

Papers On Philosophy Of Education

The Rediscovery of Teaching presents the innovative claim that teaching does not necessarily have to be perceived as an act of control but can be understood and configured as a way of activating possibilities for students to exist as subjects. By framing teaching as an act of dissensus, that is, as an interruption of egological ways of being, this book positions teaching at the progressive end of the educational spectrum, where it can be reconnected with the emancipatory ambitions of education. In conversation with the works of Emmanuel Levinas, Paulo Freire, Jacques Rancière, and other theorists, Gert Biesta shows how students' existence as subjects hinges on the creation of existential possibilities, through which students can assert their "grown-up" place in the world. Written for researchers and students in the areas of philosophy of education, educational theory, curriculum theory, teaching, and teacher education, The Rediscovery of Teaching demonstrates the important role of teachers and teaching in the project of education as emancipation towards grown-up ways of being in the world.

This is a book about what many teachers know but are increasingly being prevented from talking about: that real education always involves a risk. The risk is there because, as W. B. Yeats has put it, education is not about filling a bucket but about lighting a fire. It is there because students are not to be seen as objects to be moulded and disciplined, but as subjects of action and responsibility. The Beautiful Risk of Education is organised around a critical discussion of seven key educational concepts: creativity, communication, teaching, learning, emancipation, democracy, and virtuosity. By opposing the risk aversion that characterises many contemporary educational policies and practices, Gert J. Biesta makes a strong argument for giving risk a central place in our educational endeavours and brings risk taking to the forefront of a critical pedagogical practice.

The papers in this volume provide a coherent philosophical study of a group of important and pressing educational issues such as the selection of objectives for less able children, the fundamental characteristics of teaching and the integration of the curriculum. A thesis on the necessary differentiation of knowledge into logically distinct forms is outlined, and is defended against recent philosophical criticisms. Its implications for curriculum planning are examined, with particular reference to the urgent problems of adequately characterizing liberal education and those forms of moral and religious education that are appropriate in maintained schools.

Philosophy and Politics from Plato to Dewey
Philosophers as Educational Reformers (International Library of the Philosophy of Education Volume 10)
Collected Essays on the Philosophy of Education
Ideas of Education

International Handbook of Philosophy of Education
A Collection of Philosophical Papers

The book proposes curbing the power of teachers, including headteachers, stripping parents of their rights, and making political education the keystone of education. It considers what kind of educational strategies would be appropriate to help move a society like our own towards greater democracy, in the light of a co-ordinated set of proposals about the democratic organization of political decision-making, and the development of democratic attitudes, notably fraternity.

In 1972, Matthew Lipman founded the Institute of Advancement for Philosophy for Children (IAPC), producing a series of novels and teaching manuals promoting philosophical inquiry at all levels of schooling. The programme consisted of stories about children discussing traditional topics of ethics, values, logic, reality, perception, and politics, as they related to their own daily experiences. Philosophy for Children has been adapted beyond the IAPC texts, but the process remains one of an open community of inquiry in which teachers promote respect, conceptual clarity, critical judgement, and active listening without imposing their own ideas. *Philosophy in Schools* describes the successes and difficulties in implementing this community of inquiry model. The book covers topics including the formation of non-didactic courses in ethics, the difficulties of fitting a post-compulsory philosophy course into a standard curriculum framework, and the political assumptions of adopting this model in a low socio-economic school. The contributions also ask deeper questions about how a genuine community of inquiry model is incompatible with conventional models of schooling, with their positioning of the discipline of philosophy in the curriculum. This book was originally published as a special issue of *Educational Philosophy and Theory*.

John Dewey is considered not only as one of the founders of pragmatism, but also as an educational classic whose approaches to education and learning still exercise great influence on current discourses and practices internationally. In this book, the authors first provide an introduction to Dewey's educational theories that is founded on a broad and comprehensive reading of his philosophy as a whole. They discuss Dewey's path-breaking contributions by focusing on three important paradigm shifts – namely, the cultural, constructive, and communicative turns in twentieth-century educational thinking. Secondly, the authors recontextualize Dewey for a new generation who has come of age in a very different world than that in which Dewey lived and wrote by connecting his philosophy with six recent and influential discourses (Bauman, Foucault, Bourdieu, Derrida, Levinas, Rorty). These serve as models for other recontextualizations that readers might wish to carry out for themselves.

