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Autore	Skilbeck Adrian
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Sommario/riassunto

WITTGENSTEIN AND EDUCATION Wittgenstein's later writings are abundant with examples, and these return repeatedly to scenes of teaching and learning. Light is cast on language, belief, imagination, perception, illusion and obsession, by asking for each how it is acquired. How do we come into the practices that make up our lives? How, beyond the biological, do we become human beings? Wittgenstein wanted not to spare others the trouble of thinking but to stimulate readers to thoughts of their own. Yet so much in education today leads students (and their teachers) along clearly-planned direct routes to achievement, to success without the trouble of thinking. Knowledge and understanding are displaced by transferrable skills and competences, with teacher education reduced to priorities of classroom management skills and curriculum 'delivery'. In this climate there is a new growth of interest in the illumination Wittgenstein provides for enquiry into education. This collection, originating in the Annual Conference of the British Wittgenstein Society in 2018, celebrates this influence and demonstrates the range of Wittgenstein's importance for education.
