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'King without a Country' Psychological Research; The Labyrinth of Mirrors; The Form of the Content: A Metareflection; The Historical Imagination; Historical Imagination and Understanding; Historical Imagination and Connection; Historical Imagination and Literary Style; Historical Imagination and Innovation; The Historical Imagination of Historical Imagination Scholars; V: Collingwood's Historical Imagination; Imagination and Historical Imagination; A Priori; A Priori Historical Imagination; The Content and the Form; Historical Imagination as Imagination; What is the Historical Imagination?
VI: 'How Good an Historian Shall I Be?' - Imagination and Education Collingwood on Education; The Aims of Education; The Self; Education and the Development of Self-Knowledge; The Curriculum; The Organisation of Education; Simply Another Idealist?; Questions; The Historical Imagination of R.G. Collingwood; VII: Towards an Historical Education; Hirst and the Forms of Knowledge; Bloom and the Taxonomy of Educational Objectives; Bruner and the Process of Education; Historicizing Education; Imagination and Education; National and Supranational Curricula; Why Collingwood?
Conclusion: Beyond the Academy Back Matter; Bibliography; Other Titles Available from Imprint Academic and Andrews UK

Sommario/riassunto

R.G. Collingwood's name is familiar to historians and history educators around the world. Few, however, have charted the depths of his reflections on what it means to be educated in history. In this book Marnie Hughes-Warrington begins with the facet of Collingwood's work best known to teachers-re-enactment-and locates it in historically-informed discussions on empathy, imagination and history education. Revealed are dynamic concepts of the a priori imagination and education that tend toward...
