

Lyotard

Just Education

Edited by
Pradeep Dhillon, and Paul Standish

Lyotard Just Education

**A.W. Musschenga, A.W. van Haaften, B.
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Lyotard Just Education:

Lyotard Pradeep Ajit Dhillon, Paul Standish, 2000 Following Lyotard's death in 1998 this book provides an exploration of the recurrent theme of education in his work. It brings to a wider audience the significance of a body of thought about education that is subtle, profound and still largely unexplored. This book also makes an important contribution to contemporary debates on postmodernism and education.

Routledge Encyclopaedia of Educational Thinkers Joy Palmer Cooper, 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important influential innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features: concise biographical information on the individual; an outline of the individual's key achievements and activities; an assessment of their impact and influence; a list of their major writings; suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and postgraduates in education or teacher training, and students of related disciplines.

Education in an Age of Nihilism Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish, 2012-12-06 This book addresses concerns about educational and moral standards in a world increasingly characterised by nihilism. On the one hand, there is widespread anxiety that standards are falling; on the other, new machinery of accountability and inspection to show that they are not. The authors in this book state that we cannot avoid nihilism if we are simply *laissez faire* about values; neither can we reduce them to standards of performance nor must we return to traditional values. They state that we need to create a new set of values based on a critical assessment of contemporary practice in the light of a number of philosophical texts that address the question of nihilism, including the work of Nietzsche.

Encyclopedia of Educational Theory and Philosophy D. C. Phillips, 2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical

foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished general editor and an international editorial board Entries are followed by cross references and further reading suggestions A Reader s Guide groups entries thematically The Reader s Guide detailed index and cross references combine for strong search and browse capabilities in the electronic version Available in a choice of print or electronic formats Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory Key Themes Aims of Education Classic Premodern Philosophers Theories and Theorists Curriculum Educational Research Evaluation and Testing Equity Rights Social Stratification and Citizenship Higher Education Learners Learning and Teaching Liberal Education Moral Religious Spiritual and Social Cultural Values Multiculturalism and Special Populations Organization of Schooling Philosophy of Science Sociology of Science and Epistemology Philosophy of Education Feminist Perspectives Philosophy of Education Nonwestern Traditions Philosophy of Education The Analytic Tradition Philosophy of Education The Continental Traditions Philosophy of Education The Political Theory Tradition Philosophy of Education The Pragmatic Tradition Progressive Education Psychological Orientation in Educational Theory Social Sciences Orientation in Educational Theory **Existential Crises in Educational**

Administration and Leadership Eugenie A. Samier, 2022-06-30 This book examines the theoretical foundations relevant to existential issues in educational leadership and management taking inspiration from Munch s painting The Scream The book considers internationally relevant topics such as the growth of neoliberalism globalisation cultural shifts forced migration and the digitalisation of the socio cultural sphere and uniquely positions these crises as existential threats rather than simply political cultural or social The volume explores this complex set of dimensions in existential experience and outlines the implications for research and teaching in educational leadership By exemplifying the narrative and introspective nature of existential research the book addresses major aspects of the field including the impact such threats have on organisational studies policy administrative structures and practices and leadership This timely collection on existential issues in administration and leadership will appeal to academics scholars researchers practitioners and policy makers It will also be of great interest for students in teacher education programmes and graduate courses in educational administration and leadership organisation studies and educational ethics for broad international use **Taking Education Really Seriously** Michael Fielding, 2004-08-02 Michael Fielding looks at what the Labour Government has achieved in the last four years with its policy of education education education There has been widespread disappointment in New Labour s education policies

which on the whole have not steered too far wide of those put in place by Margaret Thatcher including issues of marketisation testing and performativity Michael Fielding has called on the key policy thinkers in education to offer their opinions on what has happened in education over the first three to four years of the New Labour Government Education policy is a controversial subject and with a General Election expected within the next few months this book will be read widely by people within education politicians and journalists and by others anxious to get to facts and avoid the spin The subject matter and the presence of so many high profile educationalists make this an essential read

Personal and Moral Identity A.W. Musschenga, A.W. van Haaften, B. Spiecker, M.V. Slors, 2013-03-14 The subject of personal and moral identity is at the centre of interest not only of academic research within disciplines such as philosophy and psychology but also of everyday thinking This is why the Netherlands School for Research in Practical Philosophy and the Institute for Ethics of the Vrije Universiteit in Amsterdam took the initiative to bring together scholars from various disciplines interested in the subject The expert seminar on Personal and Moral Identity took place from 12-14 January 1999 Financial contributions from the Vrije Universiteit the Dutch Scientific Organisation NWO and the Royal Dutch Academy for the Sciences KNAW made the event possible The chapters in this book either go back to papers presented at the seminar or were written afterwards by participants inspired by the discussions that took place during the seminar We are very grateful to Dr Hendrik Hutter for his assistance in editing the texts and making the manuscript camera ready December 2001 The Editors 1 Introduction Albert W Musschenga Although scholars studying the identity of persons usually address diverging issues and have different research agendas there is a growing awareness that one may benefit from insights and results present in other disciplines dealing with that subject This explains the enthusiastic responses to the invitation of the Netherlands School for Research in Practical Philosophy and the Institute for Ethics of the Vrije Universiteit to participate in a seminar on Personal and Moral Identity

The Educational Prophecies of Aldous Huxley Ronald Zigler, 2015-03-05 The visionary legacy of Aldous Huxley is as relevant today as ever Huxley possessed a sober understanding of the human condition as well as an inspired vision of the human potential This volume presents an interdisciplinary examination and appreciation of Aldous Huxley's three visionary novels *Brave New World* 1932 *Ape and Essence* 1948 and *Island* 1962 to reveal the extent to which Huxley's prognoses into our possible futures was prophetic The author assesses each novel to reveal the foresights that define our current educational social religious political and economic institutions while also exposing our conflicts within those institutions This volume examines the educational cultural and technological changes that have shaped our society since Huxley's work with special reference to the enduring legacy of educational philosopher John Dewey It offers profound insights into the educational forces and moral foundations of our society that shape us both inside and outside of our schools It is the first of its kind to focus exclusively on all three of Huxley's visionary novels and detail their relevance to our world today

Children's Rights from International Educational Perspectives Jenna Gillett-Swan, Nina Thelander, 2021-12-01 This

book critically examines contemporary educational practices with a children's rights lens Through investigating the factors that contribute to or hinder the realisation of children's rights in and through education in different contexts it discusses how using a rights framework for education furthers the agenda for achieving international educational aims and goals Using diverse international examples the book provides a snapshot of the complexity of children's rights and education It draws on the expertise of international research teams from Australia England Finland Italy Mexico Poland Portugal Scotland Spain Sweden Switzerland and the United States and highlights wide ranging interpretations of the same mandate across different national contexts Beginning with a critical overview of the broader context of children's rights in education the book explores obligations for States and their representatives tensions and convergences in implementation and implications for teaching and learning Using underutilised educational and theoretical concepts it contributes to broadening understandings of children's rights education and associated theoretical frameworks Despite a human rights framework emphasising the indivisibility interrelatedness and interconnectedness of all rights the right to education Article 28 dominates discussions about children's rights and education As such equally important rights including the aims of education Article 29 are often less considered or absent from the conversation Recognising that children's education rights involve more than just access and provision this book advocates for a much broader understanding of the nuances underpinning children's education related rights Chapter 10 is available open access under a Creative Commons Attribution 4.0 International License via link springer.com

Philosophy for Children in Transition Nancy Vansieleghem, David Kennedy, 2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child

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