



# CURRICULUM PHILOSOPHY

**REPORTER: MS. CATHERINE D. PUGOY**

# Philosophy And Curriculum

**John Gingell, Christopher Winch**



## **Philosophy And Curriculum:**

**Philosophical Foundations for the Curriculum** Allen Brent, 2016-09-19 In this book first published in 1978 Allen Brent sets out to explore some of the questions raised by theorists and philosophers regarding curriculum He starts by investigating whether all knowledge is the product of social conditions of particular times or places or whether there is some kind of universal framework implicit in the claims to knowledge which men make He looks at the work of Plato Newman Freire and Hirt and how each of them in a strikingly different way they have tried to give us an objective basis for curriculum judgements and how the validity of that basis is attacked by contemporary sociologists of knowledge This book is aimed primarily at students who are concentrating on the philosophy of education or curriculum theory *Philosophy and Curriculum* Marlow Ediger, 2003 Contents Philosophy in the Educational Arena Application of Philosophies of Education A History of Philosophical Perspectives Recent Philosophies of Education Philosophy of Measurement and Evaluation Issues in Education Objectives in the Curriculum Designing the Curriculum Learning Activities Philosophy and the Curriculum Innovations in the Curriculum Philosophical Deliberations and the Curriculum *Philosophy in the Classroom* Matthew Lipman, Ann Margaret Sharp, Frederick S. Oscanyan, 1980-05-15 This is a textbook for teachers that demonstrates how philosophical thinking can be used in teaching children It begins with the assumption that what is taught in schools is not and should not be subject matter but rather ways of thinking The main point is that the classroom should be converted into a community of inquiry and that one can begin doing that with children Based on the curriculum that Matt Lipman has developed at the Institute for the Advancement of Philosophy for Children which he heads this book describes the curriculum and explains its use The text is self contained however This revision is thorough going and incorporates new chapters as well as new material in old chapters Part One focuses on the need of educational change and the importance of philosophical inquiry in developing new approaches Part Two discusses curriculum and teaching methodology including teacher behavior conducive to helping children Part Three deals with developing logic skills and moral judgment It concludes with a chapter on the sorts of philosophical themes pertinent to ethical inquiry for children the right and the fair perfect and right free will and determinism change and growth truth caring standards and rules thinking and thinking for oneself Education in this sense is not a matter of dispensing information it is the process of assisting in the growth of the whole individual

**Philosophy of Education and the Curriculum** Keith Dixon, 2014-05-17 Philosophy of Education and the Curriculum is a six chapter book that first elucidates the forms of knowledge argument and religious education Subsequent chapters detail the mathematics natural science and history forms of knowledge Moral philosophy and moral education are then explained The last chapter provides an explanation of learning *Ethics for the Very Young* Erik Kenyon, Diane Terorde-Doyle, Sharon Carnahan, 2019 Can you be brave if you're afraid Why do we know better and do things anyway What makes a family Philosophers have wrestled with such questions for centuries They are also the stuff of playground debates Ethics for the

Very Young uses the perplexities of young children's lives to spark philosophical dialogue. Its lessons scaffold discussion through executive function games Telephone Red Light Green Light dialogic reading of picture books and Reggio Emilia's art-based inquiry. In the process children develop skills of dialogue and critical thinking through increased selective attention self-control cognitive flexibility and perspective taking. While the elements of this method are familiar they are here fused into an organic whole grounded in the history of philosophy and defended by current work in developmental psychology. Building on Wartenberg's Big Ideas for Little Kids the present curriculum uses a series of 23 picture books to frame discussions of character bravery self-control friendship the greater good respect and care. Its goal is not to teach morals but to help children articulate and develop their own perspectives through dialogue with each other. Each lesson presents teachers' reflections on how this exploration of life's enduring questions transformed their school's culture.

