
**Philosophical
Thinking**
-IN-
**Educational
Practice**

ROBERT D. HESLEP

Philosophical Thinking In Educational Practice

Michael R. Matthews



Philosophical Thinking In Educational Practice:

Philosophical Thinking in Educational Practice Robert D. Heslep, 1997-06-18 Designed for those wanting to be teachers administrators or other educational practitioners this work shows how the study of educational philosophy should and can be of considerable practical value The author provides students with a method one of questioning and a set of principles of moral agency for assessing the purposes and decisions of educational practice Students can see the practical value of educational philosophy through case studies which include a school district committee s efforts to write a mission statement a disciplinary hearing for a middle school student a teacher s instructional evaluation a high school committee trying to reform an occupational studies program and an elementary school committee examining how to improve students academic performance Each case study contains background information and a description of the facts of the case an identification of the central topic a specification of the features of moral activity that appear in the case a questioning of the case from the standpoint of the generic norms of moral agency and recommendations on what needs to be done in the case

International Library of the Philosophy of Education Charles Bailey, 2021-07-09 International Library of the Philosophy of Education reprints twenty four distinguished texts published in this field over the last half century and includes works by authors such as Reginald D Archambault Charles Bailey Robin Barrow Norman J Bull D E Cooper R F Dearden Kieran Egan D W Hamlyn Paul H Hirst Glenn Langford D J O Connor T W Moore D A Nyberg R W K Paterson R S Peters Kenneth A Strike I A Snook John and Patricia White and John Wilson Themes discussed include Liberal education moral education the aims of education the education of teachers adult continuing education and the philosophical analysis of education *50 Years of Philosophy of Education* Graham Haydon, 1998 Education has been important in the thinking of philosophers from the beginning of the Western tradition But only in the middle of the twentieth century was philosophy of education recognised in Britain as a distinct discipline with the establishment of a professorial chair at the Institute of Education University of London in 1947 Fifty years later a series of public lectures jointly sponsored by the Institute and the Philosophy of Education Society of Great Britain marked the Anniversary After the founding contribution of Louis Arnaud Reid it was in the 1960s that Richard Peters and his colleague Paul Hirst set an analytical direction for philosophy of education Here from the standpoint of the rather different view he takes of education now Hirst gives his own account of that development David E Cooper examines the influence on educational thinking of the wider philosophical and cultural climate of the time Susan Mendus takes a political philosopher s view of the challenges facing moral education in an age of pluralism And at a time when the value of educational research is under scrutiny David Bridges argues that one of the weaknesses of much research is its neglect of philosophical thinking The contributors share a sense of philosophy s capacity to contribute to the improvement of educational practice through the broader perspective that it brings to that practice **Research Methods and**

Methodologies in Education James Arthur, Michael Waring, Robert Coe, Larry V Hedges, 2012-03-19 This work will be of

immense value to those who are undertaking a significant post graduate research study in Education The array of impressive contributors writes in an accessible and clear manner and brings the attention of the reader to both technical and conceptual terms This book certainly will be an addition to my own reference library Susan Groundwater Smith Faculty of Education and Social Work University of Sydney This straightforward and jargon free book will provide students with the theoretical understandings practical knowledge and skills they need to carry out independent research The international contributors identify key research methodologies data collection tools and analysis methods and focus on the direct comparisons between them Each chapter sets out the strengths and weaknesses of a key research method by identifying specific research designs presenting a series of relevant data collection tools highlighting which analytical methods which can be used The chapters cover the full range of methods and methodologies including internet research mixed methods research and the various modes of ethnographic research Additional online materials are also available including links to useful journal articles enabling further reading and exploration of each chapter This is a key book for M level students and other postgraduates within Education and Educational Research Methods courses James Arthur is Head of School and Professor of Education and Civic Engagement at the University of Birmingham UK Michael J Waring is a Senior Lecturer in the School of Sport Exercise and Human Sciences at Loughborough University UK Robert Coe is Professor in the School of Education and Director of the Centre for Evaluation and Monitoring CEM Durham University UK Larry V Hedges PhD is Board of Trustees Professor of Statistics and Social Policy at the Institute for Policy Research Northwestern University US

