

**PHILOSOPHY AND EDUCATION:  
ACCEPTING WITTGENSTEIN'S CHALLENGE**

*Edited by*

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# Philosophy And Education Accepting Wittgensteins Challenge

**Leonard J. Waks**



## **Philosophy And Education Accepting Wittgensteins Challenge:**

Philosophy and Education: Paul Smeyers, J.D. Marshall, 2013-03-14 Many books have been written about Wittgenstein's philosophy but this collection of articles on Wittgenstein and education is the first study in book form in this area. There have been several articles in scholarly education journals but the special cachet of this collection is that the contributors come from six countries. The collection has been edited by Paul Smeyers and Jim Marshall, philosophers of education who live in Belgium and New Zealand respectively. Each of the chapters represents an original study of Wittgenstein commissioned by the editors from colleagues they know to have written well on Wittgenstein and the implications of his ideas for education. Audience: Teachers, students and academics in the field of philosophy and education. Especially interesting to advanced students in these areas.

**A Companion to Wittgenstein on Education** Michael A. Peters, Jeff Stickney, 2017-05-03 This book, bringing together contributions by forty-five authors from fourteen countries, represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education. Topics range widely both within and across the four parts of the book: Wittgenstein's biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy; Wittgenstein's thought and methods in relation to other philosophers such as Cavell, Dewey, Foucault, Hegel and the Buddha; contrasting investigations of training in relation to initiation into forms of life, emotions, mathematics and the arts, dance, poetry, film and drama; including questions from theory of mind, nativism vs. initiation into social practices, neuroscience, primate studies, constructivism and relativity; and the role of Wittgenstein's philosophy in religious studies and moral philosophy as well as their profound impact on his own life. This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view. Wittgenstein's philosophy is essentially pedagogical; he provides pictures, drawings, analogies, similes, jokes, equations, dialogues with himself, questions and wrong answers, experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive.

**Wittgenstein, Anti-foundationalism, Technoscience and Philosophy of Education** Michael A. Peters, 2020-02-05 This book is a collection of essays motivated by a cultural and biographical reading of Wittgenstein. It includes some new essays and some that were originally published in *Educational Philosophy and Theory*. The book focuses on the concept of technoscience and the relevance of Wittgenstein's work for philosophy of technology, which amplifies Lyotard's reading and provides a critique of education as an increasingly technology-led enterprise. It includes a distinctive view on the ethics of reading Wittgenstein and the ethics of suicide that shaped him. It also examines the reception and engagement with Wittgenstein's work in French philosophy with a chapter on post-analytic philosophy of education as a choice between Richard Rorty and Jean-François Lyotard. Peters examines Wittgenstein's academic life at Cambridge University and his involvement as a student and faculty member in the Moral Sciences Club. Finally, the book provides an understanding of

Wittgensteinian styles of reasoning and the concept of worldview Is it possible to escape the picture that holds us captive This constitutes a challenging introduction to Wittgenstein s work for academics researchers and postgraduate students in the fields of education technology and philosophy *Wittgenstein's Education: 'A Picture Held Us Captive'* Michael A. Peters, Jeff Stickney, 2018-02-14 Dedicated to educators who are not philosophy specialists this book offers an overview of the connections between Wittgenstein s later philosophy and his own training and practice as an educator Arguing for the centrality of education to Wittgenstein s life and works the authors resist any reduction of Wittgenstein s philosophy to remarks on pedagogy while addressing the current controversy surrounding the role of training in the enculturation process Significant events in his education and life are examined as the background for successful interpretation without lending biographical details explanatory force The book discusses the importance of Wittgenstein s training and dismissal as an elementary teacher 1920-26 in light of his later frequent use 1930s-40s of many scenes of instruction in his Cambridge lectures and notebooks These depictions culminated in his now famous *Philosophical Investigations* a counter to his earlier philosophy in the *Tractatus* Wittgenstein came to distinguish between empirical inquiries into how education language or mathematics might ideally work from grammatical studies of how we learn on the rough ground to normatively go on as others do often without explicit rules and with considerable degrees of ambiguity for instance in implementing new guidelines during a curriculum reform or in evaluating teachers The book argues that Wittgenstein s reflections on education spanning from mathematics training to the acquisition of language and cultivation of aesthetic appreciation are of central significance to both the man and his pedagogical style of philosophy **Past, Present, and Future Possibilities for Philosophy and History of Education** Stefan Ramaekers, Naomi Hodgson, 2018-08-17 On the occasion of the retirement of Paul Smeyers this book considers the state and status of the philosophy and history of education today Over the last 20 years the conditions in which research takes place have changed considerably They have done so in ways that are often less than favourable to disciplines such as history and philosophy of education and the space and time for the practices that constitute these disciplines of reading of writing of collegiality is increasingly under pressure During this time the Research Community on the History and Philosophy of Educational Research has convened annually to bring its critical lenses to bear on these emergent conditions and to suggest ways that educational research might or ought to be done otherwise As co founder and co convenor of the Research Community this volume explores and recounts Paul Smeyers development of Wittgensteinian scholarship and its legacy in education his formative role in the development of philosophy of education as an international field his many international collaborations the useless educational philosophical deepening of concepts and the wider educational philosophical import of this This gives rise to consideration of the failure of these fields to halt the changes in the governance and status of the university that threatens them and those practices that remain and that are emerging in academia that we wish to protect to pass on to the next generation of researchers in these fields Liberalism, Education

