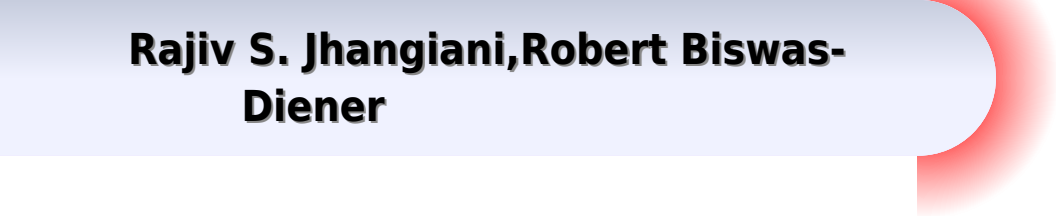


Understanding the Core of Open and Distance Education: Definitions and Philosophy

GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION

Philosophy Of Open Education

Rajiv S. Jhangiani, Robert Biswas-Diener



Philosophy Of Open Education:

Open Rajiv S. Jhangiani, Robert Biswas-Diener, 2017-03-27 Affordable education Transparent science Accessible scholarship These ideals are slowly becoming a reality thanks to the open education open science and open access movements Running separate if parallel courses they all share a philosophy of equity progress and justice This book shares the stories motives insights and practical tips from global leaders in the open movement **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 Philosophy of Open Education David Nyberg, 2009 *The Philosophy of Open Learning* Markus Deimann, Michael A. Peters, 2016 The Philosophy of Open Learning provides an overview of current debates and introduces the reader to the overall discourse on open education The broad range of topics including Massive Open Online Courses and Open Educational Resources is aimed at demonstrating that open education has emerged as a new principle for organizing higher education Rethinking Pedagogy for a Digital Age Helen Beetham, Rhona Sharpe, 2019-06-21 Rethinking Pedagogy for a Digital Age examines contemporary issues in the design and delivery of effective learning through a critical discussion of the theoretical and professional perspectives informing current digital education practice This third edition has been thoroughly revised to address socio cultural approaches learning analytics curriculum change and key theoretical developments from education sciences Illustrated by case studies across disciplines and continents for a diversity of researchers practitioners and lecturers the book is an essential guide to learning technologies that is pedagogically sound learner focused and accessible *Openness and Education* Andreas Meiszner, Lin Squire, Elmar Husmann, 2013-11-04 Published in association with ELIG the aim of this new book series is to focus on key trends and innovations pedagogic technological and commercial which are either impacting or have the potential to impact the ways in which digital learning and education is understood developed and delivered within academic public and private sectors **Decolonising the University** Gurminder K. Bhambra, Dalia Gebrial, Kerem Nişancıoğlu, 2018-08-20 In 2015 students at the University of Cape Town demanded the removal of a statue of Cecil Rhodes the imperialist racist business magnate from their campus The battle cry RhodesMustFall sparked an international movement calling for the decolonisation of the world's universities Today as this movement grows how will it radically transform the terms upon which universities exist In this book students activists

and scholars discuss the possibilities and the pitfalls of doing decolonial work in the home of the coloniser in the heart of the establishment Subverting curricula enforcing diversity and destroying old boundaries this is a radical call for a new era of education Offering resources for students and academics to challenge and resist coloniality inside and outside the classroom Decolonising the University provides the tools for radical pedagogical disciplinary and institutional change

ICT for Education, Development, and Social Justice Charalambos Vrasidas, Michalinos Zembylas, Gene V Glass, 2009-03-01 This volume provides examples of current developments on the role of ICT for education development and social justice within an international context Chapters draw on advanced contemporary thinking from scholars and practitioners in the field to present case studies of how ICT can be used to promote sustainable development and social justice Social justice is understood in a wide sense as the pursuit of democracy justice and development in the struggle against any form of oppression it is within this context that ICT is explored as a tool for social change The objectives of this book are To analyze the philosophical historical political and cultural backgrounds and contexts that are constitutive of contemporary challenges and tensions in the role of ICT for education development and social justice around the world To appreciate the contextual and international dimensions of the tensions and challenges faced by educators around the world and contribute to ongoing efforts to sketch a vision for addressing their needs To explore ways in which ICT in education can promote social justice and contribute toward sustaining communities around the world

