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Nota di contenuto	Cover -- Half Title -- Series Page -- Title Page -- Copyright Page -- Table of Contents -- List of illustrations -- About the author -- Acknowledgements -- Introduction: Expanding the forms of education -- Education needs both directness and indirectness -- The concepts of direct and indirect -- The design of the book -- References -- Chapter 1: Justification: Education is indirect by nature-so what's the problem? -- Increased awareness of indirectness through communication theory -- Being indirect, yet controlling the intermediaries -- Bold actions and permissiveness -- Examples of beneficial uses of indirectness -- Summing up -- Notes -- References -- Films -- Chapter 2: Teaching: Four forms of teaching. Excerpts from observations at a secondary school -- Introduction -- Categories of analysis -- Direct instruction -- Indirect summoning which is specified -- Indirect summoning which is unspecified -- Findings -- Direct instruction -- Indirect summoning which is specified -- Indirect summoning which is unspecified -- Outlines for a fourth model of teaching: Direct-indirect teaching -- Discussion -- When did the teachers make use of direct and indirect approaches? -- Findings as basis for new hypotheses and further research? -- Note -- References

-- Chapter 3: Communication: Janus-faced forms of indirect communication. Teacher interview and thought experiments -- Irony -- The concept of irony -- The case of two foreign boys -- The case of Elisabeth -- Seduction is young and beautiful, deceit is old and ugly -- Two forms of educative deceit -- To be educated directly by deceit -- To be educated indirectly by deceit -- Existential communication through pictures -- Coming into existence -- Composing oneself poetically versus letting oneself be poetically composed -- The D-Effect -- A Kierkegaardian repetition of Anti-Climacus' thought experiment.

Which pedagogical measures can teachers take to prevent students from becoming detrimental by indirect forms of communication and at the same time open up to the students the educative aspects of such forms of communication? -- Irony combined with humour -- Educated or deceived by the deceit? -- The teacher as nobody -- Conclusion -- Notes -- References -- Films -- Chapter 4: Ethics: Where is the boundary between the ethical and the unethical regarding teachers' indirect actions? A case study -- What is bullying? -- The case -- An exemplary method? -- Is Bjørndal's method just to all the students involved? -- Indirect method -- Bjørndal's unorthodox and indirect method -- Why did Bjørndal choose an indirect method? -- Direct communicative form -- Commanding tone -- Discontinuous education? -- Who is responsible for preventing bullying? -- Is it the students' responsibility to prevent bullying? -- Delegation of responsibility with no educational training -- The repercussions of Bjørndal's method and means -- 'The bullies' and 'the victim' -- Power as an indirect educational means -- Adoption -- Shame -- Indirect coercion and responsibility based on a third person -- Is Bjørndal's method ethically legitimised? -- Could Bjørndal have acted indirectly in an ethically legitimate manner? A hypothetical alternative to Bjørndal's method -- Note -- References -- Chapter 5: Time: How may 'genuine time' be an integral element in a student's existence? A case study -- Introduction -- Dewey, time and interaction -- Description of the observation 'object' and a typical school situation -- A day in the life of John -- How was John met by the teacher and the teacher's assistant? -- How may 'genuine time' become an integral element in John's being? -- Conclusion -- References -- Chapter 6: Education research: The direct and indirect paths of education research.

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Sommario/riassunto

Indirect Education discusses direct and indirect pedagogies and the complexities of these concepts within the field of education practice and research. It addresses the question of when it is most beneficial to be indirect with regard to teaching and educational research. The book

offers an original approach to education in how it reasserts our right to a sense of ownership and agency in educational explorations. It argues that there should be space for indirect ways of teaching and communication when matters without clear answers and objectives enter the educational sphere. Bringing together a mix of empirical studies presented with a degree of storytelling, the book explores the literature of educational theory to make a novel and relatable argument for making space for indirectness in learning contexts. Putting forward a compelling case that is necessary for education in the difficult times that we are living in, the book will appeal to academics, researchers and students in the fields of educational theory, pedagogy, leadership studies and educational practice. The Open Access version of this book, available at www.taylorfrancis.com, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.
