



## Time and the Rhythms of Emancipatory Education: Rethinking the temporal complexity of self and society (Theorizing Education)

By Michel Alhadeff-Jones

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**Time and the Rhythms of Emancipatory Education: Rethinking the temporal complexity of self and society (Theorizing Education)** By Michel Alhadeff-Jones

*Time and the Rhythms of Emancipatory Education* argues that by rethinking the way we relate to time, we can fundamentally rethink the way we conceive education. Beyond the contemporary rhetoric of acceleration, speed, urgency or slowness, this book provides an epistemological, historical and theoretical framework that will serve as a comprehensive resource for critical reflection on the relationship between the experience of time and emancipatory education.

Drawing upon time and rhythm studies, complexity theories and educational research, Alhadeff-Jones reflects upon the temporal and rhythmic dimensions of education in order to (re)theorize and address current societal and educational challenges. The book is divided into three parts. The first begins by discussing the specificities inherent to the study of time in educational sciences. The second contextualizes the evolution of temporal constraints that determine the ways education is institutionalized, organized, and experienced. The third and final part questions the meanings of emancipatory education in a context of temporal alienation.

This is the first book to provide a broad overview of European and North-American theories that inform both the ideas of time and rhythm in educational

sciences, from school instruction, curriculum design and arts education, to vocational training, lifelong learning and educational policies. It will be of key interest to academics, researchers and postgraduate students in the fields of philosophy of education, sociology of education, history of education, psychology, curriculum and learning theory, and adult education.

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- Rank: #1421362 in eBooks

- Published on: 2016-10-26
- Released on: 2016-10-26
- Format: Kindle eBook

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### **Editorial Review**

#### Review

‘A probing exploration of the temporal dimensions of education. This book is an intellectual masterpiece that will set the standard for a long time to come.’

Gert Biesta, Brunel University London, UK

‘Questioning common assumptions regarding temporal rhythms is inherently transgressive. In this fascinating and groundbreaking theoretical analysis, Michel Alhadeff-Jones explores the intersection of temporal rhythms, learning processes and the dynamics of emancipatory education.’

Stephen Brookfield, University of St. Thomas, USA

‘Unlike the scientist who quests for the instant of understanding, the educator has to make an ally of the full stretch of time. He or she needs to develop an appreciation of time’s heterogeneous and contradictory nature rather than seeing it simply as the foe of speed and efficiency. Michel Alhadeff-Jones’s study constitutes the richest examination of educational temporality I have ever encountered. It is immensely learned, assembling and responding to a body of literature that crosses multiple scholarly fields; it is penetratingly insightful, particularly in the way it explains how emancipation is, literally, a matter of rhythm; and it is utterly original. Educational theorists will find ample food for thought and debate in this book and educators, a groundbreaking way of reconceiving of their practice.’

Rene V. Arcilla, New York University Steinhardt School of Culture, Education, and Human Development, USA

‘This deeply thoughtful book merits our attention so as to appreciate time’s complexity, the subtlety of the analysis and its emancipatory intent. We often experience time as tyranny, at work, in classrooms, in families or as a general aspect of ‘hyper-modernity’. Time may never seem our own. But there are routes to emancipation by taking time out to recognize tyrannies and how to transgress them. This compelling book combines interdisciplinary understanding with biographical sensibility to consider temporal constraints and resistance to them. So take time to read it and consider time’s biological, psychological, cultural and emancipatory rhythms. Giving time to the book will in fact be a good, transgressive act in its own right!’

Linden West, Canterbury Christ Church University, UK

‘A very rich narrative on how diverse experiences of time structure our educational and learning experiences and vice-versa. Drawing on both continental and Anglo-American multidisciplinary sources, Michel Alhadeff-Jones constructs a framework that enables researchers and practitioners to explore new ways of considering how ‘life rhythms’ and institutional practices of work and learning often contradict each other, yet, how these conflicts can also be the source of emancipatory trajectories of both individuals and collectivities. A groundbreaking work that takes the reader step by step on an inspiring journey, from reductionist approaches to complexity-inspired views on human learning and education, whilst transgressing the boundaries between diverse practices such as formal and non-formal education, social work, vocational education and training and human resource development. The work opens new perspectives on how to conceive of emancipation in connection with the rhythms of life of individuals, institutions and societies.’

Danny Wildemeersch, University of Leuven, Belgium

About the Author

**Michel Alhadeff-Jones** is a psychosociologist and a philosopher of education. He works as an adjunct associate professor in the Adult Learning and Leadership Program at Teachers College, Columbia University. In Europe, he teaches at the universities of Fribourg and Geneva (Switzerland) and he is associated to the French Laboratory of Research EXPERICE (Experience, Cultural Resources and Education) at the University of Paris. He is the founder of the Sunkhronos Institute located in Geneva.

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