

1. Record Nr.	UNINA9910150582903321
Autore	Beck Heinrich
Titolo	Aufgang. Jahrbuch für Denken, Dichten, Kunst : Facetten des Wachstums
Pubbl/distr/stampa	Ahrensburg : , : Aufgang-Verlag, , 2016 ©2016
ISBN	9783945732205 3945732204
Edizione	[1st ed.]
Descrizione fisica	1 online resource (192 pages)
Altri autori (Persone)	BräutigamBarbara DriesChristian GraupeSilja GrearAnna HaackKlaus HaasRüdiger MurilloJosé Sánchez de
Soggetti	ART / General POETRY / General
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Impressum -- Inhalt -- Vorwort -- Eröffnung -- Klaus Haack: Die Treppe des Lebens -- Ingrid Lanzl: Berufliches Wachstum Ein Gespräch -- I. Hauptthema: Facetten des Wachstums -- Rüdiger Haas: ALDI und das Phänomen des Unpersönlichen -- Dieter Witt: Die ethische Grundlage ökonomischen Wachstums Ein Gespräch -- Silja Graupe: Wirtschaftswachstum und Bildungswiderstand -- Christoph Lütge: Wachstum und Wettbewerb -- Thomas Rusche: Wachsendes Wir-Gefühl anstatt Wettbewerbsideologie -- Barbara Bräutigam: „... und meine Seele spannte weit ihre Flügel aus ..." -- II. Zum Dialog der Religionen -- Abdel-Hakim Ourghi: Ein postmodern-humanistischer Islam Die Autonomie des Korantextes und die Freiheit des Lesers -- Heinrich Beck: Zur Idee eines kreativen Dialogs von Christentum und Islam -- III. Zeitgeschehen -- Michael Hüther: Deutsch für alle --

Christian Dries: Wachstum der Angst Eine Innenansicht aus dem wissenschaftlichen Hamsterrad -- Anna Gear: Growing Justice -- Buchbesprechungen -- Autorenverzeichnis.

Sommario/riassunto

Bei der Frage nach dem Wesen des Wachstums werden verschiedene Aspekte beleuchtet. Der Mensch ist nicht nur ein ökonomisches Wesen, sondern wächst in seinen verschiedenen Lebensphasen auch auf religiösem, spirituellem, ethischem, psychologischem oder ökologischem Gebiet. Wachstum hat dabei verschiedene Richtungen, da es nicht linear, sondern zyklisch angelegt ist. Die einzelnen Beiträge versuchen, die verschiedenen Wachstumsprozesse so zu erhellen, dass für den Menschen eine sinnvolle Zukunft in einer gerechteren und friedlicheren Welt entstehen kann.

2. Record Nr.

UNINA9910898679603321

Autore

Barth Ulrike

Titolo

Perceptual Vignettes. Phenomenological Reflective Thinking and Professional Attitude : A Study and Practice Guide / Ulrike Barth, Angelika Wiehl

Pubbl/distr/stampa

Bad Heilbrunn, : Verlag Julius Klinkhardt, 2024

ISBN

3-7815-6124-0

Edizione

[1st ed.]

Descrizione fisica

1 online resource (243 p.)

Soggetti

Teacher training
teacher education
professionalisation
anthroposophy
phenomenology
perception
curative education
education
pedagogical ethos
inclusion
ability to reflect
empathy
Goethean phenomenology

