

Educational Philosophy And Theory

Discussing Plato's views on knowledge, recollection, dialogue, and epiphany, this ambitious volume offers a systematic analysis of the ways that Platonic approaches to education can help students navigate today's increasingly complex moral environment. Though interest in Platonic education may have waned due to a perceived view of Platonic scholarship as wholly impractical, this volume addresses common misunderstandings of Plato's work and highlights the contemporary relevance of Plato's ideas to contemporary moral education. Building on philosophical interpretations, the book argues persuasively that educators might employ Platonic themes and dialogue in the classroom. Split into two parts, the book looks first to contextualise Plato's theory of moral education within political, ethical, and educational frameworks. Equipped with this knowledge, part two then offers contemporary educators the strategies needed for implementing Plato's educational theory within the pluralistic, democratic classroom setting. A Platonic Theory of Moral Education will be of interest to academics, researchers, and post-graduate students in the fields of: ethics; Plato scholarship; moral psychology; educational foundations; and the philosophy of education. This book would also benefit graduate students and scholars in teacher education. Mark E. Jonas is Professor of Education and Professor of Philosophy (by

courtesy) at Wheaton College, US. Yoshiaki Nakazawa is Assistant Professor of Education at University of Dallas, US.

The first step in education's long road to respectability lay in the ability of its proponents to demonstrate that it was worthy of collaborating with traditional disciplines in the syllabus of higher learning. The universities where the infant discipline of education was promoted benefited from scholars who engaged in teaching and research with enthusiasm and preached the gospel of scientific education. These schools-Teachers College/Columbia University, the University of Chicago, and Stanford University-gained a reputation as oases of pedagogical knowledge. Soon, public and private colleges alike introduced professional academic programs for the preparation of teachers. Foremost among the subjects for these programs was education philosophy, with its long history and the impeccable credentials of its ancient and modern expositors. Although the principal focus of this study is the history of educational philosophy in colleges and universities, it also recognizes educational philosophy's antecedents. Chapters cover ancient roots, Christian educational theory, educational theory and the modern world, philosophy and education in early America, development of philosophies of education, disciplinary maturity for educational philosophy, and prospects. There is a bibliography and an index.

While traditionally identified as a practice-based endeavour, the many

dimensions of teacher education raise important philosophical issues that emphasise the centrality of ethics to questions of relationality and professional practice. This second volume of the Educational Philosophy and Theory reader series demonstrates the continuing relevance of philosophical approaches to the field of teacher education. The collection of texts focuses on a wide range of topics, including teacher education in a cross-cultural context, the notion of unsuccessful teaching, democratic teacher education, the reflective teacher, the ethics and politics of teacher identity, and subjectivity and performance in teaching. Chapters also explore teacher education based on experiential learning as 'experience', demonstrating the continuing relevance of philosophical approaches to the field. In Search of Subjectivities will interest academics, researchers and postgraduate students in the fields of philosophy of education, philosophy, education, educational theory, teacher education, experiential philosophy, ethics, policy and politics of education, and professional practice.

This book explores Marxism and related political-economic theory, and its implications for education around the world, as seen in the history of the journal Educational Philosophy and Theory. As such, it illustrates the evolution of political-economic changes across societies, as they have been brought to bear within the academic field and in the journal, through the exploration of typical and noteworthy articles examining

political-economic themes over time. In the early decades of Educational Philosophy and Theory, only a few works can be found focused on Marx's work, Marxism, and related themes. However, since the mid-1990s, Educational Philosophy and Theory has published many articles focused on neoliberalism and educational responses to theories and policies based on political-economic perspectives. This collection serves to showcase this work, exploring the way Marxist, neoliberal and other related political-economic theories have been applied to educational discussions among philosophers and theorists of education in the history of Educational Philosophy and Theory. As a collection, this book provides a glimpse of a dramatically changing world, and changing scholarly responses to it, during the late nineteenth and early twentieth centuries. This collection can therefore be useful to scholars interested in better understanding how changes to the political economy have intersected with those in education over time, as well as the diverse ways scholars have approached and reacted to a shifting landscape, considering views ranging from Marxist to Post-Marxist, to neoliberal, and beyond.

