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Altri autori (Persone)	HickmanLarry A. <1942-> SpadaforaGiuseppe
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Nota di contenuto	Dewey's central insight / Hilary Putnam -- Dewey and the education of Eros / Jim Garrison -- Democracy as a way of life / Ruth Anna Putnam -- The problem of a science of education in John Dewey's thought / Giuseppe Spadafora -- Political-pedagogical itineraries in Dewey's thought (before and after the New Deal) / Franco Cambi -- John Dewey and progressive education, 1900-2000: The school and society revisited / Leonard J. Waks -- John Dewey and pragmatism in Central Europe (the case of the former Czecho-Slovakia) / Emil Visnovsky -- Reception of John Dewey's philosophy in Poland / Krystyna Wilkoszewska -- Dewey in the Italian elementary school / Viviana Burza -- Dewey's influence in Spain and Latin America / Jaime Nubiola -- Dewey and European Catholic pedagogy / Giorgio Chiosso.
Sommario/riassunto	"John Dewey s Educational Philosophy in International Perspective" brings together eleven experts from around the globe to examine the international legacy of the famous philosopher. Placing special emphasis on Dewey s theories of education, Larry A. Hickman and

Giuseppe Spadafora have gathered some of the world's most noted scholars of educational philosophy to present a thorough exploration of Dewey's enduring relevance and potential as a tool for change in twenty-first-century political and social institutions. This collection offers close examinations of the global impact of Dewey's philosophies, both in his time and our own. Included are discussions of his reception as a much-respected yet criticized philosopher among European Catholics both before and after World War I; the utilization of his pragmatic theories in Italian education and the continuing quest to reinterpret them; his emergence as a source of inspiration to new democracies in Central and Eastern Europe; and his recently renewed popularity in the Hispanic world, particularly in South America and Spain. In addition, authors delve into Dewey's notion of democracy as a personal way of life and his views on the important ties between education and the democratic state. Also discussed are Dewey's philosophies regarding school and society, including the understanding of educational trends as reflections of their social context; the contrast between his methods of applying intelligence to ethical problems and the theory of orthodox utilitarianism; responses to criticisms of Dewey's controversial belief that the sciences can be applied directly to educational practices; and incisive queries into how he would have responded to the crucial role the Internet now plays in primary and secondary education. This well-rounded volume provides international insight into Dewey's philosophies and contains a wealth of information never before published in English, resulting in an indispensable resource for anyone interested in John Dewey and his lasting role in education around the world. Contributors Viviana Burza Franco Cambi Giorgio Chiosso Jim Garrison Jaime Nubiola Hilary Putnam Ruth Anna Putnam Giuseppe Spadafora Emil Vi novsky Leonard J. Waks Krystyna Wilkoszewska "
