

# PHILOSOPHICAL THEORIES OF EDUCATION

The philosophical theories of education are perennialism, essentialism, progressivism and reconstructivism.

These educational theories/philosophies focus heavily on WHAT we should teach, the curriculum aspect.

# Philosophical Theories Of Education

**Jin-Ying Zhang**



## **Philosophical Theories Of Education:**

*Philosophical Theories of Education* F. McKenna, 1995-08-08 To find more information on Rowman Littlefield titles please visit us at [www.rowmanlittlefield.com](http://www.rowmanlittlefield.com)

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*Philosophy of Education in Historical Perspective* Adrian M. Dupuis, Robin L. Gordon, 2010-03-23 Education students are continually asked to reflect upon their own philosophy of education and how it relates to their teaching practice Philosophy of Education in Historical Perspective Third Edition focuses on major educational philosophies that have had an impact on Western education and helps the reader to make sense of past and current trends and to place them in a historical context This third edition is updated to correspond with the increasingly swift changes that have been taking place in education As we move forward into the twenty first century it is hard to recall that only twenty years ago computers were not part of standard classroom equipment This widely accessible edition will update the second with another look at postmodernism as it has continued to develop in the past fifty years

*Encyclopedia of Educational Theory and Philosophy* D. C. Phillips, 2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board Entries are followed by cross references and further reading suggestions A Chronology of

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Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory

**Philosophical and Ideological Voices in Education** Gerald Lee Gutek, 2004 Philosophical and Ideological Voices in Education contains clearly written analyses of major philosophies ideologies and theories of education and includes a primary source selection representative of each topic treated in the book Each chapter addresses the nature principles and applications of each philosophy ideology and theory to education schooling and curriculum and instruction The book provides a philosophical and ideological grid that helps students locate analyze and criticize the leading ideas in the theoretical foundations of education Publisher description

**Theories of Education** James Bowen, Peter R. Hobson, 1974 This book provides an analysis of the major educational theories of European culture It covers the spectrum of educational thought from the traditional positions of Plato and Aristotle through the opposed progressive positions of Rousseau and Dewey to recent and contemporary variations and reactions to these viewpoints in the work of the Russian communist educator Makarenko the behaviourist and social theorist B F Skinner the apostle of freedom in education A S Neill the British analytic philosopher R S Peters and finally the prophet of the deschooled society Ivan Illich In this second edition a new section covers developments in educational theory up to the present day along with a comprehensive bibliography The book provides an introduction to the theory and philosophy of education for beginning students in the subject The readings are of sufficient length to give representative coverage of the ideas of the individual theorists and are each introduced by a commentary which provides philosophical and historical context Central issues in education that recur throughout the book include the nature and aims of education choice of curriculum content the teacher pupil relationship freedom and authority moral development and the role of the state in education

**New Perspectives on Philosophy and Education** Gerald Lee Gutek, 2009 Leading author Gerry Gutek discusses the major philosophical systems and then applies how these systems and ideologies contribute to educational theory Examines the origin meaning and relevance to teaching and learning New Perspectives on Philosophy and Education is organized into three major parts philosophies ideologies and theories of education Part I examines philosophy and education idealism realism pragmatism existentialism and postmodernism and analyzes their educational implications Part II examines Ideology Nationalism Liberalism Conservatism and Marxism and analyzes their educational implications Part III deals with theory Essentialism Progressivism Social Reconstructionism Critical Theory and Globalization in terms of their meaning for education In drawing out the educational implications of these philosophies ideologies and theories the author places them in the context of education schooling curriculum and instruction Pedagogical aspects include discussion questions topics for reflection and research websites and suggested readings

*Philosophy of Education* T. W. Moore, 2009-12-01 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 After discussing different theories of the aims of education whether mechanistic or organic the author addresses practical issues for example about the curriculum the distinction between education and indoctrination the role of authority and discipline and the place of religious and moral teaching Finally he deals with some important aspects of education and the influence of different political structures on the philosophy of education

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with philosophy as a possibility and opening possibilities for educational research Drawing on their own research and theoretical and philosophical sources the authors investigate the important issue of what it means to read and write when there is no prescribed structure Innovative in its contribution to the literature this edited volume enlightens readers in three ways The volume focuses on the practices of reading and writing that are central to research in educational philosophy suggesting that these practices constitute the research rather than simply reporting it It is not a prescriptive guide and should not be read procedurally Rather it is intended to illustrate the possibilities for this kind of research and to suggest starting points for those pursuing research projects Finally attention is given to the ways in which conducting educational philosophy can be educative in itself both to the researcher in writing it and to its audience in reading it With contributions from international scholars in the field of educational philosophy this book is a valuable guide for practitioner researchers taught postgraduate and doctoral students and early career researchers in university education departments Academic staff teaching research methods and seeking to introduce their students to philosophy as research without wishing to offer a prescriptive how to guide will also find this book of particular interest

