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Philosophical Perspectives in Special Education

Edward James Kelly

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Philosophical Perspectives In Special Education

Roger Slee, Gordon Tait



Philosophical Perspectives In Special Education:

Philosophical Perspectives in Special Education Edward James Kelly, 1971 Philosophical Perspectives on Compulsory Education Marianna Papastephanou, 2013-09-12 From antiquity to the present schools of some form have in one way or other been involved in the material and symbolic reproduction of societies. Such diachronic resilience along with the synchronic omnipresence of schooling often makes schools appear as natural, self-evident and unavoidable. This naturalization of schooling is then extended to its modern specification as compulsory in a universalist fashion. This book does not only seek to explore what is left of older debates on compulsory education in the years' hindsight but also to associate the discussion of schooling with new theoretical developments and new emphases. It contains a first part which operates primarily at the conceptual and justificatory level and reserves a more or less qualified welcome to a revisited notion of compulsory. And it supplements this first part with a second, more applied one that focuses on specific aspects of compulsory schooling and education. From Luther down to John Stuart Mill and John Dewey, compulsory education has been heralded either as a vehicle of social coordination and individual well-being or as a vehicle of democratization and progress or as a means for protecting the rights of the young and of society and so on and so forth. But there have also been periods of challenge and denaturalization of compulsory education producing a range of interesting and spirited debates not only on matters of educational legality but also on matters that boil down to broader philosophical questions about the self and the world. Without neglecting the lasting significance of older debates, argumentation over schooling's character and its scope can be recast in the light of current philosophical educational debates. Given the fact that failure adequately to mine such connections leads to a lack in philosophical educational engagement with one of the most central pedagogical practices of the contemporary world, namely the school, the book aspires to remedy this lack and to put together work that addresses those connections through the highly original and innovative work of its contributors. The subtext in all contributions is a vision of educational transformation in one way or other. All chapters, from the most theoretical to the most practice-related, promote a version of a recast or redirected compulsory schooling. *Philosophical Perspectives on Teacher Education* Ruth Heilbronn, Lorraine Foreman-Peck, 2015-04-27 *Philosophical Perspectives on Teacher Education* presents a series of well-argued essays about the ethical considerations that should be addressed in teacher training and educational policies and practices. Brings together philosophical essays on an underserved yet urgent aspect of teacher education. Explores the kinds of ethical considerations that should enter into discussions of a teacher's professional education. Illuminates the knowledge and understanding that teachers need to sustain their careers and long-term sense of well-being. Represents an important resource to stimulate contemporary debates about what the future of teacher education should be. General and Special Education Inclusion in an Age of Change Jeffrey P. Bakken, Festus E. Obiakor, 2016-11-04 This volume will address the most current perspectives and issues related to general and special education inclusion and will be written by leaders in the field.

with particular expertise in this area This volume will be an excellent resource for special educators administrators mental health clinicians school counsellors and psychologists *New Perspectives in Special Education* Michael Farrell, 2012 *New Perspectives in Special Education* opens the door to the fascinating and vitally important world of theory informing contemporary special education It examines theoretical and philosophical orientations such as positivism poststructuralism and hermeneutics relating these to contemporary global views of special education *Philosophy of Education: The Key Concepts* John Gingell, Christopher Winch, 2008-06-30 This new edition of *Philosophy of Education The Key Concepts* is an easy to use A Z guide summarizing all the key terms ideas and issues central to the study of educational theory today Fully updated the book is cross referenced throughout and contains pointers to further reading as well as new entries on such topics as Citizenship and Civic Education Liberalism Capability Well being Patriotism Globalisation Open mindedness Creationism and Intelligent Design Comprehensive and authoritative this highly accessible guide provides all that a student teacher or policy maker needs to know about the latest thinking on education in the 21st century **Traumatic Brain Injury** Mark J. Ashley, 2003-12-29 *Traumatic Brain Injury Rehabilitative Treatment and Case Management* Second Edition provides therapists case managers and physicians with information about the longer term issues faced by this population Originally titled *Traumatic Brain Injury Rehabilitation* this new edition updates the clinical information and broadens the scope of the best s *Reconceptualizing Disability in Education* Luigi Iannacci, 2020-07-06 *Reconceptualizing Disability in Education* provides an essential critical exploration of problematic discourses practices and pedagogies that inform how disability is presently understood and responded to within the field of education Luigi Iannacci interrogates and destabilizes ableist grand narratives that dominate every aspect of how disability is linguistically bureaucratically procedurally and pedagogically configured within education Ultimately this book seeks to forward human rights for people with disabilities in educational contexts by clarifying and operationalizing inclusion so that it is not just a model necessitated by a hierarchy of legality but rather a set of beliefs and practices based on critical analyses and a reconceptualization of current understandings and responses to disability that prevent inclusion and human rights from being realized As the book is grounded in reconceptualist theorizing it draws on multiple perspectives including critical disability theory post modernism critical theory critical pedagogy and social constructivism to deconstruct and destabilize what is currently taken for granted about disability and those ascribed disabled identities within education A variety of personal professional research experiences and data are offered and drawn on to critically address questions regarding philosophical epistemological pedagogical organizational economic and leadership issues as they relate to disability in education Critical incidents interviews documents and artifacts are drawn on and narratively presented to explore how disability is presently configured in language identification and placement processes discourses pedagogies and interactions with students deemed disabled as well as their parents caregivers This critical narrative approach fosters alternative ways of thinking speaking being and

doing that forward a human rights focused model of disability that sees as its mandate the amelioration of people with disabilities within education