Sociology, Equality and Education
An Essay in the Political Philosophy of Education

The RoutledgeFalmer Reader in the Philosophy of Education

A utopian dream

Belief, Morals, and Education
Fiction Written Under Oath?

Provides an overview of the distinctive thinking of a fascinating mix of educational pioneers and thinkers from the canon of philosophers and philosophical schools from the classical, medieval, early modern and modern. Includes: Plato, Aristotle, Hobbes, Locke, Rousseau, Wollstonecraft, Humboldt, Utopian socialists, J.S. Mill, Carpenter and Dewey.

This volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education.

The essays bring to contemporary debates about educational research both a first hand familiarity with the practices and arguments of the educational research community and a clear grasp of the ways in which philosophical sources and analysis can inform them. They are both measured and passionate - sparked by an intense personal curiosity, which takes Bridges into unexpected resources and territory (such as the insights of museology into debates on educational research as narrative fiction) as well as more familiar material relating to, for example, issues about the assessment of quality of educational research and the concern for its relevance. The book makes an articulate case, by its own example as well as in its argument, for the continuing contribution of philosophical thinking to the development and critique of educational research. It will be essential reading for researchers already engaged in this development and for masters and doctoral students who are coming to terms with educational research, and it offers a contribution to the literature in philosophy of education which is richly grounded in the wider field of educational research.

Leaders in Philosophy of Education

Beautiful Risk of Education

The Influence of Idealism on British Educational Thought

An Essay in the Philsophy of Education

A Guide to Information Sources

An Introduction and Recontextualization for Our Times

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains.

Fiction Written Under Oath?Essays in Philosophy and Educational ResearchTaylor & Francis US

A work by John Locke about education.

Education, Philosophy and Well-being

New perspectives on the work of John White
Philosophical Essays in Defence of a Variety of Differences

Philosophy of Education (International Library of the Philosophy of Education Volume 14)
Thomas Jefferson's Philosophy of Education

Belief, Morals and Education is a collection of seven essays by a noted European pedagogue dealing with the topic of education in religion, philosophy of life and morals. Included are: 'Educational Aims Today: Problematics and Guidelines', 'Belief and Education', 'Nietzsche's Doctrine of 'Necessary Illusions', 'Balanced Education' in a Society Lacking Certainty About Values, 'Values Education? Problematics and Possibilities', 'Education Today: Shared Responsibilities of Family and School' and 'Professional Morals for Teachers'. The author shows that it is not necessary for educators to succumb to moral relativism and abdicate their responsibility for education in religion, philosophy of life and morals. A common basic set of moral norms and values must and can be transmitted. Through a fair and balanced presentation and advocacy of those norms and morals necessary for the integration and perpetuation of society, teachers can help their students overcome the laming insecurities and doubts which prevent them from making a contribution to their society and from leading personally satisfying lives.

This volume assesses how far the ideas and achievements of the 19th century British Idealist philosophical reformers are still important for us today when considering fundamental questions about the structure and objectives of the education system in England and Wales.

Indoctrination is an important concept in educational philosophy. It bears on many areas of study, including ethics, epistemology and philosophy of science, and opens up new paths of investigation into such questions as classroom method and the rights of parents and their children. This book brings together a number of key articles which discuss indoctrination in relation to aspects of religion and morals, dotrines and moral responsibility. This volume combines both American and English interpretations of a crucial idea in the philosophy of education and helps bridge the gap between the teaching of the subject in the USA and the UK.

