

Educational Philosophies In The Classroom Indiana

A Teacher's Guide to Philosophy for Children provides educators with the process and structures to engage children in inquiring as a group into 'big' moral, ethical and spiritual questions, while also considering curricular necessities and the demands of national and local standards. Based on the actual experiences of educators in diverse and global classroom contexts, this comprehensive guide gives you the tools you need to introduce philosophical thinking into your classroom, curriculum and beyond. Drawing on research-based educational and psychological models, this book highlights the advantages gained by students who regularly participate in philosophical discussion: from building cognitive and social/emotional development, to becoming more informed citizens. Helpful tools and supplementary online resources offer additional frameworks for supporting and sustaining a higher level of thinking and problem-solving among your students. This practical guide is essential reading for teachers, coaches and anyone wondering how you can effectively teach philosophy in your classroom.

This book explores education in the 21st century in post-modern Western societies through a philosophical lens. Taking a broad perspective of education and its attendant terminology, assumptions, myths and influences; the author examines why we teach as opposed to how. In doing so, he includes not only teachers, but all adults who are involved in bringing up children. Applying philosophical theories throughout history to present day practice, this volume is sure to be a useful resource not only for teachers who are just starting out, but those with an interest in education in the past, present and future. This wide-ranging book will be valuable for educators, parents and educational policy makers, and all those who believe it takes a village to raise a child.

Philosophy in Education: Questioning and Dialog in K-12 Classrooms is a textbook in the fields of pre-college philosophy and philosophy of education, intended for philosophers and philosophy students, K-12 classroom teachers, administrators and educators, policymakers, and pre-college practitioners of all kinds. The book offers a wealth of practical resources for use in elementary, middle school, and high school classrooms, as well as consideration of many of the broader educational, social, and political topics in the field, including the educational value of pre-college philosophy, the philosophies of education that inform this philosophical practice, and the relevance of pre-college philosophy for pressing issues in contemporary education (such as education reform, child development, and prejudice and privilege in classrooms). The book includes sections on: the expansion of philosophy beyond higher education to pre-college populations; the importance of wondering, questioning and reflection in K-12 education; the ways that philosophy is uniquely suited to help students cultivate critical reasoning and independent thinking capacities; how to develop classroom communities of philosophical inquiry and their potentially transformative impact on students; the cultivation of philosophical sensitivity and positive identity formation in childhood; strategies for recognizing and diminishing the impact of social inequalities in classrooms; and the relationship between introducing philosophy in schools and education reform.

The Paideia Proposal is a system of liberal education intended for all children. It was a response to what Adler characterized as the United States' antidemocratic or undemocratic educational system, a holdover from the 19th century, when the understanding of basic human rights fell short of 20th century expectations. The Paideia Proposal was based upon the following assumptions: 1) All children are educable; 2) Education is never completed in school or higher institutions of learning, but is a lifelong process of maturity for all citizens; 3) The primary cause of learning is the activity of the child's mind, which is not created by, but only assisted by the teacher; 4) Multiple types learning and teaching must be utilized in education, not just teacher lecturing, or telling; and 5) A student's preparation for earning a living is not the

primary objective of schooling. Adler stressed that the proposal is much more than just a return to the basic skills of reading, writing and arithmetic. It is not simply a return to the values of classical civilization, but a return to what is of enduring value. It is a democratic proposal intended for the education of all, and not an elitist program as some have alleged.

A work by John Locke about education.

This introductory text, now in its fourth edition, is a classic in its field. It shows, first and foremost, the importance of philosophy in educational debate and as a background to any practical activity such as teaching. What is involved in the idea of educating a person or the idea of educational success? What are the criteria for establishing the optimum balance between formal and informal teaching techniques? How trustworthy is educational research? In addition to these questions, which strike to the heart of the rationale for the educative process as a whole, the authors explore such concepts as culture, creativity, autonomy, indoctrination, needs, interests and learning by discovery. In this new updated edition, the authors draw on the latest research in genetics to argue that education is uniquely human and is essentially what develops us as humans. Resisting modern tendencies to equate knowledge with opinion, and value judgements with taste, this book leads the reader into the business of philosophising and champions the cause of reason in education.

