

10 Modern Philosophers and their Contribution to Education

John Locke and the Tabula Rasa



Locke (1632-1704), an English philosopher and physician, proposed that the mind was a blank slate or tabula rasa. This states that men are born without innate ideas, and that knowledge comes from experience and perception, as opposed to predetermined good and evil nature, as believed by other thinkers.

On his treatise *“Some Thoughts Concerning Education”*, he emphasized that the knowledge taught during younger years are more influential than those during maturity because they will be the foundations of the human mind. Due to this process of associations of ideas, he stressed out that punishments are unhealthy and educators should teach by examples rather than rules.

This theory on education puts him on a clash with another widely accepted philosophy, backed by another brilliant mind

Immanuel Kant and Idealism



They never lived at the same time, but history always put Locke and Kant on a dust up.

A famed German thinker, Kant (1724–1804) was an advocate of public education and of learning by doing, a process we call training. As he reasons that these are two vastly different things.

He postulated *“Above all things, obedience is an essential feature in the character of a child...”*. As opposed to Locke, he surmises that children should always obey and learn the virtue of duty, because children's *inclination to earn or do something* is something unreliable. And transgressions should always be dealt with punishment, thus enforcing obedience.

Philosophers On Education

Joseph James Chambliss



Philosophers On 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

Philosophy of Education M. L. Dhawan, 2005 The book aims to familiarise readers with the most important perennial questions in philosophy of education It explores the ideas and views of famous Indian and Western philosophers theologians and educationists with distinctive theories of education and methods of teaching It is a very exhaustive and serious study on the subject

[International Handbook of Philosophy of Education](#) Paul Smeyers, 2018-06-09 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 Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg *Dewey, Russell, Whitehead* Brian Patrick Hendley, 2010-03-19 In *Philosophers as Educators* Brian Patrick Hendley argues that philosophers of education should reject their preoccupation with defining terms and analyzing concepts and embrace the philosophical task of constructing general theories of education Hendley discusses in detail the educational philosophies of John Dewey Bertrand Russell and Alfred North Whitehead He sees in these men excellent role models that contemporary philosophers might well follow Hendley believes that like these mentors philosophers should take a more active practical role in education Dewey and Russell ran their own schools and Whitehead served as a university administrator and as a member of many committees created to study education

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

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

Modern Philosophies of Education John Seiler Brubacher, 1969 *Study of the philosophy of education in the USA* covers current systems and trends and includes political aspects social implications and psychological aspects thereof creative thinking intellectual and

socialist concepts social change cultural change human rights religion the importance of curriculum Motivation for learning educational opportunities etc Bibliographys Key Concepts in the Philosophy of Education Christopher Winch, John Gingell, 1999 In a clear and lively manner this new reference explains all of the essential concepts used in contemporary and modern philosophy of education It also provides invaluable background on the classic educational philosophy texts of Rousseau Plato and others readers will find coverage of seminal views on teaching learning and indoctrination as well as such contemporary concepts as postmodernism markets and school effectiveness Students researchers and anyone interested in contemporary education will be certain to want this unique and authoritative resource The Importance of Philosophy in Teacher Education Andrew Colgan, Bruce Maxwell, 2019-08-29 The Importance of Philosophy in Teacher Education maps the gradual decline of philosophy as a central integrated part of educational studies Chapters consider how this decline has impacted teacher education and practice offering new directions for the reintegration of philosophical thinking in teacher preparation and development Touching on key points in history this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching learning and education systems contribute in meaningful ways to being a good teacher and trace the consequences of a decline in philosophy on individuals professional development and on the evolution of the teaching profession more broadly With this in mind the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today This book will be of great interest to graduate postgraduate students as well as research scholars in the field of educational philosophy and history of education In addition it will be useful for those involved in teacher education and in particular course module and program development Philosophers on Education John Wilson, 1987-01-26 The SAGE Handbook of Philosophy of Education Richard Bailey, Robin Barrow, David Carr, Christine McCarthy, 2010-03-23 This book provides an authoritative yet accessible guide to the Philosophy of Education its scope its key thinkers and movements and its potential contribution to a range of educational concerns The text offers a balanced view of three key dimensions first in giving an equal weight to different styles and modes of philosophy second by including past and present perspectives on philosophy of education and third in covering both the general perennial issues in philosophy and issues of more contemporary concern Section one of the book exemplifies different styles of philosophy paying attention to the contemporary debates as to the nature possibilities and limitations of these different approaches to philosophy of education Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophic thought on education providing the basis and reference point for an exploration of contemporary issues The handbook is designed primarily to be useful to students studying the field

of philosophy of education in the context of the study of educational foundations or theory But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues and to educationalists of all types who want a succinct guide to questions relating to the nature the history and the current state of the art of philosophy of education **What is Philosophy of Education?** Christopher J. Lucas,1969

