



Fifty Modern Thinkers on Education

From Piaget to the Present

Edited by Joy A. Palmer

Advisory Editors: Liora Bresler and David E. Cooper

ROUTLEDGE



KEY GUIDES

Fifty Modern Thinkers On Education From Piaget To The Present Day

Victor M. Corman



Fifty Modern Thinkers On Education From Piaget To The Present Day:

Fifty Modern Thinkers on Education Joy Palmer, David Edward Cooper, Liora Bresler, 2001 Looks at fifty of the twentieth century's most significant contributors to the debate on education Each essay gives key biographical information an outline of the individual's principal achievements and activities an assessment of his or her impact and influence and a list of their major writings and suggested further reading *A Cultural History of Education in the Modern Age* Judith Harford, Tom O'Donoghue, 2023-04-20 A Cultural History of Education in the Modern Age presents essays that examine the following key themes of the period church religion and morality knowledge media and communications children and childhood family community and sociability learners and learning teachers and teaching literacies and life histories The twentieth century brought profound and far reaching changes to education systems globally in response to significant social economic and political transformation This volume draws together work from leading historians of education to present a tapestry of seminal and enduring themes that characterize the many educational developments since 1920 An essential resource for researchers scholars and students in history literature culture and education **The Philosophy of Nurse Education** John Drummond, Paul Standish, 2007-08-01 In recent years philosophical issues in nursing and health care have become more evident in the academic literature The Philosophy of Nurse Education covers a variety of philosophical perspectives and enhances ideas of learning teaching and curriculum design **Effective Teaching and Successful Learning** Inez De Florio, Inez De Florio-Hansen, 2016-06-20 This book applies common sense principles to research findings in order to facilitate effective teaching and successful learning *The SAGE Handbook of Curriculum and Instruction* JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re-establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational

Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson Billings John Chi kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L McCarty Gary McCulloch Barbara Means Geoffrey Milburn Janet Miller Sonia Nieto Kiera Nieuwejaar Pedro Noguera J Wesley Null Jeannie Oakes Lynne Paine JoAnn Phillion William F Pinar Margaret Placier Therese Quinn John Raible Bill Reese Virginia Richardson Fazel Rizvi Vicki Ross Libby Scheiern Candace Schlein William Schubert Edmund Short Jeffrey Shultz Patrick Slattey Roger Slee Linda Tuhiwai Smith Joi Spencer James Spillane Tracy Stevens David Stovall Karen Swisher Carlos Alberto Torres Ruth Trinidad Wiel Veugelers Ana Maria Villegas Sophia Villenas Leonard Waks Kevin G Welner Ian Westbury Geoff Whitty Shi Jing Xu

Contemporary Viewpoints on Human Intellect and Learning Gaines Bradford Jackson, 2010-12-07

Transformative Visions for Qualitative Inquiry Norman K. Denzin, Michael D. Giardina, 2022-05-02

Transformative Visions for Qualitative Inquiry takes as its central theme the idea of transformation transformative action transformative possibilities and potentialities for the future for qualitative inquiry In a present moment defined by a pandemic of meanings over COVID 19 climate change political upheaval inequality and oppression of all kinds contributors to this volume seek a new way forward to reimagine a post pandemic pedagogy of hope and compassion both for qualitative research and for the communities in which we inhabit Empathy Healing Collaboration Survival Discomfort Protection Justice Creative agency The arts These are the watchwords for the road ahead In these uncertain times leading international scholars from the United States Canada and Australia look ahead with a renewed sense of hope but remain grounded in the reality that much work lies ahead that our inquiry must meet the demands of our hopeful but evolving future More specifically contributors focus on such topics as academic healing environmental justice the hegemony of higher education and challenges to critical education arts based research such as songwriting participatory workshops and autopoetics disruptions to conventional humanist and Western modes of thought and questions of empathy and spirit writing Transformative Visions for Qualitative Inquiry is a must read for faculty and students alike who are interested in imagining new ways to restore healing from the pandemic to push back resist heal share laugh and live

