

Philosophical Inquiry: Reality, Knowledge, Reason, Values, Freedom and Equality

Philosophical inquiry into education encompasses several fundamental themes, including reality, knowledge, reason, values, freedom, and equality. Each of these themes plays a crucial role in shaping educational practices, policies, curriculum, and the overall purpose of education. Below is an exploration of each theme in the context of education:

1. Reality

Definition: In philosophy, reality refers to the state of things as they actually exist, encompassing both the material and immaterial world.

In Education: The conception of reality impacts what is taught and how it is understood. For instance, theories of realism assert that education should reflect the physical world and empirical truths, while constructivist theories argue that reality is socially constructed and subjective, emphasizing the learner's experience.

2. Knowledge

Definition: Knowledge pertains to justified true belief and encompasses the understanding, awareness, and insights acquired through experience and education.

In Education: The epistemological stance one takes influences educational approaches. For instance, a positivist perspective values objective knowledge based on scientific methods, whereas interpretivism emphasizes knowledge derived from personal insights and social contexts. This also raises questions about what kind of knowledge is valuable and relevant—factual, experiential, emotional, or practical.

3. Reason

Definition: Reason refers to the capacity for logical thought, critical thinking, and rational discourse.

In Education: The role of reason in education is central to developing critical thinking skills, encouraging students to question, analyze, and evaluate information rather than passively accept it. Educational traditions such as Socratic dialogue emphasize reasoning as a core component of the learning process, fostering an environment where students learn to articulate and justify their viewpoints.

4. Values

Definition: Values are the principles and standards that guide behavior and decision-making.

In Education: Education is intrinsically value-laden. It is not merely about the transmission of knowledge but also about the cultivation of virtues such as respect, empathy, and integrity. The question of which values should be taught and how to create a culturally responsive curriculum is a critical aspect of educational philosophy. Philosophers like John Dewey emphasized the

Reason And Values New Essays In Philosophy Of Education

Oliver Black



Reason And Values New Essays In Philosophy Of Education:

Reason and Values John Peter Portelli, Sharon Bailin, 1993-01-01 *Reason and Education* H. Siegel, 2012-12-06 Israel Scheffler is the pre eminent philosopher of education in the English speaking world today This volume collects seventeen original invited papers on Scheffler s philosophy of education by scholars from around the world The papers address the wide range of topics that Scheffler s work in philosophy of education has addressed including the aims of education cognition and emotion teaching the language of education science education moral education religious education and human potential Each paper is followed by a response from Scheffler himself The collection is essential reading for anyone concerned with contemporary scholarship in philosophy of education or with the place of this singularly important author in it **Inquiry: A New Paradigm for Critical Thinking** Mark Battersby, Sharon Bailin, 2018-12-05 This volume reflects the development and theoretical foundation of a new paradigm for critical thinking based on inquiry The field of critical thinking as manifested in the Informal Logic movement developed primarily as a response to the inadequacies of formalism to represent actual argumentative practice and to provide useful argumentative skills to students Because of this the primary focus of the field has been on informal arguments rather than formal reasoning Yet the formalist history of the field is still evident in its emphasis with respect to both theory and pedagogy on the structure and evaluation of individual de contextualized arguments It is our view that such a view of critical thinking is excessively narrow and limited failing to provide an understanding of argumentation as largely a matter of comparative evaluation of a variety of contending positions and arguments with the goal of reaching a reasoned judgment on an issue As a consequence traditional critical thinking instruction is problematic in failing to provide the reasoning skills that students need in order to accomplish this goal Instead the goal of critical thinking instruction has been seen largely as a defensive one of learning to not fall prey to invalid inadequate or fallacious arguments *Philosophy of Education in the Era of Globalization* Yvonne Raley, Gerhard Preyer, 2009-12-04 Rather than having formed a global community today s society is more fragmented than ever In light of this education faces some formidable new challenges The authors of this collection of essays explore these challenges and suggest some novel ways of dealing with them **Paideusis** , 1991 *Philosophy of Education* Philosophy of Education Society (U.S.), 1997 **Encyclopedia of Social Problems** Vincent N. Parrillo, 2008-05-22 Social problems affect everyone Because so many actual and potential problems confront us it is often difficult to decide which ones affect us most severely Is it the threat of death or injury during a terrorist attack Is it the threat caused by industrial pollution that may poison us or destroy our physical environment Or does quiet but viciously damaging gender age class racial or ethnic discrimination have the most far reaching effect Do the problems of cities affect us if we live in the suburbs Do poorer nations problems with overpopulation affect our quality of life The Encyclopedia of Social Problems offers an interdisciplinary perspective into many social issues that are a continuing concern in our lives whether we confront them on a personal local regional national or