Philosophy for Children

The Methodology and Philosophy of Collective Writing

Truth and Fallacy in Educational Theory

Feminist Theory in Diverse Productive Practices

International Handbook of Philosophy of Education

Philosophy and Theory in Educational Research: Writing in the margin explores the practices of reading and writing in educational philosophy and theory. Showing that there is no 'right way' to approach research in educational philosophy, but illustrating its possibilities, this text invites an engagement with philosophy as a possibility – and opening possibilities – for educational research. Drawing on their own research and theoretical and philosophical sources, the authors investigate the important issue of what it means to read and write when there is no prescribed structure. Innovative in its contribution to the literature, this edited volume enlightens readers in three ways. The volume focuses on the practices of reading and writing that are central to research in educational philosophy, suggesting that these practices constitute the research, rather than simply reporting it. It is not a prescriptive guide and should not be read procedurally. Rather, it is intended to illustrate the possibilities for this kind of research, and to suggest starting points for those pursuing research projects. Finally, attention is given to the ways in which conducting educational philosophy can be educative in itself, both to the researcher in writing it, and to its audience in reading it. With contributions from international scholars in the field of educational philosophy, this book is a valuable guide for practitioner-researchers, taught postgraduate and doctoral students, and early career researchers in university education departments. Academic staff teaching research methods and seeking to introduce their students to philosophy-as-research without wishing to offer a prescriptive 'how to' guide will also find this book of particular interest.

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education raise important philosophical issues that emphasise the centrality of ethics to questions of relationality and professional practice. This second volume of the Educational Philosophy and Theory reader series demonstrates the continuing relevance of philosophical approaches to the field of teacher education. The collection of texts focuses on a wide range of topics, including teacher education in a cross-cultural context, the notion of unsuccessful teaching, democratic teacher education, the reflective teacher, the ethics and politics of teacher identity, and subjectivity and performance in teaching. Chapters also explore teacher education based on experiential learning as 'experience', demonstrating the continuing relevance of philosophical approaches to the field. In Search of Subjectivities will interest academics, researchers and postgraduate students in the fields of philosophy of education, philosophy, education, educational theory, teacher education, experiential philosophy, ethics, policy and politics of education, and professional practice. The issue of methodology is a fundamental concern for all who engage in educational research. Presenting a series of methodological dialogues between eminent education researchers including Michael Apple, Gert Biesta, Penny Enslin, John Hattie, Nel Noddings, Michael Peters, Richard Pring and Paul Smeyers, this book explores the ways in which they have chosen and developed research methods to style their investigations and frame their arguments. These dialogues address the specialized and technical aspects of conducting educational research, conceptualize the relationship between methodology and theory, and provide in-depth discussion of concerns including falsifiability, openness, interpretation and researcher judgement. Foregrounding the researchers' first-hand experience and knowledge, this book will provide future and current

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researchers with a deeper comprehension of the place of theory in education research. An illuminating resource for undergraduate and postgraduate researchers alike, Theory and Philosophy in Education Research confronts the intricate complexities of conducting education research in a highly engaging and accessible way.

The book offers a concrete theory and practice of philosophy of education. It explores educational aspects of the Indian and western philosophy and philosophers. It can help students and teachers as well as teacher educators to analyze, reflect upon and improve their teaching practice from a philosophical point of view. It challenges students and teachers to incorporate both theory as well as practice of philosophy in their classroom teaching.

Wittgenstein, Anti-foundationalism, Technoscience and Philosophy of Education

An Educational Philosophy and Theory Teacher Education Reader, Volume II

A Platonic Theory of Moral Education

Connecting Philosophy to Theory and Practice

Science Education : Special Topic

Theories and praxis in teacher education

Philosophy for Children (P4C) is a movement that teaches reasoning and argumentative skills to children of all ages. This book looks at the progress that P4C has made in the UK in addressing issues of literacy, critical thinking, PSHE, education for sustainable development and wider issues such as bullying. Chapters identify the different theories and practices that have emerged and discuss the necessity for a reflective approach that P4C brings to education. The book

