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The Blackwell Guide to the

# Philosophy of Education



Richard Smith, and Paul Standish



# **Blackwell Guide To The Philosophy Of Education**

Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths

### **Blackwell Guide To The Philosophy Of Education:**

The Blackwell Guide to the Philosophy of Education Nigel Blake, Paul Smeyers, Richard D. Smith, Paul Standish, 2008-06-09 In this important survey an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to signficant questions for its future Presents a definitive introduction to the core areas of philosophy of education Contains 20 newly commissioned articles all of which are written by internationally distinguished scholars Each chapter reviews a problem examines the current state of the discipline with respect to the topic and discusses possible futures of the field Provides a solid foundation for further study Guide to the Philosophy of Education, 2003 In this important survey an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to signficant questions for its future Presents a definitive introduction to the core areas of philosophy of education Contains newly commissioned articles all of which are written by internationally distinguished scholars Each chapter reviews a problem examines the current state of the discipline with respect to the topic and discusses possible futures of the field Provides a solid foundation for further study RoutledgeFalmer Reader in the Philosophy of Education Wilfred Carr, 2021-04-29 This Reader brings together a wide range of material to present an international perspective on topical issues in philosophy of education today Focusing on the enduring trends in this field this lively and informative Reader provides broad coverage of the field and includes crucial topics With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world this book represents the research and views of some of the most respected authors in the field today Wilfred Carr also provides a specially written introduction which provides a much needed context to the role of philosophy in the current educational climate Students of philosophy and philosophy of education will find this Reader an important route map to further reading and understanding The Oxford Handbook of Philosophy of Education Harvey Siegel, 2009-11-12 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 **International Handbook of Philosophy of Education** Paul Smeyers, 2018-06-09 This handbook presents a domains 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

Philosophy of Education in the Era of Globalization Yvonne Raley, Gerhard Preyer, 2009-12-04 Terrorism ethnocentrism religious tension competition over limited resources war these are just a few of the problems and challenges that have emerged in today s global economy Globalization both implies and requires economic interdependence and this should bring with it a heightened sense of the interconnectedness of the participating societies But unfortunately as recent events indicate rather than our having formed a global community today s society is more fragmented than ever In light of this education faces some formidable new challenges How do we prepare future citizens for the world they will live in How do we teach future generations to embrace the paradox of accepting the value of multiculturalism despite the conflicts it has produced How do we instill religious tolerance in a time when fundamentalism has become inextricably tied with terrorism How do we promote economic growth in the face of overpopulation and its depletion of resources The authors of this collection of essays explore these and related challenges and they suggest some novel ways of dealing with them

Education, Philosophy and Well-being Judith Suissa, Carrie Winstanley, Roger Marples, 2014-08-21 John White is one of the leading philosophers of education currently working in the Anglophone world Since first joining the London Institute of Education in 1965 he has made significant contributions to the landscape of the discipline through his teaching research and numerous publications. His academic work encompasses a broad range of rich philosophical issues ranging from questions surrounding the child's mind through the moral and pedagogical obligations of teachers and schools to local and national questions of educational policy. In this volume international contributors address key issues in the philosophy of education touching on significant contemporary concerns and demonstrating the breadth and influence of John White's work Each chapter critically examines builds on and pays tribute to John White's unique contribution considering how his work has impacted on the discipline of education as we know it today Topics covered include policy and the role of philosophy of education liberal education the aims of education moral education leadership Education Philosophy and Wellbeing will appeal