Moonshots in Education explores digital and online learning in the classroom and what it takes to make a "moonshot." It gives several models and examples of schools that are already implementing digital learning and what the success rate has been. It also provides philosophical discussion a variety of educational philosophies and how each one empowers students and teachers. The book also provides tools to support teachers in most subject areas. The forward by James Franco explores how this type of blended real world learning has made a significant positive impact in his life.

"The Christian concept of a god-the god as the patron of the sick, the god as a spinner of cobwebs, the god as a spirit-is one of the most corrupt concepts that has ever been set up in the world... In him nothingness is deified, and the will to nothingness is made holy." See Sharp Press; Tuscon, AZ -from *The Anti-Christ*. He's one of the most debated thinkers of the 19th century: Nietzsche and his works have been by turns vilified, lauded, and subjected to numerous contradictory interpretations, and yet he remains a figure of profound import, and his works a necessary component of a well-rounded education. *The Anti-Christ*, first published in German in 1895, is absolutely vital to any meaningful understanding of Nietzsche the man and Nietzsche the philosopher. An insightful and entertaining indictment of Christianity, it has enraged and inspired generations of readers, and this 1920 translation, by H. L. Mencken, considered the best available, is almost as controversial as the work itself, highlighting the darkest side of Mencken's cynicism. Also available from Cosimo Classics: *Nietzsche's The Use and Abuse of History*.

This handbook for educators and parents discusses the need to include philosophy in the elementary classroom. The authors point out that as a question-raising discipline, philosophy is appropriate to guide children's natural inquisitiveness through the educational process. It encourages intellectual resourcefulness and flexibility which can enable children and teachers alike to cope with the disconnectedness and fragmentation of existing curricula. It can help develop sound reasoning and ethics. The first six chapters discuss reasons for including philosophy in the curriculum, aims and objectives of the philosophy for children program, and methods of teaching and guiding philosophical discussions. The point is made that children frequently are not satisfied with simplified answers to their questions, and that their minds should be trained at an early, receptive age to consider metaphysical, moral, and logical issues. Chapter seven presents an argument for the use of formal and nonformal logic in teaching children to think constructively and learning to make inferences and deductions on their own. In chapter eight, the authors explore the following question: can moral education be

divorced from philosophical education? The interrelationship of logic and morality indicates that the answer is no. See SO 009 951 for a philosophical reader for junior high students.

(Author/AV)

In this volume, Julinna Oxley and Ramona Ilea bring together essays that examine and defend the use of experiential learning activities to teach philosophical terms, concepts, arguments, and practices. Experiential learning emphasizes the importance of student engagement outside the traditional classroom structure. Service learning, studying abroad, engaging in large-scale collaborative projects such as creating blogs, websites and videos, and practically applying knowledge in a reflective, creative and rigorous way are all forms of experiential learning. Taken together, the contributions to *Experiential Learning in Philosophy* argue that teaching philosophy is about doing philosophy with others. The book is divided into two sections: essays that engage in the philosophical debate about defining and implementing experiential learning, and essays that describe how to integrate experiential learning into the teaching of philosophy. *Experiential Learning in Philosophy* provides a timely reflection on best practices for teaching philosophical ideals and theories, an examination of the evolution of the discipline of philosophy and its adoption (or reclamation) of active modes of learning, and an anticipation of the ways in which pedagogical practices will continue to evolve in the 21st century.

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains.

George S. Counts was a major figure in American education for almost fifty years.

Republication of this early (1932) work draws special attention to Counts's role as a social and political activist. Three particular themes make the book noteworthy because of their importance in Counts's plan for change as well as for their continuing contemporary importance: (1) Counts's criticism of child-centered progressives; (2) the role Counts assigns to teachers in achieving educational and social reform; and (3) Counts's idea for the reform of the American economy.

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 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

'We have left dry land and put out to sea! We have burned the bridge behind us - what is more, we have burned the land behind us!' Nietzsche's devastating demolition of religion would have seismic consequences for future generations. With God dead, he envisages a brilliant future for humanity: one in which individuals would at last be responsible for their destinies. One of twenty new books in the bestselling Penguin Great Ideas series. This new selection showcases a diverse list of thinkers who have helped shape our world today, from anarchists to stoics, feminists to prophets, satirists to Zen Buddhists.

