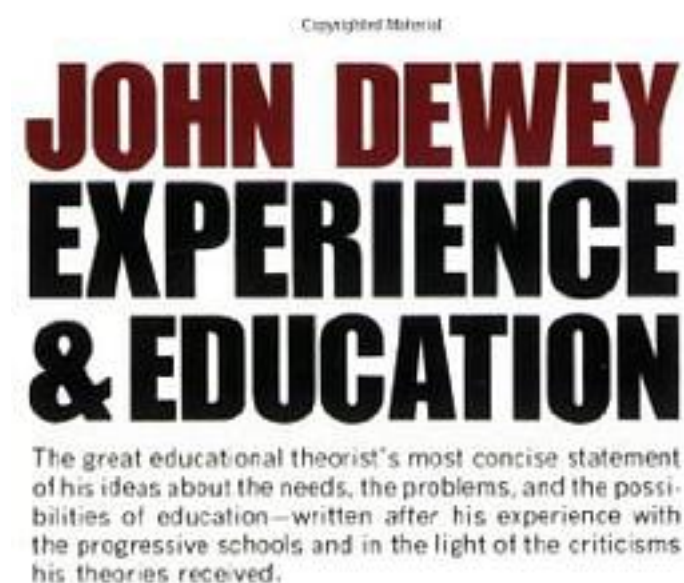


Experience And Education



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著者:John Dewey

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Book Description

"No one has done more to keep alive the fundamental ideals of liberal civilization."

-- Morris R. Cohen

Experience and Education is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after Democracy and Education (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received.

Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeped and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

Book Dimension

length: (cm)17.8 width:(cm)10.7

作者介绍:

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标签

Dewey

教育

西方教育学

英文

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John

西方哲学和思想史著作

教育学

评论

‘non-social character of the traditional school is seen in the fact that it erected silence into one of its prime virtues’ (1998)... ‘For one child to help another with his work has become a school of crime’ (1915)

这本书写于1938年，是《民主主义与教育》出版20年后的作品，此时杜威的实验学校也开展了好多年。所以，算是一个总结和反思之作。书中主要在讨论experience和education的关系，总结了experinece的两大原则，即连续性和互动性，同时也回应了growth到底有没有方向性的问题。可作为了解杜威的入门书籍，比《民主主义与教育》好读太多。

杜威写作此书时其实已经和一线的教育工作隔得很久很久了，他主要担心的是“儿童中心”自二十世纪初叶被提倡之后导致的滥用，将一种不具备任何可塑性的经验也当成了教育的经验。换言之，教育的经验，，虽然是以儿童为中心展开的，但显然也是经过充分设计的。

书是好书，但因为看原版所以各种蛋疼，中间看着想找中文来看，翻译的更蛋疼，又回

头看原版了。。。。

越读越糊涂啊=____=

逻辑好清晰，可以拿来背诵！

教育学界最如雷贯耳的名字，终于读了，原版读起来太艰难，只能配上中译本才能理解。前三章是理论基础，核心思想大概是：教育即经验的生长，经验需要同时具备连续性和互动性才能称之为有教育意义的经验。后几章是理论与教育的具体方面的结合，包括社会控制与自由，教育目的的确立，教材的组织。杜威还是很犀利的，他指出的种种问题在目前的教育中依然严重，然而其理论未免理想化。当然，理解“真正的教育”是什么总是好的，至少有一个努力的方向。

第三节很难读，搞得我往往读了一段之后还一头雾水，老走神。这才明白杜威学术著作艰涩难读之程度有多高，才明白他为什么声称其它他写的一般美国读者已经抱怨很难看懂的教育类书，只是写给教师看的不是很严谨的“通俗”书籍

很多金句。值得细读。我是从第五章和第六章开始的。

难以想象上世纪30年代的progressive school到现在仍然progressive.....

是作为英文练习读物，没有梳理结构。似乎是演讲稿子，所以就好懂了许多

Experience has its merits and (more profoundly) limits.

by "why", I mean the reason for preferring them, not just the causes which lead us to the preference.

比较直白的总结 — 教育者应该让受教育者应该明白：1.
自己有选择的自由但要能对结果负责；2.
方式与目的的对应，行动与反馈的对应，现在影响未来；3.
成长和教育都是一个单行的不可逆过程，如以进步为目的，每一个选择都该慎重。教育者要注意的：对教育本质的思考先于形式上的改变；结合生活、可及经验并且考虑日后的影响对学生进行有计划的可持续的引导教育；树立知识权威不如培养学生的理性意识和批判思维能力。

so hard to understand

果然杜威的书有自己的评分呢...

kindle
读的，大约5个小时。考研过程中太颓废，还是得看书找回正能量。反正是人家杜威n年前探讨经验哲学下的教育，杜威对美国的教育体系影响巨大，很值得一读。

太难看了

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书评

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