and Schooling T.H. McLaughlin, 2017-03-27 A tribute collection of essays edited by author's colleagues and friends **Why Foucault?** Michael A. Peters, Tina Besley, 2007 Textbook **Education and Conversation** David Bakhurst, Paul Fairfield, 2016-05-19 Since Michael Oakeshott spoke of education as initiation into the conversation of mankind more than fifty years ago the idea has inspired a diverse array of thinkers and continues to be invoked today by those seeking to resist the influence of managerialism and narrow instrumentalism in educational policy and practice *Education and Conversation* draws together papers written by scholars from both the analytic and continental philosophical traditions to offer a variety of perspectives on the implications of Oakeshott's educational ideas The metaphor of the conversation of mankind is explored together with the roots of Oakeshott's thinking in his early philosophical work the relevance of his ideas to the concept of *Bildung* and the significance of his political conservatism in evaluating the seemingly progressive potential of his educational ideas In addition concepts prominent in Oakeshott's thought are taken up and brought to bear on contemporary philosophical discussions about education learning and development including the nature of initiation the phenomenology of listening and the value of the liberal arts tradition *Education and Conversation* shows how the idea of conversation illuminates both the character and the ends of education yielding insight into the scope and limits of the philosophy of education and the character of philosophical inquiry more generally *Routledge International Companion to Education* Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The *Routledge International Companion to Education* aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium *Wittgenstein, Aesthetics and Philosophy* Peter B. Lewis, 2017-05-15 Although universally recognised as one of the greatest of modern philosophers Wittgenstein's work in aesthetics has been unjustly neglected This is the first book exclusively devoted to Wittgenstein's aesthetics exploring the themes developed by Wittgenstein in his own writing on aesthetics as well as the implications of Wittgenstein's wider philosophical views for understanding central issues in aesthetics Drawing together original contributions from leading international scholars this book will be an important addition to studies of Wittgenstein's thought but its discussion of issues in literature music and performing art and criticism will also be of interest to many students of literary and cultural studies Exploring three key themes the capacity of the arts to illuminate our lives the nature of the particular responses involved in understanding and appreciating works of art the role of theory and principle in artistic and critical practice the contributors address issues raised by contemporary philosophers of art and seek to make connections between Wittgenstein's work and that of other significant philosophies of art in the Western tradition Displaying the best practice of modern philosophical writing clarity cogency respect for but not blind obedience to common sense argument illustrated with detailed examples rejection of speculation and pretension this book demonstrates how philosophy can make a valuable contribution to understanding the arts **Words in Action** Richard Briggs, 2004-07-01 How is the biblical text understood and how does it function in the life of the reader today Richard Briggs first provides an illuminating