Routledge Library Editions: Special Educational Needs Various, 2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications

Education, Philosophy and Well-being Judith Suissa, Carrie Winstanley, Roger Marples, 2014-08-21 John White is one of the leading philosophers of education currently working in the Anglophone world Since first joining the London Institute of Education in 1965 he has made significant contributions to the landscape of the discipline through his teaching research and numerous publications His academic work encompasses a broad range of rich philosophical issues ranging from questions surrounding the child's mind through the moral and pedagogical obligations of teachers and schools to local and national questions of educational policy In this volume international contributors address key issues in the philosophy of education touching on significant contemporary concerns and demonstrating the breadth and influence of John White's work Each chapter critically examines builds on and pays tribute to John White's unique contribution considering how his work has impacted on the discipline of education as we know it today Topics covered include policy and the role of philosophy of education liberal education the aims of education moral education leadership Education Philosophy and Wellbeing will appeal to postgraduate students and academics in the fields of history policy education studies and philosophy as well as to policy makers educational administrators and teachers

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

A Philosopher's Perspective on the UK's Higher Education Brendan Larvor, 2024-02-14 In this collection of research articles and reflective essays Brendan Larvor argues that the

principal task of teachers in higher education is to find ways to pursue the creative romantic and liberal goals of the ideal university when real universities are rationalised bureaucracies according to the thoughts of Max Weber Larvor reflects on the differences between teaching philosophy undergraduates expert practitioners and prisoners He insists on the importance of the affective dimension of learning and the unpredictability of the encounter between students and curricula This book will interest anyone concerned about the current condition of higher education and anyone interested in the relationship between the intimate human activity of teaching and the bureaucracies in which it takes place **Ethics and Inclusive Education**

Roger Slee, Gordon Tait, 2022-03-30 This book reveals the entanglement of ethics rights and justice in education It aims to develop everyday philosophy to guide choices as we continue to attempt to make schools places for all comers The authors offer education as a social good a building block for inclusive communities This assumes an ethical predisposition Ethics and inclusive education takes the reader on a journey through the conceptual foundations of ethics rights and justice to assist us to build a formulation of the fair or just society and the way ethical approaches to schooling may support or unravel that

International Encyclopedia of Education , 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files Resources in Education , 1998

International Handbook of Research in History, Philosophy and Science Teaching Michael R. Matthews, 2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130

researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science this handbook is uniquely positioned as a locus for the discussion The handbook features sections on pedagogical theoretical national and biographical research setting the literature of each tradition in its historical context It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical curricular and pedagogical questions that face teachers and administrators Science educators will be grateful for this unique encyclopaedic handbook Gerald Holton Physics Department Harvard University This handbook gathers the fruits of over thirty years research by a growing international and cosmopolitan community Fabio Bevilacqua Physics Department University of Pavia

The Child Richard A. Shweder, Thomas R. Bidell, Anne C. Dailey, Suzanne D. Dixon, Peggy J. Miller, John Modell, 2009-09-15 The Child An Encyclopedic Companion offers both parents and professionals access to the best scholarship from all areas of child studies in a remarkable one volume reference Bringing together contemporary research on children and childhood from pediatrics child psychology childhood studies education sociology history law anthropology and other related areas The Child contains more than 500 articles all written by experts in their fields and overseen by a panel of distinguished editors led by anthropologist Richard A Shweder Each entry provides a concise and accessible synopsis of the topic at hand For example the entry Adoption begins with a general definition followed by a detailed look at adoption in different cultures and at different times a summary of the associated mental and developmental issues that can arise and an overview of applicable legal and public policy While presenting certain universal facts about children s development from birth through adolescence the entries also address the many worlds of childhood both within the United States and around the globe They consider the ways that in which race ethnicity gender socioeconomic status and cultural traditions of child rearing can affect children s experiences of physical and mental health education and family Alongside the topical entries The Child includes more than forty Imagining Each Other essays which focus on the particular experiences of children in different cultures In Work before Play for Yucatec Maya Children for example readers learn of the work responsibilities of some modern day Mexican children while in A Hindu Brahman Boy Is Born Again they witness a coming of age ritual in contemporary India Compiled by some of the most distinguished child development researchers in the world The Child will broaden the current scope of knowledge on

children and childhood It is an unparalleled resource for parents social workers researchers educators and others who work with children

