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Philosophy of Education

Introductory Readings
4th Edition

WILLIAM HARE & JOHN P. PORTELLI, EDITORS

Philosophy Of Education Introductory Readings

William Hare, John P. Portelli



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Philosophy of Education William Hare, John Peter Portelli, 1988-01-01 The SAGE Handbook of Philosophy of Education Richard Bailey, Robin Barrow, 2010-04-14 Section one of the book explores the nature of the philosophy of education and its relation to other aspects of educational theory and research 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 philosophical thought on education providing the basis and reference point for an exploration of contemporary issues **Philosophy of Education** William F. Hare, John P. Portelli, 1988 *The Philosophy of Education* HardPress, Harris William Torrey 1835-1909, 2013-06 Unlike some other reproductions of classic texts 1 We have not used OCR Optical Character Recognition as this leads to bad quality books with introduced typos 2 In books where there are images such as portraits maps sketches etc We have endeavoured to keep the quality of these images so they represent accurately the original artefact Although occasionally there may be certain imperfections with these old texts we feel they deserve to be made available for future generations to enjoy **The RoutledgeFalmer Reader in the Philosophy of Education** Wilfred Carr, 2021-04-29 This Reader brings together a wide range of material to present an international perspective on topical issues in philosophy of education today Focusing on the enduring trends in this field this lively and informative Reader provides broad coverage of

the field and includes crucial topics With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world this book represents the research and views of some of the most respected authors in the field today Wilfred Carr also provides a specially written introduction which provides a much needed context to the role of philosophy in the current educational climate Students of philosophy and philosophy of education will find this Reader an important route map to further reading and understanding

The Aims of Education Roger Marples, 2012-10-12 Here international philosophers of education explore and question diverse strains of the liberal tradition discussing not only autonomy but other key issues such as social justice national identity curriculum critical thinking social practices The contributors write from a variety of standpoints offering many interpretations of what liberalism might mean in educational terms

Case Method and Pluralist Economics Kavous Ardalan, 2017-12-09 This book discusses the relationship between pluralist economics and the case study method of teaching advocating the complimentary use of both to advance economics education Using a multi paradigmatic philosophical frame of analysis the book discusses the philosophical methodological and practical aspects of the case study method while drawing comparisons with those of the more commonly used lecture method The book also discusses pluralist economics through the exposition of the philosophical foundations of the extant economics schools of thought which is the focal point of the attention and admiration of pluralist economics More specifically the book discusses the major extant schools of thought in economics Neo Classical Economics New Institutional Economics Behavioral Economics Austrian Economics Post Keynesian Economics Institutional Economics Radical Economics and Marxist Economics and emphasizes that these schools of thought in economics are equally scientific and informative that they look at economic phenomena from their certain paradigmatic viewpoint and that together they provide a more balanced understanding of the economic phenomenon under consideration Emphasizing paradigmatic diversity as the cornerstone of both the case method and pluralist economics the book draws the two together and makes an effective case for their combined use A rigorous multi faceted analysis of the philosophy methodology and practice of economics education this book is important for academicians and students interested in heterodox economics philosophy and education

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them The serenity within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of

approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places. The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy. They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy.

International Handbook of Comparative Education Robert Cowen, Andreas M. Kazamias, 2009-08-22 A big project like this Handbook means that you incur debts and not only to your authors and your publisher. As editors we along with our colleague Elaine Unterhalter who edited the section on postcolonialism would like to thank most warmly those authors who delivered on time and who did not fuss but just got on and did a rate job. We would also like to thank all authors who did deliver which was almost everyone we asked. We know that some of our authors worked in very difficult private circumstances as they were finishing their chapters and we hope the publication of the Volumes will later be for them a happy reminder of difficulties and disasters overcome. The only sad theme is that some very close colleagues with whom we were working and for whom we had the greatest respect and liking became very ill and died while the volumes were being prepared. We decided to ask for copyright permissions to publish something of theirs. These permissions were graciously given by two major journals and with the agreement also of our publishers Springer Rolland Paulston and Terry McLaughlin have examples of their writing in this Handbook.

Philosophy, Methodology and Educational Research David Bridges, Richard D. Smith, 2007-10-22 This book evaluates the increasingly wide variety of intellectual resources for research methods and methodologies and investigates what constitutes good educational research. Written by a distinguished international group of philosophers of education. Questions what sorts of research can usefully inform policy and practice and what inferences can be drawn from different kinds of research. Demonstrates the critical engagement of philosophers of education with the wider educational research community and illustrates the benefits that can accrue from such engagement.

