

# OPEN-MINDEDNESS

Open-mindedness is a characteristic of a mature and curious person who tries to understand things beyond his belief systems.

## OVERVIEW

Being open-minded allows you to explore new frontiers, discover new perspectives, and understand other people's cultures and beliefs. Of course, it does not mean you will believe what they do—it only means you are willing to listen without arguing. Below are some of the best examples of open-mindedness.

## EXAMPLES

- You want to hear what others have to say.
- You find it acceptable for people to disagree with you.
- You try to look at your mistakes from the perspective of others.
- You want to see or feel what people are going through.
- You hear both sides of the story before making a judgment.

# Open Mindedness And Education

**Wayne D. Riggs**



## **Open Mindedness And Education:**

**Open-Mindedness and Education** William Hare, 1993-08-06 Professor Hare provides a systematic and detailed examination of what is meant by calling a person open minded and an inquiry into the place and importance of this comparatively neglected idea in education Hare provides us with a clear concept of open mindedness and shows why that attitude is central to our view of education for those who are interested in the concept of education or values or moral education and those who want to see how open mindedness relates to important concepts such as rationality neutrality indoctrination recommended to all who are concerned with education not just teachers and teacher educators The language is absolutely clear and free of pretentious jargon the arguments are rigorous cogent and easy to follow and the organization of the book is truly exemplary Canadian Journal of Education *Open-Mindedness and Education* W Hare, 1993

*Open-Mindedness and Education* William Hare, 1979 Professor Hare provides a systematic and detailed examination of what is meant by calling a person open minded and an inquiry into the place and importance of this comparatively neglected idea in education Hare provides us with a clear concept of open mindedness and shows why that attitude is central to our view of education for those who are interested in the concept of education or values or moral education and those who want to see how open mindedness relates to important concepts such as rationality neutrality indoctrination recommended to all who are concerned with education not just teachers and teacher educators The language is absolutely clear and free of pretentious jargon the arguments are rigorous cogent and easy to follow and the organization of the book is truly exemplary Canadian Journal of Education **Open-mindedness and Education** William Hare, 1979 *The Virtue of*

*Open-Mindedness and Perspective* Wayne D. Riggs, 2025 It is hard to underestimate the value and influence that open mindedness can have on our lives Indeed our success often depends crucially on our ability to interact with others and the quality of those interactions We are after all not the generic abstract isolated self sufficient agents assumed by a classically Cartesian theoretical framework It is in our best interest to realize this falsehood and act with our true selves to rectify that to live better Yet of course open mindedness and perspective can also be responsible for some of our most catastrophic epistemic failures Conspiracy theories group think echo chambers charismatic charlatans identity politics these are all phenomena by which individuals can be led astray precisely by being open to the influence of others Being epistemically successful as a human in our particular predicament requires being appropriately open to the influence of others This multi disciplinary volume of new essays shows us a path forward Bringing to bear a variety of perspectives the essays examine cognitive and conceptual architecture popular culture colonialization and arts training Together they redefine the boundaries of open mindedness and perspective in favor of a rich and complex conception of these ever important virtues *In Defence of Open-Mindedness* William Hare, 1985 William Hare believes that open mindedness the disposition to form a belief and if necessary to revise or reject it in the light of available evidence and argument stands in need of a defence because it is

under widespread attack In this sequel to his highly regarded *Open mindedness and Education* 1979 he examines the numerous ways in which opposition to open mindedness is expressed and shows how these criticisms can be countered He argues that the general indictment of open mindedness as a habit of mind leading to nihilism and scepticism as well as to neglect of the emotions is based upon a misunderstanding of the nature of the concept which in his opinion is by no means incompatible with personal commitment and confidence Similar confusions are exposed in such areas as elementary schooling moral education educational standards methods of teaching the administration of schools and the teaching of science In each of these areas examples are taken from the writings of influential critics to illustrate the nature of the doubts concerning open mindedness doubts that are carefully analysed and show to rest ultimately upon erroneous assumptions And since he believes that many who set out to champion open mindedness manage to confuse this ideal with other notions Hare undertakes in a concluding chapter to protect the ideal from its would be friends and supporters

**Education's Epistemology** Harvey Siegel, 2017 *Education's Epistemology* extends and defends Siegel's reasons conception of critical thinking developing it in both philosophical and educational directions Of particular note is its emphasis on epistemic quality and epistemic rationality and its concerted defense of universal educational and philosophical ideals in the face of

multicultural postmodern and other challenges

**Education and the Open Mind** Rebecca M. Taylor, 2014 *Open mindedness* has been touted by philosophers as a vital characteristic of the educated mind and by educational scholars as an important component of critical thinking This dissertation investigates open mindedness and its educational significance It aims to establish that open mindedness is fundamental to the pursuit of knowledge and understanding that it contributes to the preparation of individuals for citizenship and for pursuit of the good life and that teachers and systems of education that undermine open mindedness in their students are guilty of indoctrination My consideration of open mindedness and its educational significance comprises three papers The first paper answers the question what is open mindedness With this definition of open mindedness in hand the second paper considers the value of open mindedness in greater depth through an analysis of its relationship to the liberal democratic value of autonomy The third paper considers the demands on educators to support the development of open mindedness through an investigation of indoctrination a type of bad teaching that produces or reinforces closed mindedness Together these three papers develop a conception of open mindedness explore the role of open mindedness in autonomy and citizenship education and consider the responsibility of educators to promote this virtue

