

INTERFACIAL EDUCATION

A Post-Dualist Reformulation of Educational Thinking and Practice

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ABSTRACT

This dissertation proposes an alternative model of education based on paradigmatic, epistemological, scientific, and educational arguments. The major thesis is that a post-dualist conceptualization of education will significantly alter the way we understand, organize, and practice education today.

The first part of this work begins with a critique of contemporary education and argues that a meaningful reformulation of education requires the combination of (1) an epistemological examination of teaching, learning and knowledge; (2) the development of a post-dualist mode of inquiry; and (3) a practical, microscopic view of paradigms. The two major visions ruling today's education — objectivism and subjectivism — are analyzed. It is concluded that the concept '*interface*' may be used as the intellectual and practical device to develop a new educational paradigm by building in the philosophical and functional space between objectivism and subjectivism.

Part II presents the foundation upon which the interfacial approach to education rests. The interfacial roots of knowledge and learning are investigated following an ecological-developmental approach. In addition, the nature of the mind and its roles in learning, inquiring, and dealing with reality are studied. Particular attention is paid to the mental tools necessary for interfacial inquiry. Educational implications are drawn throughout this section.

A systematic analysis of the role of interfaces in different fields follows. This is done as a survey of scientific knowledge about the nature, function, and development of interfaces in inorganic, organic, and theoretical worlds. This work provides a broad scientific support to the philosophical arguments presented earlier and is analogically transferred to educational issues.

The last part of the dissertation is devoted to a systematic discussion of interfacial education. The interfacial approach to 20 major educational issues (at both microscopic and macroscopic levels) is presented and compared to the existing objectivist and subjectivist positions on these matters. The thesis concludes with a summary of the major contributions of interfacial education and suggestions for possible areas of research and practical applications.