

EDUCATION AND THE DEVELOPMENT OF REASON

Edited by

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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 *Reason and Teaching* Israel Scheffler, 1973 Reason and Teaching (Routledge Revivals) Israel Scheffler, 2014-04-08 This title first published in 1973 brings together a variety of papers by Israel Scheffler one of America's leading educational philosophers The essays each stress the importance of critical thought and independent judgement to the organization of educational activities In the first section Scheffler adopts a metaphilosophical approach emphasizing the role of philosophy in educational thought A number of key concepts are dealt with next including the study of education and its relation to theoretical disciplines philosophical interpretations of teaching and the education of teachers The final section is critical and deals with the writings of several key thinkers in the field A broad and authoritative study this reissue will provide any Philosophy student with an essential background to the criticism and theories surrounding the philosophy of education **Educational Judgments(International Library of the Philosophy of Education Volume 9)** F. Doyle James, 2010-02-25 The topics covered in this volume originally published in 1973 include the need for a more adequate concept or definition of education the issue of whether indoctrination is compatible with education particularly with moral education and the processes of judging the merits of different approaches to aesthetic education Two contributors present complementary analyses of the relations between freedom as a characteristic of institutions and the process of learning to be a free man There is discussion of the neglected subject of rights and duties in education with special emphasis on the question of a universal right to education The volume concludes with papers on the relevance of philosophy to the practical judgments of educators and to education as a field of study Education and the Development of Reason (International Library of the Philosophy of Education Volume 8) R.F. Dearden, Paul H. Hirst, R.S. Peters, 2010-02-25 This volume critically and constructively discusses philosophical questions which have particular bearing on the formulation of educational aims The book is divided into three major parts the first deals with the nature of education and discusses the various general aims such as mental health socialization and creativity which have been thought to characterize it the second section is concerned with the nature of reason and its relationship to feeling will and action finally the development of different aspects of reason in an educational context is considered *Education and the Development of Reason (International Library of the Philosophy of Education Volume 8)* R.F. Dearden, Paul H. Hirst, R.S. Peters, 2010-02-25 Deals with the nature of education and discusses various

general aims such as mental health socialization and creativity which have been thought to characterize it This book examines the nature of reason and its relationship to feeling will and action It considers the development of different aspects of reason in an educational context *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 *Concepts of Indoctrination (International Library of the Philosophy of Education Volume 20)* Ivan A. Snook,2010-02-25 Indoctrination is an important concept in educational philosophy It bears on many areas of study including ethics epistemology and philosophy of science and opens up new paths of investigation into such questions as classroom method and the rights of parents and their children This volume combines both American and English interpretations of a crucial idea in the philosophy of education and helps bridge the gap between the teaching of the subject in the USA and the UK *The Concept of Education (International Library of the Philosophy of Education Volume 17)* R.S. Peters,2010-02-25 A series of public lectures given at the Institute of Education University of London provides the nucleus around which this collection originally published in 1967 is gathered This collection provides comprehensive coverage of a complex theme which will be of interest to those involved in the fields of philosophy and education alike Topics covered include the logical and psychological aspects of learning the concept of play rule and routines teaching and training philosophical models of teaching *Education and the Education of Teachers (International Library of the Philosophy of Education Volume 18)* R.S. Peters,2010-02-25 This collection of important and significant papers examines a wide range of issues with R S Peter s customary incisiveness and clarity One of the author s main concerns is to clarify the meaning of education and quality in education a phrase often used in public debate but seldom scrutinized Long standing ambiguities latent in the concept of liberal education are also exposed and Herbert Spencer s question What knowledge is of most worth vital in the light of the recent vast development of knowledge is considered Qualitative Research In Education Robert R. Sherman,Rodman B. Webb,2004-08-02 Published in the year 1988 Qualitative Research In Education is a valuable contribution to the field of Education **The Philosophy of Open Education (International Library of the Philosophy of Education Volume 15)** David A. Nyberg,2010-02-25 Open informal and humanistic are words used to describe new styles of education which depart from ordinary or traditional education Too often however these adjectives are used in a strongly polemical or self justifying rather than analytical way Often too the grounds for accepting or rejecting open education are political or moral instead of being based on a consideration of the nature of open education and its strength and weaknesses

This collection of essays is central to the debate on open education analyzing the important concepts in the field The contributions all written by authorities on the philosophy of education deal with problems of definition knowledge socialization freedom cultural perspective and unique meanings and metaphors

The Aims of Education Restated (International Library of the Philosophy of Education Volume 22) John White, 2010-02-25 A work on what the aims of education should be since Whitehead's Aims of Education of 1929 It draws on material from schools and colleges and also from the broader educative or miseducative nature of the ethos of society and some of its major institutions

