



DERRIDA, DECONSTRUCTION AND EDUCATION

Ethics of Pedagogy and Research

EDITED BY PETER PERICLES TRIFONAS
AND MICHAEL A. PETERS



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Derrida Deconstruction And Education

Gert J.J. Biesta, Denise Egéa-Kuehne



Derrida Deconstruction And Education:

Derrida, Deconstruction and Education Peter Pericles Trifonas, Michael A. Peters, 2004-06-07 A collection of original essays exploring the significance of Derrida's thought for education pedagogy and the ethics of teaching and research A collection of original essays exploring the significance of Derrida's thought for education pedagogy and the ethics of teaching and research Recognises that Derrida is a profound educational thinker concerned with questions of pedagogy Written by a team of international scholars

Derrida, Deconstruction, and the Politics of Pedagogy Michael A. Peters, Gert Biesta, 2009 Introduction The promise of politics and pedagogy Michael A. Peters and Gert Biesta Deconstruction justice and the vocation of education Gert Biesta Derrida as a profound humanist Michael A. Peters Derrida Nietzsche and the return to the subject Michael A. Peters From critique to deconstruction Derrida as a critical philosopher Gert Biesta Education after deconstruction between event and invention Gert Biesta The university and the future of the humanities Michael A. Peters Welcome postscript on hospitality cosmopolitanism and the other Michael A. Peters

Deconstructing Educational Leadership Richard Niesche, 2013-07-18 Jacques Derrida and Jean-François Lyotard constitute two of the most notable figures of poststructuralist thought and philosophy of the postmodern period Both worked to reveal instabilities and uncertainty and to destabilise assumptions and self-evident traditions for the purposes of reflection creativity and innovative thinking This significant volume explores the key concepts central to the work of Derrida and Lyotard in relation to educational leadership and reveals how these ideas challenge existing structures hierarchies and models of thought Derrida's notions of difference and deconstruction and Lyotard's concepts of language games performativity and the differend are specifically used to inform provocative and insightful critiques of the positivist assumptions and knowledge construction in the field of educational leadership The book provides concrete examples of the application of theories to policy literature and empirical data and identifies ideas which continue to impact contemporary practices of educational leadership and management Included in the book why bring Derrida and Lyotard to ELMA a Lyotardian politics of the standards movement in educational leadership managing performance witnessing deconstructions of the leader-follower binary in ELMA limitations and critiques of Derrida and Lyotard This important volume in the series will be of value to all those working and researching in the field of Educational Leadership Management and Administration

The Ethics of Writing Peter Pericles Trifonas, 2000 This is a treatise on Jacques Derrida's educational texts those writings concerned with the ethics and politics of the historico-philosophical structures constituting the scene of teaching It addresses the importance of deconstruction

Derrida & Education Gert J.J. Biesta, Denise Egéa-Kuehne, 2005-06-29 Bringing together the work of international experts in the field and two interviews with Derrida himself this book provides a key to the reflections that Derrida's work has prompted on all aspects of educational studies The contributors address fundamental educational issues from a Derridian perspective to demonstrate the relevance of his work in contemporary multicultural societies

Derrida & Education Gert

J.J. Biesta, Denise Egéa-Kuehne, 2005-06-29 This important book demonstrates how Derrida's work provides a highly relevant perspective on the aims, content and nature of education in today's multicultural societies **Eyes of the University**

Jacques Derrida, 2004 Completing the translation of Derrida's monumental work *Right to Philosophy* *Eyes of the University* brings together many of the philosopher's most important texts on the university and more broadly on the languages and institutions of philosophy *Who's Afraid of Philosophy?* Jacques Derrida, 2002 While addressing specific contemporary

political issues on occasion thus providing insight into the pragmatic deployment of deconstructive analysis the essays deal mainly with much broader concerns With his typical rigor and spark Derrida investigates the genealogy of several central concepts which any debate about teaching and the university must confront **Hermeneutics and Education** Shaun

Gallagher, 1992-10-01 Shaun Gallagher is Associate Professor of Philosophy at Canisius College and co editor of the forthcoming book *Merleau Ponty Hermeneutics and Postmodernism* which will be published by SUNY Press **The Ethics**

of Writing Peter Pericles Trifonas, 2000-02-09 In this compelling and timely treatise cultural theorist and educator Peter Trifonas puts forth the first book length study of Jacques Derrida's educational texts that is those writings most explicitly concerned with the ethics and politics of the historico philosophical structures constituting the scene of teaching *OThe Ethics of Writing* engages these aspects of Derrida's work on the institution of education especially as it relates to the philosopher's association with the GREPH Groupe de Recherches sur l'Enseignement Philosophiques and the public movement to protect the teaching of Philosophy in France Trifonas addresses the importance of deconstruction as a means of carrying out analyses of pedagogical institutions and structures for the purpose of achieving ethical reforms of educational policy and curricular initiatives More specifically the text examines how deconstruction allows us to re think the socio historical and ethico philosophical aspects of pedagogical practices and policies including pedagogical theories that have had direct bearing on the ethical and cultural ideals forming the reason of Western educational systems and the exclusion of its Others

Rethinking Inclusive Education: The Philosophers of Difference in Practice Julie Allan, 2007-11-07 One of the important responsibilities that advocates of inclusion need to continually practise is that of self criticism This includes examining and re examining the assumptions informing our perspectives the concepts that we use including inclusive education and our intentions especially in relation to the question of change We need to beware of the danger of unexamined orthodoxies the possibilities of adopting inclusive language with little if any changes in our thinking and practice and a sterile and insensitive position with regard to the pursuit of new or alternative ideas In this very important book Allan powerfully reminds us of the necessity and centrality of these concerns and provides a direct perceptive and thoughtful examination and critique of the varied barriers to the task of how to make inclusion happen Allan challenges the reader to step back and re examine the rationale for inclusion through an alternative mindset She challenges the varied attacks upon inclusion including those in the education business to stop using economic it costs too much and pedagogical it is bad for the other children in the class and

traumatic for the disabled children and social just too much for the teacher s workload reasons for closing the door and doing the right thing and those who argue that inclusion was an experiment that did not work

