

EDUCATION AND THE DEVELOPMENT OF REASON

Edited by

R. F. DEARDEN, P. H. HIRST AND
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Reason and Teaching Israel Scheffler,1973 Reason and Teaching (Routledge Revivals) Israel Scheffler,2014-04-08

This title first published in 1973 brings together a variety of papers by Israel Scheffler one of America's leading educational philosophers. The essays each stress the importance of critical thought and independent judgement to the organization of educational activities. In the first section Scheffler adopts a metaphilosophical approach emphasizing the role of philosophy in educational thought. A number of key concepts are dealt with next including the study of education and its relation to theoretical disciplines, philosophical interpretations of teaching and the education of teachers. The final section is critical and deals with the writings of several key thinkers in the field. A broad and authoritative study, this reissue will provide any Philosophy student with an essential background to the criticism and theories surrounding the philosophy of education.

Education and the Development of Reason (International Library of the Philosophy of Education Volume 8)

R.F. Dearden, Paul H. Hirst, R.S. Peters, 2010-02-25. Deals with the nature of education and discusses various general aims such as mental health, socialization and creativity which have been thought to characterize it. This book examines the nature of reason and its relationship to feeling, will and action. It considers the development of different aspects of reason in an educational context. *A History of Western Philosophy of Education in the Contemporary Landscape* Anna

Pagès, 2021-01-28. This volume traces the history of Western philosophy of education in the contemporary landscape, 1914-2020. The volume covers the Cuban Revolution in 1959, the events of May 1968 in Paris, the Zapatista Revolution in 1994 and the Arab Spring revolutions from 2010 to 2012. It also covers the two World Wars, the Cold War, the fall of the Berlin Wall and the triumph of science and technology until the hegemony of post-liberal societies. The philosophical problems covered include justice, freedom, critical thought, equity, philosophy for children, decolonialism, liberal education, feminism and plurality. These problems are discussed in relation to the key philosophers and pedagogues of the period, including Jacques Derrida, Paulo Freire, Simone de Beauvoir, Judith Butler, R.S. Peters, bell hooks, Martha Nussbaum, Matthew Lipman, Giorgio Agamben, Maxine Greene and Simone Weil, among others. About *A History of Western Philosophy of Education*: An essential resource for researchers, scholars and students of education, this five-volume set traces the development of philosophy of education through Western culture and history. Focusing on philosophers who have theorized education and its implementation, the series constitutes a fresh, dynamic and developing view of educational philosophy. It expands our educational possibilities by reinvigorating philosophy's vibrant critical tradition, connecting old and new perspectives and identifying the continuity of critique and reconstruction. It also includes a timeline showing major historical events, including educational initiatives and the publication of noteworthy philosophical works. **Qualitative Research In Education** Robert R. Sherman, Rodman B.

Webb, 2004-08-02. Published in the year 1988, *Qualitative Research In Education* is a valuable contribution to the field of Education. **Philosophy of Education** J.J. Chambliss, 2013-07-04. First Published in 1996. This is the first of its kind.

Encyclopaedia charts the influence of philosophic ideas that have had the greatest influence on education from Ancient Greece to the present. It covers classical thinkers as Plato, Augustine, Hypatia, Locke and Rousseau as well as recent figures such as Montessori, Heldegger, Du Bois and Dewey. It illuminates time-honoured ideas and concepts such as idealism, practical wisdom, scholasticism, tragedy and truth as well as modern constructs as critical theory, existentialism, phenomenology, Marxism and post Colonialism. The coverage consists of 228 articles by 184 contributors who survey the full spectrum of the philosophy of education.

Philosophy of Education Joseph James Chambliss, 1996. First Published in 1996. Routledge is an imprint of Taylor Francis, an informal company. *The Dynamics Of Education* Taba, Hilda, 2013-07-04. First published in 1999. This is Volume XXX of thirty-two in the Developmental Psychology series. Written in 1932, this book is an effort to present both the meaning and process of education in a new and truer light. The word dynamics in the title suggests the point of view as the author offers a methodology of progressive educational thought in the area of education.

The Cambridge Review, 1972. Vols 1-26 include a supplement. The University Pulpit vols 1-26 no 1-661 which has separate pagination but is indexed in the main vol. *Foundations of Education* Matthew Bruce Etherington, 2014-06-20. Ideas about education have consequences. This book, edited by Matthew Etherington, provides readers with ideas and insights drawn from fifteen international scholars in Christian thought within the fields of philosophy, theology and education. Each author responds to the philosophical, historical and sociological challenges that confront their particular line of educational inquiry. The authors offer a view of Christian education that promotes truth, human dignity, peace, love, diversity and justice. The book critically analyzes public discourse on education including the wisdom, actions, recommendations and controversies of Christian education in the twenty-first century. This timely book will appeal to those concerned with Christian perspectives on education, Aboriginality, gender, history, evangelism, secularism, constructivism, purpose, hope, school choice and community.