What Teachers Need to Know Matthew Bruce Etherington, 2017-03-31 Every generation has sought to make teaching and learning more inclusive and equitable but pesky questions always remain such as how can teaching and learning be conducted in ways that satisfies and respects everyone. What are the parameters of an inclusive pedagogy? Who defines its principles? How should these principles be taught and by whom? And by what authority shall they be grounded? These types of thorny questions occupy the essence of educators and the authors of this book. This book is about teachers educators and topics related to inclusion. Teachers and educators have a lot to know therefore the topics are broad and relevant to the times. What should teachers know about special needs religion and spirituality Aboriginality the environment tolerance and school choice. Although teachers have knowledge of their subject matter knowledge alone is not sufficient. They must know and understand how people learn. A

teacher must also care deeply about who they teach And this teacher knowledge grows and changes over time as teachers become more experienced informed skilled and wiser At the same time no teacher preparation will be sufficient because there will always be discussions that were never had and knowledge that was never shared Time has its costs and there is only so much a formal education can prepare someone This book helps to satisfy a cavity in learning for teachers and educators in general **Lyotard** Pradeep Dhillon,Paul Standish,2006-04-14 Following Lyotard s death in 1998 this book provides an exploration of the recurrent theme of education in his work It brings to a wider audience the significance of a body of thought about education that is subtle profound and still largely unexplored This book also makes an important contribution to contemporary debates on postmoderism and education *International Handbook of Research in Arts Education* Liora Bresler,2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme

Collective Improvisation in a Teacher Education Community Linda Farr Darling,Gaalen Erickson,Anthony Clarke,2007-06-04 As has been well illustrated in the other books in this series the notion of self study of teaching and teacher education practices has been taken up by teachers and teacher educators as they have searched for new ways of better understanding the complex work of teaching and learning Self study appears to be attractive to practitioners because a self study approach to researching practice is largely driven by their questions issues and concerns Therefore one immediate value of self study is in the way it can inform and almost immediately influence practice This book edited by Linda Farr Darling Gaalen Erickson and Tony Clarke offers an in depth investigation of the CITE program A Community of Inquiry in Teacher Education and is one of the few examples of that which might be described as an institutional self study Loughran 2005 As such the book illustrates the level of commitment and concern that these teacher educators have for their teacher education practices and for the learning about teaching of their student teachers They demonstrate that it is crucial to question the taken for granted and that in so doing to be careful to seek to be appropriately responsive to disconfirming data

Liberalism, Education and Schooling T.H. McLaughlin,2017-03-27 A tribute collection of essays edited by author s colleagues and friends **Censorship! ...or Selection?** Shaheen Shariff,Leanne Johnny,2007-01-01 This book is a must

read for academics policy makers and teachers who grapple with policy and pedagogical decisions about what to include or exclude in schools that cater to diverse stakeholders Much has been written about controversial litigious school censorship controversies relating to text and library books Post September 11th these have expanded to banning of religious clothing and symbols Court challenges emerge in the context of a global and political media backdrop that consistently reinforces anti Muslim sentiment The re emergence of an extreme right wing religious backlash against liberal civil liberties that endorse homosexuality feminism religious and racial equality create formidable dilemmas for educators further complicated by the blurred boundaries of free expression safety and privacy in cyber space as students increasingly communicate on line Shariff and Johnny argue that censorship is deeply rooted in hegemonic perspectives that sustain neo colonial privilege and silence the social historical and intellectual contributions of some students This curriculum of orthodoxy supports discriminatory political media stereotypes of non Caucasian ethnic groups through selection that is in fact censorship The authors introduce a Critical Legal Literacy model for teacher education that combines legal and digital literacies with critical educational pedagogy to help educators meet contemporary challenges through pluralistic ethical and educational decisions

Rekindling Embers of the Soul Miranda Lin, Thomas A. Lucey, 2023-11-01 This edited volume Rekindling Embers of the Soul An Examination of Spirituality Issues Relating to Teacher Education fills the gap in scholarship by providing information about an understudied aspect of teacher education research In an education environment that provides an increasing degree of standardization founded upon corporatized materialist values the concept of spirituality and its importance in shaping the diverse identities of students and teachers becomes neglected This volume offers ten chapters which relate the spirituality to teacher education with regard to theory and research instruction and content Both researchers and teachers will appreciate the insights that it offers

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