Encyclopedia of Educational Theory and Philosophy D. C. Phillips, 2014-06-06 The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses

What Do Philosophers of Education Do? Claudia Ruitenberg, 2010-05-18 This volume of essays demonstrates and comments on philosophical methods in educational research Offers a clear picture of what philosophers do when they study education Brings together a series of essays from an international cast of contributors from Canada UK Finland and Cyprus Examines a range of new and established philosophical methods which can be used in educational research Demonstrates how philosophy of education can be understood methodologically Draws from both Continental and Analytical traditions Fills a gap in the research methods literature in education and the social sciences

International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 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 *Ethics and the Curriculum* Mona Baker, Carol Maier, 2014-07-04 First Published in 2011 This special issue of The Interpreter and Translator Trainer provides a forum for reflection on questions of ethics in the context of translator and interpreter education Covering a wide range of training contexts and types of translation and interpreting contributors call for a radically altered view of the relationship between ethics and the translating and interpreting profession a relationship in which ethical decisions can rarely if ever be made a priori but must be understood and taught as an integral and challenging element of one's work

Educational Theory in the 21st Century Yusuf Alpaydın, Cihad Demirli, 2022-05-30 This open access book reviews the effects of the twenty first century scientific technological and social developments on the educational theory The first part handles the subject focusing on technology and educational philosophy In the second part the implications of new human and social conceptions towards the education paradigms are examined In the chapters of the last part of the book more practical dimensions of education are discussed Transforming school designs school management learning teaching approaches and teacher competencies are discussed in the context of broader social cultural and technological changes

The Routledge Handbook of Critical Interculturality in Communication and Education Fred Dervin, 2024-11-20 This Handbook is the first comprehensive volume to focus entirely on the notion of interculturality reflecting on what the addition of the adjective critical means for research and teaching in interdisciplinary studies The book consists of 35 chapters including a comprehensive introduction and conclusion It aims to present current debates on critical interculturality and to help readers make sense of what the label implies and entails in global and local contexts especially where possible beyond dominant scholarship and pedagogical practices The chapters interrogate the use of terms in different languages to discuss interculturality drawing on recent literature from as many different parts of the world as possible Some contributors also problematise their own autobiographical engagement with critical interculturality in their chapters The book will be of interest to Master's and PhD students in education communication and intercultural studies who wish to develop their knowledge of critical interculturality Established researchers in these fields will also benefit from this invaluable and original source of essential reading

Academic Activism in Higher Education Nuraan Davids, Yusef Waghid, 2021-03-24 This book argues for renewed understandings of academic activism understandings that conceive of the ideas arguments and scholarship of the academe as embedded within the practices of what the academy does It examines why and how a renewed notion of academic activism informs a philosophy of higher education specifically in relation to teaching and learning The book focuses on the theories and practices of teaching and learning in particular how such pedagogical actions are guided by social political and cultural influences outside of the university as a higher education institution The authors advocate for a living philosophy of higher education that is commensurate with real actions and imaginary fictions of what constitutes higher education and what remains in becoming for the discourse With a focus on South African social justice education the book imagines pathways for academic activism to manifest in revolutionised

pedagogical actions or actions that bring into contestation what already exists with the possibility for the cultivation of renewal

Education and Thinking in Continental Philosophy Itay Snir, 2020-09-28 This book draws on five philosophers from the continental tradition Theodor Adorno Hannah Arendt Gilles Deleuze Jacques Derrida and Jacques Rancière in order to think about thinking and offer new and surprising answers to the question How can we educate students to think creatively and critically Despite their differences all of these philosophers challenge the modern understanding of thinking and offer original radical perspectives on it In very different ways each rejects the modern approach to thinking as well as the reduction of proper thought to rationality situating thinking in sociohistorical reality and relating it to political action Thinking they argue is not a natural automatic activity and the need to think has become all the more important as political reality seems to exhibit less thinking or to even celebrate thoughtlessness Bringing these continental conceptions of thinking to bear on the urgent need to educate young people to think against the current this book makes a significant contribution to educational theory and political philosophy one that is particularly relevant in today's anti intellectual climate

Poststructuralism, Philosophy, Pedagogy J.D. Marshall, 2006-01-18 This book has been quite long in the making In its original format but with some different chapters and with the then publisher it foundered as did other volumes in the planned series At the in press stage when we obviously thought it was going ahead it was suddenly canned Quite distraught I closed it away in a desk drawer for a year or so But then Joy Carp of Kluwer Academic Publishers expressed an interest in it and we were in business again Most of the contributors to the original volume have stayed with it only to be delayed by myself for a variety of reasons but see the dedication I had been writing on Michel Foucault for a number of years but had become concerned about mis appropriations of his ideas and works in educational literature I was also concerned about the increasingly intemperate babble in that literature of the notion of postmodernism Indeed at one major educational conference in North America I listened to a person expounding postmodernism in terms of Destroy Destroy Destroy Like Michel Foucault I am not quite sure what postmodernism is but following Mark Poster's account of poststructuralism as merely a collective term to catch a number of French thinkers I thought that what we had to do in education was to look at what particular thinkers had said and not become involved in vapid discussion at an abstract level on isms Thus the book was conceived

Immerse yourself in heartwarming tales of love and emotion with is touching creation, **Derrida Deconstruction And Education** . This emotionally charged ebook, available for download in a PDF format (*), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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