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Nota di contenuto

LEARNING AND HATRED FOR MEANING; Title page; Copyright page; Dedication; Table of contents; Acknowledgements; PART ONE. PREAMBLE, THEORY, AND ANALYSIS; 1. PREAMBLE: DEFINING THE PROBLEM; (i) the context of research; (ii) the reappraisal of predecessors; (iii) indication; 2. THEORY; a. The Comparison; i. the Behavioristic Approach; ii. The Humanistic-Psychology Approach; iii. the Cultural-Historical approach; iv. Summing up, I surmise that . . .; 3. Levels of Analysis and of Generic Idiograms; a. A Denotive Variant of the Interpretative Paradigm; i. Assuming; ii. Practice b. Descriptive/Interpretative; c. The Development; PART TWO. THE GENETIC TEXT; Forms and Beginnings: Introduction to the Genetic Text; a. The Presentation of the 'context of teaching'; b. What Brought Me to Write These Essays; first year; second year; third year; INTERFACE ONE; 1. 'I', Culture, Violence, and Education; a. 'I'; b. Culture; c. Violence; d. Education; e. The Consequences of This Reflection; INTERFACE TWO; 2. Student: What did you learn? What can you learn?; a. A Simulated Interview; b. The Analysis; c. Which Body of Knowledge?; d. Requirements Banished, Electives Trumpeted e. The Last Word; INTERFACE THREE; 3. The Knowledge Machine; a. The Metaphor; b. The 'World' Takes Over; c. The Factory; INTERFACE FOUR; 4. The Sons of Roland Barthes; a. Method: Doxa/Para-dox; b. Bathmology; c. In the Mirror the Name of the Father; d. The Teacher; INTERFACE FIVE; 5. Orphans and origins: Jean Paul Dolle; a. Intellectual Friendship; b. Demeurer; c. Famille and Patrie; d. Metaphysics; e. Assessments; INTERFACE SIX; 6. Teaching; a. Intersubjectivity; b. Introspective; c. Cultural Event; i. the dialogue; ii. the literature; iii. dominant intellectual trends PART THREE. DISCUSSION AND EVALUATION; Discussion and Evaluation; a. Immediacy: la parole and 'meaning'; b. Formative Evaluation: Knowledge Is Social; c. Summing up and further; Notes; Bibliography; Samenvatting; Deel I: Probleemstelling Theorie Analyse; Deel II: De Genetische Tekst; Deel III: Discussie en Evaluatie; ERRATUM

Sommario/riassunto

This study poses the problems of theoretical and philosophical pedagogy in the practice of teaching. The research goal was to improve my teaching. A concrete experience of undergraduate lecturing is the subject. This unconventional New Paradigm research strives for an immediacy of contact between text and practice. How does a beginning lecturer grapple with this job? What is it like to establish oneself as a teacher? The emphasis is upon the experience of teaching, of the school, and what is expected of one as instructor.