to postgraduate students and academics in the fields of history policy education studies and philosophy as well as to policy makers educational administrators and teachers A Companion to the Philosophy of Education Randall Curren, 2008-04-15 A Companion to the Philosophy of Education is a comprehensive guide to philosophical thinking about education Offers a state of the art account of current and controversial issues in education including issues pertaining to multiculturalism special education sex education and academic freedom Written by an international team of leading experts who are directly engaged with these profound and complex educational problems Serves as an indispensable guide to the field of philosophy International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza, Gloria Durka, Kathleen Engebretson, Robert Jackson, Andrew McGrady, 2007-06-04 Traditionally spirituality has resided and been contained within religious frameworks but while the links between the two areas are still acknowledged by many in the contemporary world spirituality is perceived by some as an aspect of human life that is distinct from religion Consequently many are searching for meaning within and without religious traditions today and seeking answers to ethical and moral questions that have been generated by the knowledge and technological explosion One outcome is the renewed interest in the religious spiritual and moral dimensions of education throughout the life cycle This International Handbook presents the research and professional practice of scholars who are daily engaged in the consideration of these dimensions in education The result is a collection of essays which reflects the discipline in all of its internationality as it as today Embedded within the chapters is also an agenda for the future where the religious moral and spiritual dimensions in education are proposed as an exciting and challenging way forward for educators at all levels in society As well it offers a vision for the emergence of a peaceful and just world Handbook of Research in the Social Foundations of Education Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education These include long established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory feminist educational theory and cultural studies in education Parts three four and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization media popular culture technology youth culture and schooling This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often misunderstood and increasingly important field of study This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning formal and informal It is also appropriate as a textbook for graduate level courses in Social Foundations of Education School and Society Educational Policy Studies Cultural Studies in Education and Curriculum and Handbook of Education Policy Research Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-08-15 The second Instruction edition of the Handbook of Education Policy Research the largest volume published in AERA's history addresses a variety of

policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners International Handbook of Education for Spirituality, Care and Wellbeing Marian de Souza, LESLIE J. FRANCIS, James O'Higgins-Norman, Daniel G. Scott, 2009-10-13 Acknowledging and understanding spiritual formation is vital in contemporary education This book explores the dynamic relationship between education and wellbeing It examines the theory underpinning the practice of education in different societies where spirituality and care are believed to be at the heart of all educational experiences. The book recognizes that regardless of the context or type of educational experience education is a caring activity in which the development of the whole person body mind and spirit is a central aim for teachers and educators in both formal and informal learning The chapters in this handbook present and discuss topics that focus on spirituality as an integral part of human experience and consequently essential to educational programs which aim to address personal and communal identity foster resilience empathy and compassion and promote meaning and connectedness Leaders in Philosophy of Education Leonard J. Waks, 2014-11-26 In the late 1950s plans were initiated to bring a higher level of professionalism to the training of educational professionals New projects included introducing contemporary scholarship from the humanities and social sciences into colleges of education to revitalize the education knowledge base In North America and the United Kingdom analytical philosophers were recruited to inaugurate a new philosophy of education Analytical philosophy of education soon spread throughout the English speaking world By the 1980s this analytical impulse had largely subsided Philosophers trained in analytical philosophy and their students turned to more ambitious normative pursuits related to problems of social justice and democracy Meanwhile feminist philosophers opened up new issues regarding the education of women and the nature of teaching and knowing and a new wave of pragmatist philosophers turned to issues of educational policy By the 1990s Anglo American philosophers of education welcomed a dialogue with counterparts in Western Europe and the field responded to established trends in European philosophy ranging from critical theory and phenomenology to post structuralism New leaders emerged in philosophy of education representing all of these various strands This volume documents the emergence of contemporary philosophy of education as seen by those spearheading these trends The Handbook of Spiritual Development in Childhood and

