

1. Record Nr.	UNISA996321158703316
Titolo	Strenæ : recherches sur les livres et objets culturels de l'enfance
Pubbl/distr/stampa	Tours [France] : , : L'Association Française de Recherches sur les Livres et Objets Culturels de l'Enfance, , 2010-
ISSN	2109-9081
Descrizione fisica	1 online resource
Soggetti	Children's literature, French Children's literature Games Toys Littérature de jeunesse Jeux Jouets Littérature de jeunesse française Periodicals.
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed

2. Record Nr.	UNINA9911091131503321
Autore	Martin Christopher <1978 September 13->
Titolo	Education in a post-metaphysical world : rethinking educational policy and practice through Jürgen Habermas' discourse morality / / Christopher Martin
Pubbl/distr/stampa	London : , : Bloomsbury Academic, , 2013
ISBN	9781472541109 1472541103 9781441111081 1441111085 9781283706209 1283706202 9781441122902 1441122907
Edizione	[1st ed.]
Descrizione fisica	1 online resource (198 p.)
Classificazione	EDU040000
Disciplina	370.11/4
Soggetti	Education - Aims and objectives Education - Moral and ethical aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Introduction -- Part I: Education and the Sources of Normativity. 1. What Kind of Concept is the Concept of Education? ; 2. Education, Worthwhileness and the Good ; 3. R.S. Peters' Theory of Justification ; 4. Jürgen Habermas' Discourse Morality Interlude: Kantian Constructivism and Education -- Part II: Discourse Morality and Education. 5. Applying Habermas' Discourse Principle to Education ; 6. Norms, Reasons and and Complex Proceduralism in Discourse Morality -- Conclusion: Complex Proceduralism and Public Understanding -- References -- Index.
Sommario/riassunto	"What does it mean to say that a person has been educated? This question forms the basis of global education policy debates; from the way governments establish funding for national school systems, to the way children are treated in the classroom. Should there be a common

ethical core to such policies? What kind of educational process should aboriginal groups in Labrador, Canada, have a moral right to, and should this process be different from what children in New York's boroughs have claim to? Should a school-based curriculum, such as the UK's National Curriculum, make well-being a central concern or are there other ethical dimensions to be addressed? Christopher Martin explores these questions and argues that the best way to consider them is to view education as a matter of public moral understanding. He brings together traditions of thought central to philosophy of education, such as R.S. Peters, and connects this tradition to the moral philosophy and critical theory of Jurgen Habermas, whose theory of Discourse Morality has previously been given little attention in education circles."--Bloomsbury Publishing.