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**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 *Philosophical Analysis and Education (International Library of the Philosophy of Education Volume 1)* Reginald Archambault, 2010-02-25 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 education 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 **The Philosophical Basis of Education** Rolland Merritt

Shreves, 1918 *Philosophy of Education (International Library of the Philosophy of Education Volume 14)* Terence W. Moore, 2010-02-25 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 After discussing different theories of the aims of education whether mechanistic or organic the author addresses practical issues for example about the curriculum the distinction between education and indoctrination the role of authority and discipline and the place of religious and moral teaching Finally he deals with some important aspects of education and the influence of different political structures on the philosophy of education **The Nature of Educational Theories** Tone

Kvernbekk, 2021-06-16 This important book offers a meta theoretical account of educational theories and how they work It offers a classification scheme of distinct types of educational theory in which the account developed can inform the work of educational theorists and practitioners Kvernbekk observes throughout how meta theoretical knowledge of the structure of theory types will improve the understanding and representation of educational phenomena and enhance theorists and practitioners ability to change those phenomena for the better She explains how philosophical accounts of scientific theories can help us understand the nature of educational theories by applying two influential but different theory conceptions the Received View and the Semantic Conception to the field of education Kvernbekk argues that educational theories like other scientific theories are representational devices that allow us to understand describe and explain phenomena and when desired to change them The classification scheme offered allows us to discriminate distinct types of educational theory goal directed equivalence and interlevel theories Examples of all three types are discussed explaining their structure what they say about the phenomena and how they say it The book also offers a critical overview of different conceptions of practice and different understandings of the theory practice relationship Encouraging a strong understanding of what theories say about the phenomena they represent this book will be of interest to educational researchers and postgraduate students in the fields

of philosophy of education education theory and education policy and to philosophers of science and philosophers working on practical philosophical issues

**Philosophical and Sociological Perspectives of Education** R.P. Pathak, 2007 The Study Of Philosophy And Sociology Of Education Is An Exciting And Challenging Venture It Allows Us To Encounter Some Of The Great And Enduring Ideas Of Human Thought It Enables Us Not Only To Understand What Has Gone In The Past In Education But Also To Develop The Kind Of Perspective And Intellectual Tools That Will Help Us Deal With The Educational Problems Of Today And The Years Ahead Philosophy And Sociology Of Education Has Been Identified As An Important Subject In All Teacher Training Programmes The Present Book Contains Selected Topics Of Philosophy And Sociology Of Education To Help B Ed And M Ed Students As Well As Those Working In The Field Of Education The Main Topics Included In The Book Are Education Meaning Concepts Types And Approach Education And Its Aims Education And Philosophy Idealism In Education Naturalism In Education Pragmatism In Education Education And Social Change Education And Social System Education And Community Equality And Equity In Education Education Planning And National Development Education And Problems Of Environment Education For National Integration Education For International Understanding And Education For Human Values These Topics Throw Enough Light On The Importance Of Teacher Education In Particular And School Education In General It Is Hoped That The Book Will Prove Highly Useful To The Students And Teachers Of Education In Addition All Those Readers Interested In The Study Of Philosophy And Sociology Of Education Will Also Find It An Ideal Reference Book

The Educational Theories of Herbart and Froebel John Angus Mac Vannel, 1905 Syllabus of a Course on the Philosophy of Education John Angus MacVannel, 1904

**Philosophies of Catholic Education** James Arthur, 2024-05-31 This seminal volume takes an interdisciplinary approach to presenting an authoritative account of contemporary philosophies of Catholic education intersecting the substantive boundaries of education religious studies philosophy and theology to ultimately re examine these philosophies and reinvigorate the authentic aspects of the Catholic educational endeavour Against the backdrop of an increasingly volatile debate between liberal and conservative values within Catholic educational and theological settings chapters provide a thorough and judicious blending of historical accuracy with contemporary urgency Combining a diversity of knowledge and historical account including discussion on Thomism Christian existentialism and ideologically oppositional philosophies the book argues that philosophies of Catholic education are in a new process of evolution necessary in order to justify the aims and priorities of Catholic education This book will be of value to academics scholars teachers and researchers with an interest in Roman Catholicism and the philosophy of education Those more broadly interested in exploring the intersection between education philosophy and religion will also find the volume of use The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license



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