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highlights how this movement can fit into the early years, primary and secondary curriculum and the challenges and rewards that come with it. Chapters include: The Evolution of Philosophy for Children in the UK Pedagogical Judgement Negotiating meaning in classrooms: P4C as an exemplar of dialogic pedagogy The impact of P4C on teacher educators Being and becoming a philosophical teacher This will be an invaluable guide for all those interested in P4C and studying courses on Early Childhood Studies, Education Studies and Initial Teacher Training courses. Marking the fiftieth anniversary of the Educational Philosophy and Theory journal, this book brings together the work of over 200 international scholars, who seek to address the question: ‘What happened to postmodernism in educational theory after its alleged demise?’. Declarations of the death knell of postmodernism are now quite commonplace. Scholars in various disciplines have suggested that, if anything, postmodernism is at an end and has been dead and buried for some time. An age dominated by playfulness, hybridity, relativism and the fragmentary self has given way to something else—as yet undefined. The lifecycle of postmodernism started with Derrida’s 1966 seminal paper ‘Structure, Sign and Play in the Discourse of the Human Sciences’; its peak years were 1973–1989; followed by uncertainty and reorientation in the 1990s; and the aftermath and beyond (McHale, 2015). What happened after 2001? This collection provides responses by over 200 scholars to this question who also focus on what comes after postmodernism in educational theory. This book was originally published as a special issue of the journal Educational Philosophy and Theory.

A collection of scholarly essays, Complexity Theory and the Philosophy of Education provides an

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accessible theoretical introduction to the topic of complexity theory while considering its broader implications for educational change. Explains the contributions of complexity theory to philosophy of education, curriculum, and educational research Brings together new research by an international team of contributors Debates issues ranging from the culture of curriculum, to the implications of work of key philosophers such as Foucault and John Dewey for educational change Demonstrates how social scientists and social and education policy makers are drawing on complexity theory to answer questions such as: why is it that education decision-makers are so resistant to change; how does change in education happen; and what does it take to make these changes sustainable? Considers changes in use of complexity theory; developed principally in the fields of physics, biology, chemistry, and economics, and now being applied more broadly to the social sciences and to the study of education

Contesting Governing Ideologies is the third volume in the *Educational Philosophy and Theory: Editor's Choice* series and represents a collection of texts that provide a cutting-edge analysis of the philosophy and theory of performances of neoliberal ideology in education. In past decades, philosophy of education has provided a critical commentary on problematic areas of neoliberal ideology. As such, this collection argues, philosophy of education can be considered as an intellectual struggle that runs through the contemporary ideological landscape and has roots that go back to the Enlightenment in its traditions. This book covers multiple philosophical and educational theoretical perspectives of what we know about the ideology of neoliberalism, and many of its practices and projects. Neoliberalism is difficult to define, but what is certain is that

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it has significantly matured as a political doctrine and set of policy practices. This collection covers questions of ideology, politics, and policy in relation to the subject and the institution alike. The chapters in this book provide rich and diverse reading, allowing readers to rethink established discourses and contest ideologies, providing a thorough and careful philosophical and theoretical analysis of the story of neoliberalism over the past decades. *Contesting Governing Ideologies* 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.

Philosophy and Politics from Plato to Dewey

The Far-Right, Education and Violence

An Educational Philosophy and Theory Post-Structuralist Reader, Volume I

In Search of Subjectivities

Methodological Dialogues

Educational Philosophy and Theory: Editor's Choice

Decolonizing and Indigenizing Education in Canada thinks boldly about how to make space for Indigenous knowledges and have an honest discourse on truth and reconciliation. By engaging with Indigenous epistemologies and strategies, the contributors navigate the complexities of the decolonization and indigenization of post-secondary institutions. What is needed in this field is less theorizing and more action: the contributors offer practical steps on how one might positively

transform the Canadian academy. Through this lens of action-based solutions, each of the fifteen chapters advances critical scholarship on issues of pedagogy, curriculum, shifting power dynamics, and challenging Eurocentric perspectives in higher education. With contributions from both Indigenous and non-Indigenous academics from across Canada and in varying academic positions, Decolonizing and Indigenizing Education in Canada provides a unique perspective specific to the Canadian education system. Featuring discussion questions, further reading lists, and practical examples of how to engage in decolonization work within the academy, this text is an essential resource for students and scholars studying Indigenous knowledges, education and pedagogies, and curriculum studies.

