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EDUCATION AND PRACTICE

**Upholding the Integrity of
Teaching and Learning**

Edited by Joseph Dunne and Pádraig Hogan

Education And Practice Upholding The Integrity Of Teaching And Learning

H Kauffman



Education And Practice Upholding The Integrity Of Teaching And Learning:

Special Issue: Education and Practice Upholding the Integrity of Teaching and Learning Joseph Dunne, Pádraig Hogan, 2003 **The Good Life of Teaching** Chris Higgins, 2011-09-19 The Good Life of Teaching extends the recent revival of virtue ethics to professional ethics and the philosophy of teaching. It connects long standing philosophical questions about work and human growth to questions about teacher motivation, identity and development. Makes a significant contribution to the philosophy of teaching and also offers new insights into virtue theory and professional ethics. Offers fresh and detailed readings of major figures in ethics including Alasdair MacIntyre, Charles Taylor and Bernard Williams and the practical philosophies of Hannah Arendt, John Dewey and Hans Georg Gadamer. Provides illustrations to assist the reader in visualizing major points and integrates sources such as film, literature and teaching memoirs to exemplify arguments in an engaging and accessible way. Presents a compelling vision of teaching as a reflective practice showing how this requires us to prepare teachers differently. *Clinical Reasoning in the Health Professions E-Book* Joy Higgs, Gail M. Jensen, Stephen Loftus, Nicole Christensen, 2018-10-15 Clinical reasoning lies at the core of health care practice and education. Clinical Reasoning in the Health Professions therefore occupies a central place in the education of health professionals: the enhancement of professional decision making of individuals and groups of practitioners with their clients and research into optimal practice reasoning. All chapters updated and 20 new chapters added. Concrete examples, cases and vignettes were added to bring discussions to life for the reader. Reflection points strategically placed to assist readers to extend their insights and build learning from their own practical experiences and theoretical knowledge. Devices of particular value to reflective practitioners and educators. All chapters updated and 20 new chapters added. Concrete examples, cases and vignettes were added to bring discussions to life for the reader. Reflection points strategically placed to assist readers to extend their insights and build learning from their own practical experiences and theoretical knowledge. Devices of particular value to reflective practitioners and educators. Liberalism, Education and Schooling T.H. McLaughlin, 2017-03-27 A tribute collection of essays edited by author's colleagues and friends. Education and Expertise Mark Addis, Christopher Winch, 2018-09-18 The relevance of expertise to professional education and practice is explored in this collection of original contributions from educationalists, philosophers and psychologists. Discusses the increasingly prominent debates about the nature of know-how in mainstream analytical epistemology. Illuminates what is involved in professional expertise and the implications of a sound understanding of professional expertise for professional education, practice, curriculum design and assessment. All contributions are philosophically grounded and reflect interdisciplinary advances in understanding expertise. Educational Explanations Christopher Winch, 2022-02-11 EDUCATIONAL EXPLANATIONS Educational Explanations is a comprehensive study of the main philosophical questions that confront empirical educational researchers. The book outlines the sense in which empirical educational research pursues truth and sets out and defends an account of its task as the

offering of explanations for the many educational problems that claim our attention The book goes on to look at the criteria for high quality research the relationship between different methodological approaches and the scope and limits of intervention studies At all stages detailed examples are presented to make the argument clearer A distinctive feature of the book is the presentation of four detailed case studies over four chapters of influential educational research programmes that not only examine what they have achieved but emphasise the conceptual issues that researchers are confronted with as they seek to provide explanations The book goes on to examine the impact of empirical educational research on educational practice and on the practice of teachers in particular

John Holt Adam Dickerson, 2019-05-17 This is the first ever book to offer an analytical study of John Holt's philosophy of education It provides a clear analysis and critical evaluation of the key themes in his work considers the main objections to his views and discusses their relation to the contemporary homeschooling movement The book examines Holt's critique of compulsory education and his account of the relationships between learning freedom intelligence and character It argues that Holt's works contain a philosophically rich critique of instrumentalism in education and thus continue to represent a significant challenge to many mainstream views on education today Given its scope the book will be of interest to anyone who wants to understand Holt's work and influence as a critic of compulsory schooling educators and education students philosophers of education and those seeking a better grasp of the ideas behind unschooling and homeschooling

