



Social Reconstruction Learning: Dualism, Dewey and Philosophy in Schools (Routledge International Studies in the Philosophy of Education)

Jennifer Bleazby

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This volume argues that educational problems have their basis in an ideology of binary opposites often referred to as dualism, which is deeply embedded in all aspects of Western society and philosophy, and that it is partly because mainstream schooling incorporates dualism that it is unable to facilitate the thinking skills, dispositions and understandings necessary for autonomy, democratic citizenship and leading a meaningful life. Drawing on the philosophy of John Dewey, feminist pragmatism, Matthew Lipman's Philosophy for Children program, and the service learning movement, Bleazby proposes an approach to schooling termed "social reconstruction learning," in which students engage in philosophical inquiries with members of their community in order to reconstruct real social problems, arguing that this pedagogy can better facilitate independent thinking, imaginativeness, emotional intelligence, autonomy, and active citizenship.

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