**A Companion to the Philosophy of Education** Randall Curren, 2008-04-15 *A Companion to the Philosophy of Education* is a comprehensive guide to philosophical thinking about education Offers a state of the art account of current and controversial issues in education including issues pertaining to multiculturalism special education sex education and academic freedom Written by an international team of leading experts who are directly engaged with these profound and complex educational problems Serves as an indispensable guide to the field of philosophy of education

**Interculturologies: Moving Forward with Interculturality in Research and Education** Fred Dervin, 2024-08-23

This book showcases 100 terms related to the scientific educational and political notion of interculturality. Each term is presented with its specific multilingual discussions, scientific origins, multifaceted content, and short reviews of the global literature in English. Some myths, imaginaries, and ideologies in interculturologies in the book that they have led to construct are also introduced. Questions at the end of each entry encourage readers to think further regarding the notion of interculturality in research and education. Based on the author's decades-long experience in researching and teaching in the interdisciplinary field of intercultural communication education in different parts of the world, his constant reflexive and critical engagement with the notion of interculturality and in-depth reviews of current research, the author has carefully selected recurrent concepts, notions, and ideas to be deconstructed in order to challenge readers to think further with him, especially beyond Western and certain static and resistant ideological positions. These represent a complex body of concepts and notions but also involve myths and imaginaries that can prevent us from moving forward in our thinking and in acting interculturally in research and education. This book serves as a reading guide for further interculturologies that the reader might identify in the future or as they engage with the book.

*Intellectual Virtues and Education* Jason Baehr, 2015-12-22 With its focus on intellectual virtues and their role in the acquisition and transmission of knowledge and related epistemic goods, virtue epistemology provides a rich set of tools for educational theory and practice. In particular, characteristics under the rubric of responsibilist virtue epistemology like curiosity, open-mindedness, attentiveness, intellectual courage, and intellectual tenacity can help educators and students define and attain certain worthy but nebulous educational goals like a love of learning, lifelong learning, and critical thinking. This volume is devoted to exploring the intersection between virtue epistemology and education. It assembles leading virtue epistemologists and philosophers of education to address such questions as: Which virtues are most essential to education? How exactly should these virtues be understood? How is the goal of intellectual character growth related to other educational goals, for example, to critical thinking and knowledge acquisition? What are the best practices for achieving this goal? Can growth in intellectual virtues be measured? The chapters are a prime example of applied epistemology and promise to be a seminal contribution to an area of research that is rapidly gaining attention within epistemology and beyond.

*The Value of Open-mindedness in the Philosophy of Education* Robert Contreras, 2014

*Philosophy of Education: Problems of educational content and practices* Hirst, Paul Heywood, Hirst, Patricia White, 1998

**Giving Voice to Democracy in Music Education** Lisa C. DeLorenzo, 2015-10-23 This book examines how music education presents opportunities to shape democratic awareness through political, pedagogical, and humanistic perspectives. Focusing on democracy as a vital dimension in teaching music, the essays in this volume have particular relevance to teaching music as democratic practice in both public schooling and in teacher education. Although music educators have much to learn from others in the educational field, the actual teaching of music involves social and political dimensions unique to the arts. In

addition teaching music as democratic practice demands a pedagogical foundation not often examined in the general teacher education community Essays include the teaching of the arts as a critical response to democratic participation exploring democracy in the music classroom with such issues as safe spaces sexual orientation music of the Holocaust improvisation race and technology and music teaching music teacher education as a form of social justice Engaging with current scholarship the book not only probes the philosophical nature of music and democracy but also presents ways of democratizing music curriculum and human interactions within the classroom This volume offers the collective wisdom of international scholars teachers and teacher educators and will be essential reading for those who teach music as a vital force for change and social justice in both local and global contexts      **Education in a Cultural War Era** Mordechai

