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Titolo	Exploring Curriculum as an Experience of Consciousness Transformation // by Elise L. Chu
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Nota di contenuto	Part I Significant Issues Regarding Spirituality and Education -- 1. The Issue of De-Spiritualization in Education -- 2. Spirituality, Truth, and Education -- Part II The Nature of Consciousness, Self, and Reality -- 3. A Dialogue Between Buddhism and Quantum Physics -- Part III Consciousness Transformation -- 4. The Concepts and Process of Consciousness Transformation -- Part IV Curriculum as an Experience of Consciousness Transformation -- 5. Understanding the Nature of Consciousness, Self, and Reality -- 6. Learning to Appreciate Human Temporality -- 7. Cultivating Impartiality and Bodhicitta -- 8. Becoming Responsibly Responsive -- 9. Cultivating Selflessness -- 10. Learning to Embody a Non-Dualistic Worldview -- Part V Conclusion Without Conclusion -- 11. The Metamorphosis and the Confounded Speech.
Sommario/riassunto	"Inviting, provocative, and profoundly uplifting, this book dares us to rethink curriculum, and its essential task—to cultivate the transformation of consciousness. It challenges us to reconsider the

purpose of education itself as nothing short of the liberating and loving experience of this transformation. In advocating such, Chu offers here a rich contribution—interdisciplinary and international in its scope and reach—through her most apt and elegant analysis of complex concepts from Buddhism, quantum physics and the new sciences, and classical and continental philosophy, as well as curriculum theory. Courageously taking up these traditions—deftly translated and explained, and cogently brought together; she compels us to contemplate anew the claims of truth upon us in our work and to which we aspire through it; and calls us to further advance curriculum conversations and undertakings that are not only scientifically employed and informed, but also spiritually engaged and understood.” —Molly Quinn, Professor, Curriculum Studies, Augusta University, USA, and President, American Association for the Advancement of Curriculum Studies This book addresses the issue of de-spiritualization in education through an interdisciplinary lens. It draws on curriculum scholarship of Dwayne Huebner, Martin Heidegger’s interpretation of Plato’s allegory of the cave, Buddhism, theories and philosophies of quantum physics, and philosophical hermeneutics, among others. In doing so, the author reveals the relationship between spiritual truth and education and uncovers the ultimate nature of consciousness, self, and reality. On this basis, she works to explore curriculum as an experience of consciousness transformation vital to the essence and purpose of education and, in conclusion, argues for reason with faith and faith with reason as well as the imperative of curriculum imbued with spiritual wisdom and lived experiences.

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