Philosophy of Education in Action is an innovative, inquiry-based introductory text that invites readers to study philosophy of education through the lens of their own observations and experiences. Structured according to a "Wonder Model of Inquiry," each chapter begins by posing a fundamental What if question about curriculum, pedagogy, and the role of the school before investigating the various philosophical perspectives that guide and influence educational practices. Classroom vignettes and examples of actual schools and educational programs help to ground philosophical perspectives in real-world scenarios, while the book's unique inquiry-based approach leads students to both think critically about philosophical questions and apply the concepts to their own teaching. Features of the text include: What if questions that structure each chapter to pique students' curiosity, stimulate creativity, and promote critical thinking. Authentic classroom vignettes that encourage students to analyze what it means to "do" philosophy and to reflect upon their own practices, examine their role in the educational process, and articulate their own philosophical beliefs. A concluding section asking readers to imagine and design their own hypothetical school or classroom as a project-based means of analyzing, synthesizing, and evaluating the different philosophies discussed. Accessible and thought-provoking, Philosophy of Education in Action provides a dynamic learning experience for readers to understand and apply philosophy in educational practice. This is the type of book many teachers will keep on their desk and use the exercises very regularly; for me it is up there with Geoff Petty's 'Evidence-Based Teaching' and Paul Ginnis's 'The Teacher's Toolkit' as an essential resource. Worley is an excellent clear writer, who communicates very complex ideas very well." Francis Gilbert [<http://www.francisgilbert.co.uk/>], teacher, teacher trainer and author of 'I'm a Teacher, Get Me Out of Here' Inspire your class to think more deeply about curriculum subjects and get them actively taking part in exciting philosophy experiments today! This new book by bestselling author and founder of The Philosophy Foundation Peter Worley is a collection of practical lesson and activity plans to use in the primary classroom to get children thinking philosophically and creatively around different curriculum areas. The sessions - called thought adventures - use thought experiments, stories and poems to get children discussing and understanding topics more deeply. Each session is explained step-by-step, with everything you need to 'do' and 'say' spelled out, and all the equipment you need listed with instructions on how to set up each session. You can implement the sessions in the classroom either as a complete lesson or as an activity within another lesson. All the sessions are tried and tested by Peter and his colleagues at The Philosophy Foundation who work with primary schools on a regular basis.

Foundations of Education incorporates relevant interdisciplinary perspectives and emphasizes coverage of key issues in education, with up-to-date research, primary resources, and documentation. This text provides comprehensive and substantive coverage of all "foundational" areas—including social, philosophical, historical, political, economic, curricular, and legal—for students who are preparing for a career in teaching and for those who simply wish to learn more about significant contemporary issues in education. The authors have included strong, thought-provoking pedagogy, and have emphasized the growing role of

technology in education. This Teaching in Action Edition is packaged with a special guide that correlates text material with the HM Video Cases. In This Case boxed features contain brief, fictional case scenarios that describe situations in which new teachers might find themselves. Readers are asked to think critically about concepts discussed in each chapter. Expanded topical overview charts in each chapter summarize and compare key developments and topics in education. Information about standards addresses the growing emphasis on holding students, teachers, and schools accountable for performing at levels specified by local, state, and national standards. Legal issues, including the No Child Left Behind act, are addressed. Technology@School, a popular feature in every chapter, updates students on relevant developments in educational technology and provides information that may prove useful in their teaching careers. Additional features include Focus Questions at the beginning of each chapter, Refocus Questions after major text sections, and Taking issue charts, offering arguments on both sides of a question. Houghton Mifflin Video Cases, four- to six-minute video modules presenting real classroom scenarios, enable students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Available on the Online Teaching and Study Centers, HM Video Cases are enhanced by classroom artifacts, Viewing Questions, Interview Transcripts, Key Terms, and bonus video footage.

Attending school is an experience that most people share but this leads us to accept rather than question the experience. Using the philosophies of Heidegger and Dewey, John Quay explores life in schools and juxtaposes the environment of a school camp with that of an academic classroom.

Revised and updated with 25 new essays, the fourth edition of this bestselling collection brings together more than 30 leaders in the field of educational theory. An engaging exploration of the ideas and trends shaping education in today's classrooms, Philosophy of Education includes topics on high-stakes testing, consumerism in education, and social justice issues in the classroom. How can we teach students moral values while avoiding indoctrination? How should a teacher deal with controversial issues in the classroom? What role should standards play in education, and who develops those standards? And why is the link between theory and practice in the classroom important in the first place? Philosophy of Education provides students, teachers, and administrators with a lively and accessible introduction to the central debates and issues in education today.