Wittgenstein, Education and the Problem of Rationality Michael A. Peters, 2021-01-21. This book develops an argument for a historicist and non-foundationalist notion of rationality based on an interpretation of Wittgenstein of the Philosophical Investigations and On Certainty. The book examines two notions of rationality: a universal versus a constitutive conception and their significance for educational theory. The former, advanced by analytic philosophy of education as a form of conceptual analysis, is based on a mistaken reading of Wittgenstein. Analytic philosophy of education used a reading of Wittgenstein's philosophy of language to set up and justify an absolute, universal and ahistorical notion of rationality. By contrast, the book examines the underlying influence of the later Wittgenstein on the historicist turn in philosophy of science as a basis for a non-foundationalist and constitutive notion of rationality which is both historical and cultural and remains consistent with wider developments in philosophy, hermeneutics and social theory. This book aims to understand the philosophical motivation behind this view, to examine its intellectual underpinnings and to substitute this universal conception of rationality by reference to a Hegelian interpretation of the later Wittgenstein that emphasizes his status as an

anti foundational thinker **Sociological and Philosophical Perspectives on Education in the Asia-Pacific Region**

Chi-Ming Lam, Jae PARK, 2015-12-12 This book demonstrates the value of approaching education from a sociological and philosophical perspective. Specifically, it addresses current and long-standing educational issues in the Asia-Pacific region, integrating sociological and philosophical insights with practical applications in four key areas: educational aims, moral education, educational policy, and the East-West dichotomy. It discusses educational aims in terms of rationality, philosophical thinking, and sustainable development, and presents the literary, religious, and analytical approaches to moral education. Four educational policies are then considered: Hong Kong's language policy, Hong Kong's policy on the internationalization of education, East Asia's policies on English education, and Australia's policy on teacher education. Different aspects of the East-West dichotomy are analysed: Confucian rationalism versus Western rationalism, Confucian learning culture versus Western learning culture, and Asian research methodology versus Western research methodology. Taken as a whole, the book shows that issues in education are rarely simple and looking at them from multiple perspectives allows for rich and informed debates. It presents a rare philosophical and sociological analysis of the cultures and experiences of education in the Asia-Pacific region and promotes research that leads to more culturally rooted educational policies and practice.

Education's Epistemology Harvey Siegel, 2017-09-08 Education's Epistemology extends and further defends Harvey Siegel's reasons conception of critical thinking. It analyzes and emphasizes both the epistemic quality and the dispositions and character traits that constitute the critical spirit that are central to a proper account of critical thinking. Siegel argues that that epistemic quality must be understood ultimately in terms of epistemic rationality. Siegel defends a conception of rationality that involves both rules and judgment and argues that critical thinking has normative value over and above its instrumental tie to truth. Siegel also argues contrary to currently popular multiculturalist thought for both transcultural and universal philosophical ideals including those of multiculturalism and critical thinking themselves.

Religious Education and the Public Sphere Patricia Hannam, 2018-08-06 Religious Education and the Public Sphere reveals through an analysis of theory and practice that religious education is resting on historic and persistent assumptions about both religion and education. Drawing on work from Arendt and Weil, new ideas emerge regarding religious education's constituent elements: education and religion. It offers a new and timely proposal for religious education and argues for a broader understanding of religion, bringing a fresh contribution to current discussions regarding the relationship between religion and education in the public sphere. Some practical considerations emerging from theory, developing through the earlier parts of the book, are presented in the final section, including the teacher's role and what should guide religious education curriculum. At a time when there is raised interest in the role of religion in the public sphere internationally, this book aims to contribute something new, both theoretically and practically, to discussions regarding the role of religion in education, which is relevant to educational contexts worldwide. This book will be vital reading for academics and researchers in the fields of religion and religious studies.

education philosophy of education and religious education and will also be of great interest to teachers and policy makers working in the field of religious education in the public sphere Rethinking Educational Theory Rupert Wegerif, 2025-02-12

The theory of education as expanding dialogue outlined in this insightful book shows how education can be designed to support the collective intelligence and global citizenship we need in response to the challenges of the Anthropocene and the rise of AI **The Publishers' Trade List Annual** ,1985 **Knowing History in Schools** Arthur Chapman ,2021-01-07

The knowledge turn in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education and to the need for new thinking about how we understand knowledge and knowledge building *Knowing History in Schools* explores these issues in the context of teaching and learning history through a dialogue between the eminent sociologist of curriculum Michael Young and leading figures in history education research and practice from a range of traditions and contexts With a focus on Young's powerful knowledge theorisation of the curriculum and on his more recent articulations of the powers of knowledge this dialogue explores the many complexities posed for history education by the challenge of building children's historical knowledge and understanding The book builds towards a clarification of how we can best conceptualise knowledge building in history education Crucially it aims to help history education students history teachers teacher educators and history curriculum designers navigate the challenges that knowledge building processes pose for learning history in schools **British Book News** ,1980 **Framing Library Instruction** John Budd, 2009

Undergraduate students face innumerable challenges as they enter a world with new and different academic demands Their success to a large degree depends on their being able to navigate the informational maze and to make sense of what other people have written said and shown This book presents a complete examination of the cognitive aspects of students' perceptions and uses of information Examples that can be adapted for courses or class sessions are an integral part of the book This volume is intended to stimulate the profession's conversation about directions that instruction can take in the future It is suitable for academic libraries and for library and information graduate school libraries *International Educational and Cultural Exchange* ,1975

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