Nature, Spirituality, and Early Childhood Education Ruth Wills, 2024-07-17 This novel volume delves into a specific and crucial aspect of early years pedagogy the intersection between early childhood education and spirituality offering tips on nurturing spirituality and a sense of connectedness with nature through outdoor learning With experience both as a scholar and a teacher the author delves into the ontological and epistemological issues related to outdoor learning and education while keeping accessibility and sustainability at the centre of the volume Chapters take a comprehensive approach to the exploration of children s innate spirituality and their connection with nature in the context of early childhood education fusing elements such as a critique of early years policy with philosophy of education and children s mental health Using a robust theoretical foundation incorporating philosophical figures such as Froebel McMillan Montessori Dewey and Freire as well as the inclusion of practical examples from educational settings designed for real world scenarios this book reinvigorates the conversation around the holistic development of children by emphasising the importance of nature and child centred pedagogies Ultimately exploring avenues that can foster a sense of well being and social responsibility in children the book will be of interest to researchers educators and teacher trainers in the field of early childhood education environmental education philosophy of education and teacher education Policy makers and school leaders may also benefit from this volume

Assistive Technology and Universal Design for Learning Kim K. Floyd, Tara Jeffs, Kathleen S. Puckett, Assistive Technology and Universal Design for Learning Toolkits for Inclusive Instruction is an innovative textbook on instructional and assistive technology Designed for both undergraduate and graduate teaching programs student readers can expect to gain a thorough understanding of how assistive technology and UDL can be integrated into educational settings This text delves into data analytics platforms for analyzing student behavior learning management systems for facilitating communication and software emphasizing UDL Students will learn how to create accessible environments and systems while also focusing on multiple means of representation engagement and expression to accommodate all learners With a developmental focus that supports learners across intellectual sensory and motor challenges this text will serve as a valuable guide on how these technologies can be utilized to effectively transform the classroom and revolutionize education

Key Features Infuses assistive technology and UDL Includes a unique chapter on distance education behavior and emerging technologies Has a developmental focus that supports learners across intellectual sensory and motor challenges Toolkits that include resources strategies and instructional methods to equip readers to foster an inclusive classroom environment across content areas Learning Outcomes at the beginning of each chapter to provide clear direction for navigating the content Chapter summaries that support understanding of key concepts Chapter activities that support integrating technology within the curriculum Glossary with definitions of key terminology use

The Ethics of Inclusive Education Franziska Felder, 2021-12-30 The Ethics of Inclusive Education clarifies the idea of inclusion and its normative content and presents a

coherent theoretical framework for inclusion and inclusive education It serves as one of the first extended philosophical defenses in the field of inclusive education that goes beyond a simple assertion of educational value Integrating perspectives from the history sociology and psychology of inclusive education this book develops a holistic concept of inclusion while clearly and systematically examining the ethical normative content of inclusive education It also offers an interdisciplinary analysis of inclusion and inclusive schooling ranging from historical to sociological analysis of their predecessors and preconditions to the investigation of their philosophical and educational content an in depth analysis of the moral significance of exclusion the value of inclusion and inclusive education from an analytical point of view and practice oriented investigations of the individual and social conditions for inclusion and inclusive education The Ethics of Inclusive Education serves researchers practitioners and politicians to make key educational decisions about how to understand explore or realize inclusive educational aims especially with respect to disability and special needs

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Table of Contents Philosophical Perspectives In Special Education

1. Understanding the eBook Philosophical Perspectives In Special Education
 - The Rise of Digital Reading Philosophical Perspectives In Special Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Philosophical Perspectives In Special Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Philosophical Perspectives In Special Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Philosophical Perspectives In Special Education
 - Personalized Recommendations
 - Philosophical Perspectives In Special Education User Reviews and Ratings
 - Philosophical Perspectives In Special Education and Bestseller Lists
5. Accessing Philosophical Perspectives In Special Education Free and Paid eBooks
 - Philosophical Perspectives In Special Education Public Domain eBooks
 - Philosophical Perspectives In Special Education eBook Subscription Services
 - Philosophical Perspectives In Special Education Budget-Friendly Options
6. Navigating Philosophical Perspectives In Special Education eBook Formats

- ePub, PDF, MOBI, and More
 - Philosophical Perspectives In Special Education Compatibility with Devices
 - Philosophical Perspectives In Special Education Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Philosophical Perspectives In Special Education
 - Highlighting and Note-Taking Philosophical Perspectives In Special Education
 - Interactive Elements Philosophical Perspectives In Special Education
 8. Staying Engaged with Philosophical Perspectives In Special Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Philosophical Perspectives In Special Education
 9. Balancing eBooks and Physical Books Philosophical Perspectives In Special Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Philosophical Perspectives In Special Education
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Philosophical Perspectives In Special Education
 - Setting Reading Goals Philosophical Perspectives In Special Education
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Philosophical Perspectives In Special Education
 - Fact-Checking eBook Content of Philosophical Perspectives In Special Education
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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