

Educational Philosophy and Theory: Editor's Choice

EDUCATIONAL PHILOSOPHY AND POST-APOCALYPTICAL SURVIVAL

**AN EDUCATIONAL PHILOSOPHY AND THEORY
READER VOLUME XIV**

Edited by
Michael A. Peters and Tina Besley



New Educational Philosophy

**Avgerinou, Maria D., Gialamas,
Stefanos P.**



New Educational Philosophy:

New Educational Philosophy Bhagirathi Sahu, 2002 International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg **Philosophy of Education in Action** David W. Nicholson, 2022-02-06 *Philosophy of Education in Action An Inquiry Based Approach* Second Edition is an innovative introductory text that invites readers to explore philosophy of education through the lens of their own observations and experiences Using the Wonder Model of Inquiry readers investigate the purposes of education how schools are designed to fulfill those purposes and the influence of philosophy on educational practices Grounded in authentic classroom vignettes and supported by examples from actual schools and educational programs readers think critically and creatively about philosophical issues Probing questions analyze the curriculum examine pedagogy conceptualize the role of the teacher and student in the learning process and explore the role of school organization and design Readers are guided to reflect upon their own practices and articulate their own philosophical beliefs Readers also imagine and design a hypothetical school using project based methods to interpret synthesize and evaluate different educational philosophies The Continuum of Educational Philosophy locates practices in relation to philosophical perspectives The Second Edition includes updated sources and examples of schools and programs that represent different

philosophical perspectives In addition to applying the 3Cs criteria of evaluation two new chapters highlight voices that respond to and challenge different educational philosophies The final chapter adds guidance on how to construct and compose a personal philosophy of education statement

Educational Philosophy and New French Thought David R. Cole, Joff P. N. Bradley, 2019-02-14 Contemporary French philosophy perhaps reached a high point during the 1970s with the likes of Gilles Deleuze Michel Foucault and Jacques Derrida Since that time thinkers such as Francois Laruelle Bernard Stiegler Quentin Meillassoux and Catherine Malabou have continued on in this strong tradition while deepening and rethinking many of the parameters that have made contemporary French philosophy so powerful and useful for understanding the contemporary condition For example new French thought has reengaged with the relationships between thought science and universal commercial interests and has investigated purposefully the possibilities of post capitalist theorising This book while not exhaustive takes the most pertinent aspects of new French thought and applies them to the philosophy of education In contemporary philosophies of education the repetitions of evidence based and neoliberal theories abound This book serves as an antidote to the levelling off and exhaustion in thought that a capitalist takeover implies while keeping sight of the crucial relationships between science the arts and metaphysical speculation Furthermore this book represents a thoroughgoing thinking through of philosophy of education s relationships with neuroscience new scientific paradigms feminist materialisms anti correlationism technology and the socius and as such constitutes a new philosophy of education This book was originally published as a special issue of Educational Philosophy and Theory f and exhaustion in thought that a capitalist takeover implies while keeping sight of the crucial relationships between science the arts and metaphysical speculation Furthermore this book represents a thoroughgoing thinking through of philosophy of education s relationships with neuroscience new scientific paradigms feminist materialisms anti correlationism technology and the socius and as such constitutes a new philosophy of education This book was originally published as a special issue of Educational Philosophy and Theory

Philosophy of Education NEL. NODDINGS, Taylor & Francis Group, 2019-07-10

Educational Philosophy Edward J. Power, 2021-12-12 The first step in education s long road to respectability lay in the ability of its proponents to demonstrate that it was worthy of collaborating with traditional disciplines in the syllabus of higher learning The universities where the infant discipline of education was promoted benefited from scholars who engaged in teaching and research with enthusiasm and preached the gospel of scientific education These schools Teachers College Columbia University the University of Chicago and Stanford University gained a reputation as oases of pedagogical knowledge Soon public and private colleges alike introduced professional academic programs for the preparation of teachers Foremost among the subjects for these programs was education philosophy with its long history and the impeccable credentials of its ancient and modern expositors Although the principal focus of this study is the history of educational philosophy in colleges and universities it also recognizes educational philosophy s antecedents Chapters cover ancient roots Christian educational