Twenty-Five Years of Educational Practice and Theory 1955-1979 L. Fernig, J. Bowen, 2012-12-06 In 1979 the International Review of Education celebrated its twenty fifth anniversary This book which now reproduces the two Jubilee issues of that Review has been published for a number of reasons One is the importance of the topics dealt with The last twenty five years have seen unprecedented developments in education right across the world in industrialised countries no less than in those which are still approaching that phase From time to time it is essential to look back over the past and take stock of how the present situation has come about to disentangle the trends and sort out from the welter of ideas those which turned out to be non starters those which died in their tracks and those which came to stay This is only possible after a certain passage of time has set events in proportion and in perspective The twenty five years which have elapsed since the IRE was started ten years after the ending of World War II would seem to be just long enough to make this possible though when the IRE celebrates its fiftieth Jubilee in the year 2004 some of the trends which now seem so definite may themselves have died away to be replaced by others which can now be only dimly conceived Another reason for this publication is the quality and standing in the world of education and scholarship of the two editors and their contributors

The Wiley Handbook of Educational Policy Rosemary Papa, Shadow W. J. Armfield, 2018-04-19 Illuminates the multiple barriers that plague the education system and shows the way toward enlightened and inclusive educational policy and policymaking This book showcases new scholarship in the broad field of education policy and governance Authored by some of the field's foremost scholars as well as new and up and coming

academics this definitive handbook offers a range of cultural economic and political perspectives on the state of education policy today It addresses historic current and future education policy incorporating changing social landscapes of education economy and policy The Wiley Handbook of Educational Policy covers the role of politics in education governance the politics of philanthropy and for profits the culture and economy of professional organizations the governance of technology integration and future political realities to global citizenry Themes and topics range not only across early childhood K 12 and tertiary forms of schooling but also across the policy questions and concerns that transcend these distinctions Each chapter features key words key questions conclusions and thought provoking ideas that provoke readers to think about ways to improve the current conditions under which educational policy makers work Provides a traditional understanding of educational policy Shows how educational policy has changed due to the boom of private funding Explores the changing demographics in education populations over the last 40 years Discusses policies and the ethics of using and overseeing technology in teaching and learning environments Looks at future trends from contemporary political origins The Wiley Handbook of Educational Policy is an important book that should be read by every administrator policy maker and educator working in the education system

The Methodology and Philosophy of Collective Writing Michael A. Peters, Tina Besley, Marek Tesar, Liz Jackson, Petar Jandric, Sonja Arndt, Sean Sturm, 2021-07-12 This multi authored collection covers the methodology and philosophy of collective writing It is based on a series of articles written by the authors in Educational Philosophy and Theory Open Review of Educational Research and Knowledge Cultures to explore the concept of collective writing This tenth volume in the Editor s Choice series provides insights into the philosophy of academic writing and peer review peer production collective intelligence knowledge socialism openness open science and intellectual commons This collection represents the development of the philosophy methodology and philosophy of collective writing developed in the last few years by members of the Editors Collective EC who also edit review and contribute to Educational Philosophy and Theory EPAT as well as to PESA Agora edited by Tina Besley and Access edited by Nina Hood two PESA journals recently developed by EC members This book develops the philosophy methodology and pedagogy of collective writing as a new mode of academic writing as an alternative to the normal academic article The philosophy of collective writing draws on a new mode of academic publishing that emphasises the metaphysics of peer production and open review along with the main characteristics of openness collaboration co creation and co social innovation peer review and collegiality that have become a praxis for the self reflection emphasising the subjectivity of writing sometimes called self writing This collection under the EPAT series Editor s Choice draws on a group of members of the Editors Collective who constitute a network of editors reviewers and authors who established the organisation to further the aims of innovation in academic writing and publishing It provides discussion and examples of the philosophy methodology and pedagogy of collective writing Split into three sections Introduction Openness and Projects this volume offers an introduction to the philosophy and methodology of

collective writing It will be of interest to scholars in philosophy of education and those interested in the process of collective writing