Realms of Meaning Philip H. Phenix, 1974

Knowledge and the Curriculum (International Library of the Philosophy of Education Volume 12) Paul H. Hirst, 2010-02-25

The papers in this volume provide a coherent philosophical study of a group of important and pressing educational issues such as the selection of objectives for less able children the fundamental characteristics of teaching and the integration of the curriculum. A thesis on the necessary differentiation of knowledge into logically distinct forms is outlined and is defended against recent philosophical criticisms. Its implications for curriculum planning are examined with particular reference to the urgent problems of adequately characterizing liberal education and those forms of moral and religious education that are appropriate in maintained schools.

**The Routledge International Handbook of Philosophy for Children** Maughn Rollins Gregory, Joanna Haynes, Karin Murris, 2016-12-01

This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children. 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.

**Philosophy of Education and the Curriculum** Keith Dixon, 1972

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

**Why Teach Philosophy in Schools?** Jane Gatley, 2023-03-09 This book presents a case for teaching philosophy in schools It develops two original arguments for teaching philosophy to all students at some point over the course of their education Gatley argues that teaching philosophy is the best way to help students to think clearly using ordinary or non specialist concepts such as good truth or happiness She goes on to argue that teaching philosophy is the best way to help students to make sense of the different conceptual schemes used by different school subjects Combining these two arguments Gatley suggests that these two roles for philosophy are central to the task of educating people and so philosophy ought to be included on school curricula Building on the work of philosophers of education including Richard Stanley Peters Harry Brighouse Matthew Lipman Mary Midgley and Martha Nussbaum the book covers a range of topics including Philosophy for Children P4C the aims education religious education curriculum design and education policy

**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

**Philosophy and Educational Policy** John Gingell, Christopher Winch, 2004-10-14 What are the concepts and theories behind current debates about education This comprehensive introduction to philosophy of education discusses issues that are of current public interest and debate It locates education at the heart of questions concerned with culture ethics politics economics and shows how key educational issues have to be approached in a contextual way Written in a clear and accessible manner with current issues in

mind the book covers the curriculum teaching and learning educational research assessment moral personal and civic education autonomy and multicultural issues in a liberal society education and work privatisation and markets This book will be particularly useful to students on Education Studies courses to those preparing for a career in teaching to students of politics and to serving teachers undertaking further study in education

**Education and the Common Good** Philip Henry Phenix,1961

**The Child and the Curriculum** John Dewey,1906

**Philosophies of Education** A. S. Seetharamu,1989

The work consists of three parts The first part is devoted to a discussion of the meanings of philosophy and education and their mutual relations Various issues in education are also discussed in the light of the traditional schools of philosophy that have influenced educational thought The second part consists of a discussion of the normative and operational aspects of aims of education of contemporary interest such as national integration international understanding democracy and the relative importance of individual and social aims in education There is also a discussion of the place and importance of the curriculum and its organisation shortcomings of the present day curriculum and remedies to overcome them The final part of the book covers the philosophical and derivative educational views of a few philosophers as well as educational views of a few philosophers as well as educational thinkers who have influenced Indian educational thought or practice or both

**Philosophy of Education in Action** David W. Nicholson,2016-01-13

Philosophy of Education in Action is an innovative inquiry based introductory text that invites readers to study philosophy of education through the lens of their own observations and experiences Structured according to a Wonder Model of Inquiry each chapter begins by posing a fundamental What if question about curriculum pedagogy and the role of the school before investigating the various philosophical perspectives that guide and influence educational practices Classroom vignettes and examples of actual schools and educational programs help to ground philosophical perspectives in real world scenarios while the book s unique inquiry based approach leads students to both think critically about philosophical questions and apply the concepts to their own teaching Features of the text include What if questions that structure each chapter to pique students curiosity stimulate creativity and promote critical thinking Authentic classroom vignettes that encourage students to analyze what it means to do philosophy and to reflect upon their own practices examine their role in the educational process and articulate their own philosophical beliefs A concluding section asking readers to imagine and design their own hypothetical school or classroom as a project based means of analyzing synthesizing and evaluating the different philosophies discussed Accessible and thought provoking Philosophy of Education in Action provides a dynamic learning experience for readers to understand and apply philosophy in educational practice

*Realms of Meaning* Philip Henry Phenix,1986

**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      **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

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