Lingua di pubblicazione

Inglese

Preface to the English edition	
.....	9
1 Perceptual vignettes in teacher education. Introduction.....	11
Acknowledgements.....	
.....	16
Part I Perceptual vignettes as phenomenological method in education	
2 Phenomenological-methodological foundations of working with perceptual vignettes.....	19
2.1 The ‘things themselves’: phenomenological reduction and givenness (Husserl, Marion).....	23
2.2 The givenness of bodily selfhood in intuition (Husserl, Marion).....	27
2.3 ‘Being-with’ and bodily existence (Heidegger, Merleau-Ponty, Böhme).....	29
2.4 Attention generates horizon (Husserl, Merleau-Ponty, Waldenfels).....	33
2.5 Understanding and recognition of alienness and otherness (Heidegger, Husserl, Lévinas, Waldenfels).....	36
2.6 Intentional or misleading empathy? (Fuchs, Breithaupt, Breyer).....	40
2.7 Goethean phenomenology – a path of development. Excursus.....	42
3 Perception and observation: two phenomenological approaches	47
3.1 Atmosphere as the primary object of perception.....	49
3.2 Perception as open, intentional attending with all senses.....	54
3.3 Observation as attentive turning to the world.....	61
3.4 Exercises in perception, observation and thinking	68
3.5 Perceptual vignettes show traces of attention.....	77
4 Wonder as a phenomenological-pedagogical capacity of ‘being-with’	81
4.1 Everyday wonder in the work with perceptual vignettes.....	83
4.2 Philosophical excursus: wonder is beginning	90
4.3 Wonder and alienation in children.....	93
4.4 Widening the pedagogical horizon with wonder	98
4.5 Wonder precedes knowledge. An outlook	100
5 Writing perceptual vignettes – a creative phenomenological method	104
5.1 ‘I examined the writing’.....	105
5.2 Problems and system of phenomenological description.....	107
5.3 Perceptual vignettes as body-oriented phenomenological descriptions.....	111
5.4 Do phenomenology and creativity contradict or complement each other?.....	113
5.5 Using the four-stage model for the phenomenological, creative writing of perceptual vignettes.....	118
5.6 Variations of phenomenological texts: phenomenological descriptions, vignettes, anecdotes, memory pictures and perceptual vignettes	124
5.7 Writing perceptual vignettes	130
Part II Using perceptual vignettes in (special needs) education	
6 Developing a professional pedagogical attitude	135
6.1 Attitude – habitus – beliefs – ethos	136
6.2 Beliefs versus attitude	140
6.3 Professional attitude in (special needs) education	

.....	141	6.4 Professional pedagogical attitude and inclusion	.....	144
6.5 Professionalizing pedagogical attitude	.....	147	6.6 Exercises for developing pedagogical ethos	.....
Perceptual vignettes as media of reflection	.....	150	7	.....
.....	161	7.1 Reflection in the discourse on education	.....	162
7.2 Reflective capacity vs reflective competence/reflexivity	.....	164	7.3 Excursus: from analysis to synthesis	.....
7.4 Preliminary conclusion and starting point for our actions	.....	165	7.5 Implications for training or teacher education	.....
.....	167	7.6 Excursus: a working model based on biographical theory	.....	170
7.7 Levels of reflection with perceptual vignettes	.....	170	7.8 The reflection spiral of the perceptual vignette method	.....
7.9 Examples of reflective processes	.....	174	7.10 Excursus: phenomenology in relation to inclusion and exclusion – ableism	.....
7.11 Reflection in training: outlook	.....	184	8 Perceptual vignettes in preparatory exercises for diagnostic competence.....	188
8.1 Diagnostic competences in transition.....	188	8.2 Sympathetic diagnosis vs categorization.....	192	8.3 Perceptual vignettes complementing the ‘child conference’.....
8.4 Phenomenology in diagnosis.....	197	8.5 Perceptual vignettes as a medium of sympathetic diagnosis.....	198	8.6 Exercises in pedagogical diagnosis.....
8.7 The potential of perceptual vignettes in pedagogical diagnosis. Outlook	.....	211	9 Perceptual vignettes for innovative professionalism in education. Outlook	.....
.....	213	Indices	.....	221
221 Quoted perceptual vignettes and other descriptive texts.....	221	Bibliography.....	.....	223
.....	223	The authors	.....	243

Sommario/riassunto

Perceptual vignettes are the result of a phenomenological method applied in pedagogical practice and research. This method includes perception, description and phases of reflection and supports the development of a professional inclusive attitude and diagnostic competence. The process-based way of working with perceptual vignettes asks us to defer ideal-typical patterns, categorizations of all kinds, judgements and prognoses and to look more closely at each person’s situation. The book is intended as a study and practice guide and includes theoretical foundations and the practical application of the method as well as themebased exercises in perception, writing and reflection.