Education 2.0 Leonard J. Waks, 2015-11-17 Thirty years of spirited school reforms have failed to improve our schools and instead have left our public school systems in disarray Meanwhile employment prospects for high school and college graduates are fading and the public is losing faith in its schools The education paradigm inherited from the Industrial Era is in crisis In the last decade however the Internet and new Web 2.0 technologies have placed the entirety of human knowledge in the hands of everyone What will our educational institutions make of this unprecedented flood of Web based learning resources How can schools be transformed to accommodate the new possibilities for personal and social learning Leonard Waks gathers all the pieces of our current educational puzzle together in this groundbreaking book Drawing on new organizational models grounded in complexity theory Waks maps out an inspiring new paradigm for education in the Internet age and connects all the dots in constructing detailed models for new schools now transformed into open learning centers Finally Waks details action steps readers can take to speed this transformative process along in their own locations

Learning to Edutain: A Modern Perspective Pasquale De Marco, 2025-04-23 In a time when education is undergoing profound transformations Learning to Edutain A Modern Perspective emerges as an essential guide to navigating the ever evolving landscape of open education This comprehensive book delves into the principles practices and challenges of open education offering a fresh perspective on the future of learning Pasquale De Marco takes readers on an enlightening journey exploring the historical roots of open education and the key advocates who shaped its philosophy The book examines the evolution of open education concepts tracing their development from early experiments to contemporary models It sets the stage for understanding the fundamental values and principles that underpin open education including social justice equity and the democratization of knowledge Moving forward the book delves into the practical aspects of implementing open education in various contexts Case studies of successful programs showcase innovative approaches highlighting the challenges and opportunities encountered along the way The changing role of educators in open education is examined emphasizing the skills and competencies required to navigate this dynamic learning environment A critical examination of curriculum and assessment in open education reveals the importance of designing effective learning experiences that cater to diverse learner needs The integration of open educational resources OER and the adoption of inclusive assessment strategies are explored as key elements in promoting equitable and meaningful learning outcomes The intersection of open education and social justice is a central theme throughout the book It explores how open education can address disparities in education promote access and equity and empower marginalized communities The global perspectives on social justice in education shed light on the importance of context and the need for tailored approaches to achieving educational equality Technology plays a pivotal role in open education enabling new modes of learning and expanding the reach of education beyond traditional boundaries The book examines the affordances of online learning platforms OER and blended learning

models highlighting their potential to enhance teaching and learning experiences The future of open education is explored through the lens of emerging technologies lifelong learning and the redefinition of education in the 21st century If you like this book write a review on google books **A Natural History of Place in Education** David C. Hutchison,2004 Hutchison argues that pressures on schools associated with declining budgets competing ideologies and economic technological shifts have the potential to radically alter the landscape of the K 12 school experience He discusses strategies for This book considers the philosophy of place in education and everyday life the history of and current trends in school design the school infrastructure crisis and the relationship between the philosophy of education and classroom design Hutchison argues that pressures on schools associated with declining budgets competing ideologies and economic technological shifts have the potential to radically alter the landscape of the K 12 school experience He discusses strategies for mediating these pressures and strengthening a sense of place in education mediating these pressures and strengthening a sense of place in education

Technology in Education. Digital and Intelligent Education Lap-Kei Lee,Petra Poulouva,Kwok Tai Chui,Miloslava Černá,Fu Lee Wang,Simon K. S. Cheung,2024-11-22 This book constitutes the refereed proceedings of the 7th International Conference on Technology in Education ICTE 2024 held in Hradec Kralove Czech Republic during December 2 5 2024 The 21 full papers presented in this volume were carefully reviewed and selected from 65 submissions They were organized in the following topical sections online learning innovation learning and digital learning artificial intelligence in education institutional strategies and practices learning analytics in education smart learning environments **Beyond Conventional Boundaries** Daniela Mercieca,2011-11-22 The impact which my decisions will have on this child s life is enormous and far reaching Relatively speaking the impact which she will have on my life is minimal She will be a thought in my mind at most an incessant worry Yet even this is grudged we professionals tell each other that we have to leave our work behind when we go home don t take your work worries with you p 85 This book calls for a re thinking of practice and research with children in the helping professions In the context of today s fast world with its requirement for order and precision the practice of working with children is imbued with ethical dilemmas which practitioners may or may not be aware of It is important for the practitioner to feel suspended in uncertainty before taking action In terms of research the complexity of what is explored is reflected in the complexity of the research method In a parallel writing this uncertainty is a central theme in practice through the narrative of three stories of the author s involvement with children referred for support The book explores how uncertainty and anxiety can be turned to good use rather than being a debilitating force to the practising psychologist It also touches upon issues of performativity accountability and efficiency in the becoming of professionals in the helping professions Resources in Education ,1999 **Phenomenology World-Wide** Anna-Teresa Tymieniecka,2014-11-14 Phenomenology is the philosophy of our times Through the entire twentieth century this philosophy unfolded and flourished following stepwise the intrinsic logic and dynamism of its original project as proposed by its founder Edmund Husserl Now

