

Record in the Commens Bibliography. Retrieved from http://www.commens.org/bibliography/journal_article/burgh-gilbert-thornton-simone-2016-lucid-education-resisting-resistance, 26.09.2020.

Type: Article in Journal

Author: Burgh, Gilbert
Thornton, Simone

Title: Lucid education: resisting resistance to inquiry

Year: 2016

Journal: Oxford Review of Education

Volume: 42

Issue: 2

Pages: 165-177

Keywords: Doubt, Albert Camus, Education

Abstract: Within the community of inquiry literature, the absence of the notion of genuine doubt is notable in spite of its pragmatic roots in the philosophy of Charles Saunders Peirce, for whom the notion was pivotal. We argue for the need to correct this oversight due to the educational significance of genuine doubt—a theoretical and experiential understanding of which can offer insight into the interrelated concepts of wonder, fallibilism, inquiry and prejudice. In order to detail these connections, we reinvigorate the ideas of Peirce by borrowing the language and concepts of Albert Camus, at the same time demonstrating their unlikely congruence. In particular, we argue for the necessity of genuine doubt along with the need for the presence of a diversity of prejudices as a starting point for genuine inquiry.

ISSN: 03054985

DOI: 10.1080/03054985.2016.1151410

Language: English