



# Philosophers discuss education

Stuart C. Brown

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# Philosophers Discuss Education

**David Carr**



## **Philosophers Discuss Education:**

Philosophy of Education Chandra Soti Shivendra, Rajendra Kumar Sharma, 2006 It Has Been Rightly Said That Only A True Philosopher May Give A Practical Shape To Education Philosophy And Education Go Hand In Hand Education Depends On Philosophy For Its Guidance While Philosophy Depends On Education For Its Own Formulation Teaching Methods Are Very Much Concerned With The Philosophy Of Education The Teacher Holds The Philosophical Systems Of Education Govern The Teacher S Attitude To The Method Of Teaching With A View To Comprehend The Close Relationship Of Philosophy And Education And Their Great Significance In The Modern Times The Present Book Philosophy Of Education Has Been Written The Book Aims At Presenting The Western Isms Of Philosophy As Well As Indian Philosophy Of Education Beginning From The Vedas To The Contemporary Philosophies It Elucidates The Philosophical Issues And Attempts To Draw The Philosophical Implications Of Every Isms Invaluable Viewpoints On Education Of Eminent Educators Like Rousseau Russell Swami Dayanand Annie Besant M K Gandhi Rabindranath Tagore And Many Others And The Influence Of Their Philosophies Have Been Studied In Depth It Acquaints The Readers With The Varied Aims And Ideals Of Education Methods And Principles Of Teaching Role And Influence Of Teachers As Propounded By The Great Philosophers Written In A Simple Language And Lucid Style The Book Is Expected To Serve As An Ideal Textbook On The Subject It Will Prove Indispensable For The Students And Teachers Of Education Question Bank At The End Of The Book Is An Added Advantage Provided To The Students Which Would Prove Helpful In Preparation For Examination Even The General Readers Will Find This Book Worth Reading

**Philosophers Discuss Education** Stuart C. Brown, 1975

**What is Philosophy of Education?** Christopher J. Lucas, 1969

Philosophy of Education Nel Noddings, 2018-04-17 The first edition of Nel Noddings Philosophy of Education was acclaimed as the best overview in the field by the journal Teaching Philosophy and predicted to become the standard textbook in philosophy of education by Educational Theory This classic text originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching learning research and educational policy has now been updated to reflect the most current thinking in the field A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards Philosophy of Education introduces students to the evolution of educational thought from the founding fathers to contemporary theorists with consideration of both analytic and continental traditions This is an essential text not only for teachers and future teachers but also for anyone needing a survey of contemporary trends in philosophy of education

**Preface to the philosophy of education (International Library of the Philosophy of Education Volume 24)** John Wilson, 2010-02-25 It is sometimes said that the philosophy of education is not a serious and coherent philosophical area of inquiry John Wilson examines this argument taking it as the starting point for his book He believes that most philosophy of education until now has been little more than the promotion of particular ideologies and that progress can be made only by a

more analytical approach The central problems lies in establishing a few basic concepts principles and categories and questions which will form the skeleton of the subject He therefore outlines the nature of philosophy of education and defines some of its major problems by examining key notions such as the value of education the nature and implications of learning and what should be learned

**PHILOSOPHERS DISCUSS EDUCATION. ED. BY S. C. BROWN. ,1979** Philosophy of Education Edward J. Power,1982 *The Philosophy of Education* Richard Stanley Peters,1973 These twelve articles consider central issues in the philosophy of education particularly the concept of education the content of education teaching and learning and justification of education Contributors include John Woods W H Dray I Scheffler P H Hirst P Herbst Mary Warnock R Pring D W Hamlyn and Mrs P A White *Philosophy and History of Education* Antoinette Errante,Jackie Blount,Bruce A. Kimball,2017-02-10 The studies of philosophy and history of education are under siege These studies do not attract large grant funds and to many do not seem useful even while much of educational research is dismissed as inconsequential or self evident and the crisis in American education deepens Philosophy and history of education have therefore been pushed to the margin or beyond in colleges and schools of education commensurate with the decline of the humanities in higher education generally Philosophy and History of Education examines the complex relationship between these studies and the value of these related studies for improving educational knowledge policy and practice From diverse perspectives the philosophers and historians in this volume explore how bringing these disciplines together yields insights about unacknowledged or occult aspects of education problems that neither could achieve on their own

