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From episteme to phronesis to artistry in the study and improvement of teaching

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Abstract

This paper describes the shift in view concerning the conditions of knowledge in education. It describes the practical ramifications of positivism and the ways in which it impacted relationships between professors and school practitioners. It then provides a description of the emergence of phronesis as an alternative to episteme as an orientation to knowledge and eventually explores the ramifications of Aristotle's concept of the productive, a concept related to artistry, as a further development of the growing pluralism in our views of knowledge and the conditions for excellent practice.



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