Resources in Education, 1998

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

Ethical Visions of Education David T. Hansen, 2019-09-06 Putting good ideas into practice is one of the greatest challenges facing any educator Eminent thinkers John Dewey Jane Addams and others dedicated their lives to producing ways of thinking about education and human welfare that have influenced many persons lives At the same time these renowned thinkers were also trying to solve problems that every classroom teacher faces namely how to help children grow and learn as global citizens in

a complex world This pathbreaking book edited by David T Hansen provides readers with a collection of insights drawn from a diverse array of thinkers that proves there is nothing quite as practical as a good educational philosophy It will challenge readers to articulate their own working vision of how to integrate the big ideas about education into daily practice Fascinating and readable accounts of great educational philosophies from all over the world It is a major contribution to both philosophy of education and global education Nel Noddings Lee L Jacks Professor of Child Education Emerita Stanford University Provides a moral counterweight to the forces of standardization commercialization and politicization that increasingly threaten our schools This book should be read and read again by everyone who takes education seriously Larry Hickman Director of The Center for Dewey Studies Southern Illinois University at Carbondale A dynamic moving exploration of educational philosophy This is the kind of book a kind of approach to philosophy that the field of education in general and the field of philosophy of education in particular needs The book truly sparkles Dale T Snauwaert Director Center for Nonviolence and Democratic Education Judith Herb College of Education University of Toledo An inspiring intellectual companion for concerned educators who are committed to transforming powerful educational ideas into socially responsive pedagogical actions Huey li Li Professor of Education Department Educational Foundations and Leadership University of Akron

The Philosophy of Helvetius Mordecai Grossman,1926 *The Routledge Companion to Education* James Arthur,Andrew Peterson,2013-07-23 Who are the key thinkers in education What are the hot topics in education Where will education go from here The Routledge Companion to Education presents the most comprehensive up to date guide available to the key theories themes and topics in education Forty specially commissioned chapters covering all aspects of education introduce you to the ideas research and issues that have shaped this most diverse dynamic and fluid field Part one provides an introduction to the key theories thinkers and disciplines within education Part two covers ideas and issues about how what and why learning takes place Part three includes analysis on particular approaches to education and explores the issues that attract much contemporary interest Written by an international team of expert contributors the chapters all include a descriptive introduction an analysis of the key ideas and debates an overview of the latest research key questions for research and carefully selected further reading The Routledge Companion to Education is a succinct detailed authoritative overview of the topics which are at the forefront of educational research and discourse today This classic collection is a bookshelf essential for every student and scholar serious about the study of education

Philosophy with Teenagers Patricia Hannam,Eugenio Echeverria,2010-06-01 An introduction to the theory and practice of the Community of Philosophical Enquiry P4C It explains how P4C can facilitate young people s exploration of the key ethical questions of our time

The Legacy of Isocrates and a Platonic Alternative James R. Muir,2018-07-27 Bringing together the history of educational philosophy political philosophy and rhetoric this book examines the influence of the philosopher Isocrates on educational thought and the history of education Unifying philosophical and historical arguments Muir discusses the role of

Isocrates in raising two central questions What is the value of education By what methods ought the value of education to be determined Tracing the historical influence of Isocrates ideas of the nature and value of education from Antiquity to the modern era Muir questions normative assumptions about the foundations of education and considers the future status of education as an academic discipline **Philosophy of Music Education Challenged: Heideggerian Inspirations**

Frederik Pio, Øivind Varkøy, 2014-10-20 This volume offers key insights into the crisis of legitimization that music as a subject of arts education seems to be in Music as an educational subject is under intense pressure both economically due to the reduction of education budgets as well as due to a loss of status with policy makers The contributions in this book illuminate Martin Heidegger's thinking as a highly cogent theoretical framework for understanding the nature and depth of this crisis The contributors explore from various angles the relationship between the pressure on music education and the foundations of our technical and rationalized modern society and lead the way on the indispensable first steps towards reconnecting the cultural practices of education with music and its valuable contributions to personal development *Philosophy and the Teacher* D. I. Lloyd, 1976

Most books currently available on the philosophy of education are intended for those who are already beginning to specialize in the subject but this volume of specially written essays is designed for those students and teachers who have no previous philosophical training The contributors all have wide experience in presenting elementary courses on the philosophy of education and the topics covered have been carefully selected with the needs of such students in mind The topics include Indoctrination Aims of Education Creativity Freedom Authority and Forms of Knowledge The contributors are aimed at enabling readers to learn to think philosophically for themselves and at showing the relevance of philosophical thinking to educational practice A diversity of views is covered so that students will not be unduly influenced by one particular point of view but will gain a useful background in the philosophy of education to enable them to think further about their work as teachers **Science Teaching** Michael R. Matthews, 2015-12-22

