

SUMMARY•

A chronological exposition of the development of Landman's thinking is undertaken. His initial view of science as "knowledge for the sake of knowledge" is discarded and developed into "knowledge for the sake of improving practice". He increasingly strives to meaningfully improve practice, and is currently contributing significantly to research methodology, and curriculum theory.

A distinct evolution is seen in Landman as a phenomenologist, although, first and foremost, he remains an ontologist. He has moved from a (Husserlian) methodological-monism, by also making room for the contradictory, hermeneutic, and dialectic (triadic] methods. Another development in his current views of phenomenology is his so-called "phenomenology-in-action", i.e., its significance for [educational] research, as well as his "operational phenomenology" (its significance for curriculum research).

Landman has described original pedagogical categories, along with examples of their practical application. It is shown that pedagogical criteria are categories-in-the-form-of-questions. He justifies pedagogical categories epistemologically by indicating their ontological-anthropological grounds, and he analyzes the concept "category" epistemologically and phenomenologically for the first time.

His initial view that a philosophy of life [doctrine, ideology] impedes scientific thinking and, thus, must be bracketed, only to be unbracketed "post-scientifically", has developed into his current view that the philosophy of life permissibility of an act of thinking must have equal status with its scientific necessity.

The development and expansion of Landman's thinking about essences have been so encompassing that he has been designated as

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an “essence-thinker”. For him, the thinking search for knowledge concerns either essentials or non-essentials.

An attempt is made to exemplify the contributions he has made through his graduate students.

National and international commentary concerning Landman’s pedagogical thinking illustrate and confirm its scope, importance, influence, and impact.

Service is an important priority for him, and his continued, unfaltering striving to improve practice is exemplary, and has earned him the highest awards attainable in his field.