Philosophy and History of Education examines the complex relationship between the study of philosophy and history, and the value of these related studies for improving educational knowledge, policy, and practice.

The Importance of Philosophy in Teacher Education maps the gradual decline of philosophy as a central, integrated part of educational studies. Chapters consider how this decline has impacted teacher education and practice, offering new directions for the reintegration of philosophical thinking in teacher preparation

and development. Touching on key points in history, this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education. Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching, learning, and education systems contribute in meaningful ways to being a good teacher, and trace the consequences of a decline in philosophy on individuals' professional development and on the evolution of the teaching profession more broadly. With this in mind, the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today. This book will be of great interest to graduate, postgraduate students as well as research scholars in the field of educational philosophy and history of education. In addition, it will be useful for those involved in teacher education, and in particular, course, module and program development.

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.

In *From Socrates to Summerhill and Beyond: Towards a Philosophy of Education for Personal Responsibility*, Ronald Swartz offers an evolving development of fallible, liberal democratic, self-governing educational philosophies. He suggests that educators can benefit from having dialogues about questions such as these: 1.) Are there some authorities that can be consistently relied upon to tell school members what they should do and learn while they are in school? 2.) How should the imagination of social theorists be both used and checked in the development and implementation of innovative educational reforms? 3.) How can teachers in personal responsibility schools help their students learn? These questions are representative of problems that Swartz raises in his book. Swartz identifies four educational programs as personal responsibility schools. These are Little Commonwealth (Homer Lane); Summerhill (A.S. Neill); Orphans Home (Janusz Korczak) and Sudbury Valley School (Daniel Greenberg). Swartz then suggests that these learning environments create social institutions that are liberal, democratic, and self-governing and therefore endorse the policy of personal responsibility. This policy states: All school members, students included, are fallible authorities who should be personally responsible for determining their own school activities and many policies that govern a school. Schools which incorporate this policy can interchangeably be referred to as personal responsibility, self-governing, or Summerhill style schools. In providing an historical and philosophical understanding of Summerhill style schools, Swartz suggests that these educational alternatives have intellectual roots in the ideas

associated with Socrates as portrayed in Plato's Apology. Specifically, in personal responsibility schools teachers are not viewed as authorities who attempt to transmit wisdom to their students. Rather, self-governing schools follow the Socratic tradition which claims that teachers can be viewed as fallible authorities who attempt to engage students in dialogues about questions of interest to students. The interpretation of Plato's works used by Swartz can be found in Karl Popper's *The Open Society and Its Enemies*. Swartz has also been significantly influenced by the educational writings of Bertrand Russell and Paul Goodman. Goodman's *Compulsory Miseducation* makes it clear that schools which follow in the tradition of Summerhill compete with the educational programs that are an outgrowth of John Dewey's writings. In summary, Swartz's book aims to engage educators in dialogues that will lead to improved educational theories and practices.

Some students find philosophy engrossing; others are merely bewildered. How can professors meet the challenge of teaching introductory-level philosophy so that their students, regardless of initial incentive or skill, come to understand and even enjoy the subject? For nearly a decade, renowned philosopher and teacher Steven M. Cahn offered doctoral students a fourteen-week, credit-bearing course to prepare them to teach undergraduates. At schools where these instructors were appointed, department chairs reported a dramatic increase in student interest. In this book, Cahn captures the essence of that course. Yet many of the topics he discusses concern all faculty, regardless of subject: a teacher's responsibilities, the keys to effective instruction, the proper approach to term papers, examinations, and grades; and suggestions for how administrators should demonstrate that they take teaching seriously. Such matters are covered in the first seven chapters and in the final, fourteenth chapter. The intermediate six chapters focus on teaching introductory philosophy and, in particular, on critical thinking, free will, philosophy of religion, ethics, and political philosophy. Cahn's writing is lucid and lively, using vivid examples and avoiding educational jargon. In sum, this book is not only a guide on how to inspire students but also an inspiration for teachers themselves.

