

Education for self-transformation: essay form as an educational practice

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Abstrak

Beginning by defining key terms such as ‘self-transformation’, Kwak sketches the contemporary debates between Jürgen Habermas and Charles Taylor on the status of religious language in the public domain, and its relationship to secular language. This allows her to contextualize her book’s central questions: how can philosophical practice reduce the experiential rift between knowledge and wisdom? How can the essay form be developed so that it facilitates, as praxis, pedagogical self-transformation? Kwak develops her answers by working through ideas of George Lukács and Stanley Cavell, of Hans Blumenberg and Søren Kierkegaard. Kwak’s work provides templates for new forms of educational writing, new approaches to teaching educators, and new ways of writing methodology for educational researchers.