Holocaust Consciousness in Contemporary Britain Andy Pearce, 2014-06-05 The Holocaust is a pervasive presence in British culture and society Schools have been legally required to deliver Holocaust education the government helps to fund student visits to Auschwitz

the Imperial War Museum's permanent Holocaust Exhibition has attracted millions of visitors and Britain has an annually commemorated Holocaust Memorial Day. What has prompted this development, how has it unfolded and why has it happened now? How does it relate to Britain's post-war history, its contemporary concerns and the wider globalisation of Holocaust memory? What are the multiple shapes that British Holocaust consciousness assumes and the consequences of their rapid emergence? Why have the so-called lessons of the Holocaust enjoyed such popularity in Britain? Through analysis of changing engagements with the Holocaust in political, cultural and memorial landscapes over the past generation, this book addresses these questions, demonstrating the complexities of Holocaust consciousness and reflecting on the contrasting ways that history is used in Britain today.

Learning in the Age of Digital Reason Petar Jandrić, 2017-07-17 Learning in the Age of Digital Reason contains 16 in-depth dialogues between Petar Jandrić and leading scholars and practitioners in diverse fields of history, philosophy, media theory, education, practice, activism and arts. The book creates a postdisciplinary snapshot of our reality and the ways we experience that reality at the moment here and now. It historicises our current views to human learning and experiments with collective knowledge making and the relationships between theory and practice. It stands firmly at the side of the weak and the oppressed and aims at critical emancipation. Learning in the Age of Digital Reason is playful and serious. It addresses important issues of our times and avoids the omnipresent academic sin of pretentiousness, thus making an important statement: research and education can be sexy. Interlocutors presented in the book in order of appearance: Larry Cuban, Andrew Feenberg, Michael Adrian Peters, Fred Turner, Richard Barbrook, McKenzie Wark, Henry Giroux, Peter McLaren, Siân Bayne, Howard Rheingold, Astra Taylor, Marcell Mars, Tomislav Medak, Ana Kuzmani, Paul Levinson, Kathy Rae Huffman, Ana Peraica, Dmitry Vilensky, Chto Delat, Christine Sinclair and Hamish McLeod.

Understanding and Using Challenging Educational Theories Karl Aubrey, Alison Riley, 2024-08-30 Introducing 20 key educational thinkers who have offered challenging perspectives on education. Exploring their ideas, how to apply them in practice and their relevance to teaching and learning today. Understanding the strengths and limitations of each theory and links to other concepts. This third edition includes two new chapters on the works of Diane Ravitch and Gloria Ladson Billings. Revamped reflective tasks with a greater practical focus for the classroom. Fully updated chapters with links to current educational, socio-political developments and expanded critical commentary. This is an essential textbook for any university course that includes learning theory, with particular relevance for initial teacher education, education studies and early childhood degrees. Karl Aubrey has recently retired from his post at Bishop Grosseteste University. Alison Riley is the Programme Leader for the BA Early Childhood Studies at Bishop Grosseteste University. The perfect companion to Aubrey Riley's *Understanding and Using Educational Theories* 3e 9781529761306.

Essential Theory for Primary Teachers Lynne Graham-Matheson, 2014-11-20 Essential Theory for Primary Teachers is a succinct, accessible introduction to the key theories, concepts and policies that have shaped primary education as we know it and underpin our practice in the classroom. Written with the ever-busy training

and practising teacher in mind this straightforward guide offers the foundations for a solid understanding of how we teach and learn effectively and how we develop as professionals Together with key further reading highlights a glossary of acronyms and an at a glance timeline of the major events acts and policies in education it explains core topics A short history of the education system What is education for Inequality and education Special educational needs and inclusion Child development How children learn Theories of motivation Behaviour for learning Assessment for learning Understanding and using research evidence Undertaking your own action research project Essential Theory for Primary Teachers brings together in one volume theory and knowledge that stands the test of time it guides you through what others have said about them and will help you relate them to your own practice A much needed source of guidance for training and newly qualified teachers it will support you as you develop the skills you need to teach confidently and help your learners succeed

