

1. Record Nr.	UNINA9910455931403321
Autore	Davis Brent
Titolo	Inventions of teaching [[electronic resource]] : a genealogy / / Brent Davis
Pubbl/distr/stampa	Mahwah, N.J., : L. Erlbaum Associates, 2004
ISBN	1410610098 1-4106-1009-8
Descrizione fisica	1 online resource (257 p.)
Disciplina	371.102/01
Soggetti	Teaching - Philosophy Education - History 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 (p. 233-240) and index.
Nota di contenuto	BOOK COVER; TITLE; COPYRIGHT; CONTENTS; 1 INVENTIONS OF TEACHING: STRUCTURES OF THINKING; 2 WESTERN WORLDVIEWS: THE METAPHYSICAL V THE PHYSICAL; 3 THE METAPHYSICAL: GNOSIS V EPISTEME; 4 GNOSIS: MYSTICISM V RELIGION; 5 MYSTICISM: TEACHING AS DRAWING OUT; 6 RELIGION: TEACHING AS DRAWING IN; 7 EPISTEME: RATIONALISM V EMPIRICISM; 8 RATIONALISM: TEACHING AS INSTRUCTING; 9 EMPIRICISM: TEACHING AS TRAINING; 10 THE PHYSICAL: INTERSUBJECTIVITY V INTEROBJECTIVITY; 11 INTERSUBJECTIVITY: STRUCTURALISM V POSTSTRUCTURALISM; 12 STRUCTURALISM: TEACHING AS FACILITATING 13 POSTSTRUCTURALISM: TEACHING AS EMPOWERING 14 INTEROBJECTIVITY: COMPLEXITY SCIENCE V ECOLOGY; 15 COMPLEXITY SCIENCE: TEACHING AS OCCASIONING; 16 ECOLOGY: TEACHING AS CONVERSING; 17 REINVENTIONS OF TEACHING: EXPANDING THE SPACE OF THE POSSIBLE; APPENDIX A: A GENEALOGICAL TREE OF CONTEMPORARY CONCEPTIONS OF TEACHING; APPENDIX B: A BRIEF INTRODUCTION TO FRACTALS; APPENDIX C: CLUSTERED GLOSSARY; ENDNOTES; REFERENCES; ACKNOWLEDGMENTS & DEDICATION; INDEX
Sommario/riassunto	Inventions of Teaching: A Genealogy is a powerful examination of current metaphors for and synonyms of teaching. It offers an account

of the varied and conflicting influences and conceptual commitments that have contributed to contemporary vocabularies--and that are in some ways maintained by those vocabularies, in spite of inconsistencies and incompatibilities among popular terms. The concern that frames the book is how speakers of English invented (in the original sense of the word, "came upon") our current vocabularies for teaching. Conceptually, this book is unique in the educatio
