

1. Record Nr.	UNINA9910138897103321
Autore	McHenry Henry Davis
Titolo	From Cognition to Being : Prolegomena for Teachers / / Henry Davis McHenry
Pubbl/distr/stampa	Les Presses de l'Université d'Ottawa University of Ottawa Press, 1999 Ottawa : , : University of Ottawa Press, , 1999 ©1999
ISBN	0-7766-2705-8 0-7766-1596-3
Descrizione fisica	1 online resource (xviii, 189 pages) : illustrations
Collana	Mentor ; ; no. 2
Disciplina	371.102/01
Soggetti	Pedagogie - Philosophie Teaching - Philosophy Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	PART I: EPISTEMOLOGY: What Is Knowing, and How Do We Know? -- 1. OUR PICTURE OF LANGUAGE -- 2. CARTESIAN DOUBT -- 3. LOCKEAN CERTAINTY -- 4. WITTGENSTEIN'S INQUIRY INTO STRUCTURE -- PART II: ONTOLOGY: What Is Saying, and How Do We Be? -- 5. OUR LISTENING WITH LANGUAGE -- 6. LANGUAGING AS SHARING -- 7. HERMENEUTIC CIRCLING AND THE PRAGMATIC ONTOLOGY OF ENCOUNTER.
Sommario/riassunto	In this book, McHenry challenges the still-regnant paradigm of knowledge acquisition as the end and means of schooling, supplanting it with an inquiry into what knowledge is. Tracing the development of the idea of knowledge from its roots in Descartes and Locke through the ontological turn in Wittgenstein, Heidegger, and Buber, he provides an alternative rationale and vocabulary for a practice of schooling that engages teachers with students in <i>being-together-and-inventing</i> . Philosophically centered though accessibly written, with examples from the author's personal experiences with his own child and his students, the book engages the reader in inquiry rather than argument, leaving her not with a list of tips and prescriptions, but with a capacity

for encounter with the actual persons in her classroom