Modern Philosophies of Education

Educational Judgments (International Library of the Philosophy of Education Volume 9)

The Philosophy of Education

Beyond Domination (International Library of the Philosophy of Education Volume 23)

Collected Papers on Philosophy of Chemistry

Martin Buber's Philosophy of Education

John White is one of the leading philosophers of education currently working in the Anglophone world. Since first joining the London Institute of Education in 1965, he has made significant contributions to the landscape of the discipline through his teaching, research and numerous publications. His academic work encompasses a broad range of rich philosophical issues, ranging from questions surrounding the child 's mind, through the moral and pedagogical obligations of teachers and schools, to local and national questions of educational policy. In this volume, international contributors address key issues in the philosophy of education, touching on significant contemporary concerns and demonstrating the breadth and influence of John White 's work. Each chapter critically examines, builds on, and pays tribute to John White 's unique contribution, considering how his work has impacted on the discipline of education as we know it today. Topics covered include: policy and the role of philosophy of education liberal education the aims of education moral education leadership. Education, Philosophy and Wellbeing will appeal to postgraduate students and academics in the fields of history, policy, education studies, and philosophy, as well as to policy-makers, educational administrators and teachers.

Originally published in French as "La Philosophie, une Ecole de la Liberté. Enseignement de la philosophie et apprentissage du philosophe : Etat des lieux et regards pour l'avenir." - This study is dedicated to all those who engaged themselves, with vigour and conviction, in the defence of the teaching of philosophy a fertile guarantor of liberty and autonomy. This publication is also dedicated to the young spirits of today, bound to become the active citizens of tomorrow.

This Reader brings together a wide range of material to present an international perspective on topical issues in philosophy of education today. Focusing on the enduring trends in this field, this lively and informative Reader provides broad coverage of the field and includes crucial topics. With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world, this book represents the research and views of some of the most respected authors in the field today. Wilfred Carr also provides a specially written introduction which provides a much-needed context to the role of philosophy in the current educational climate. Students of philosophy and philosophy of education will find this Reader an important route map to further reading and understanding.

An Introduction

Conference Papers

Education and Expertise

Intellectual Self-Portraits

Knowledge and the Curriculum (International Library of the Philosophy of Education Volume 12)

Philosophical Essays

A collection of original philosophical essays that together make a robust case for the teaching of philosophy in schools. >

When originally published in 1965 this book reflected some of the new thinking among philosophers regarding the role of the discipline in its investigation of central issues in educaton. The essays are grouped into four major sections: The Nature and Function of Educational Theory; The Context of Educational Discussion; Conceptions of Teaching; and The Essence of Education. The concepts dealt with are of the first importance to any practical or theoretical discussion in education and the editor provides a generous introduction to the essays to aid the reader in his analysis of the issues.

This volume provides an introduction to the philosophy of education, which will enable students meeting the subject for the first time to find their way among the many specialized volumes. It deals in a non-technical way with the more important issues raised in a philosophical approach to education, and gives a clear idea of the scope of the subject.

Papers in the Philosophy of Education

Teaching Philosophy and Learning to Philosophize: Status and Prospects

Philosophy of Education Society of Great Britain, March 31st to April 2nd 2006, Oxford

The Rediscovery of Teaching

Educational Judgments: Papers in the Philosophy of Education

Educational Judgments(International Library of the Philosophy of Education Volume 9)

The topics covered in this volume, originally published in 1973, include the need for a more adequate concept or definition of education, the issue of whether indoctrination is compatible with education, particularly with moral education, and the processes of judging the merits of different approaches to aesthetic education.

The topics covered in this volume, originally published in 1973, include the need for a more adequate concept or definition of education, the issue of whether indoctrination is compatible with education, particularly with moral education, and the processes of judging the merits of different approaches to aesthetic education. Two contributors present complementary analyses of the relations between freedom as a characteristic of institutions and the process of learning to be a free man. There is discussion of the neglected subject of rights and duties in education, with special emphasis on the question of a universal right to education. The volume concludes with papers on the relevance of philosophy to the practical judgments of educators and to education as a field of study.

n this book, 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field.