introduction to the nature and claims of speech act theory This seeks to extend our understanding of both spoken and written means of communication by seeing them not as merely representational or reality depicting but as acting or causing acts to be performed through the words themselves Briggs goes on to discuss to what extent the application of speech act theory might be helpful in the interpretation of biblical texts In one of the first book length explorations of this topic he examines in detail several biblical speech acts of particular theological significance including the confession of sin forgiveness and teaching Through exploring the specific ways in which the reader is drawn into the performative action of the biblical text and how speech act theory forces the reader to look beyond language into the world which gives the language its ability to function speech act theory is shown to offer valuable insights within today s complex hermeneutical debate A very significant volume Alan Torrance Professor of Divinity University of Andrews An excellent piece of work which is thoroughly acquainted with speech act theory and takes the debate forward in a variety of creative exegetical and theological ways Dr Craig Bartholomew University of Gloucestershire      Leaders in Philosophy of Education Leonard J. Waks, 2014-11-26 In the late 1950s plans were initiated to bring a higher level of professionalism to the training of educational professionals New projects included introducing contemporary scholarship from the humanities and social sciences into colleges of education to revitalize the education knowledge base In North America and the United Kingdom analytical philosophers were recruited to inaugurate a new philosophy of education Analytical philosophy of education soon spread throughout the English speaking world By the 1980s this analytical impulse had largely subsided Philosophers trained in analytical philosophy and their students turned to more ambitious normative pursuits related to problems of social justice and democracy Meanwhile feminist philosophers opened up new issues regarding the education of women and the nature of teaching and knowing and a new wave of pragmatist philosophers turned to issues of educational policy By the 1990s Anglo American philosophers of education welcomed a dialogue with counterparts in Western Europe and the field responded to established trends in European philosophy ranging from critical theory and phenomenology to post structuralism New leaders emerged in philosophy of education representing all of these various strands This volume documents the emergence of contemporary philosophy of education as seen by those spearheading these trends      **Citizenship and Education in Liberal-Democratic Societies** Kevin McDonough, Walter Feinberg, 2003-08-28 The essays in this volume address the educational issues which arise when national sub national and supra national identities compete How can we determine the limits of parental educational rights when the concern of liberalism to protect and promote children s autonomy conflicts with the desire to maintain communal integrity Given the advances made by the forces of globalization can the liberal democratic state morally justify its traditional purpose of forging a cohesive national identity Or has increasing globalization rendered this educational aim obsolete and morally corrupt Should liberal education instead seek to foster a sense of global citizenship even if doing so would suppress patriotic identification In addressing these and many other questions the volume

examines the theoretical and practical issues at stake between nationalists multiculturalists and cosmopolitans in the field of education The fifteen essays plus an introductory essay by the editors provide a genuine productive dialogue between political and legal philosophers and educational theorists

### **Teaching Drama in Primary and Secondary Schools**

Michael Fleming,2013-12-19 This book will be of major interest to student teachers teachers lecturers and researchers It provides a case for an integrated approach to the teaching of drama in primary and secondary schools that will help practitioners develop a theoretical rationale for their work It also offers practical examples of lesson plans and schemes of work designed to give pupils a broad and balanced experience of drama These are presented within a framework that argues for an integration of content and form means and ends and internal and external experience Whereas the author s previous work argued for an inclusive approach that reconciled polarized views about performance drama and improvisation this book shows how those activities can be related to each other in practice in an integrated curriculum

### Science Teaching Michael

R. Matthews,2014-09-19 Science Teaching explains how history and philosophy of science contributes to the resolution of persistent theoretical curricular and pedagogical issues in science education It shows why it is essential for science teachers to know and appreciate the history and philosophy of the subject they teach and how this knowledge can enrich science instruction and enthuse students in the subject Through its historical perspective the book reveals to students teachers and researchers the foundations of scientific knowledge and its connection to philosophy metaphysics mathematics and broader social influences including the European Enlightenment and develops detailed arguments about constructivism worldviews and science multicultural science education inquiry teaching values and teacher education Fully updated and expanded the 20th Anniversary Edition of this classic text featuring four new chapters The Enlightenment Tradition Joseph Priestley and Photosynthesis Science Worldviews and Education and Nature of Science Research and 1 300 references provides a solid foundation for teaching and learning in the field

### **Heidegger, Education, and Modernity**

Michael A. Peters,2002 Martin Heidegger is perhaps the most controversial philosopher of the twentieth century Little has been written on him or about his work and its significance for educational thought This unique collection by a group of international scholars reexamines Heidegger s work and its legacy for educational thought Thematically the collection focuses on Heidegger s critique of modernity and contributors investigate the central significance for education of Heidegger s ontology and his investigation of the question of the meaning of Being by examining his art of teaching a translation of his submission to the denazification hearing his view of science and reason his philosophy of technology his poetics and the implications of his thought for learning These essays point to the crucial importance of Heidegger s work for understanding modern highly technologized forms of education and for the possibilities of redemption from its worst excesses

