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Titolo	Education, knowledge, and truth [[electronic resource]] : beyond the postmodern impasse // edited by David Carr
Pubbl/distr/stampa	London ; ; New York, : Routledge, 1998
Descrizione fisica	1 online resource (263 p.)
Collana	Routledge international studies in the philosophy of education ; ; 4
Altri autori (Persone)	CarrDavid <1944->
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Soggetti	Education - Philosophy Postmodernism and education Knowledge, Theory of Inquiry (Theory of knowledge) Truth Curriculum planning Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Contents; Notes on contributors; Preface and acknowledgements; Introduction: The post-war rise and fall of educational epistemology; Knowledge in general; Knowledge, truth and education; Interpretation, construction and the 'postmodern' ethos; Knowledge in particular; Science education after postmodernism; Truth in religion: Wittgensteinian considerations; Truth, arts education and the 'postmodern condition'; Fictional truth; Moral education and the objectivity of values; Virtues and human flourishing: a teleological justification; The wider socio-political context The politics of difference and common education Epistemology, politics and curriculum construction; Feminism, epistemology and education; Knowledge and learning; Learning as invention: education and constructivism; Education, knowledge and critical thinking; Assessment and the challenge of scepticism; Postscript; Index
Sommario/riassunto	This collection aims to explore different conceptions of epistemological inquiry and their influence on pedagogy and the curricular content of primary and secondary education. It is arguable that curriculum policy

makers have continued to subscribe to a foundationalist paradigm of rational educational planning. This is, however, considered largely untenable by educational philosophers in light of the impact of 'postmodern' philosophical critiques on the notions of objectivity, truth and authority in our claims for knowledge. This volume fills a major gap in the current literature of educational
