

J. J. CHAMBLISS

# EDUCATIONAL THEORY AS THEORY OF CONDUCT

FROM ARISTOTLE TO DEWEY

# Educational Theory As Theory Of Conduct From Aristotle To Dewey

**D. C. Phillips**



## **Educational Theory As Theory Of Conduct From Aristotle To Dewey:**

*Educational Theory as Theory of Conduct* J. J. Chambliss, 1987-07-01 Chambliss presents clearly the position that educational theory is a theory of conduct rather than an applied science It is theory of conduct not about conduct He reveals the richness of this idea and examines the various ways it has been discussed in the works of Aristotle Rousseau Dewey and others He also demonstrates its timeliness for today s educators by presenting it as an antidote to the current widespread tendency of trying to quantify conduct to treat education as a thing to be measured

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**The Limitations of the Educational Theory of John Dewey** James Henry O'Hara, 1929

*Handbook of Classical Sociological Theory* Seth Abrutyn, Omar Lizardo, 2021-11-01 This is the first handbook focussing on classical social theory It offers extensive discussions of debates arguments and discussions in classical theory and how they have informed contemporary sociological theory The book pushes against the conventional classical theory pedagogy which often focused on single theorists and their contributions and looks at isolating themes capturing the essence of the interest of classical theorists that seem to have relevance to modern research questions and theoretical traditions This book presents new approaches to thinking about theory in relationship to sociological methods

*American Covenant* Philip

Gorski, 2019-06-18 The long battle between exclusionary and inclusive versions of the American story Was America founded as a Christian nation or a secular democracy Neither argues Philip Gorski in *American Covenant* What the founders envisioned was a prophetic republic that would weave together the ethical vision of the Hebrew prophets and the Western political heritage of civic republicanism In this eye opening book Gorski shows why this civil religious tradition is now in peril and with it the American experiment *American Covenant* traces the history of prophetic republicanism from the Puritan era to today providing insightful portraits of figures ranging from John Winthrop and W E B Du Bois to Jerry Falwell Ronald Reagan and Barack Obama Featuring a new preface by the author this incisive book demonstrates how half a century of culture war has drowned out the quieter voices of the vital center and demonstrates that if we are to rebuild that center we

must recover the civil religious tradition on which the republic was founded

**The Chicago School Diaspora** Jacqueline Low, Gary Bowden, 2013-12-01 When the University of Chicago was founded in 1892 it established the first sociology department in the United States The department grew rapidly in reputation and influence and by the 1920s graduates of its program were heading newly formed sociology programs across the country and determining the direction of the discipline and its future research Their way of thinking about social relations revolutionized the social sciences by emphasizing an empirical approach to research instead of the more philosophical armchair perspective that previously prevailed in American sociology The Chicago School Diaspora presents work by Canadian and international scholars who identify with what they understand as the Chicago School tradition Broadly speaking many of the scholars affiliated with sociology at Chicago understood human behaviour to be determined by social structures and environmental factors rather than personal and biological characteristics Contributors highlight key thinkers and epistemological issues associated with the Chicago School as well as contemporary empirical research Offering innovative theoretical explanations for the diversity and breadth of its scholarly traditions The Chicago School Diaspora offers a fresh approach to ideas topics and approaches associated with the origins of North American sociology Contributors include Michael Adorjan University of Hong Kong China Gary Bowden University of New Brunswick Jeffrey Brown University of New Brunswick Tony Christensen Wilfrid Laurier University Luis Cisneros postdoctoral scholar University of Arizona Gary A Cook Beloit College Mary Jo Deegan University of Nebraska Lincoln Scott Grills Brandon University Mervyn Horgan University of Guelph Mark Hutter Rowan University Benjamin Kelly Nipissing University Rolf Lindner Humboldt University HafenCity University Germany Jacqueline Low University of New Brunswick Mourad Mjahed Peace Corps Rabat Morocco DeMond S Miller Rowan University Edward Nell New School for Social Research David A Nock Lakehead University Defne ver PhD candidate Cornell University George Park Memorial University Thomas K Park University of Arizona Dorothy Pawluch McMaster University Robert Prus University of Waterloo Antony J Puddephatt Lakehead University Isher Paul Sahni Concordia University Roger A Salerno Pace University William Shaffir McMaster University Greg Smith University of Salford UK Robert A Stebbins University of Calgary Izabela Wagner Warsaw University Poland and CEMS EHESS School for Advanced Studies in Social Sciences France and Yves Winkin ENS Lyon France

