CONTENTS

CHAPTER I
THE CONCEPT 'CATEGORY"
1.1 Introduction
1.2 Contemporary pedagogicians and the term "category"
1.3 Çontemporary pedagogicians and the term "being-in-the-world"
1.4 The concept "category"
1.5 Being unscientific and categories
1.5.1 General
1.5.2 Non-anthropological categories
1.5.3 Categories of an anthropological conception
1.6 Designing categories as a scientific matter
1.6.1 The concept "designing"
a) Designing categories as making (something) unconcealed
b) Designing categories as receiving meaning
c) Designing categories as giving meaning
1.6.2 The phenomenological method as the only authentic method for designing categories
1.6.3 Phenomenology is only meaningful as ontology
a) Explication
b) Phenomenological describing and interpreting
1.7 Statement of problem
1.8 Further program
References

CHAPTER II
A CLOSER ESSENCE-ANALYSIS OF THE CATEGORY
"BEING-IN-THE-WORLD"
2.1 Introduction
2.2 Being-in-the-world is a category that lets reality itself "come to speech"
2.2.1 The concept "to come to speech"
2.2.2 The concept "letting-be"
2.2.3 The ontological category makes "coming to speech" and "letting-be" possible
2.2.4 Implications for pedagogical thinking
2.3 Practicing a science is not possible if a scientist is isolated from reality
2.3.1 The concept "practicing a science"
2.3.2 The concept "isolation"
2.3.3 The ontological category makes isolation impossible
2.3.4 Implications for pedagogical thinking
2.4 The ontological category makes further anthropological thinking possible
2.4.1 The concept "further thinking"
2.4.2 Anthropological thinking as ontological thinking
a) The transition ontological-anthropological
b) Dasein-in-general to Dasein-in-particular
c) The anthropological categories have ontological status
2.5 The conceptual group: Ontological-anthropological-pedagogical
2.5.1 Explication
2.5.2 Pedagogical categories are particular anthropological categories with ontological status

(1) Giving-meaning-with-increasing-responsibility
(2) Gradual-breaking-away-from-a-lack-of-exertion
(3) Exemplifying-and-emulating-norms
(4) Venturing-with-each-other-pedagogically
(5) Being-grateful-for-pedagogical-security
(6) Being-responsible-for-educative-relationships
(7) Wanting-(hoping)-to-attain-future-adulthood
(8) Designing-possibilities-for-adulthood
(9) Gradually-fulfilling-destination (adulthood)
(10) Increasing-respect-for-human-dignity
(11) Achieving-adulthood-through-increasing-self-understanding
(12) Conquering-responsible-freedom

2.6 Summary
References

CHAPTER III
A FURTHER EXPLORATION OF THE CATEGORY "BEING-IN-THE-WORLD"
3.1 Introduction
3.2 The existing scientist as "Cogito" (I think)
3.2.1 Explication
3.2.2 Implications for pedagogical thinking
3.3 The existing scientist as "Volo" (I will)
3.3.1 Explication
3.3.2 Implications for pedagogical thinking
3.4 The existing scientist as "Ago" (I act)
3.4.1 Explication
3.4.2 Implications for pedagogical thinking
3.5 The ontological category and realism
3.5.1 The rejection of representational realism
a) Explication
b) Implications for pedagogical thinking
3.5.2 Phenomenological realism
a) Explication
b) Implications for pedagogical thinking
3.6 The scientist and the reality-expressing word (i.e., the "speaking word")
a) Explication
b) Implications for pedagogical thinking
3.7 Summary
References

CHAPTER IV
RETROSPECT

BIBLIOGRAPHY

APPENDIX A: FUNDAMENTAL PEDAGOGICAL STRUCTURES AND ESSENCES

APPENDIX B: KEY [STUDY] QUESTIONS AND NOTES