

PHILOSOPHY OF EDUCATION IN HISTORICAL PERSPECTIVE

THIRD EDITION

ADRIAN M. DUPUIS
AND ROBIN L. GORDON

Philosophy Of Education In Historical Perspective

Adrian M. Dupuis, Robin L. Gordon



Philosophy Of Education In Historical Perspective:

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questions this textbook is an excellent resource for students It is useful for undergraduate and graduate courses in educational foundations

Cosmopolitanism: Educational, Philosophical and Historical Perspectives Marianna Papastephanou, 2016-05-05 This volume discusses perspectives on cosmopolitanism as well as concepts and the work of key figures For example it examines educational philosophical and historical perspectives deals with such issues as citizenship internationalism patriotism globalization hegemony and many other topics It brings together works on Alain Badiou Giorgio Agamben Ernesto Laclau Bruno Latour and Homi Bhabha with works on Whitman Kant Martha Nussbaum Thomas Pogge Onora O'Neill and Philippe Van Parijs The book engages in the new dialogue on cosmopolitanism from a variety of outlooks It advances that dialogue and problematizes it through as yet unexplored paths Its chapters respond to the intricacies of current discourses on cosmopolitanism and related notions and take into account both affirmative and negative stances to cosmopolitanism and its educational significance Overall the book relies on such stances as background material in order to transcend them and offer fresh perspectives on cosmopolitan stakes It makes use of a recent tendency in political philosophical and cultural critical debates that opens a possibility of more nuanced approaches to old isms

A Primer in Philosophy of Education: Philosophies of Education in Historical Perspective Walter J. Cass, 1974

Home Education in Historical Perspective Christina De Bellaigue, 2018-02-02 This book is the first publication to devote serious attention to the history of home education from the late eighteenth to the early twentieth century It brings together work by historians literary scholars and current practitioners who shed new light on the history of home schooling in the UK both as a practice and as a philosophy The six historical case studies point to the significance of domestic instruction in the past and uncover the ways in which changing family forms have affected understandings of the purpose form and content of education At the same time they uncover the ways in which families and individuals adapted to the expansion of formalised schooling The final article by philosopher and Elective Home Education practitioner and theorist Richard Davies uncovers the ways in which the historical analysis can illuminate our understanding of contemporary education As a whole the volume offers stimulating insights into the history of learning in the home and into the relationship between families and educational practice that raise new questions about the objectives form and content of education in the past and today This book was originally published as a special issue of the *Oxford Review of Education*

American Educational History William H. Jeynes, 2007-01-18 *American Educational History* School Society and the Common Good is an up to date contemporary examination of historical trends that have helped shape schools and education in the United States Author William H Jeynes places a strong emphasis on recent history most notably post World War II issues such as the role of technology the standards movement affirmative action bilingual education undocumented immigrants school choice and much more

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

Philosophies of Islamic Education Mujadad Zaman, Nadeem Memon, 2016-03-31 The study of Islamic education has hitherto remained a tangential inquiry in the broader focus of Islamic Studies In the wake of this neglect a renaissance of sorts has occurred in recent years reconfiguring the importance of Islam's attitudes to knowledge learning and education as paramount in the study and appreciation of Islamic civilization *Philosophies of Islamic Education* stands in tandem to this call and takes a pioneering step in establishing the importance of its study for the educationalist academic and student alike Broken into four sections it deals with theological pedagogic institutional and contemporary issues reflecting the diverse and often competing notions and practices of Islamic education As a unique international collaboration bringing into conversation theologians historians philosophers teachers and sociologists of education *Philosophies of Islamic Education* intends to provide fresh means for conversing with contemporary debates in ethics secularization theory child psychology multiculturalism interfaith dialogue and moral education In doing so it hopes to offer an important and timely contribution to educational studies as well as give new insight for academia in terms of conceiving learning and education

