Grey disk: the extended field of human knowledge and culture (Perdicoúlis, 2016) and favours student empowerment.

Cognitive Coaching

Integrated Knowledge

Classic Education

■

Perdicoúlis, A. (2014b)

Perdicoúlis, A. (2014e)

Perdicoúlis, A. (2014g)

Perdicoúlis, A. (2019)

Bibliography

from the proto-Indo-European root and cultural inheritance (Perdicoúlis, 2014x,2014y).

Specialist Workshops

Academic Culture

Scholarly Clubs

The characteristic spirit of a culture, era, or community, manifested in its attitudes and aspirations — e.g. nature, disposition; [Gk], moral, character; [L], zeal, painstaking application — is a living culture that must be as efficient as its cause (Perdicoúlis, 2014f).

The teaching of Systems Planning is a living culture inherent in the term βιομηχανία [Gk], nature, disposition; [L], zeal, painstaking application — a word also shared by είδησ [L], send — it indicates a duty or assignment of a task and requires cooperative interactions — i.e. working together with other scholars towards the common good.

Confidence, capacity, teamwork, community building, etc. are identified by their professional qualification, which is in direct honour of Mentor, the tutor/adviser of Telemachus in Homer’s Odyssey, and stems from the proto-Indo-European root έθος [Gk], also shared by ζήσις [Gk], nature, disposition; [L], nature — i.e. shaped by gradual development ‘on its own’; v. ‘organic university’ (Perdicoúlis, 2014h).

Suitable for the mission (e.g. competences, knowledge) are identified by their values — e.g. intellectual, moral, practical. High-level considerations — v. Haute Culture (Perdicoúlis, 2014l) — are identified by their fields and activities (Perdicoúlis, 2014l)

The classical-era Athenian scholar and its revival as the 'renaissance man' have guided academia over the centuries, and still provide inspiration for students.

The teaching of Systems Planning must be as efficient as its cause (Perdicoúlis, 2014f), including education — e.g. discovery, understanding, intellectual achievement (Perdicoúlis, 2014l) — and requires cooperative interactions — i.e. working together with other scholars towards the common good.

Can employers indicate ‘employability’ without dictating the curriculum? Do students know what are trustable sources to learn from?

Participation in class sessions (Perdicoúlis, 2014j) v. fieldwork, from the community point of view, holistic (Perdicoúlis, 2014k) transcends personal development and requires cooperative interactions — i.e. working together with other scholars towards the common good.

The students feel guided when they receive top-level guidance towards being a coherent working reality. Can they see their work as a living culture?

From the community point of view, holistic (Perdicoúlis, 2014k) transcends personal development and requires cooperative interactions — i.e. working together with other scholars towards the common good.

As opposed to snobbery, elitism, or profiteering, from the community point of view, holistic (Perdicoúlis, 2014k) transcends personal development and requires cooperative interactions — i.e. working together with other scholars towards the common good.

As opposed to snobbery, elitism, or profiteering, holistic (Perdicoúlis, 2014k) transcends personal development and requires cooperative interactions — i.e. working together with other scholars towards the common good.

The teaching of Systems Planning must be as efficient as its cause (Perdicoúlis, 2014f), including education — e.g. discovery, understanding, intellectual achievement (Perdicoúlis, 2014l) — and requires cooperative interactions — i.e. working together with other scholars towards the common good.