Philosophy for Children in Transition Nancy Vansieleghem, David Kennedy, 2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child

Routledge Encyclopaedia of Educational Thinkers Joy A. Palmer Cooper, 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important influential innovative and interesting thinkers on education of all time Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social historical and political contexts in which the thinker worked Ranging from Confucius and Montessori to Dewey and Edward de Bono the entries form concise accessible summaries of the greatest or most influential educational thinkers of past and present times Each essay includes the following features concise biographical information on the individual an outline of the individual's key achievements and activities an assessment of their impact and influence a list of their major writings suggested further reading Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this

substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world Combining and building upon two internationally renowned volumes this collection is deliberately broad in scope crossing centuries boundaries and disciplines The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom this Encyclopaedia is an invaluable reference guide for all students of education including undergraduates and post graduates in education or teacher training and students of related disciplines

Education for Human Flourishing Paul D. Spears, Steven R. Loomis, 2009-09-23 Far from offering a thin patina of niceness spread over standard educational philosophy Steven Loomis and Paul Spears set forth a vigorous Christian philosophy of education that seeks to transform the practice of education Beginning with a robust view of human nature they build a case for a decidedly Christian view of education that still rightfully takes its place within the marketplace of public education

Reading R. S. Peters Today Stefaan E. Cuypers, Christopher Martin, 2011-09-13 *Reading R S Peters Today* Analysis Ethics and the Aims of Education reassesses British philosopher Richard Stanley Peters educational writings by examining them against the most recent developments in philosophy and practice Critically reassesses R S Peters a philosopher who had a profound influence on a generation of educationalists Brings clarity to a number of key educational questions Exposes mainstream orthodox arguments to sympathetic critical scrutiny

New Perspectives on Young Children's Moral Education Tony Eaude, 2015-12-17 *New Perspectives on Young Children s Moral Education* explores how to approach young children s moral education in a world of uncertainty and change What is moral education How do young children learn to act and interact appropriately How do we enable children to recognise that how they act and interact matters How can character virtues and value help young children internalise qualities associated with living a good life Challenging many current assumptions about ethics and education Tony Eaude suggests that a moral dimension runs through every aspect of life and that ethics involves learning to act and interact appropriately based on an ethic of care and enduring qualities and attributes to equip children to resist strong external pressures Drawing accessibly on research in neuroscience and psychology he discusses how young children learn highlighting the role of emotion culture example habituation and feedback Small actions can help to develop agency empathy and thoughtfulness and a sense of moral identity with an increasing emphasis on self regulation a vocabulary of ethics and intrinsic motivation Eaude explores how character virtues and values can help young children and adults to recognize and internalize qualities associated with living a good life He identifies how adults and learning environments can support these processes and shows why an inclusive approach is needed rather than focusing on these topics only in particular settings programmes or lessons Recognising pitfalls and dilemmas Eaude argues that an approach based on virtue ethics and an apprenticeship model is suitable in school and other settings both religious and otherwise internationally

The ^AOxford Handbook of Virtue Nancy E. Snow, 2017-12-01 This

volume provides a representative overview of philosophical work on virtue Forty two chapters by distinguished scholars offer insights and directions for further research In addition to philosophy authors also deal with virtues in religion and psychological perspectives on virtue *Identity, Culture and Belonging* Tony Eaude,2020-02-20 Tony Eaude argues that the foundations of a robust but flexible identity are formed in early childhood and that children live within many intersecting and sometimes conflicting cultures He considers three meanings of culture associated with often implicit values and beliefs the arts and spaces for growth In exploring how young children s identities as constructed and constantly changing narratives are shaped he discusses controversial intersecting factors related to power in terms of race ethnicity gender religion class physical ability and age Eaude explores how young children learn often tacitly highlighting reciprocity example habituation and children s agency and voice He emphasises the importance of a sense of belonging created through trusting relationships and inclusive environments with adults drawing on and extending children s cultural capital and funds of knowledge Eaude shows how a holistic education requires a breadth of opportunities across and beyond the school curriculum and highlights how play the humanities and the arts enable children to explore how it is to be human and to become more humane broadening horizons and helping challenge preconceptions and stereotypes This radical inclusive and culturally sensitive vision for an international audience challenges many current assumptions about identity culture childhood and education