**Education and Thinking in Continental Philosophy** Itay Snir,2020-09-28 This book draws on five philosophers from the continental tradition Theodor Adorno Hannah Arendt Gilles Deleuze Jacques Derrida and Jacques Rancière in order to think about thinking and offer new and surprising answers to the question How can we educate students to think creatively and critically Despite their differences all of these philosophers challenge the modern understanding of thinking and offer original radical perspectives on it In very different ways each rejects the modern approach to thinking as well as the reduction of proper thought to rationality situating thinking in sociohistorical reality and relating it to political action Thinking they argue is not a natural automatic activity and the need to think has become all the more important as political reality seems to exhibit less thinking or to even celebrate thoughtlessness Bringing these continental conceptions of thinking to bear on the urgent need to educate young people to think against the current this book makes a significant contribution to educational theory and political philosophy one that is particularly relevant in today's anti intellectual climate

Problems in Philosophy of Education James Scott Johnston,2019-02-07 Problems in Philosophy of Education canvasses several of the leading issues in philosophy of education These include the disconnect between the disciplines of philosophy and philosophy of education the strained relationship between educational practice and philosophy of education the role of educational research in philosophy of education and the lack of an independent scholarship for philosophy of education James Scott Johnson argues

for a philosophy of education separate and distinct from both the disciplines of philosophy and education and claims that philosophy of education should raise and address its own questions and concerns Supporting this is a model of how philosophy of education should originate basic questions together with a set of philosophic presuppositions regarding the model's logic ethics politics and relationship to science and social science What Do Philosophers of Education Do? Claudia Ruitenberg, 2010-05-18 This volume of essays demonstrates and comments on philosophical methods in educational research Offers a clear picture of what philosophers do when they study education Brings together a series of essays from an international cast of contributors from Canada UK Finland and Cyprus Examines a range of new and established philosophical methods which can be used in educational research Demonstrates how philosophy of education can be understood methodologically Draws from both Continental and Analytical traditions Fills a gap in the research methods literature in education and the social sciences **Philosophy of Education: The Key Concepts** John Gingell, Christopher Winch, 2002-01-04 First published in 1999 Routledge is an imprint of Taylor Francis an informal company **Authenticity and Learning** David Cooper, 2010-11-01 David E Cooper elucidates Nietzsche's educational views in detail in a form that will be of value to educationalists as well as philosophers In this title first published in 1983 he shows how these views relate to the rest of Nietzsche's work and to modern European and Anglo Saxon philosophical concerns For Nietzsche the purpose of true education was to produce creative individuals who take responsibility for their lives beliefs and values His ideal was human authenticity David E Cooper sets Nietzsche's critique against the background of nineteenth century German culture yet is concerned at the same time to emphasize its bearing upon recent educational thought and policy Philosophers on Education Amelie Rorty, 2005-10-09 Philosophers on Education offers us the most comprehensive available history of philosopher's views and impacts on the directions of education As Amelie Rorty explains in describing a history of education we are essentially describing and gaining the clearest understanding of the issues that presently concern and divide us The essays in this stellar collection are written by some of the finest contemporary philosophers Those interested in history of philosophy epistemology moral psychology and education and political theory will find Philosophers on Education to be both an engaging and fascinating read *Philosophy and Education*: Paul Smeyers, J.D. Marshall, 2013-03-14 Many books have been written about Wittgenstein's philosophy but this collection of articles on Wittgenstein and education is the first study in book form in this area There have been several articles in scholarly education journals but the special cachet of this collection is that the contributors come from six countries The collection has been edited by Paul Smeyers and Jim Marshall philosophers of education who live in Belgium and New Zealand respectively Each of the chapters represents an original study of Wittgenstein commissioned by the editors from colleagues they know to have written well on Wittgenstein and the implications of his ideas for education Audience Teachers students and academics in the field of philosophy and education Especially interesting to advanced students in these areas **Making Sense of Education** David Carr, 2005-07-08 Making

Sense of Education provides a contemporary introduction to the key issues in educational philosophy and theory Exploring major past and present conceptions of education teaching and learning this book makes philosophy of education relevant to the professional practice of teachers and student teachers as well of interest to those studying education as an academic subject The book is divided into three parts education teaching and professional practice issues concerning education the role of the teacher the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning knowledge and curriculum issues concerning behaviourist and cognitive theories of learning knowledge and meaning curriculum aims and content and evaluation and assessment schooling society and culture issues of the wider social and political context of education concerning liberalism and communitarianism justice and equality differentiation authority and discipline This timely and up to date introduction assists all those studying and or working in education to appreciate the main philosophical sources of and influences on present day thinking about education teaching and learning

**Discussions on Philosophy and Literature, Education and University Reform** Sir William Hamilton, 1866 *Leaders in Philosophy of Education*, 2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In 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 They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

New Educational Philosophy Bhagirathi Sahu, 2002

## Decoding **Philosophers Discuss Education**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Philosophers Discuss Education**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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