global level With more than 600 entries these two volumes cover all of the major theories approaches and contemporary issues in social problems and also provide insight into how social conditions get defined as social problems and the ways different people and organizations view and try to solve them Key Features Provides as comprehensive an approach as possible to this multifaceted field by using experts and scholars from 19 disciplines anthropology biology business chemistry communications criminal justice demography economics education environmental studies geography health history languages political science psychology social work sociology and women s studies Presents a truly international effort with contributors from 17 countries Argentina Australia Canada England France Germany Greece Hong Kong India Ireland Italy Kenya New Zealand Romania Scotland Turkey and the United States Addresses social problems that are fairly new such as computer crimes and identity theft and others that are centuries old such as poverty and prostitution Examines social problems differently from place to place and from one era to another Explains the perspectives and foundations of various social theories and offers different lenses to view the same reality Key Themes Aging and the Life Course Community Culture and Change Crime and Deviance Economics and Work Education Family Gender Inequality and Sexual Orientation Health Housing and Urbanization Politics Power and War Population and Environment Poverty and Social Class Race and Ethnic Relations Social Movements Social Theory Substance Abuse Readers investigating virtually any social problem will find a rich treasure of information and insights in this reference work making it a must have resource for any academic library

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 Reclaimed* Hans V. Hansen, Robert C. Pinto, 2007 Nineteen essays by leading writers on the nature and scope of argument fallacies the burden of proof and dialectical issues Canadian Books in Print. Author and Title Index, 1975 The Bloomsbury Encyclopedia of Philosophers in America John R. Shook, 2016-02-11 For scholars working on almost any aspect of American thought The Bloomsbury Encyclopedia to Philosophers in America presents an indispensable reference work Selecting over 700 figures from the Dictionary of Early American Philosophers and the Dictionary of Modern American Philosophers this condensed edition includes key contributors to philosophical thought From 1600 to the present day entries cover psychology pedagogy sociology anthropology education theology and political science before these disciplines came to be considered distinct from philosophy Clear and accessible each entry contains a short biography of the writer an exposition and analysis of his or her doctrines and ideas a bibliography of writings and suggestions for further

reading Featuring a new preface by the editor and a comprehensive introduction The Bloomsbury Encyclopedia to Philosophers in America includes 30 new entries on twenty first century thinkers including Martha Nussbaum and Patricia Churchland With in depth overviews of Waldo Emerson Margaret Fuller Noah Porter Frederick Rauch Benjamin Franklin Thomas Paine and Thomas Jefferson this is an invaluable one stop research volume to understanding leading figures in American thought and the development of American intellectual history Rethinking Ethical-Political Education Torill Strand,2020-07-29 This book offers a variety of outlooks and perspectives on the constitutive values and formative norms of a society reflected by discourses on ethical political education It also discusses conceptual and critical philosophical works combined with empirical studies The book is divided into three parts the first part describes contemporary youth s tangible experience of and reflections on ethical political issues while the second part explores the potential powers and pitfalls of educational philosophies old and new The third part highlights cutting edge issues within the humanities and social sciences and examines the prospects of a fruitful rethinking of ethical political education in response to today s pressing issues By addressing current dilemmas with diligence and insight the authors offer solid arguments for new theoretical and practical directions to promote philosophical clarification and advance research Intended for students teachers and researchers the book provides fresh perspectives on the many facets of ethical political education and as such is a valuable contribution to educational research and debate **Becoming of Two Minds about Liberalism** Dwight R. Boyd,2015-12-22 Integrating scholarly essays and personal reflections Becoming of Two Minds chronicles a unique philosophical odyssey a developmental journey of coming to recognize the inadequacy of liberalism in the face of some egregious social problems such as racism while also appreciating its strengths A Personal Prologue describing the main intellectual influences on the author locates the origins of the journey and functions as a backdrop for its interpretation Fifteen chronologically organized essays divided into three parts identify significant positions of contrast between the two minds establishing the direction of the journey and indications of change Essays in Part I reflect early allegiance to liberalism and explore its core ideas as they should be interpreted to guide moral education Those in Part II express disaffection with that allegiance taking a distinctly critical stance toward liberalism Part III then consists of essays that represent attempts to come to terms with the becoming of two minds exemplified in the tension between the ideas about liberalism expressed in Parts I and II A Personal Preface also introduces each of the fifteen essays These Prefaces address questions such as why the problem of the essay was chosen why it was approached in a particular way and what place the essay assumes in the direction the author s journey takes From Action to Ethics Constantine Sandis,2024-01-11 Over the course of the last 15 years Constantine Sandis has advanced our understanding of the role that action plays in shaping our moral thought In this collection of his best essays in the philosophy of action Sandis brings together updated versions of his writings accompanied by a new introduction Read collectively they demonstrate the breadth of his interests and ability to relate to broader issues within the culture connecting debates in