New Perspectives in Philosophy of Education David Lewin, Alexandre Guilherme, Morgan White, 2014-10-23 *New Perspectives in Philosophy of Education* seeks to build a bridge between philosophical reflection and socio political action by developing a range of critical discussions in the areas of ethics politics and religion This volume brings together established authorities and a new generation of scholars to ask whether philosophy

of education can contribute to political and social discourse or whether it is destined to remain the marginal gadfly of mainstream ideology The philosophy of education stands in danger of becoming a neglected field at precisely the moment we need to be able to reflect upon the increasingly apparent costs of the technocratic attitude to education While many of the educational policy discussions of recent years seem far reaching and radical critical debate surrounding these initiatives remain largely at a populist level New Perspectives in Philosophy of Education provides contemporary responses to philosophical issues that bear upon educational studies policies and practices contributing to the debate on the role of philosophy of education in an increasingly fractured intellectual milieu **American Educational History Journal J.** Wesley Null, 2008-07-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history Historical Foundations of Education Theodore Michael Christou, 2023-03-23 This volume considers history as a foundational discipline in education It shows how history is a means for exploring what it means to be human by considering those stories sources forces and contexts that shape the way we construct narratives History is more than content no matter what we might recall from our experiences in schools The volume shows how studying history is one means of uncovering why institutions beliefs policies and practices are as they are Educational structures are like all things mutable History empowers the individual to be an actor in this process of change and to act judiciously About the Educational Foundations series Education as an academic field taught at universities around the world emerged from a range of older foundational disciplines The Educational Foundations series comprises six volumes each covering one of the foundational disciplines of philosophy history sociology policy studies economics and law This is the first reference work to provide an authoritative and up to date account of all six disciplines showing how each field's ideas methods theories and approaches can contribute to research and practice in education today The six volumes cover the same set of key topics within education which also form the chapter titles Mapping the Field Purposes of Education Curriculum Schools and Education Systems Learning and Human Development Teaching and Teacher Education Assessment and Evaluation This structure allows readers to study the volumes in isolation by discipline or laterally by topic and facilitates a comparative thematic reading of chapters across the volumes Throughout the series attention is paid to how the disciplines comprising the educational foundations speak to social justice concerns such as gender and racial equality *Philosophers on Education* Amélie Rorty, 1998 *Philosophers on Education* offers us the most comprehensive available history of philosopher's views and impacts on the directions of education As Amélie Rorty explains in describing a history of education we are

essentially describing and gaining the clearest understanding of the issues that presently concern and divide us The essays in this stellar collection are written by some of the finest contemporary philosophers Those interested in history of philosophy epistemology moral psychology and education and political theory will find *Philosophers on Education* to be both an engaging and fascinating read *Educational Philosophy* Edward J. Power, 2019-08-22 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 **Guide for Students in History and Philosophy of Education** Frank Corliss Wegener, 1950

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Table of Contents Philosophy Of Education In Historical Perspective

1. Understanding the eBook Philosophy Of Education In Historical Perspective
 - The Rise of Digital Reading Philosophy Of Education In Historical Perspective
 - Advantages of eBooks Over Traditional Books
2. Identifying Philosophy Of Education In Historical Perspective
 - 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 Philosophy Of Education In Historical Perspective
 - User-Friendly Interface
4. Exploring eBook Recommendations from Philosophy Of Education In Historical Perspective
 - Personalized Recommendations
 - Philosophy Of Education In Historical Perspective User Reviews and Ratings
 - Philosophy Of Education In Historical Perspective and Bestseller Lists
5. Accessing Philosophy Of Education In Historical Perspective Free and Paid eBooks
 - Philosophy Of Education In Historical Perspective Public Domain eBooks
 - Philosophy Of Education In Historical Perspective eBook Subscription Services
 - Philosophy Of Education In Historical Perspective Budget-Friendly Options
6. Navigating Philosophy Of Education In Historical Perspective eBook Formats

- ePub, PDF, MOBI, and More
- Philosophy Of Education In Historical Perspective Compatibility with Devices
- Philosophy Of Education In Historical Perspective Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Philosophy Of Education In Historical Perspective
 - Highlighting and Note-Taking Philosophy Of Education In Historical Perspective
 - Interactive Elements Philosophy Of Education In Historical Perspective
- 8. Staying Engaged with Philosophy Of Education In Historical Perspective
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Philosophy Of Education In Historical Perspective
- 9. Balancing eBooks and Physical Books Philosophy Of Education In Historical Perspective
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Philosophy Of Education In Historical Perspective
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Philosophy Of Education In Historical Perspective
 - Setting Reading Goals Philosophy Of Education In Historical Perspective
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Philosophy Of Education In Historical Perspective
 - Fact-Checking eBook Content of Philosophy Of Education In Historical Perspective
 - 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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