

1.	Record Nr.	UNINA9910798062403321
	Autore	Roth LaVonna
	Titolo	Brain-powered lessons to engage all learners . Level K. // author, LaVonna Roth
	Pubbl/distr/stampa	Huntington Beach, California : , : Shell Education, , [2014] ©2014
	ISBN	1-4258-9560-3
	Descrizione fisica	1 online resource (162 pages)
	Disciplina	370.71
	Soggetti	Education - Study and teaching
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910966146503321
	Autore	Gascoigne Neil
	Titolo	Tacit Knowledge
	Pubbl/distr/stampa	Durham, : Acumen, 2013
	ISBN	1-317-54725-X 1-84465-547-4
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (217 p.)
	Altri autori (Persone)	ThorntonTim
	Disciplina	217 001.01
	Soggetti	Cognition Subconsciousness Tacit knowledge
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.

""Cover""; ""Copyright""; ""Contents""; ""Introduction""; ""1. Three sources for tacit knowledge""; ""2. Knowing how and knowing that""; ""3. Wittgenstein's regress argument and personal knowledge""; ""4. Being in the background""; ""5. Second natures""; ""6. Tacit knowledge and language""; ""Conclusion""; ""Notes""; ""Bibliography""; ""Index""

Tacit knowledge is the form of implicit knowledge that we rely on for learning. It is invoked in a wide range of intellectual inquiries, from traditional academic subjects to more pragmatically orientated investigations into the nature and transmission of skills and expertise. Notwithstanding its apparent pervasiveness, the notion of tacit knowledge is a complex and puzzling one. What is its status as knowledge? What is its relation to explicit knowledge? What does it mean to say that knowledge is tacit? Can it be measured? Recent years have seen a growing interest from philosophers in understanding the nature of tacit knowledge. Philosophers of science have discussed its role in scientific problem-solving; philosophers of language have been concerned with the speaker's relation to grammatical theories; and phenomenologists have attempted to describe the relation of explicit theoretical knowledge to a background understanding of matters that are taken for granted. This book seeks to bring a unity to these diverse philosophical discussions by clarifying their conceptual underpinnings. In addition the book advances a specific account of tacit knowledge that elucidates the importance of the concept for understanding the character of human cognition, and demonstrates the relevance of the recommended account to those concerned with the communication of expertise. The book will be of interest to philosophers of language, epistemologists, cognitive psychologists and students of theoretical linguistics.