Why Do We Educate? David L. Coulter,John R. Wiens,Gary D. Fenstermacher,2009-03-23 This book reflects the editors concerns that too many publicdiscussions of education are dominated by too few ideas and isintended to serve as a kind of handbook for those who wish to enterthe conversation about education A work of impressive scholarship accessible to the generalreader A unique collection of essays written by internationallyrecognized and emerging thinkers from the field of education andrelated disciplines Contributors among others include Anthony Appiah Princeton Seyla Benhabib Yale Eamonn Callan Stanford Joseph Dunne St Patrick s College Ireland Kieran Egan Simon Fraser Ursula Franklin Toronto Nel Noddings Stanford Martha Nussbaum Chicago and Diane Ravitch New York Teachers' Know-How Christopher Winch,2017-02-21 Teachers Know How A Philosophical Investigation presents a comprehensive and up to date philosophical treatment of the kinds of knowledge and know how that educators should possess Offers an original and in depth study of teachers know how which situates teaching within the spectrum of professions Critiques the currently fashionable craft conception of teaching and the view of teaching as protocol driven which is currently influential in policymaking circles Utilizes epistemological debates on the nature of know how to inform understanding of the work of teachers Features detailed examples including some drawn from the author s own long professional experience of a teacher in a wide range of different contexts The Educated Person D. G. Mulcahy,2008-03-27 Liberal education has long been a fascination for scholars in a variety of disciplines and is closely associated with the idea of the educated person Seen at one time as a matter for colleges and universities over the years it has become central to the debate surrounding general education in high school and even the

earlier grades Yet so many and varied are the uses of the term liberal education that the question arises of whether and how the idea is any longer a useful or helpful construct In what way might it speak helpfully to educational challenges we face today In what ways does it still speak helpfully to educational challenges we face today In what ways might it be a guide as we search for a better way forward These are the central questions that are addressed in this book In doing so the positions of three theorists John Henry Newman Mortimer J Adler and Jane Roland Martin who have written about liberal education in a compelling way and from different perspectives are selected for close analysis The analysis is built upon to fashion a new ideal of the educated person and a new theory of liberal education

What Really Matters Jonas Idestrom, Tone Stangeland Kaufman, 2018-06-11 This volume is about ecclesiology and ethnography and what really matters in such academic work How does material from field studies matter in a theological conversation How does theology in various forms matter in analysis and interpretation of field work material How does method matter The authors draw on their research experiences and engage in conversations concerning reflexivity normativity and representation in qualitative theological work The role and responsibility of the researcher is addressed from various perspectives in the first part of the book In the next section the authors discuss ways in which empirical studies are able to disrupt the implicit and explicit normativity of ecclesial traditions and also how theological traditions and perspectives can inform the interpretation of empirical data The final part of the book focuses on the process of creating the stuff that represents the ecclesial context under study What Really Matters is written to serve students and researchers in the field of ecclesiology and ethnography systematic and practical theology and especially those who work empirically or ethnographically broadly speaking The book might be particularly helpful to those who deal with questions of methodology in these academic disciplines This volume offers perspectives that grow out of the Scandinavian context yet it seeks to participate in and contribute to a scholarly conversation that goes beyond this particular location

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in

current research in teacher education and the possibilities for how research can influence future teacher education practices and policies

Knowledge and Civil Society Johannes Glückler, Heinz-Dieter Meyer, Laura Suarsana, 2021-12-08 This open access book focuses on the role of civil society in the creation dissemination and interpretation of knowledge in geographical contexts It offers original interdisciplinary and counterintuitive perspectives on civil society The book includes reflections on civil and uncivil society the role of civil society as a change agent and on civil society perspectives of undone science Conceptual approaches go beyond the tripartite division of public private and civic sectors to propose new frameworks of civic networks and philanthropic fields which take an inclusive view of the connectivity of civic agency across sectors This includes relational analyses of epistemic power in civic knowledge networks as well as of regional giving and philanthropy The original empirical case studies examine traditional forms of civic engagement such as the German landwomen s associations as well as novel types of organizations such as giving circles and time banks in their geographical context The book also offers insider reflections on doing civil society such as the cases of the Umbrella Movement in Hong Kong epistemic activism in the United States and the FeesMustFall movement in South Africa

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