theory educational theory and the modern world philosophy and education in early America development of philosophies of education disciplinary maturity for educational philosophy and prospects There is a bibliography and an index *Issues & Alternatives in Educational Philosophy* George R. Knight,1998 A clear brief broad spectrum survey of philosophies and philosophic issues relating to education highlighting the relationship between philosophic starting points and educational outcomes between theory and practice Annotation copyrighted by Book News Inc Portland OR *New Essays in the Philosophy of Education (International Library of the Philosophy of Education Volume 13)* Glenn Langford,D.J.

O'Connor,2010-02-25 The contributors to this collection of essays offer a stimulating and varied range of approaches to this developing area The volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education Aspects of education including the field of moral education and issues which are reflected prominently in the curricula of such subjects as Mathematics and Science in schools and colleges are considered **The New Education in Europe** Frederick William Roman,2019-05-28 Originally published in 1924 as outlined in the preface this book is based on the belief that the only substantial hope of rescue in the present world crisis and the saving of even civilization itself depend upon the degree to which the creative thought that the coming generations may bring is applied to a continued and purposeful reconstruction of the modes of living The world is in need as never before of stronger and more clearly conceived ideals of conscious effort in the service of humanity The salvation of society must be mined out of its own depths Much of this work must be done by those now at school and therefore we are at once led to inquire to what extent the present systems of education provide for conditions that are provocative of free and spontaneous thought In each of the several countries with which the present study is concerned there is a considerable body of men and women who have undertaken a serious and thoughtful campaign of education The pages that follow attempt to give a summary account of the origin and the likelihood of success of these several undertakings **The New Education in**

Europe Frederick William Roman,1923 Postformal Education Jennifer M. Gidley,2016-08-05 This book explains why the current education model which was developed in the 19th century to meet the needs of industrial expansion is obsolete It points to the need for a new approach to education designed to prepare young people for global uncertainty accelerating change and unprecedented complexity The book offers a new educational philosophy to awaken the creative big picture and long term thinking that will help equip students to face tomorrow s challenges Inside readers will find a dialogue between adult developmental psychology research on higher stages of reasoning and today s most evolved education research and practice This dialogue reveals surprising links between play and wisdom imagination and ecology holism and love The overwhelming issues of global climate crisis growing economic disparity and the youth mental health epidemic reveal how dramatically the current education model has failed students and educators This book raises a planet wide call to deeply question how we actually think and how we must educate It articulates a postformal education philosophy as a foundation for

educational futures The book will appeal to educators educational philosophers pre service teacher educators educational and developmental psychologists and educational researchers including postgraduates with an interest in transformational educational theories designed for the complexity of the 21st century This is the most compelling book on education I have read for many years It has major implications for all who are in a position to influence developments in teacher education and educational policy

Gidley is one of the very rare scholars who can write intelligently and accessibly about the past present and future in education I was challenged and ultimately convinced by her contention that what masquerades as education today must be seen for what it is an anachronistic relic of the industrial past

Gidley s challenge is to co evolve a radically new education All who seek to play a part must read this book

Brian J Caldwell PhD Educational Transformations former Dean of Education at the University of Melbourne and Deputy Chair Australian Curriculum Assessment and Reporting Authority ACARA

Educational Philosophy in the French Enlightenment Natasha Gill,2016-04-29 Though Emile is still considered the central pedagogical text of the French Enlightenment a myriad of lesser known thinkers paved the way for Rousseau s masterpiece

Natasha Gill traces the arc of these thinkers as they sought to reveal the correlation between early childhood experiences and the success or failure of social and political relations and set the terms for the modern debate about the influence of nature and nurture in individual growth and collective life

Gill offers a comprehensive analysis of the rich cross fertilization between educational and philosophical thought in the French Enlightenment She begins by showing how in *Some Thoughts Concerning Education* John Locke set the stage for the French debate by transposing key themes from his philosophy into an educational context