Adolescence Eugene C. Roehlkepartain, 2006 With sixty seven scholars from four continents and many diverse disciplines contributing as authors to the volume with fourteen scholars from around the world serving as editorial advisors with financial support provided by the John Templeton Foundation via Search Institute with frequent conversations occurring with colleagues at Fuller Theological Seminary and with the careful attention of editorial work provided by Sage publications this handbook provides a remarkable contribution toward those ends JOURNAL OF YOUTH AND THEOLOGY Research into spiritual development during childhood and adolescence has yearned for the stimulus of integration cross fertilization and internationalization across conceptual boundaries methodological divisions religious traditions and local interests The Handbook of Spiritual Development in Childhood and Adolescence sets out to meet this need and does so with skill and with authority by identifying the key themes and by drawing on the best minds to address those themes Research communities and faith communities have been well served by this pioneering initiative The Revd Professor Leslie J Francis PhD ScD DD University of Wales Bangor UK The Handbook of Spiritual Development in Childhood and Adolescence breaks new ground by articulating the state of knowledge in the area of childhood and adolescent spiritual development Featuring a rich array of theory and research from an international assortment of leading social scientists in multiple disciplines this book represents work from diverse traditions and approaches making it an invaluable resource for scholars across a variety of disciplines and organizations Key Features Presents a wealth of interdisciplinary theory and research as well as proposals for future areas of inquiry to help move spiritual development into a mainstream field of learning Provides the first comprehensive collection of social science research on spiritual development in childhood and adolescence to introduce the topic engagingly to students Features the works of scholars from around the world in multiple disciplines psychology sociology anthropology medicine and educational philosophy to present a diversity of traditions and approaches Includes introductions to the volume as well as to each section that provide overviews and syntheses of key concepts The Handbook of Spiritual Development in Childhood and Adolescence is a key resource for academics researchers and students in departments of Psychology Family Studies and Religious Studies It is particularly useful for courses in Developmental Psychology Human Development especially child and adolescent development Psychology of Religion and Sociology of Religion It also will be invaluable for professionals working with young people including educators religious leaders and health practitioners Comprehensive Encyclopedia of Education and Human Development Stephen J. **Dictionary of Education** Magbool Ahmad, 2008 Farenga, Daniel Ness, 2015-07-17 This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education psychology sociology philosophy law and medicine The book focuses on important themes in education and human development Authors consider each entry from the perspective of its social and

political conditions as well as historical underpinnings The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas institutions and organizations and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research Philosophy, Methodology and Educational Research David Bridges, Richard D. Smith, 2007-10-22 This book evaluates the increasingly wide variety of intellectual resources for research methods and methodologies and investigates what constitutes good educational research Written by a distinguished international group of philosophers of education Questions what sorts of research can usefully inform policy and practice and what inferences can be drawn from different kinds of research Demonstrates the critical engagement of philosophers of education with the wider educational research community and illustrates the benefits that can accrue from such engagement Bibliographic Guide to **Education 2003** GK Hall, 2004-10 The Bibliographic Guide to Education lists recent publications cataloged during the past year by Teachers College Columbia University supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library selected on the basis of subject headings Non book materials including theses are included in this Guide with the exception of serials All aspects and levels of education are represented in this Guide including such areas as American elementary and secondary education higher and adult education early childhood education history and philosophy of education applied pedagogy international and comparative education educational administration education of the culturally disadvantaged and physically handicapped nursing education and education of minorities and women Also well covered are the administrative reports of departments of education for various countries and for U S states and large cities The Teachers College collection covers over 200 distinct educational systems Works in all languages are included The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library Columbia University G K Hall Second Supplement 1973 Third Supplement 1977

International Handbook of Educational Leadership and Social (In)Justice Ira Bogotch, Carolyn M. Shields, 2013-11-11 The International Handbook on Educational Leadership and Social In Justice creates a first of its kind international forum on conceptualizing the meanings of social justice and leadership research approaches in studying social justice and combating social injustices school university and teacher leadership for social justice advocacy and advocates for social justice socio cultural representations of social injustices glocal policies and leadership development as interventions. The Handbook is as much forward looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership higher education academic networks special education health education teacher education professional development policy analyses and multicultural education. The Handbook celebrates the promises of social justice while providing the educational leadership research community with concrete contextualized illustrations on how to address inequities and combat social political and economic injustices

through the processes of education in societies and educational institutions around the world **International Handbook** of Interpretation in Educational Research Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research Interpretation extends from the very framing of the research task through the sources which constitute the data the process of their recording representation and analysis to the way in which the research is finally or provisionally presented The thesis of the handbook is that interpretation cuts across the fields both philosophically organizationally and methodologically By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts fields An extensive overview includes concrete examples of different kinds of research not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled p dagogisch examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process The handbook includes examples of a large number of methods traditionally classified as qualitative interpretive and quantitative used across the area of the study of education Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies

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