

1. Record Nr.	UNINA9910498494503321
Autore	Alhadeff-Jones Michel
Titolo	Time and the Rhythms of Emancipatory Education : Rethinking the temporal complexity of self and society // Michel Alhadeff-Jones
Pubbl/distr/stampa	New York, NY : , : Routledge, , 2017
Descrizione fisica	1 online resource (x, 226 pages)
Collana	Theorizing education series
Disciplina	370.115
Soggetti	Transformative learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction: How to establish the educational values of time? -- Part I: The study of time in educational sciences -- 1. The study of time and its epistemological challenges -- 2. Theorizing educational temporalities -- 3. The functions and meanings of temporal constraints in education -- Part II: The evolution of temporal constraints and the rhythms of education -- 4. The evolution of temporal discipline in education, from Antiquity to the Early Modern period -- 5. Temporal efficiency and rhythmic harmony, two competing educational ideals at the turn of the 20th century -- 6. The raise of temporal double binds in formal education throughout the second half of the 20th century -- 7. The rhythms of lifelong learning, between continuity and discontinuity -- Part III: Theorizing the rhythms of emancipation in education -- 8. The meanings of emancipation within a context of temporal alienation -- 9. Toward a rhythmic theory of emancipation in education -- 10. Facilitating emancipatory education, from critical pedagogy to rhythmanalysis -- 11. The moment of emancipation and the rhythmic patterns of transgression -- 12. The emergence of a rhythmological critique and the moment of theory in education.
Sommario/riassunto	"Time and the Rhythms of Emancipatory Education argues that by rethinking the way we relate to time, we can fundamentally rethink the way we conceive education. Beyond the contemporary rhetoric of acceleration, speed, urgency or slowness, this book provides an epistemological, historical and theoretical framework that will serve as a comprehensive resource for critical reflection on the relationship

between the experience of time and emancipatory education. Drawing upon time and rhythm studies, complexity theories and educational research, Alhadeff-Jones reflects upon the temporal and rhythmic dimensions of education in order to (re)theorize and address current societal and educational challenges. The book is divided into three parts. The first begins by discussing the specificities inherent to the study of time in educational sciences. The second contextualizes the evolution of temporal constraints that determine the ways education is institutionalized, organized, and experienced. The third and final part questions the meanings of emancipatory education in a context of temporal alienation. This is the first book to provide a broad overview of European and North-American theories that inform both the ideas of time and rhythm in educational sciences, from school instruction, curriculum design and arts education, to vocational training, lifelong learning and educational policies. It will be of key interest to academics, researchers and postgraduate students in the fields of philosophy of education, sociology of education, history of education, psychology, curriculum and learning theory, and adult education." --
