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e. The Last Word; INTERFACE THREE; 3. The Knowledge Machine; a. The Metaphor; b. The 'World' Takes Over; c. The Factory; INTERFACE FOUR; 4. The Sons of Roland Barthes; a. Method: Doxa/Para-dox; b. Bathmology; c. In the Mirror the Name of the Father; d. The Teacher; INTERFACE FIVE; 5. Orphans and origins: Jean Paul Dolle; a. Intellectual Friendship; b. Demeurer; c. Famille and Patrie; d. Metaphysics; e. Assessments; INTERFACE SIX; 6. Teaching; a. Intersubjectivity; b. Introspective; c. Cultural Event; i. the dialogue; ii. the literature; iii. dominant intellectual trends

PART THREE. DISCUSSION AND EVALUATION; Discussion and Evaluation; a. Immediacy: la parole and 'meaning'; b. Formative Evaluation: Knowledge Is Social; c. Summing up and further; Notes; Bibliography; Samenvatting; Deel I: Probleemstelling Theorie Analyse; Deel II: De Genetische Tekst; Deel III: Discussie en Evaluatie; ERRATUM

Sommario/riassunto

This study poses the problems of theoretical and philosophical pedagogy in the practice of teaching. The research goal was to improve my teaching. A concrete experience of undergraduate lecturing is the subject. This unconventional New Paradigm research strives for an immediacy of contact between text and practice. How does a beginning lecturer grapple with this job? What is it like to establish oneself as a teacher? The emphasis is upon the experience of teaching, of the school, and what is expected of one as instructor.
