1. Record Nr. UNINA9910556880203321 Autore Marabini Alessia Titolo Critical thinking and epistemic injustice: an essay in epistemology of education / / Alessia Marabini Pubbl/distr/stampa Cham, Switzerland: ,: Springer, , [2022] ©2022 **ISBN** 9783030957148 9783030957131 Descrizione fisica 1 online resource (239 pages) Collana Contemporary philosophies and theories in education;; Volume 20 370.1 Disciplina Education - Philosophy Soggetti Critical thinking Education - Moral and ethical aspects Filosofia de l'educació Pensament crític Aspectes morals Llibres electrònics Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Nota di contenuto Intro -- Foreword -- Preface -- Acknowledgements -- Contents --About the Author -- Chapter 1: Introduction -- References -- Chapter 2: Reasoning -- 2.1 The Nature of Reasoning -- 2.2 Gilbert Harman: Reasoning and Rationality as a Change in View -- 2.3 Inferences. Material Inference, Reasoning, and the Non-monotonic Norm: Evaluating Conceptual Competence as an Explicit and... -- 2.3.1 Skills. Inferences, and Evaluation: A Case in Point -- 2.3.2 Robert Brandom: Formal Inference and Material Inference -- 2.3.3 Concepts and Understanding: The Ultimate Nature of Concepts -- 2.3.4 Conceptual Content, Material Inference and Non-monotonic Norms -- 2.4 Jan Derry: Inferentialism and the Critique of the Representational Notion of Concepts -- 2.5 Conclusions -- References -- Chapter 3: Ethics, Education, and Reasoning -- 3.1 Ethical Judgements -- 3.2 Virtue

Ethics -- 3.2.1 Linda Zagzebski: Responsibility and Virtue -- 3.3 The Epistemology of Virtues (Virtue Epistemology) -- 3.3.1 Sosa: Reliability,

Conditionality, and Epistemic Virtue -- 3.3.2 Duncan Pritchard: The Cognitive Goal Beyond Cognitive Success -- 3.3.3 Jason Baehr: Intellectual Virtues and Critical Thinking -- 3.3.4 Ben Kotzee: The Social Realism Didactic Theory Between Fluency and Realist Didactics --3.4 Critical Thinking and Ethics: Fostering a Fair-Minded Thinker --3.4.1 Side Effects of Different Conception of Thinking in Education --3.4.1.1 Epistemic Asymmetry and Rationality -- 3.4.1.2 Can Critical Thinking Be Intended as a Key Competence? -- 3.4.1.3 Critical Thinking, Key Competencies, and the Alleged Aim of `a Good Life' --3.4.1.4 The Prototype of Society as a Criterion of Key Competence Selection and the Value of Time -- 3.4.1.5 Temporal Norms and a Theory of Non-alienated vs Theory of Good Life -- 3.4.1.6 Side Effects of Critical Thinking as a General Key Competence and Moral Values. 3.4.1.7 The `Linear' Rational Style of the Competent Society -- 3.4.2 The Epistemology of Education -- 3.4.3 Richard Paul and Linda Elder on Critical Thinking and the Purposes of Education -- 3.4.3.1 Fair-Minded Critical Thinking vs Selfish Critical Thinking in Education to Ethics --3.4.4 The Ability to Make Inferences -- 3.4.5 Assumptions -- 3.4.6 Inferences, Sociocentric Thinking, and Multiculturalism -- 3.5 Rational Imagination, Abduction, and Counterfactual Reasoning: The Nonmonotonic Nature of Competence Between Knowledge Ex... -- 3.5.1 Timothy Williamson: Abductive Thinking, Counterfactuals, and Knowledge Extension -- 3.5.2 Ruth Byrne: Rational Imagination, Inferences, and Counterfactual Thinking -- 3.6 Reasoning and its Role in Ethics Education: The Philosophy for Children -- 3.6.1 Lisa's Inner Conflict -- 3.7 Conclusions. Virtue and Competence, some Reflections on Advantages and Limits -- References -- Chapter 4: Critical Thinking and Epistemic Value -- 4.1 Varieties of Critical Thinking -- 4.2 The Goldman-Siegel Debate: Two Concepts of Critical Thinking in Relation to Truth, Epistemic Value, and the Purposes of Ed... -- 4.2.1 Goldman: Critical Thinking and the Aim of Achieving Truth -- 4.2.2 Siegel: Critical Thinking and the Aim of Rational Belief -- 4.3 The Siegel-Williams Debate on the Value of Critical Thinking -- 4.4 Why It Is Worth Educating in Critical Thinking: Critical Thinking and Epistemic Responsibility -- 4.4.1 Michael Huemer: Credulity, Reliability, and Critical Thinking -- 4.4.2 Martha Nussbaum: Testimony, Expertise, and Public Reason -- 4.4.3 Julio Ritola: Reliability, Responsibility, and the Value of Critical Thinking -- 4.4.4 Anand Jayprakash Vaidya: Critical Identity, Rational Assent, and Critical Thinking -- 4.5 Conclusions --References.

Chapter 5: Critique of Critical Thinking: Bildung and the Value of Critical Thinking -- 5.1 Bildung Between Culture and Social Recognition in the Space of Reasons -- 5.1.1 Inferential Styles, Cognitive Processes, and Culture -- 5.1.2 Social Recognition: Self-Determination Detached from Merit -- 5.2 Paul Standish: Critical Thinking Between Bildung, Cultural Heritage and (Social) Recognition -- 5.3 David Bakhurst: Bildung and Education as a Process of Transformation from a First to a Second Nature -- 5.4 Krassimir Stojanov: Bildung vs Learnification. Education Between Recognition, Ethics, and Critical Dimension -- 5.5 Marina Garcés: Radical Enlightenment and Critical Thinking in the Age of the Posthumous Condition -- 5.6 Conclusions -- References --Chapter 6: Critical Thinking and Epistemic Injustice in Education -- 6.1 Education Injustice and Minimal Teaching in the Acquisition of Virtue Competence -- 6.1.1 A Critique of Constructivism and Minimal Teaching: The Cognitive Load Theory -- 6.1.1.1 The Psychometric Approach of National and International Tests to the (Alleged) Transversal, General, Context-Free Key ... -- 6.1.2 The Formation of Virtue Competence Between Inferentialism, Cognitive Load Theory and

Direct Instruction Theory -- 6.1.3 Epistemic Injustice and Critical Thinking -- 6.1.3.1 What Is Epistemic Injustice? -- 6.1.4 Education Injustice and Epistemic Injustice -- 6.1.5 Epistemic Injustice in Assessment and the Taking Condition Debate -- 6.1.5.1 Taking Condition and Inferential Relations -- 6.1.6 Epistemic Injustice and Constructivism in Education -- 6.1.7 Epistemic Injustice and the Backtracking Fallacy -- 6.1.7.1 Epistemic Vices and Confirmation Bias -- 6.1.7.2 The Backtracking Fallacy and the Businessman Argument -- 6.2 Back to Lipman's Lisa: For a Revisited Conception of Critical Thinking -- 6.3 Conclusions -- References.

Chapter 7: Conclusions. Education Injustice and Critical Thinking Between Bildung, Cultural Heritage and Recognition -- References.