Her treatment of the abb Claude Fleury the rector of the University of Paris Charles Rollin and Swiss educator Jean Pierre de Crousaz illustrates the extent to which early Enlightenment theorists reevaluated childhood and learning methods on the basis of sensationist psychology

Etienne Gabriel Morelly usually studied as a marginal thinker in the history of utopian thought is here revealed as the most important precursor to Rousseau and the first theorist to claim education as the vehicle through which individual liberation social harmony and political unity could be achieved

Gill concludes with an analysis of the educational philosophical dispute between Helvetius and Rousseau and traces the influence of pedagogical theory on the political debate surrounding the expulsion of the Jesuits in 1762

Insights Into Education J Krishnamurti,2022-09-09 Insights into Education presents the educational philosophy of J Krishnamurti in an easy to use topic based format It is a practical handbook that comes alive when used as an introduction to group investigation and dialogue

What it offers to teachers everywhere is an inroad into the many matters of concern with which they are faced on a daily basis That we cannot continue as we have been doing with rote learning fact finding and a modicum of analysis as the building blocks of education is obvious to anyone who is at all concerned with teaching and learning in a world with accelerating technological advancement alienation and despair

It is these very issues that are tackled here sometimes implicitly but always at depth

What Krishnamurti proposes and here discloses is a different approach to learning altogether

one that distinguishes itself radically from what we normally understand by that term the accumulation of knowledge with its application and testing By narrowing down our understanding to the pragmatic and the measurable we forfeit the opportunity to probe deeply and to awaken intelligence in our students and in ourselves What is meant by intelligence in this context is not the capacity to memorize and measure but that subtler ability to see the whole which comes alive in a human being when he she sees the limits of the measurable To awaken this intelligence is the goal of education

O Insights into Education presents the educational philosophy of J Krishnamurti in an easy to use topic based format It is a practical handbook that comes alive when used as an introduction to group investigation and dialogue What it offers to teachers everywhere is an inroad into the many matters of concern with which they are faced on a daily basis That we cannot continue as we have been doing with rote learning fact finding and a modicum of analysis as the building blocks of education is obvious to anyone who is at all concerned with teaching and learning in a world with accelerating technological advancement alienation and despair It is these very issues that are tackled here sometimes implicitly but always at depth What Krishnamurti proposes and here discloses is a different approach to learning altogether one that distinguishes itself radically from what we normally understand by that term the accumulation of knowledge with its application and testing By narrowing down our understanding to the pragmatic and the measurable we forfeit the opportunity to probe deeply and to awaken intelligence in our students and in ourselves What is meant by intelligence in this context is not the capacity to memorize and measure but that subtler ability to see the whole which comes alive in a human being when he she sees the limits of the measurable To awaken this intelligence is the goal of education

John Dewey's Educational Philosophy in International Perspective Larry A. Hickman, Giuseppe Spadafora, 2009-04-24 This title examines the influence of American philosopher John Dewey 1859 1952 11 experts examine his work placing special emphasis on his influence in education in Italy Central and Eastern Europe and in Spain and South America His views on the ties between education and the democratic state and school and society are also examined

Educational Philosophy and Sociological Foundation of Education Hans, Emmanuel, 2024-10-03 The intersection of philosophy and sociology within the realm of education is a dynamic field that offers profound insights into the fundamental principles and practices shaping educational systems globally By examining the philosophical underpinnings of education we gain a deeper understanding of how educational environments are influenced and constructed This interdisciplinary approach not only enriches theoretical discussions but also has practical implications for curriculum development policymaking and the fostering of equitable and inclusive learning experiences Educational Philosophy and Sociological Foundation of Education provides a comprehensive understanding of educational philosophy and its sociological underpinnings Through a series of chapters authored by experts in the field this book delves into various philosophical concepts and their implications for educational practices while also exploring the sociological dimensions influencing educational systems Covering topics such as academic achievement outcome based education and universal

design this book is an excellent resource for graduate and postgraduate students educators researchers policymakers academicians administrators sociologists and more Bernard Stiegler and the Philosophy of Education Joff P.N.