Sketches of Democracy is a captivating book that chronicles the first year in the life of a new urban high school. Based on journal entries and educational literature, this book traces the author's challenging journey toward creating a democratic community of learners within a tangle of socio-economic and political issues. An experienced public school teacher and university educator, DeLorenzo brings a unique perspective to the teaching/learning process. Her poignant anecdotal stories, along with information from authoritative sources, provide a narrative that is deeply reflective and affecting. This book is a must-read for teachers, teacher candidates, and teacher educators who share a passion for teaching those on the margins of society.

"Sam Rocha's primer reminds me of a French adage: *la philo descends dans la rue*-- philosophy comes to the street. Rocha's little book can be read and talked about, with profit, on the street, in the home, in the school, in the garden, anywhere the human heart beats and the human mind thinks." --David T. Hansen, Weinburg Professor in the History and Philosophy of Education, Teachers College Columbia University "Rocha gives us a compelling experience of

first-hand philosophizing, in which the ordinary is shown in its powerful features, and the discipline of philosophy of education reclaims its necessity." --Cristina Cammarano, Assistant Professor of Philosophy, Salisbury University "Rocha's illustrated primer is an eye-opening introduction to the philosophy of education. And, unlike too many illustrated texts, its pen and ink drawings are a thought provoking complement to this highly readable introduction." --David Mosley, Professor of Philosophy, Bellarmine University "An elegantly written invitation to students and the general reader to a frame of mind where one is ready to learn from and think about philosophy and education. Sam Rocha calls us all back, in heart-felt yet precise prose, to philosophy's ancient role of dialogue, wonder, and reflection. A joy to read and treasure." --AG Rud, Distinguished Professor, Washington State University "A charming and clearly written introduction to the philosophy of education, inspired by the writings of William James." --Graham Harman, Associate Provost for Research Administration and Professor of Philosophy, The American University in Cairo

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 *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.

Philosophy in the Classroom Temple University Press

For healthcare professionals, clinical education is foundational to the learning process. However, balancing safe patient care with supportive learning opportunities for students can be challenging for instructors and the complex social context of clinical learning environments makes intentional teaching approaches essential. Clinical instructors require advanced teaching knowledge and skills as learners are often carrying out interventions on real people in unpredictable environments. *Creative Clinical Teaching in the Health Professions* is an indispensable guide for educators in the health professions. Interspersed with creative strategies and notes from the field by clinical teachers who offer practical suggestions, this volume equips healthcare educators with sound pedagogical theory. The authors focus on the importance of personal philosophies, resilience, and professional socialization while evaluating the current practices in clinical learning environments from technology to assessment and evaluation. This book provides instructors with the tools to influence both student success and the quality of care provided by future practitioners.

This book focuses on major educational philosophies impacting Western education and makes sense of past and current trends placed in historical context. This third edition is updated with the swift changes taking place in education and looks at postmodernism as it has continued to develop during the past fifty years.

It's an often-asked question: "How do I use educational philosophy in my classroom teaching?" This book is a comprehensive answer. To clearly establish the applicability of philosophy to classroom teaching, this book presents the basics of philosophy; examines all of the major educational philosophies—idealism, realism, pragmatism, existentialism, and post-modernism—and their main proponents; and provides readers with a thorough knowledge of each philosophy's fundamental discourse around education. To this theoretical framework are then added real scenarios from real classrooms that demonstrate just how these erudite

explorations translate into actual, in-front-of-the-children teaching. Discussion of life, times, and views of several philosophers—Pestalozzi, Whitehead, Russell, Apple, Giroux; and the feminists Wollstonecraft, Addams, Martin, and Hooks—introduce learners to a wide range of philosophies and philosophers including challenging and controversial ideas and people. Coverage of current and relevant topics—behaviorist learning theories, constructivist learning theories, and the application of philosophy in the new millennium—create an awareness of the most up-to-date thinking in the field.

Philosophical Inquiry shows how to use the tools of philosophy for educational purposes. It is a practical guide to the philosophical arts of questioning, conceptual exploration and reasoning, with wide application across the school curriculum. It provides educators with an effective means of teaching students to think critically and creatively, to use their knowledge to solve problems, to deal with issues, to explore possibilities and work with ideas. These are the skills and abilities that young people need in order to thrive socially and economically in the world today. Drawing on educational and psychological theory, Philosophical Inquiry emphasizes the use of collaborative learning, through class discussion, working with a partner, and small group work. This approach teaches students to think in socially responsible ways. It means that students become not only thinking individuals but also good team-players, with benefits that extend beyond the classroom and the school to community life and the world of work.