philosophical psychology about motivation negligence and moral responsibility with Greek tragedy social psychology and literature Along this path from action to ethics Sandis engages with Hegel Wittgenstein Anscombe Ricoeur Davidson and Dretske together with contemporary authors such as Jennifer Hornsby and Jonathan Dancy As he responds to each thinker and theme he develops his own philosophical position the key thesis of which is that philosophy of action without ethics is empty ethics without philosophy of action is blind **Educating Reason** Harvey Siegel, 2013-09-27 First Published in 1988 The critical thinking movement is increasingly important in the philosophy of education Beginning from the generally accepted view that children should be taught to reason not simply to repeat what they have been told it tries to establish whether it is in fact possible to teach children a set of skills which add up to thinking Siegel here examines three major conceptions of critical thinking and then puts forward his own definition of the critical thinker as one who is appropriately moved by reasons He argues that critical thinking is a fundamental educational ideal and defends the ideal against charges of indoctrination Chapters on science education and minimum competency testing highlight its practical implications for education policy and curriculum This book should be of interest to lecturers and students of education and philosophy

Conceptual Foundations of Antitrust Oliver Black, 2005-11-03 This is a philosophical study of concepts that lie at the foundation of antitrust a body of law and policy designed to promote or protect economic competition Topics covered are the nature of competition the relation between competition and welfare the distinction between per se rules and rules of reason agreements concerted practices and the spectrum from independent action to collusion Although there are many legal and economic books on antitrust this is the first book devoted to the philosophical scrutiny of the concepts that underpin it No prior knowledge of philosophy is presupposed The book is primarily directed at students theorists and practitioners of antitrust but will also be useful to lawyers economists philosophers political scientists and others who have an interest in the discipline Moral Education and Pluralism Mal Leicester, Sohan Modgil, 2005-08-19 Volume IV looks at the development of moral education with particular relation to the context of cultural pluralism Taking a theoretical approach it discusses philosophical issues of moral relativism as well as the application of theory to good practice Philosophy of Education John Percival Powell, 1974 *Journal of Thought*, 2004 **Interpreting Education** Abraham Edel, 1985-01-01 What is meant by education How are educational institutions and processes evaluated and how can they be improved What curriculum is best How are philosophy and education related Abraham Edel answers these questions in the course of exploring education He considers the problems of educational philosophy under conditions of rapid social change in the twentieth century and argues that too many of the traditional approaches to education were set in an effort to delineate a permanent structure rather than to work out ways of handling rapid change Older models of education have worn thin and new approaches have to be constructed Interpreting Education clears away old confusions and indicates the conditions that fresh modes of thought will have to satisfy Contents Education and Schooling in Cultural Perspective Grading Tracking the Philosophical Roots of a

Specific Problem A Philosophical Outlook as an Educational Resource Current Critiques of the Schools Politicized Schools and the Ideal of Impartiality Ideals and Their Assessment Toward a Moral Agenda for Contemporary Education Rationality Autonomy Relativism Teacher and Student in the Contemporary World Learning and Teaching Conceptual Problems Forms of Learning The Pedagogical Encounter Scientific Knowledge and the Humanities Social and Moral Education Complexities of the Familiar Sport and Physical Education Crafts Arts and Technology Basic Skills The Confrontation of the Liberal and Vocational Technical The Social Character of Dewey s Philosophy Aims of Education A Comparison Instead of a Controversy

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