Bradley,David Kennedy,2021-05-13 This book is the first of its kind to critically examine the philosophy of Bernard Stiegler from the perspective of the philosophy of education The editors of this book firmly believe that in the coming years Stiegler s philosophy will assume increasing importance and influence in both digital studies and the philosophy of education as his thought is a prism through which to understand how we live and work and a means to anticipate what the future may hold for us all in the time of the Anthropocene They are of the view that Stiegler s work will have a permanent impact on the intellectual terrain of the twenty first century as his majestic conceptual architectonic will shape political social and pedagogical debates in the coming decades With this in mind the contributors of this book take up his gauntlet to understand the risks and opportunities of the digital pharmakon and its impact on the educational milieu The chapters in this book were originally published as a special issue of Educational Philosophy and Theory Key Concepts in the Philosophy of Education

Christopher Winch,John Gingell,1999 In a clear and lively manner this new reference explains all of the essential concepts used in contemporary and modern philosophy of education It also provides invaluable background on the classic educational philosophy texts of Rousseau Plato and others readers will find coverage of seminal views on teaching learning and indoctrination as well as such contemporary concepts as postmodernism markets and school effectiveness Students researchers and anyone interested in contemporary education will be certain to want this unique and authoritative resource

Conflicting Philosophies of Education in Israel/Palestine Ilan Gur-Ze'ev,Ilan Gur-Ze'ev,2000-12-31 This collection is the most comprehensive and yet diverse reconstruction of the Israeli Palestinian conflictual existence published in the field of philosophy of education At the same time this book aims at contextualizing the various conflicting philosophical and political agendas in their wider context not solely as the struggle of philosophies and ideologies over hegemony but also as manifestations of universal economic social and cultural developments in the era of globalizing capitalism Liberal postmodern critical religious and other contesting orientations and philosophical as well as political interests converge in this book in an effort to reconstruct and challenge the violence of normalizing education as a constitutive power of the Israeli Palestinian reality at this historical moment This effort challenges many current discourses in cultural studies sociology political science and education and it is of much relevance for rearticulating the field of education in the broader sense of the word *Revolutionizing K-12 Blended Learning through the i2Flex Classroom Model* Avgerinou, Maria D.,Gialamas,

Stefanos P.,2016-06-20 Blended learning has gained significant attention recently by educational leaders practitioners and researchers i Flex a variation of blended learning is based on the premise that certain non interactive teaching activities such as lecturing can take place by students without teachers direct involvement Classroom time can then be used for educational activities that fully exploit teacher student and student student interactions allowing for meaningful personalized feedback

and scaffolding on demand Revolutionizing K 12 Blended Learning through the i Flex Classroom Model presents a well rounded discussion on the i Flex model highlighting methods for K 12 course design delivery and evaluation in addition to teacher performance assessment in a blended i Flex environment Emphasizing new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers this publication is an essential reference source for pre service and in service teachers researchers administrators and educational technology developers

A New History of Educational Philosophy James Kaminsky, 1993-02-28 Kaminsky provides a new intellectual history of educational philosophy in the context of a comparative examination of educational philosophy in the United States Britain and Australasia Throughout his work he challenges those involved with educational philosophy to take a different view of the discipline and its intellectual mission Kaminsky argues that the intellectual mission of education is different from that of philosophy He believes that the legitimate audience of educational philosophy is made up of professional educators The new history of educational philosophy suggests a profound alignment with social science the discipline being part of an attempt to define and realize a social politic for the Common School The conduct and invention of philosophy of education in Britain is drawn from an attempt to restore the classical reassurances of the English concept of a liberal education to the conduct of teacher education in particular and the conduct of English versions of education in general In Australasia Kaminsky argues the discipline was initially dependent upon the work of R S Peters and the establishment of the university study of education in Britain Later developments are attributed to a defensive two class politics that came out of convictry and began to find expression in Old and New Left politics in the late 1960s and beyond In offering a new interpretation of educational philosophy which traces its origins to both social science and philosophy Kaminsky has provided a work of value to all involved with educational philosophy

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New Educational Philosophy Introduction

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