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 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

Are the disciplines of education ghosts of a productive past or creative and useful forms of inquiry? Are they in a demographic and organisational crisis today? The contribution of the 'foundation disciplines' of sociology, psychology, philosophy, history and economics to the study of education has always been contested in the UK and in much of the English-speaking world. But such debates are now being brought to a head in education by the demographic crisis. Recent research has shown that with the an ageing population of education academics, in ten years' time, there could be very few disciplinary specialists left working within faculties of education in UK universities. But does that matter and is the UK no more than a special case? How does this 'crisis' look from Europe where the disciplines of education are more embedded, and from the USA with its more

diverse higher education system? In this book, leading scholars – including A.H. Halsey, David Bridges, John Furlong, Hugh Lauder, Martin Lawn and Sheldon Rothblatt – consider the changing fortunes of each discipline as education moved away from the dominance of psychology in the 1930s, 1940s and 1950s as a result of the growing importance of the other disciplines and new social questions, and how the changing epistemological and political debates of the last twenty years have resulted in their progressive demise. Finally, the book confronts the question as to whether the disciplines have a place in education in the twenty-first century. The book brings the coming crisis into the public view and explores the issue of the past, current and future relevance of the disciplines to the study of education. It will be of interest to all international academics and researchers in the field of education and the contributory disciplines as well as to students on educational research methods courses.

Putting good ideas into practice is one of the greatest challenges facing any educator. Eminent thinkers—John Dewey, Jane Addams, and others—dedicated their lives to producing ways of thinking about education and human welfare that have influenced many persons' lives. At the same time, these renowned thinkers were also trying to solve problems that every classroom teacher faces, namely, how to help children grow and learn as global citizens in a complex world. This pathbreaking book edited by David T. Hansen provides readers with a collection of insights drawn from a diverse array of thinkers that proves there is nothing quite as practical as a good educational philosophy. It will challenge readers to articulate their own working vision of how to integrate the “big ideas” about education into daily practice. “Fascinating and readable accounts of great educational philosophies from all over the world. It is a major contribution to both philosophy of education and global education.” —Nel Noddings, Lee L. Jacks Professor of Child Education Emerita, Stanford University “Provides a moral counterweight to the forces of standardization, commercialization, and politicization that increasingly threaten our schools. This book should be read, and read again, by everyone who takes education seriously.” —Larry Hickman, Director of The Center for Dewey Studies, Southern Illinois University at Carbondale “A dynamic, moving exploration of educational philosophy. This is the kind of book, a kind of approach to philosophy, that the field of education in general and the field of philosophy of education in particular needs. The book truly sparkles.” —Dale T. Snauwaert, Director, Center for Nonviolence and Democratic Education, Judith Herb College of Education, University of Toledo “An inspiring intellectual companion for concerned educators who are committed to transforming powerful educational ideas into socially responsive pedagogical actions.” —Huey-li Li, Professor of Education, Department Educational Foundations and Leadership, University of Akron

A clear, brief, broad-spectrum survey of philosophies and philosophic issues relating to education, highlighting the relationship between philosophic starting points and educational outcomes--between theory and practice. Annotation

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The Joy of Not Knowing takes every aspect of the curriculum and of school life and transforms it into a personalised, meaningful and enjoyable experience for all. It offers readers an innovative, theoretical and practical guide to establish a values-based, enquiry-led and challenge-rich learning to learn approach to teaching and learning and to school leadership. This thought-provoking guide provides the reader with a wealth of whole-class, easy-to-implement, malleable, practical ideas and case studies that can be personalised to the vision of each setting, age-group and curriculum. It brings together, as a whole-school framework, the strategies that have been shown to have the greatest impact on practitioner's professional fulfilment and on children's life chances, love of learning, intrinsic motivation and enthusiasm for wanting to know. The Joy of Not Knowing enables schools to launch the academic year with a bespoke JONK Learning to Learn Week that enables every student to succeed develops philosophical, creative and critical problem-solving and multi-lingual thinking skills establishes collaborative cultures of thinking, learning and leadership informs practice through active action research incorporates a values-led democratic approach to school life nurtures school-pupil-family-community partnerships Designed for school leaders and practitioners at all levels and across all ages, this practical guide shows how all students can thrive and develop the dispositions of successful lifelong learners and global citizens.

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