Contemporary French philosophy perhaps reached a high point during the 1970s with the likes of Gilles Deleuze, Michel Foucault and Jacques Derrida. Since that time, thinkers such as Francois Laruelle, Bernard Stiegler, Quentin Meillassoux and Catherine Malabou have continued on in this strong tradition, while deepening and rethinking many of the parameters that have made contemporary French philosophy so powerful and useful for understanding the contemporary condition. For example, new French thought has reengaged with the relationships between thought, science and universal commercial interests, and has investigated purposefully the possibilities of post-capitalist theorising. This book, while not

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exhaustive, takes the most pertinent aspects of new French thought, and applies them to the philosophy of education. In contemporary philosophies of education, the repetitions of evidence-based and neoliberal theories abound. This book serves as an antidote to the levelling off, and exhaustion in thought, that a capitalist takeover implies, while keeping sight of the crucial relationships between science, the arts and metaphysical speculation. Furthermore, this book represents a thoroughgoing thinking through of philosophy of education's relationships with neuroscience, new scientific paradigms, feminist materialisms, anti-correlationism, technology and the socius, and as such constitutes a new philosophy of education. This book was originally published as a special issue of Educational Philosophy and Theory.

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

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interested in the process of collective writing.

For courses in the Philosophical and/or Social Foundations of Education, this text links primary source readings to thorough coverage of concepts in a chronologically arranged presentation that takes readers from the educational views of the ancients to those of today's postmodernists. It includes case stories.

Theories, Practices and Possibilities

An Introduction to the Philosophy and Theory of Education and Teaching

Cultivating Virtue in Contemporary Democratic Classrooms

An Introduction

An Educational Philosophy and Theory Reader Volume X

Advance Philosophy of Education

Making Sense of Education provides a contemporary introduction to the key issues in educational philosophy and theory. Exploring major past and present conceptions of education, teaching and learning, this book makes philosophy of education relevant to the professional practice of teachers and student teachers, as well of interest to those studying education as an academic subject. The book is divided into three parts: education, teaching and professional practice: issues concerning education, the role of the teacher, the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning, knowledge and curriculum: issues concerning behaviourist and cognitive theories of learning, knowledge and meaning, curriculum aims and content and evaluation and

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assessment schooling, society and culture: issues of the wider social and political context of education concerning liberalism and communitarianism, justice and equality, differentiation, authority and discipline. This timely and up-to-date introduction assists all those studying and/or working in education to appreciate the main philosophical sources of and influences on present day thinking about education, teaching and learning

Foundations of Student Affairs Practice is an essential resource that explores the purposes of higher education, the theories that provide a foundation for student learning and growth, and the experiences that contribute to student learning. Florence Hamrick, Nancy Evans, and John Schuh—three preeminent leaders in the field—show how student affairs professionals can provide a more meaningful and holistic educational experience for their students.

This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic, and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics: Voices from the present and the past deals with 36 major figures that philosophers of education rely on; Schools of thought addresses 14 stances including Eastern, Indigenous, and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic; Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past

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and the present, for example care and justice, democracy, and the curriculum; New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience, videogames, and radicalization. The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training. Moreover, it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub-discipline. Combined with different conceptions of the purpose of philosophy, it discusses various aspects, using diverse perspectives to do so. Contributing Editors:

Section 1: Voices from the Present and the Past: Nuraan Davids
Section 2: Schools of Thought: Christiane Thompson and Joris Vlieghe
Section 3: Revisiting Enduring Debates: Ann Chinnery, Naomi Hodgson, and Viktor Johansson
Section 4: New Areas and Developments: Kai Horsthemke, Dirk Willem Postma, and Claudia Ruitenberg

Philosophy and Theory in Educational Research

Writing in the margin
Routledge
Educational Philosophy

Making Sense of Education
Decolonizing and Indigenizing Education in Canada
Contesting Governing Ideologies

An Educational Philosophy and Theory Early Childhood Reader

Educational Philosophy and Theory: a Journal of the Philosophy of Education Society of Australasia. Vol. 20

This first volume focuses on a collection of texts from the latter twenty years of

