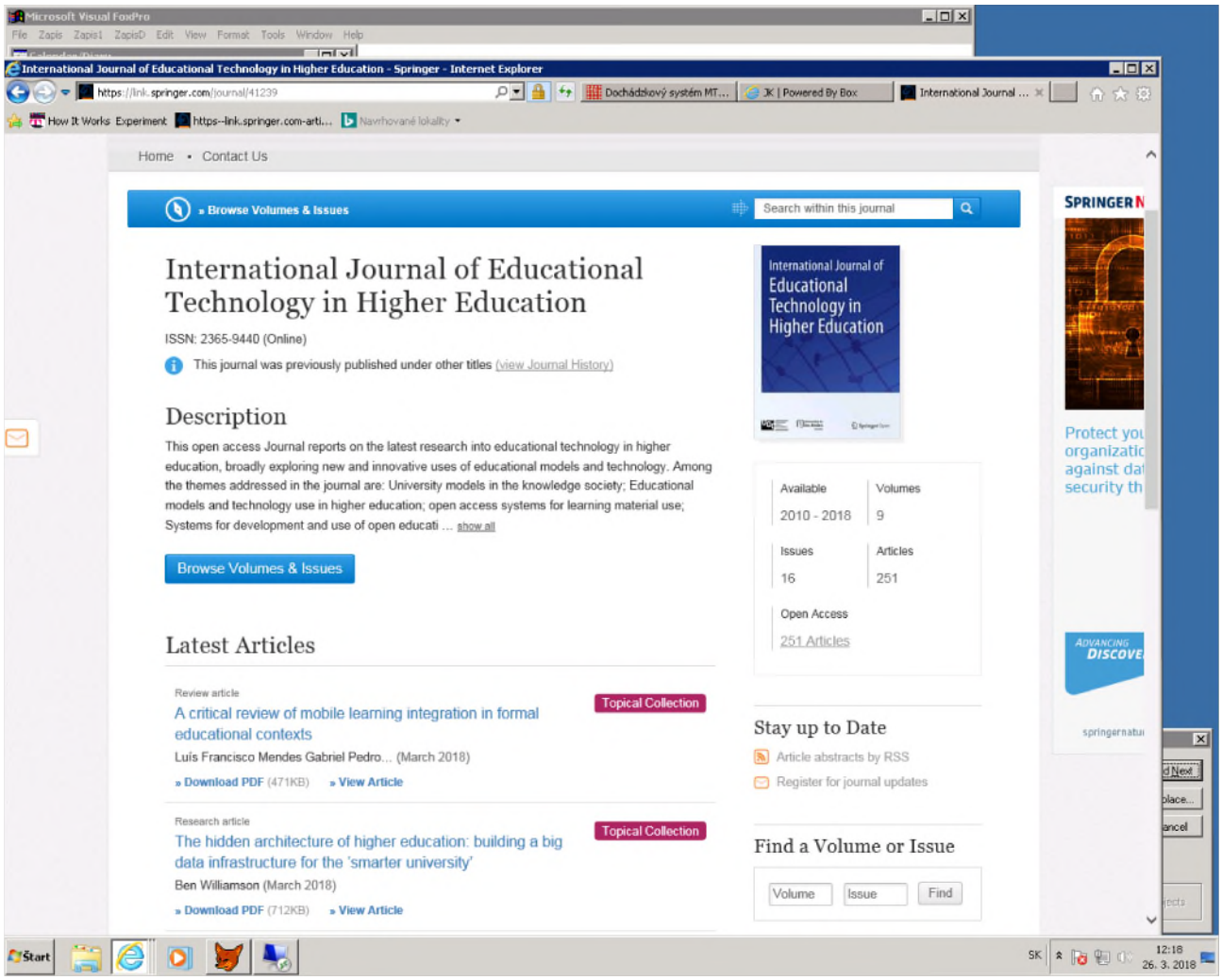
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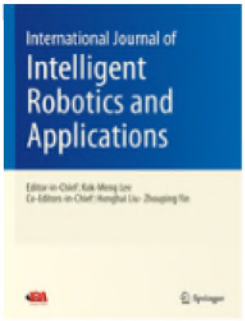

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