

1. Record Nr.	UNINA9910454858203321
Titolo	The adventure of education [[electronic resource]] : process philosophers on learning, teaching, and research // edited by Adam C. Scarfe
Pubbl/distr/stampa	Amsterdam ; ; New York, NY, : Rodopi, 2009
ISBN	1-282-59444-3 9786612594441 90-420-2922-6 1-4416-1698-5
Descrizione fisica	1 online resource (241 p.)
Collana	Value inquiry book series ; ; 204
Altri autori (Persone)	ScarfeAdam Christian <1972->
Disciplina	370.1
Soggetti	Education - Philosophy Process philosophy 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	Preliminary Material -- INTRODUCTION: THE ADVENTURE OF EDUCATION -- THE MISSING LINK: WHITEHEAD AND THE RELATION BETWEEN THE AESTHETIC AND THE ANALYTICAL IN EDUCATION / Pete A. Y. Gunter -- HELICAL LEARNING / George Allan -- EDUCATION AS A PROCESS: WHITEHEAD'S THE AIMS OF EDUCATION REVISITED / Richard Penaskovic -- THE IMPORTANCE OF BIG IDEAS OR HOW TO ENCOURAGE ACTIVE WISDOM / Marcus Ford -- EDUCATING THE FIVE-MINDED ANIMAL / Bernie Neville -- STEPS TO A PROCESS CURRICULUM / Hillel A. Schiller -- THE BODY AS A COMPANION IN EDUCATION: AN INTERPRETATION OF WHITEHEAD'S NOTION OF THE WITHNESS OF THE BODY / Jean-Marie Breuvart -- ON WHITEHEAD'S THOUGHTS CONCERNING TEACHING, LEARNING, AND THE WAY OF LIBERAL EDUCATION / Jean-Pascal Alcantara -- WHITEHEAD'S PREHENDING AND DEWEY'S EXPERIMENTING: SPECULATIVE PHILOSOPHY VERSUS EDUCATIONAL THEORY IN TWENTIETH CENTURY ONE-ROOM SCHOOLHOUSES / Kathleen Gershman -- THE COSMOLOGICAL FOUNDATIONS OF LEARNING AS VALUING: A WHITEHEADIAN

PERSPECTIVE ON DESIGNING UNIVERSITY COURSES / Robert Regnier --
THE PROBLEM OF THE OVEREMPHASIS ON PRECISION IN ACADEMIC
RESEARCH: WHITEHEADIAN SOLUTIONS / Adam C. Scarfe -- ABOUT THE
CONTRIBUTORS -- INDEX / Adam C. Scarfe -- VIBS / Adam C. Scarfe.

Sommario/riassunto

This book on process-relational philosophy of education suggests that the notion of Adventure is foundational for the advancement of knowledge. Learning, teaching, and research are best conceived as rhythmic and relational processes, involving curiosity, imagination, valuation, creativity, and self-realization. Thus construed, contemporary educational practices can be revitalized from pedagogies of information retention and the current overemphasis on analytic precision.