**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

**Philosophy of Education** Joseph James Chambliss, 1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company **Gendered Readings of Change** C. Fischer, 2014-02-20 This book develops a unique theory of change by drawing on American philosophy and contemporary feminist thought Via a select history of ancient Greek and Pragmatist philosophies of change Fischer argues for a reconstruction of transformation that is inclusive of women s experiences and thought **The Theory of Deliberative Wisdom** Eric Racine, 2025-05-13 From a leading ethicist a workable and inspiring model of ethics showing not only why ethics matters but also how it can be used to improve human welfare Humanity faces a multitude of profound challenges at present technological advances environmental changes rising inequality and deep social and political pluralism These transformations raise moral questions questions about how we view ourselves and how we ought to engage with the world in the pursuit of human flourishing In The Theory of Deliberative Wisdom Eric Racine puts forward an original interdisciplinary ethics theory that offers both an explanation of the workings of human morality and a model for deliberation based imaginative processes to tackle moral problems Drawing from a wide array of disciplines such as philosophy psychology sociology political science neuroscience and economics this book offers an engaging account of situated moral agency and of ethical life as the pursuit of human flourishing Moral experience Racine explains is accounted for in the form of situational units morally problematic situations These units are in turn theorized as actionable and participatory building blocks of moral existence mapping to mechanisms of episodic memory and to the construction of personal identity Such explanations pave the way for an understanding of the social and psychological mechanisms of the awareness and neglect of morally problematic situations as well as of the imaginative ethical deliberation needed to respond to these situations Deliberative wisdom is explained as an engaged and ongoing learning process about human flourishing **The Handbook of Dewey's Educational Theory and Practice** Charles L. Lowery, Patrick M.

Jenlink,2019-08-05 In the last twenty five years there has been a great deal of scholarship about John Dewey s work as well as continued appraisal of his relevance for our time especially in his contributions to pragmatism and progressivism in teaching learning and school learning The Handbook of Dewey s Educational Theory and Practice provides a comprehensive accessible richly theoretical yet practical guide to the educational theories ideals and pragmatic implications of the work of John Dewey America s preeminent philosopher of education Edited by a multidisciplinary team with a wide range of perspectives and experience this volume will serve as a state of the art reference to the hugely consequential implications of Dewey s work for education and schooling in the 21st century Organized around a series of concentric circles ranging from the purposes of education to appropriate policies principles of schooling at the organizational and administrative level and pedagogical practice in Deweyan classrooms the chapters will connect Dewey s theoretical ideas to their pragmatic implications

**Philosophy of Education** Philosophy of Education Society (U.S.),1998 **Restorative Approaches to Conflict in Schools** Edward Sellman,Hilary Cremin,Gillean McCluskey,2013-09-05 Drawing on recent international developments in criminal justice Restorative Approaches to Conflict in Schools highlights the long term ineffectiveness of punitive models of discipline in education contexts and examines an alternative approach underpinned by the principles of restorative justice This approach provides an opportunity for adults and young people to engage with a range of processes such as group conferencing and peer mediation whereby conflict and harm are confronted and repaired a future rather than past orientation is developed relationships are built upon the values and attitudes of respect inclusion and equality pupils learn inter personal and problem solving skills as well as social responsibility staff develop skills and confidence in working restoratively the risk of future repeat problems is minimised and a positive school ethos is developed These approaches have proven to be highly effective in criminal justice systems around the world and are beginning to be applied more widely in educational contexts This edited volume draws together for the first time contributions from an interdisciplinary field of international experts and practitioners on the subject and offers both critique and guidance in order that the implementation of restorative approaches in schools may be undertaken thoughtfully and sustainably This exciting new text will be a key reference book for locating contemporary international and inter disciplinary debate in the field 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 Business Ethics for a Material World Ryan Burg,2018-03-01 Increasingly conscientious consumers and green marketers are recognizing that material things not firms must be made responsible Even so many scholars in ethics sustainability and governance focus on people and organizations