its seminal ideas have been handed over to a new era The worldwide contributors to this volume make it manifest that phenomenological inspiration knows no cultural barriers It penetrates and invigorates not only philosophical disciplines but also most of the sectors of knowledge transforming our way of seeing the world our actions toward others and our lives Phenomenology's universal spread has however oftentimes diluted its original sense even beyond recognition and led to a weakening of its dynamics There is at present an urgent need to retrieve the original understanding of phenomenology to awaken its dormant forces and redirect them This is the aim of the present book resourcement and reinvigoration It is meant to be not only a reference work but also a guide for research and study To restore the authentic vision of phenomenology we propose returning to its foundational source in Husserl's project of a universal science unpacking all its creative capacities In the three parts of this work there are traced the stages of this philosophy's progressive uncovering of the grounding levels of reality ideal structures constitutive consciousness the intersubjective lifeworld and beyond The key concepts and phases of Husserl's thought are here exfoliated Then the thought of the movement's classical figures and of representative thinkers in succeeding generations is elucidated Phenomenology's geographic spread is reviewed We then proceed to the culminating work of this philosophy to the phenomenological life engagements so vigorously advocated by Husserl to the life significant issues phenomenology addresses and to how it has enriched the human sciences Lastly the phenomenological project's new horizons on the plane of life are limned horizons with so powerful a draw that they may be said not to beckon but to summon Here is the movement's vanguard This collection has 71 entries Each entry is followed by a relevant bibliography There is a helpful Glossary of Terms and an Index of Names

Developmental and Educational Psychology for Teachers Dennis McInerney, David Putwain, 2016-09-13 *Developmental and Educational Psychology for Teachers* brings together a range of evidence drawn from psychology to answer a number of critical educational questions from basic questions of readiness for example when is a child ready for school through to more complex matters such as how does a teacher understand and promote good peer relationships in their classroom The answers to these and other questions discussed draw here on the interplay between a teacher's craft expertise and their knowledge of evidence and theory from developmental and educational psychology Presenting a range of classic theories and contemporary research to help readers understand what the key issues are for teachers and other professionals this book aides informed educational decisions in situations such as inclusion ability grouping sex differences developing creativity home and peer influences on learning and developing effective learners Teachers in early years primary and secondary settings are routinely faced with questions regarding the development of children This not only relates to the planning and delivery of lessons but also to the mental and physical wellbeing of the children and adolescents that they teach The pedagogical features of this book are accessible and clearly presented including focus questions that direct the reader's attention to key issues activity posts that point the reader to meaningful and relevant research and show the practical applications of material covered and extension material that gives depth to many of the

topics covered This book aims to inform the practice of both in service and trainee teachers addressing issues that are relevant to their practice With no other detailed and accessible text presenting this evidence and theory specifically for an audience of practicing and trainee teachers currently on the market this book will be of essential reading to practicing and trainee teachers for early years primary and secondary education and other related educational contexts such as educational psychologists counsellors paediatric and child doctors and nurses *Computer Supported Education* Beno Csapó,James Uhomoibhi,2022-08-20 This book constitutes selected revised and extended papers from the 13th International Conference on Computer Supported Education CSEDU 2021 held as a virtual event in April 2021 The 27 revised full papers were carefully reviewed and selected from 143 submissions They were organized in topical sections as follows artificial intelligence in education information technologies supporting learning learning teaching methodologies and assessment social context and learning environments ubiquitous learning current topics

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