The Blackwell Guide to the Philosophy of Education Nigel Blake,Paul Smeyers,Richard D. Smith,Paul Standish,2008-06-09 In this important survey an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant questions for its future Presents a definitive introduction to the core areas of philosophy of education Contains 20 newly commissioned articles all of which are written by internationally distinguished scholars Each chapter reviews a problem examines the current state of the discipline with respect to the topic and discusses possible futures of the field Provides a solid foundation for further study 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 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

The Philosophy of Education: An Introduction Richard Bailey,2014-10-28 The Philosophy of Education An Introduction encourages the reader to actively engage with the philosophy of education and the carefully selected contributors bring the philosophy of education to life for the reader Each chapter focuses on a particular area of debate and explains the main concepts includes extracts from philosophical writing followed by questions that guide the reader to critically and actively engage with the text guides the reader towards further reading and suggests next steps and more challenging sources or counter pointed arguments The Philosophy of Education An Introduction is essential reading for education students and for trainee teachers on undergraduate and postgraduate programmes It will also appeal to practicing teachers and educationalists who wish to engage with philosophical approaches to contemporary educational issues **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

Philosophy of Education Joseph James Chambliss,1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

A History of Western Philosophy of Education in the Modern Era Andrea R. English,2021-01-28 This volume traces the history of Western philosophy of education through the Modern Era The period between 1850 and 1914 was a time of struggle for justice and opportunity during which influential thinkers among them John Dewey Maria Montessori and W E B Du Bois addressed how education is fundamentally connected to questions of what it means to be human Readers will find a provocative collection of educational theories and concepts that point to the inherent value of the diversity of human experience and background Each chapter illuminates how the ideas of the modern era hold promise for a meaningful re envisioning of educational practice and policy today About A History of Western Philosophy of Education An essential resource for researchers scholars and students of education this five volume set that traces the development of philosophy of education through Western culture and history Focusing on philosophers who have theorized education and its implementation the series constitutes a fresh dynamic and developing view of educational philosophy It expands our educational possibilities by reinvigorating philosophy s vibrant critical tradition connecting old and new perspectives and identifying the continuity of critique and reconstruction It also includes a timeline showing major historical events including educational initiatives and the publication of noteworthy philosophical works

Whitehead and Philosophy of Education Malcolm D. Evans,1998 That process philosophy can be the foundation of the theory and practice of educating human beings is the main argument of this book The process philosophy of Alfred North Whitehead 1861 1947 is the particular thinking on which this book is based Readers are shown that Whitehead s process philosophy provides a frame a conceptual matrix that addresses their concerns about education and offers direction for their educative acts Whitehead theorized that all living entities are connected in some way Relatedness connectedness and holism are recurring themes in this exploration of Whitehead s implied philosophy of education Whitehead never wrote a philosophy of education but his writings over a period of nearly thirty years reveal a persistent interest and concern with education His work ranging from Introduction to Mathematics 1911 to Adventures of Ideas 1938 is drawn on here to construct not Whitehead s philosophy of education but a Whiteheadian philosophy of education Whitehead and Philosophy of Education brings to scholars and students of education an understanding of Whitehead as an important figure in philosophy particularly philosophy of

education an acquaintance with process philosophy a brief treatment of Whitehead's life and an account of events and experiences that influenced his philosophizing and an exploration of the educationally salient concepts found in Whitehead's formal and informal philosophy with special attention to Whitehead's ideas about creativity process rhythm wisdom and knowledge Whitehead writes of phases of the rhythm of education romance precision and generalization The book is organized with attention to these three phases Part One Romance introduces readers to Whitehead the person and the change of context for educating from a mechanistic world view to an organismic one Part Two Precision examines Whitehead's writings as they relate to process philosophy and to educating Part Three Generalization is an application of the explorations of Parts One and Two yielding a construction of a Whiteheadian philosophy of education and suggestions for educational practice

Unveiling the Magic of Words: A Overview of "**Philosophers On Education**"

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