Illusions of Equality (International Library of the Philosophy of Education Volume 7) David Cooper, 2010-02-25 Educational policy and discussion in Britain and the USA are increasingly dominated by the confused ideology of egalitarianism David E Cooper begins by identifying the principles hidden among the confusions and argues that these necessarily conflict with the ideal of educational excellence in which conflict it is this ideal that must be preserved He goes on to criticize the use of education as a tool for promoting wider social equality focussing especially on the muddles surrounding equal opportunities social mix and reverse discrimination Further chapters criticize the new egalitarianism favoured on epistemological grounds by various sociologists of knowledge in recent years and cultural egalitarianism according to which standard criteria of educational value merely reflect parochial and economic interests

Experience and the Growth of Understanding (International Library of the Philosophy of Education Volume 11) D.W. Hamlyn, 2010-02-25 This volume examines some of the arguments that have been put forward over the years to explain the way in which understanding is acquired The author looks firstly at the empiricist thesis of genesis without structure and secondly at the opposing theory represented by Chomsky of structure without genesis His greatest sympathy is with the theory of Piaget who represents structure with genesis He considers that Piaget's account is flawed however by its biological model and by its failure to deal adequately with the problem of objectivity The second part of the book contains chapters on language the differences between early and later learning and on teaching The book provides a general understanding of the principles that make it possible and the differences between the ways in which they work at different stages

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The Dynamics Of Education Hilda Taba, 2013-07-04 First published in 1999 This is Volume XXX of thirty two in the Developmental Psychology series Written in 1932 this book is an effort to present both the meaning and process of education in a new and truer light The word dynamics in the title suggests the point of view as the author offers a methodology of progressive educational thought in the area of education

Foundations of Education Matthew Bruce Etherington, 2014-06-20 Ideas about education have consequences This book edited by Matthew Etherington provides readers with ideas and insights drawn from fifteen international scholars in Christian thought within the fields of philosophy theology and education Each author responds to the philosophical historical and sociological challenges that confront their particular line of educational inquiry The authors offer a view of Christian education that promotes truth human dignity

peace love diversity and justice The book critically analyzes public discourse on education including the wisdom actions recommendations and controversies of Christian education in the twenty first century This timely book will appeal to those concerned with Christian perspectives on education Aboriginality gender history evangelism secularism constructivism purpose hope school choice and community **The British National Bibliography** Arthur James Wells,1979 Ethics and Educational Policy (International Library of the Philosophy of Education Volume 21) Kenneth A. Strike,Kieran Egan,2010-02-25 This is a philosophical treatment of the conceptual and normative aspects of topics which are currently a matter of policy debate in education The authors have focussed on such concepts as liberty autonomy equality and pluralism and have provided a philosophical commentary which relates these concepts both to a background of philosophical literature and to the institutional contexts and policy debates in which they function The book will be of significance to all policy makers who need to gain an understanding of the values and concepts involved in major policy problems

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Table of Contents Reason And Teaching International Library Of The Philosophy Of Education

1. Understanding the eBook Reason And Teaching International Library Of The Philosophy Of Education
 - The Rise of Digital Reading Reason And Teaching International Library Of The Philosophy Of Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Reason And Teaching International Library Of The Philosophy Of 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 Reason And Teaching International Library Of The Philosophy Of Education
 - User-Friendly Interface

4. Exploring eBook Recommendations from Reason And Teaching International Library Of The Philosophy Of Education
 - Personalized Recommendations
 - Reason And Teaching International Library Of The Philosophy Of Education User Reviews and Ratings
 - Reason And Teaching International Library Of The Philosophy Of Education and Bestseller Lists
5. Accessing Reason And Teaching International Library Of The Philosophy Of Education Free and Paid eBooks
 - Reason And Teaching International Library Of The Philosophy Of Education Public Domain eBooks
 - Reason And Teaching International Library Of The Philosophy Of Education eBook Subscription Services
 - Reason And Teaching International Library Of The Philosophy Of Education Budget-Friendly Options
6. Navigating Reason And Teaching International Library Of The Philosophy Of Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Reason And Teaching International Library Of The Philosophy Of Education Compatibility with Devices
 - Reason And Teaching International Library Of The Philosophy Of Education Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Reason And Teaching International Library Of The Philosophy Of Education
 - Highlighting and Note-Taking Reason And Teaching International Library Of The Philosophy Of Education
 - Interactive Elements Reason And Teaching International Library Of The Philosophy Of Education
8. Staying Engaged with Reason And Teaching International Library Of The Philosophy Of Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Reason And Teaching International Library Of The Philosophy Of Education
9. Balancing eBooks and Physical Books Reason And Teaching International Library Of The Philosophy Of Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Reason And Teaching International Library Of The Philosophy Of Education
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Reason And Teaching International Library Of The Philosophy Of Education
 - Setting Reading Goals Reason And Teaching International Library Of The Philosophy Of Education

- Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reason And Teaching International Library Of The Philosophy Of Education
 - Fact-Checking eBook Content of Reason And Teaching International Library Of The Philosophy Of 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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