Of Human Potential

Philosophy in Schools

Essays in Philosophy and Educational Research

Essays in the Philosophy of Education

Key Concepts in the Philosophy of Education

The Oxford Handbook of Philosophy of Education

The relevance of expertise to professional education and practice is explored in this collection of original contributions from educationalists, philosophers and psychologists. Discusses the increasingly prominent debates about the nature of know-how in mainstream analytical epistemology Illuminates what is involved in professional expertise and the implications of a sound understanding of professional expertise for professional education practice, curriculum design and assessment All contributions are philosophically grounded and reflect interdisciplinary advances in understanding expertise

Thomas Jefferson had a profoundly advanced educational vision that went hand in hand with his political philosophy - each of which served the goal of human flourishing. His republicanism marked a break with the conservatism of traditional non-representative governments, characterized by birth and wealth and in neglect of the wants and needs of the people. Instead, Jefferson proposed social reforms which would allow people to express themselves freely, dictate their own course in life, and oversee their elected representatives. His educational vision aimed to instantiate a progressive social climate only dreamed of by utopists such as Thomas More, James Harrington and Louis-Sébastien Mercier. This book offers a critical articulation of the philosophy behind Jefferson's thoughts on education. Divided into three parts, chapters include an analysis of his views on elementary and higher education, an investigation of education for both the moral-sense and rational faculty, and an examination of education as lifelong learning. Jefferson's educational rationale was economic, political and philosophical, and his systemic approach to education conveys a systemic, economic approach to living, with strong affinities to Stoicism. Thomas Jefferson's Philosophy of Education will be key reading for philosophers, historians and postgraduate students of education, the history of education and philosophy.

This book represents a collection of papers from one of the founders of the new Philosophy of Chemistry. It is only the second single-author collection of papers on the Philosophy of Chemistry.The author is the editor-in-chief of Foundations of Chemistry, the leading journal in the field. He has recently gained worldwide success with his book on the periodic table of the elements titled The Periodic Table: Its Story and Its Significance. This volume provides an in-depth examination of his more philosophical and historical work in this area and further afield.

Some Thoughts Concerning Education

John Dewey's Philosophy of Education

Interpreting Kant

Philosophical Analysis and Education (International Library of the Philosophy of Education Volume 1)

New Essays in the Philosophy of Education (International Library of the Philosophy of Education Volume 13)

Philosophy a School of Freedom

This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic, and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics: Voices from the present and the past deals with 36 major figures that philosophers of education rely on; Schools of thought addresses 14 stances including Eastern, Indigenous, and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic; Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present, for example care and justice, democracy, and the curriculum; New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience, videogames, and radicalization. The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training. Moreover, it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub-discipline. Combined with different conceptions of the purpose of philosophy, it discusses various aspects, using diverse perspectives to do so. Contributing Editors: Section 1: Voices from the Present and the Past: Nuran Davids Section 2: Schools of Thought: Christiane Thompson and Joris Vlieghe Section 3: Revisiting Enduring Debates: Ann Chimney, Naomi Hodgson, and Viktor Johansson Section 4: New Areas and Developments: Kai Horsthemke, Dirk Willem Postma, and Claudia Rutenberg

The concept of potential plays a prominent role in the thinking of parents, educators and planners the world over. Although this concept accurately reflects central features of human nature, its current use perpetuates traditional myths of fixity, harmony and value, calculated to cause untold mischief in social and educational practice. First published in 1985, Israel Scheffer's book aims to demythologise the concept of potential. He shows its roots in genuine aspects of human nature, but at the same time frees it from outworn philosophical myths by means of analytical reconstruction - thereby improving both its theoretical and its practical applicability. The book concludes with an interpretation of policy-making in education, and reflections on the ideal education of a policy-maker. It emphasiseses human symbolism, choice, temporal continuity, and self-determination as indispensable elements of any adequate philosophy of education. Of Human Potential will be of interest to a broad range of philosophers, educators and social scientists.

This book offers a clear and lively survey into the key terms and concepts of philosophy which are of interest and relevance today.

Concepts of Indoctrination (International Library of the Philosophy of Education Volume 20)