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'Bildung' towards wisdom, through philosophical dialogue in teacher education [Texto impreso] / Guro Hansen Helskog

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 89-90

In this article the author discusses the terms Bildung, wisdom, dialogue and philosophical dialogue. The author understands Bildung as the spiritual education of the soul, involving the existential growth and maturation of the individual in her relation to herself, to other people, to the world and to a possible transcendent Other. The outcome of processes involving Bildung is argued to be increased wisdom. Dialogue, especially in the form of philosophical dialogue, is presented as a powerful way of enhancing students' Bildung towards wisdom. The theoretical discussion is linked to a practical example from the author's experience of teaching a course on philosophical dialogue in international teacher education in Norway.

Arts and Humanities in Higher Education. -- 2019, v. 18 (February), n. 1, p. 76-90

1. Bildung 2. Dialogical teaching 3. Dialogue 4. Philosophical dialogue 5. Philosophical practice 6. Teacher education 7. Teaching 8. Wisdom

2

Dialogue and discussion [Texto impreso] : reflections on a Socratic method / Hannah Marije Altorf

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References: p. 73-75

This article starts from the observation that Socratic dialogues in the Nelson–Heckmann tradition can create a sense of belonging or community among participants. This observation has led me to the current argument that Socratic dialogue offers an alternative to more prominent forms of conversation, which I have called 'discussion' and 'discourse of uncritical acceptance.' I explain the difference between these forms of conversation by considering the role of experience in Socratic dialogue and the requirement that participants put themselves in each other's shoes. My argument is structured according to the different phases in a Socratic dialogue and placed within the literature on this method, as well as Hannah Arendt's writing on imagination.

Arts and Humanities in Higher Education. -- 2019, v. 18 (February), n. 1, p. 60-75

1. Gustav Heckmann 2. Hannah Arendt 3. Imagination 4. Leonard Nelson 5. Socratic dialogue

3

Exploring different intersubjective structures in relation to dialogue [Texto impreso] / Sarah P Pawlett-Jackson

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 32-33

In this paper, I examine some of the presuppositions that underpin the practice and interpretation of multi-person dialogue – that is, in contexts involving more than two interlocutors – with particular thought for the university seminar. I outline the 'dialogical phenomenology' of Beata Stawarska as useful on this count; however, I argue that Stawarska's account is steeped in a philosophical 'dyadic paradigm' which has limiting consequences for practitioners of dialogue looking to understand the nature of dialogue in a group context. Against this paradigm, I argue that there are many varieties of intersubjectivity that have not been widely discussed, including we-you, we-yous, I-yous and we-they intersubjective structures. I will look further at how an understanding of these structures is valuable for dialogue within educational praxes and for the Humanities more broadly.

Arts and Humanities in Higher Education. -- 2019, v. 18 (February), n. 1, p. 22-33

1. Beata Stawarska 2. Dialogue 3. Group dialogue 4. Intersubjectivity 5. Multi-person interaction 6. Second person 7. Seminars

4

Language games [Texto impreso] : reimagining learning conversations in art education / John M. Hammersley

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 57-59

This paper discusses how language games might facilitate a reimagining of learning conversations in art education, by comparing them with Socratic, Kantian and post-structuralist dialogical perspectives that inform group critique. It proposes that language games may facilitate the construction of more personal and layered modes of conversation, instead of prescribing processes intended to seek universal truths, authentic self-knowledge, or disruptive critical scepticism. It argues that they promote the recognition of all co-learners as people who come with their own valuable original ideas and backgrounds.

Arts and Humanities in Higher Education. -- 2019, v. 18 (February), n. 1, p. 49-59

1. Co-learning 2. Dialogue 3. Group critique 4. Language games 5. Learning conversations

5

We need to talk about Wittgenstein [Texto impreso] : the practice of dialogue in the classroom and in assessment / Yasemin J. Erden

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 46-48

Is philosophy the pursuit of knowledge, as first year students with a dictionary sometimes write? With an aim to inspire and encourage philosophical inquiry, offering an invitation to participate in a process of discovery? Or are philosophers charged with teaching the history of such pursuits – who argued, proved, disproved what? On the first account, philosophy is a subject that resists information-transmission, and requires exploration, creativity, discussion and dialogue. On the second, teaching centres on information-transmission, etching old ideas into the minds of budding scholars, in short time slots. Though there need not be a division, there is a need to recognise where approaches differ. In this way, we can ensure sufficient time and space for the sometimes unquantifiable: imaginative, creative pursuits in philosophy, with space for independent, original thinking. This paper explores these ideas alongside approaches to teaching, and offers a paradigm for incorporating dialogue in the learning and practice of philosophy.

Arts and Humanities in Higher Education. -- 2019, v. 18 (February), n. 1, p. 34-48

1. Dialogue 2. Education 3. Newman 4. Philosophy 5. Wittgenstein

6

What is the aim of discussion? [Texto impreso] : a provisional answer with the help of Habermas and Arendt / Veronica Vasterling

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 21

Habermas and Arendt defend two contrasting accounts of discussion. While both accounts acknowledge the importance of knowledge as basis of discussion, Habermas emphasizes the aim of reasoned agreement and Arendt focuses on plural interpretative perspectives. I will explore the tension between the two accounts in order to clarify the phenomenon of discussion. In particular, I want to address the question whether the two accounts are incompatible or, rather, focus on different stages or practices of discussion that can be folded into each other.

Arts and Humanities in Higher Education. -- 2019, v. 18 (February), n. 1, p. 8-21

1. Communicative reason 2. Consensus 3. Discussion 4. Existential phenomenology 5. Hermeneutics 6. Reflective understanding 7. Plurality