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Educational Philosophy and Theory, selected for their critical status as turning points or important awakenings in post-structural theory. In the last twenty years, the applications of the postmodern and poststructuralist perspectives have become less mono-focused, less narrowly concerned with technical questions and also less interested in epistemology, and more interested in ethics. This book covers questions of genealogy, ontology, the body and the institution, giving examples of theoretical applications of post-structural theory that testify to the generative and endlessly applicable potential of this work to different fields and avenues of thought. While informed by Foucault's thinking of the political subjugation of docile bodies to individuals as self-determining beings, the chapters in this book culminate in amalgamations of different schools of educational philosophy, which explore poststructuralist approaches to education. Beyond the Philosophy of the Subject 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.

Jung and Educational Theory offers a new take on Jung's work, providing original, rich and informative material on his impact on educational research. Explores Jung's writing from the standpoint of educational philosophy, assessing what it has to offer to theories of education Highlights Jung's emphasis on education's role in bringing up integrated and ethical human beings Offers the perspectives of a diversity of academics and practitioners,

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on topics ranging from the role of the unconscious in learning to the polytheistic classroom. Both a valuable addition to the academic library and a significant new resource in the professional development of teachers.

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

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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.

There has always been a strong relationship between education and philosophy - especially political philosophy. Renewed concern about the importance and efficacy of political education has revived key questions about the connections between the power to govern, and the power to educate. Although these themes are not always prominent in commentaries, political writings have often been very deeply concerned with both educational theory and practice. This invaluable book will introduce the reader to key concepts and disputes surrounding educational themes in the history of political thought. The book draws together a fascinating range of educational pioneers and thinkers from the canon of philosophers and philosophical schools, from Plato and Aristotle, down to Edward Carpenter and John Dewey, with attention along the way paid to both individual authors like Thomas Hobbes and Mary Wollstonecraft, as well as to intellectual movements, such as the Scottish Enlightenment and the Utopian Socialists. Each thinker or group is positioned in their historical context, and each chapter addresses the structure of the theory and argument, considering both contemporaneous and current controversies.

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A number of themes run throughout the volume: an analysis of pedagogy, socialisation, schooling and university education, with particular relation to public and private life, and personal and political power references to the historical and intellectual context an overview of the current reception, understanding and interpretation of the thinker in question the educational legacy of the theories or theorists. This book will be of interest to students, researchers and scholars of education, as well as students and teachers of political theory, the history of political thought, and social and political philosophy.

Troubling the Changing Paradigms

An Educational Philosophy and Theory Reader Volume VIII

Educational Philosophy and New French Thought

How Philosophy, Theory, and Research Strengthen Educational Outcomes

Encyclopedia of Educational Philosophy and Theory

The Antichrist

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

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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-Fran ç ois 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.

This encyclopaedia is a dynamic reference and study place for students, teachers, researchers and professionals in the field of education, philosophy and social sciences, offering both short and long entries on topics of theoretical and practical interest in educational theory and philosophy by authoritative world scholars representing the full ambit of education as a rapidly expanding global field of knowledge and expertise.

The first edition of Nel Noddings' Philosophy of Education was acclaimed as the 'best overview in the field' by the journal Teaching Philosophy and predicted to 'become the standard textbook in philosophy of education' by

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Educational Theory. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards. Philosophy of Education introduces students to the evolution of educational thought, from the founding fathers to contemporary theorists, with consideration of both analytic and continental traditions. This is an essential text not only for teachers and future teachers, but also for anyone needing a survey of contemporary trends in philosophy of education.

In the last decade the far-right, associated with white nationalism, identitarian politics, and nativist ideologies, has established itself as a major political force in the West, making substantial electoral gains across Europe, the USA, and Latin America, and coalescing with the populist movements of Trump, Brexit, and Boris Johnson ' s 2019 election in the UK. This political shift represents a major new political force in the West that has rolled back the liberal internationalism that developed after WWI and shaped world institutions, globalization, and neoliberalism. It has also impacted upon the democracies of the West. Its historical origins date from the rise of fascism in Italy, Germany,

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and Austria from the 1920s. In broad philosophical terms, the movement can be conceived as a reaction against the rationalism and individualism of liberal democratic societies, and a political revolt based on the philosophies of Nietzsche, Darwin, and Bergson that purportedly embraced irrationalism, subjectivism, and vitalism. This edited collection of essays by Michael A Peters and Tina Besley, taken from the journal Educational Philosophy and Theory, provides a philosophical discussion of the rise of the far-right and uses it as a canvas to understand the return of fascism, white supremacism, acts of terrorism, and related events, including the refugee crisis, the rise of authoritarian populism, the crisis of international education, and Trump ' s ' end of globalism ' .