ignoring the flows of things In this book Ryan Burg argues that material things are fundamental features of moral life serving as both valuable instruments and guides for responsibility Unless care is taken for these non living entities living things cannot be protected Viewing the global economy as a network of material transfers Burg argues that to facilitate object care professionals must act as stewards By tracing the origins and disposal of workplace objects through this material network businesses and employees can discover the outcomes for which they are responsible and managers can align ethics sustainability and governance with a truly global formulation of responsibility *Education, Ethics and Experience* Michael Hand, Richard Davies, 2015-11-06 *Education Ethics and Experience* is a collection of original philosophical essays celebrating the work of one of the most influential philosophers of education of the last 40 years Richard Pring s substantial body of work has addressed topics ranging from curriculum integration to the comprehensive ideal vocational education to faith schools professional development to the privatisation of education moral seriousness to the nature of educational research The twelve essays collected here explore and build on Pring s treatment of topics that are central to the field of philosophy of education and high on the agenda of education policy makers The essays are by no means uncritical some authors disagree sharply with Pring others see his arguments as useful but incomplete in need of addition or amendment But all acknowledge their intellectual debt to him and recognise him as a giant on whose shoulders they stand This book will be a welcome and lively read for educational academics researchers and students of Educational Studies and Philosophy

**Democratic Education in an Armed Society** Samantha Deane, 2023-11-21 *Democratic Education in an Armed Society Learning to Live with Guns* examines the points of intersection between school gun violence and democratic education Samantha Deane explores the connection between how we teach children to think of themselves as democratic actors and the unceasing plague of gun violence Juxtaposing two images of political agency Deane connects an essentialized view of humans as masters of themselves objects and history with discourses that aim to train individuals to be autonomous and rational users of objects like guns This liberal view gives us no way to think about how objects narratives and norms contour the selves we claim to be Deane suggests that we must learn to attend to the ways in which our ability to act in the world is shared and distributed In a society shot through with guns and enamored with individualism the future of associational life depends on whether we learn to do democracy with the objects we hold dear *John Dewey's Later Logical Theory* James Scott Johnston, 2020-09-01 By 1916 Dewey had written two volumes on logical theory Yet in light of what he would write in his 1938 *Logic The Theory of Inquiry* much remained to be done Dewey did not yet have an adequate account of experience suitable to explain how our immediate experiencing becomes the material for logical sequences series and causal relations Nor did he have a refined account of judging propositions and conceptions Above all his theory of continuity central to all of his logical endeavors was rudimentary The years 1916 1937 saw Dewey remedy these deficiencies We see in his published and unpublished articles books lecture notes and correspondence the pursuit of a line of thinking that would lead to his

magnum opus John Dewey's *Later Logical Theory* follows Dewey through his path from *Essays in Experimental Logic* to the publication of *Logic: The Theory of Inquiry* and complements James Scott Johnston's earlier volume *John Dewey's Earlier Logical Theory*. Dictionary of Modern American Philosophers John R. Shook, 2005-01-01 The *Dictionary of Modern American Philosophers* includes both academic and non academic philosophers and a large number of female and minority thinkers whose work has been neglected. It includes those intellectuals involved in the development of psychology, pedagogy, sociology, anthropology, education, theology, political science and several other fields before these disciplines came to be considered distinct from philosophy in the late nineteenth century. Each entry contains a short biography of the writer, an exposition and analysis of his or her doctrines and ideas, a bibliography of writings and suggestions for further reading. While all the major post Civil War philosophers are present, the most valuable feature of this dictionary is its coverage of a huge range of less well known writers including hundreds of presently obscure thinkers. In many cases the *Dictionary of Modern American Philosophers* offers the first scholarly treatment of the life and work of certain writers. This book will be an indispensable reference work for scholars working on almost any aspect of modern American thought.



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