Record Nr. UNINA9910779910403321 Autore Muller Johan **Titolo** Reclaiming knowledge [[electronic resource]]: social theory, curriculum, and education policy / / Johan Muller London, : Routledge, 2000 Pubbl/distr/stampa **ISBN** 1-280-40198-2 1-283-58490-5 9786610401987 9786613897350 1-135-70044-3 0-203-18340-1 Descrizione fisica 1 online resource (184 p.) Collana Knowledge, identity, and school life series: 8 Disciplina 379.68 Soggetti Educational sociology - South Africa Education and state - South Africa Curriculum planning - South Africa Knowledge, Sociology of Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Includes bibliographical referencesand index. Nota di bibliografia Cover; Reclaiming Knowledge: Social Theory, Curriculum and Education Nota di contenuto Policy; Copyright; Contents; Acknowledgements; Introduction; 1 The First and Last Interpreters; 2 Globalization, Innovation and Knowledge; 3 What Knowledge is of Most Worth for the Millennial Citizen?; 4 Schooling and Everyday Life; 5 Intimations of Boundlessness; 6 The Well-tempered Learner; 7 Critics and Reconstructors; 8 Beyond Unkept Promises; 9 Reason, Reality and Public Trust; Index Sommario/riassunto Reclaiming Knowledge asserts the necessity of a strong view of knowledge for a robust sociology of knowledge, for both researching the curriculum and developing policy. Divided into four sections or investigations, the central question underlying this book is how, in a world of uncertainty and challenge, do we develop a responsible

knowledge practice?