Gordon,2022-04-28 In the past couple of years much has been said and written in the media about the notion of cancel culture and the way in which various celebrities journalists politicians ideas and monuments have been cancelled Yet the conversations taking place on this issue have been largely uninformed lacking intellectual rigor and devoid of the historical and cultural context that could help make the contested debates more enlightening Mordechai Gordon investigates the phenomenon of cancelling historically as well as how it became an issue recently The book presents some compelling philosophical arguments against the practice of cancelling and highlights various educational dangers and risks that emerge from this practice and deserve our attention      *Deep in Thought* Jason Baehr,2022-10-18 *Deep in Thought* provides an introduction to intellectual virtues the personal qualities and character strengths of good thinkers and learners and outlines a pragmatic approach for teachers to reinforce them in the classroom With a combination of theoretical expertise and practical experience philosopher Jason Baehr endorses intellectual virtues as a rich meaningful way to think about and understand the purpose of education He makes a persuasive case for prioritizing intellectual virtues in the classroom to facilitate deeper learning encourage lifelong learning and enrich teacher practice Baehr profiles nine key virtues that enable learners to initiate the process of learning maintain forward momentum and overcome common obstacles With engaging anecdotes and concrete examples he presents a wealth of principles postures and practices that educators can employ in promoting essential habits of mind such as curiosity open mindedness and intellectual courage Baehr illustrates how opportunities to practice these intellectual habits can be integrated into the classroom in ways that align with current teaching practices In addition he shows how educators can adapt these practices to accommodate students identities developmental abilities and interests This thought provoking book supports all educators especially middle and high school teachers in teaching for intellectual virtues *Deep in Thought* is a philosophical and yet practical guide to one of the most important aims of education helping students become skilled thinkers and learners      *Journal of Character Education* Jacques S. Benninga,Marvin W Berkowitz,2020-03-01 The *Journal of Character Education* is the only professional journal in education devoted to character education It is designed to cover the field from the latest research to applied best practices We include original research

reports editorials and conceptual articles by the best minds in our field reviews of the latest books and other relevant strategies and manuscripts by educators that describe best practices in teaching and learning related to character education The Journal of Character Education has for over a decade been the sole scholarly journal focused on research theory measurement and practice of character education This issue includes a Voices section highlighting the 2017 Character.org Sandy Award recipient along with four peer reviewed articles and a book review

**Virtue Education: Personal and Social Transformation** Dr. Muhammet Fatih Doğan, Virtue has been one of the cornerstones of individual and social life in every period of human history However in today's rapidly changing world it is more important than ever to rediscover and make sense of these values through education Written by Dr Muhammet Fatih Do an Virtue Education Personal and Social Transformation is an in depth study of what virtue means for the individual and society This book comprehensively analyses moral intellectual social individual spiritual and religious virtues and examines in detail the role of education in helping individuals acquire these values Emphasising that the educational process does not only aim at academic achievement but also aims to raise individuals as socially sensitive just tolerant and responsible individuals the book offers both theoretical and practical guidance in this field Virtue Education Personal and Social Transformation seeks answers to the following questions How can individuals acquire virtues How can values such as empathy tolerance and honesty be made a part of education How can educational processes be redesigned to develop individuals awareness of social responsibility With practical strategies that can be integrated into different courses real life examples and in depth analyses the book offers its readers both an intellectual and practical journey A unique resource for educators academics and anyone interested in virtue education this work inspires individuals and societies to step into a more peaceful tolerant and virtuous future Virtue Education Personal and Social Transformation is an indispensable guide for anyone who wants to learn how individual and social transformation can be realised in the light of virtues This book is an invitation to raise virtuous individuals

Reimagining Digital Learning for Sustainable Development Sheila Jagannathan, 2021-06-22 Reimagining Digital Learning for Sustainable Development is a comprehensive playbook for education leaders policy makers and other key stakeholders leading the modernization of learning and development in their institutions as they build a high value knowledge economy and prepare learners for jobs that don't yet exist Currently nearly every aspect of human activity including the ways we absorb and apply learning is influenced by disruptive digital technologies The jobs available today are no longer predictors of future employment and current and future workforce members will need to augment their competencies through a lifetime of continuous upskilling and reskilling to meet the demands of the Fourth Industrial Revolution This book features curated insights and real world cases from thought leaders throughout the world and identifies major shifts in content formats pedagogic approaches technology frameworks user and design experiences and learner roles and expectations that will reshape our institutions including those in emerging economies The agile lean and cost effective strategies proposed here

will function in scalable and flexible bandwidth environments enabling education leaders and practitioners to transform brick and mortar learning organizations into digital and blended ecosystems and to achieve the United Nations ambitious Sustainable Development Goals by 2030 Chapter 18 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

**Success Internationally: The Important Dispositions You'll Need for Thriving Abroad** Steve Carber, 2015-10-30 What are the dispositions of people who work successfully in an international milieu? This guiding question serves to unify the themes of the book and each chapter hearkens to it. Sub-questions include: how can these dispositions be taught and assessed both to youth and to adults? This book helps prepare readers for even greater success in international milieus or expatriate assignments. In discussing positive dispositions such as open-mindedness, adaptability, and flexibility, the authors are implicitly addressing self-improvement, though not in the style of a self-help book. The book is forward-minded about preparing today's students, young professionals, and fellow citizens for a world that does not yet exist but that we know will be increasingly international.

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