### *Disciplines of Education* John

Furlong,Martin Lawn,2010-09-13 Are the disciplines of education ghosts of a productive past or creative and useful forms of inquiry Are they in a demographic and organisational crisis today The contribution of the foundation disciplines of sociology

psychology philosophy history and economics to the study of education has always been contested in the UK and in much of the English speaking world But such debates are now being brought to a head in education by the demographic crisis Recent research has shown that with the an ageing population of education academics in ten years time there could be very few disciplinary specialists left working within faculties of education in UK universities But does that matter and is the UK no more than a special case How does this crisis look from Europe where the disciplines of education are more embedded and from the USA with its more diverse higher education system In this book leading scholars including A H Halsey David Bridges John Furlong Hugh Lauder Martin Lawn and Sheldon Rothblatt consider the changing fortunes of each discipline as education moved away from the dominance of psychology in the 1930s 1940s and 1950s as a result of the growing importance of the other disciplines and new social questions and how the changing epistemological and political debates of the last twenty years have resulted in their progressive demise Finally the book confronts the question as to whether the disciplines have a place in education in the twenty first century The book brings the coming crisis into the public view and explores the issue of the past current and future relevance of the disciplines to the study of education It will be of interest to all international academics and researchers in the field of education and the contributory disciplines as well as to students on educational research methods courses

Schools for Growth Lois Holzman, 2016-05-06 A passionate deconstruction and reconstruction of learning development and schooling that urges teachers to explore and create new educational opportunities for themselves and their students Schools for Growth Radical Alternatives to Current Educational Models asks the following questions Can we create ways for people to learn the kinds of things that are necessary for functional adaptation without stifling their capacity to continuously create their growth Can schools become environments that support children to perform not only as learners but as developers of their lives This book challenges educators to look at the deeply rooted assumptions about schooling learning and development and urges that the way psychology and education have constructed our conceptions of what it means to teach to learn and to grow may be the most serious impediment to the learning and developing of children Beyond the criticism the author presents an original methodological reformation of what learning and development are as relational activities and then takes readers on a visit to three radical independent school settings Arguing that current educational models have been misguided by scientific psychology the author states that the dominant model of human development actually hinders development Moreover as learning theory has become infused with developmental theory over the past 30 years the overly cognitive manner in which psychologists have come to think about thinking learning and development has become further insinuated into education Both theories learning and developmental fail o recognize the human capacity for relational revolutionary activity and for performance The prevalent mode of education acquisitional learning is grounded in a world view that gives primacy to knowledge and knowing which Holzman believes is inconsistent with ongoing developmental activity The author focuses on developmental learning a social constructionist



activity theoretic conception of development which includes a transformation and synthesis of Vygotsky and philosopher Ludwig Wittgenstein She also discusses educational projects that are self conscious attempts to break with key elements of modern epistemology and the dominant psychological paradigm as they are perpetrated in contemporary educational theory and practice Their specific philosophies and practices highlight important methodological issues raised in the attempt to create postmodern schools schools more concerned with growing than knowing

**Troubling the Changing Paradigms**  
Michael Peters, Marek Tesar, 2017-08-31 Troubling the Changing Paradigms is the fourth volume in the Educational Philosophy and Theory Editor's Choice series and represents a collection of texts that were selected as representations of the philosophy and pedagogy of early years childhood and early childhood education The philosophy of the early years is complex and this book demonstrates how this fascinating subject can be interlinked with both the philosophy and history of education as being instrumental in shaping the child subject childhoods and children's educational futures This book demonstrates the application of philosophical and theoretical perspectives that provide us with global and local narratives and understandings of children as subjects and their subjectivities The philosophical traditions offer new spaces in which to think about alternative childhoods and contribute to an important analysis in which philosophy has the capacity to shape children's lives and education and to elevate the multiplicity of discourses around very young children and their education and care Through the texts in this volume the authors aim to find creative philosophical forms that are capable of interrupting if not disrupting traditional and in some settings perhaps more conventional discourses about children and their childhoods These philosophical forms present productive ways that allow fresh conceptions of what is all too often an assumed set of subjectivities and experiences about very young children Troubling the Changing Paradigms will be key reading for academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory post structural theory the policy and politics of education and the pedagogy of education

*Nietzsche, Culture and Education* Thomas E. Hart, 2017-03-02 In the spring of 1872 Friedrich Nietzsche gave a series of public lectures titled On the Future of our Educational Institution to an audience in Basel Switzerland In the lectures he made clear his attitude about what was wrong with education and how it had negatively affected the culture of his day More than one hundred years after the death of Nietzsche his legacy remains one of the most pervasive in philosophical thought While his influence on philosophical thought concerning culture is everywhere to be found his influence on the philosophy of education has yet to find a place in mainstream thought on the subject in spite of the inextricable connection between the two This collection has been put together in an effort to redress this situation Nietzsche Culture and Education brings together a collection of specially commissioned essays on the theme of Nietzsche's cultural critique and its use in and effect on educational theory The international character of the contributors gives this work a polyvalent perspective on these areas of Nietzsche's philosophy This publication will be a valuable source book for both undergraduate and postgraduate students of philosophy

education and the social sciences as well as for Nietzsche specialists

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