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Nota di contenuto	Chapter 1. Introduction: Philosophy as Praxis -- Chapter 2. The philosophy of science: an overview -- Chapter 3. The philosophy of social science: tensions between individualism and holism -- Chapter 4. Ontology: What is it to be human? -- Chapter 5. The philosophy of education: an overview -- Chapter 6. The philosophy of education: Biesta, the non-medical model, and 'person-making' -- Chapter 7. The philosophy of education: Freire's critical pedagogy -- Chapter 8. Philosophical feminism -- Chapter 9. Philosophical pedagogy: how philosophy can help us understand innovations -- Chapter 10. The Serious Healer: Developing an ethic of ambiguity within health professions education -- Chapter 11. The demise of practical wisdom within health professions education: is the hidden curriculum to blame?..-Chapter 12. Working against the clock -- Chapter 13. The philosophy of artificial intelligence: Applications for machine learning in regard to selection within health professions education -- Chapter 14. The philosophy of social justice: lessons for widening access and

participation within health professions education -- Chapter 15. Towards an ethic of caring within health professions education -- Chapter 16. The role of the body within health professions education -- Chapter 17. Grave Gazing: Becoming comfortable with mortality -- Chapter 18. Can philosophy humanise medicine? -- Chapter 19. The application of Stoicism to health professions education -- Chapter 20. Reconnecting Western Mindfulness with its Eastern Philosophical Roots -- Chapter 21. Social media and philosophical concerns regarding health professions' identity -- Chapter 22. Assessment philosophy -- Chapter 23. Concluding remarks.

Sommario/riassunto

This book increases the accessibility of philosophical concepts to a wider audience within medical education, translating 'knowing' to 'doing.' It prompts health professions educators and researchers to consider the dynamics and structure of contemporary issues within health professions education in new, philosophical ways. Through considering the practical implications of applying philosophical concepts to contemporary issues, the book recommends avenues for further research and pedagogical change. Individual educators are considered, with practice points for teaching generated within each chapter. Readers will acquire practical ways in which they can change their own practice or pedagogy that align with the new insight offered through our philosophical analysis. These practical recommendations may be systemic in nature, but the authors of this book also offer micro-level recommendations for practitioners that can be considered as ways to improve individual approaches to education and research. .