Science Teaching argues that science teaching and science teacher education can be improved if teachers know something of the history and philosophy of science and if these topics are included in the science curriculum The history and philosophy of science have important roles in many of the theoretical issues that science educators need to address what constitutes an appropriate science curriculum for all students how science should be taught in traditional cultures how scientific literacy can be promoted and the conflict which can occur between science curriculum and deep seated religious or cultural values and knowledge Outlining the history of liberal approaches to the teaching of science Michael Matthews elaborates contemporary curriculum developments that explicitly address questions about the nature and the history of science He provides examples of classroom teaching and develops useful arguments on constructivism multicultural science education and teacher education *The Routledge International Handbook of Philosophy for Children* Maughn Rollins Gregory, Joanna Haynes, Karin Murriss, 2016-12-01

This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children P4C P4C has become a

significant educational and philosophical movement with growing impact on schools and educational policy Its community of inquiry pedagogy has been taken up in community adult higher further and informal educational settings around the world The internationally sourced chapters offer research findings as well as insights into debates provoked by bringing children s voices into moral and political arenas and to philosophy and the broader educational issues this raises for example historical perspectives on the field democratic participation and epistemic pedagogical and political relationships philosophy as a subject and philosophy as a practice philosophical teaching across the curriculum embodied enquiry emotions and space knowledge truth and philosophical progress resources and texts for philosophical inquiry ethos and values of P4C practice and research The Routledge International Handbook of Philosophy for Children will spark new discussions and identify emerging questions and themes in this diverse and controversial field It is an accessible engaging and provocative read for all students researchers academics and educators who have an interest in Philosophy for Children its educational philosophy and its pedagogy Higher Education D. Kent Halstead,1981 **Philosophy for Children in Transition** Nancy Vansieleghem,David Kennedy,2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child *Philosophy in Education* Jana Mohr Lone,Michael D. Burroughs,2016-02-11 Philosophy in Education Questioning and Dialog in K 12 Classrooms is a textbook in the fields of pre college philosophy and philosophy of education intended for philosophers and philosophy students K 12 classroom teachers administrators and educators policymakers and pre college practitioners of all kinds The book offers a wealth of practical resources for use in elementary middle school and high school classrooms as well as consideration of many of the broader educational social and political topics in the field including the educational value of pre college philosophy the philosophies of education that inform this philosophical practice and the relevance of pre college philosophy for pressing issues in contemporary education such as education reform child development and prejudice and privilege in classrooms The book includes sections on the expansion of philosophy beyond higher education to pre college populations the importance of wondering questioning and reflection in K 12 education the ways that philosophy is uniquely suited to help students cultivate critical reasoning and independent thinking capacities how to develop classroom communities of philosophical inquiry and their potentially transformative impact on students the cultivation of philosophical sensitivity and positive identity formation in childhood strategies for recognizing and diminishing the impact of social inequalities in classrooms and the relationship between introducing philosophy in schools and education reform Learning

to Teach in the Primary School Teresa Cremin, James Arthur, 2014-02-24 Flexible effective and creative primary school teachers require subject knowledge an understanding of their pupils and how they learn a range of strategies for managing behaviour and organising environments for learning and the ability to respond to dynamic classroom situations This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum and has been revised to provide even more practical advice and guidance to trainee primary teachers Twenty two new authors have been involved and connections are now made to Northern Irish Welsh and Scottish policies In addition five new units have been included on making the most of your placement play and exploration in learning behaviour management special educational needs phonics With Masters level reflective tasks and suggestions for research based further reading the book provides valuable support to trainee teachers engaged in learning through school based experience and through reading discussion and reflections as part of a teacher education course It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status QTS This comprehensive textbook is essential reading for all students training to be primary school teachers including those on undergraduate teacher training courses BEd BA with QTS BSc with QTS postgraduate teacher training courses PGCE SCITT and employment based teacher training courses Schools Direct Teach First plus those studying Education Studies This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin

Learning to Teach in the Primary School James Arthur, Teresa Grainger, David Wray, 2006 This new textbook provides support to student teachers on primary ITT BEd and PGCE courses It supplies a practical introduction to the teaching skills as well as the theory underpinning them

Philosophical Thinking In Educational Practice Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Philosophical Thinking In Educational Practice**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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