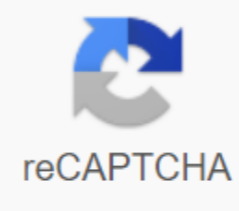




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## Study guide for philosophy 101

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More experienced teachers will also be very nourished to review and assess their own practice and gain a new perspective on how best to facilitate the study of their students or trainees. The content is based on the extensive experience of authors about what works in medical education, whether in teaching and curriculum planning or in organizing faculty development courses in medical education at the basic and advanced level. About the authors Ronald M Harden is Secretary General of the Association of Medical Education in Europe, Editor of *The Medical Teacher*, Former Professor of Medical Education, Director of the Centre for Medical Education and Teaching Dean at the University of Dundee, United Kingdom and Professor of Medical Education at Al-Imam University, Riyadh, Saudi Arabia. It is internationally recognised for its commitment to developing new approaches to medical education, curriculum planning and teaching and learning. His contribution to excellence in medical education attracted numerous awards. Jennifer M Laidlaw is former assistant director of education development at the Scottish Council for Postgraduate Medical and Dental Education and the University of Dundee, United Kingdom. He has planned, organised and led medical education courses both in Dundee and overseas. She worked as a consultant for medical education for the World Health Organization, British council, medical schools and universities. The text provides practical experience-based advice to help teachers create strong learning opportunities for their students, provide readable guidance, and introduce new techniques that could be adopted for use in any learning program. The whole book contains some key basic principles, which are the basis of practical advice that are provided and which will help inform pedagogical practice. This book will help readers think and analyze with colleagues the different ways their work as a teacher or coach can be approached and how their student or intern learning can be more effective. Reader's Guide Author: Donald Phillip Verene Publisher: Northwestern University Press ISBN: Category: Philosophy Page: 187 View: 339 [DOWNLOAD](#) » In order to lead the reader along, in Hegel's words, the long process of education toward true philosophy, this introduction highlights the importance of striking into conversation with the past. Only by looking at past masters and their works, it holds, can old memories and previous thought be brought fully bear on the present. This living past encourages contemporary practice and enriches today's studies and discoveries. In this book, the pioneering philosopher and author Donald Verene explores two themes: why should one study historically great texts, and if such a study is necessary, how can it be done? They oppose the rejection of the idea that there is a philosophical canon, concentrating their argument on the tetralogy of Plato, Aristotle, Kant and Hegel. From his initial view of rhetorical tradition, he brings these basic ideals to classical Roman and medieval philosophers and then to Renaissance and modern philosophy, including contemporary thinkers such as Derrida and Foucault. This fundamental chronological outline is complemented by a contextual commentary by Verene. In the following sections, he offers guidance in reading philosophical works with intellectual empathy, proposes 100 basic works to create a canon, illustrates the role of philosophers in history and society, and explores the nature of history itself. Ultimately, Verene concludes that history may be essential to philosophy, but philosophy is more than just its history. History.