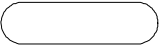


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3) Dewey

AE : *Art as Experience*

DE : *Democracy and Education*

EEL : *Essays in Experimental Logic*

EN : *Experience and Nature*

HWT : *How We Think*

EE : *Experience and education*

LTI : *Logic : The Theory of Inquiry*

QC : *The Quest for Certainty*

QT : *Qualitative Thought*

RP : *Reconstruction in Philosophy*

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”(qualitative thinking)

(QT : 251).

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 ”(QT : 259).

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6) Dewey
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 309).

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(AE : ch. 1, ch. 2).

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(AE : 46-47).

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(Zeltner, 1975 : 28).

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10) Dewey “ “ , “ “ (QC : 166-167).
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1950 : 62-63).

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”(AE : 13).

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”(arrested experience)

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(AE : 263; QC : 225).

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- (1992).
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- (1994a). : ().
- : , 271-327.
- (1994b). 가? :
- (). , 12(1), 69-101.
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* : 『Education as Living : A Re-evaluation of John Dewey's Experience-Centered Curriculum』, 『가 : 가 , 『 ()』 .

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Abstract

The Meaning of Learning as Creative Rehearsal of Experience : A Rediscovery of Experience-centered Curriculum Theory

Park, Chul Hong*

The purpose of the essay is to bring out and redefine the meaning of learning, which is reconsidered with reference to learning by experience. The practice of secondary education in Korea is remarkably influenced and controlled by college-entrance-examination-centered education; so learning is believed to be identical with 'literal memorization' which is to learn by heart the original words, concepts, and propositions exactly as they are shown in textbooks. Learning is to cram up subject matters by repeated and rote memorization without deep understanding and serious study in order to prepare for, and hit the right answers in, examinations in future.

The educational practice may be seen to be on the basis of the major tradition of western philosophy. In accordance of the main conception of the western philosophy, knowledge originates in essence, or the substance of the world, and is acquired by reason not by experience. Knowledge is taken to be fixed and permanent truth. Hence, it can be rightly be regarded as an important way of learning to memorize literally knowledge as truth printed in textbooks, for memorization is a good method to preserve and transmit the presumed truth.

Owing to the historically dominated trend, the idea of learning by experience has not been paid adequate attention to and inquired in a sufficient and productive way in the area of education. The concept of experience, which is examined with regard to experience as art, presents us with the very important insights that can never be considered in terms of the traditional philosophy: 1) The practical acts of human beings are integrated with thinking and appreciating; so, thinking operates with artistic act and aesthetic appreciation

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simultaneously, 2) thought is not ruled by pure reason, but by an integrated way of rational and qualitative thought.

Metaphorically, appreciators are to learners what artists are to teachers. Learning by experience, which is addressed by means of aesthetic appreciation, can be characteristic of four factors on the side of learners: 1) active participation, 2) operation of the whole mind, 3) integrated operation of practical, intellectual, and aesthetic elements, 4) the process of understandings and creation in which learner's whole mind and offered subject matters meet, adjust and balance each other. In learning some words, concepts, and propositions by indirect experience, learners should rehearse by imagination the experience which is similar and equivalent to subject matters to be learned. The rehearsal itself is a kind of creation in the sense that there can be no exact copy of the experience which produced the subject matters.

In this context, learning by experience can be represented as learning by imaginative and creative rehearsal of experience. This can be coined as 'creative learning' which contrasts with 'repetition learning' or 'copy learning'. In the aspect of learning by creative rehearsal of experience, the major content of learning is not the provided subject matters but the whole mind of learner; the main point of learning is how the mind comprehends the subject matters in a meaningful way and makes up a new whole mind. This view of learning presents a new paradigm of learning and education significantly different from that of subject-centered and discipline-centered curriculum theory. It is necessary and important, for the sake of the development of education, to inquire into the concept of experience and into the nature of experience-centered curriculum theory.

■ **Key Words** : experience-centered curriculum, qualitative thought, creative learning