An Educational Philosophy and Theory Reader on Neoliberalism
Philosophy and Community

A History from the Ancient World to Modern America

Beyond the Philosophy of the Subject

Foundations of Student Affairs Practice

An Educational Philosophy and Theory Teacher Education Reader

This book investigates how philosophical texts display a variety of literary forms and explores philosophical writing and the relation of philosophy to literature and reading. Discusses the many different

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philosophical genres that have developed, among them letters, the treatise, the confession, the meditation, the allegory, the essay, the soliloquy, the symposium, the consolation, the commentary, the disputation, and the dialogue Shows how these forms of philosophy have conditioned and become the basis of academic writing (and assessment) within both the university and higher education more generally Explores questions of philosophical writing and the relation of philosophy to literature and reading

'Why should we care about philosophy?' Public philosophy, or 'doing philosophy' in the community, is an important and growing trend - revealed not only by the phenomenon of the Parisian philosophy café, but also the contemporary rise of multiple grassroots projects, for example the Philosophy in Pubs movement. This book is the first to offer academic examination of the theoretical contributions and practical applications of community philosophy. Bringing together voices from diverse contexts and subject areas, from activism and political action to religious environments, arts organisations and museums to maximum security prisons, this collection asks key questions about the point of making philosophy available for everyone: 'How do you "do philosophy" with the public?'; 'Is philosophy in the community the same as academic philosophy?'; 'Why is community philosophy important?' Including contributions from practitioners and

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researchers from professional philosophy, education, healthcare, and community philosophy, this collection offers perspectives on a growing area of study. It offers a timely and critical introduction to, and analysis of, what philosophy can be when grounded in socially-engaged activities.

This edited collection takes a multifaceted approach to the various limitations and achievements of Western philosophy. Considered on its own, Western philosophy is a highly contentious name. The contributors question its validity as a label and take to task its grand appearance within education. However, part of the problem with Western philosophy is that it has less conventional as well as dominant manifestations. The writers consider both forms of Western philosophy, devoting significant thought and time to it in its own right, but always referring it to the more specific issue of education. This book adds to a growing corpus that sketches the relationship between education and philosophy, showing that they are deeply intertwined, and it is indeed philosophy (and especially its Western variation) that supports Western education and allows it to flourish in the first instance. It is fitting, then, that at various points this book depicts education as a hegemonic vehicle of a deeper phenomenon - that of dominant Western philosophy. This book was originally published as a special issue of Educational Philosophy and Theory.

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Feminist Theory in Diverse Productive Practices is the second of two volumes examining gender and feminist theory in Educational Philosophy and Theory. This collection explores the difference that gender and sexual identities make both to theorizing and working in education and other fields. As the articles contained in this text span nearly 40 years of scholarship related to these issues, this volume sheds light on how feminist, gender, and sexuality theory has evolved within and beyond the field of philosophy of education over time. Key themes explored in the book include women's ways of knowing, the challenges women (and girls) face in taking up professional employment across diverse fields historically and today, and how feminist and related theories can enable women in professional development roles to empower each other. The book tells a rich story of how gender and sexuality theory has been brought to bear on discussions of educational practice in diverse fields over decades of publication of Educational Philosophy and Theory. Feminist Theory in Diverse Productive Practices will be key reading for academics, researchers and postgraduate students in the fields of philosophy of education, philosophy, education, educational theory, post-structural theory, and the policy and politics of education.

Ideas of Education

An Educational Philosophy and Theory Reader, Volume XII

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An Educational Philosophy and Theory Gender and Sexualities Reader
Educational Philosophy and Theory
Jung and Educational Theory
Philosophical Foundations of Education