Collaborative Futures in Qualitative Inquiry Norman K. Denzin, Michael D. Giardina, 2021-05-03 *Collaborative Futures in Qualitative Inquiry* critically reflects on and explores the role of qualitative research amidst the global COVID 19 pandemic Against this unprecedented backdrop it asks what research means during a global pandemic and what it means to be an academic Leading international scholars from the United States Canada Chile New Zealand Norway and the United Kingdom wrestle with the changing dynamics of research in pandemic times Collectively and collaboratively contributors call for a critical performative social justice inquiry directed at the multiple crises of our historical present a rethinking of where we have been and critically where we are going More specifically contributors focus on such topics as the emotional geographies of academic writing assaults on science and truth pedagogies of the imagination indigenization and reconciliation the search for our common humanity and the relevance of qualitative inquiry in an era of big data and digital transformation *Collaborative Futures in Qualitative Inquiry* is a must read for faculty and students alike who are interested in imagining new ways to collaborate to engage in research and activism and represent and intervene into social life in pandemic times

The New Henry Giroux Reader Henry A. Giroux, 2018-11-30 *The New Henry Giroux Reader* presents Henry Giroux s evolving body of work The book articulates a crucial shift in his analyses after the September 11th 2001 terrorist attack when his writing took on more expansive articulations of power politics and pedagogy that addressed education and culture in forms that could no longer be contained via isolated reviews of media schooling or pedagogical practice Instead Giroux locates these discourses as a constellation of neoliberal influences on cultural practices with education as the engine of their reproduction and their cessation *The New Henry Giroux Reader* also takes up Giroux s proclivity for using metaphors articulating death as the inevitable effect of neoliberalism and its invasion of cultural policy Zombies entropy and violence permeate his work coalescing around the central notion that market ideologies are anathema to human life His early pieces signal an unnatural state of affairs seeping through the fabric of social life and his work in cultural studies and public pedagogy signals the escalation of this unease across educative spaces The next sections take up the fallout of 9 11 as an

eruption of these horrific practices into all facets of human life within traditional understandings of education and culture's broader pedagogical imperatives. The book concludes with Giroux's writings on education's vitalist capacity demonstrating an unerring capacity for hope in the face of abject horror. Perfect for courses such as History and Philosophy of Education, Political and Social Foundations of Education, Policy Issues in American Education, African American Education, Social Justice Research in Education, Marginality and the Politics of Resistance, Equity and Anti Oppression, Cultural Studies and Public Pedagogy.

Affaires de famille, 2007-01-01. Famille je vous ai encore et toujours l'esprit je vous aime un peu beaucoup ou je vous hais normalement. What are families like in contemporary France? And what begins to emerge when we consider them from the point of view of recent theoretical perspectives: faulty cohesion, fake coherence, carefully planned or subversive deconstruction, loss of love, confidence or credibility or even utter chaos and alarming confusion? Which media revamp old stereotypes, generate alternative reinterpretations and imply more ambiguous answers? What images, scenes or frames stand out in contemporary representations of the family? Uneasy contradictions and ambiguities emerge in this bilingual collection of approaches and genre studies. The family plot seems to thicken as family ties appear to loosen. Has the family been lost from sight or is it being reinvented in our collective imaginary? This book proposes a new series of perspectives and questions on an old and familiar topic, exploring the state and status of the family in contemporary literature, culture, critical and psychoanalytic theory and sociology.

Educational Principles and Practice in Veterinary Medicine Katherine Fogelberg, 2024-01-31. Educational Principles and Practice in Veterinary Medicine: An in-depth veterinary-centered reference to the discipline of education. Educational Principles and Practice in Veterinary Medicine provides a detailed comprehensive reference to the discipline of education both broadly and as it relates to veterinary medicine. Written for veterinary faculty members, instructors and educators in other health professions, the book offers an in-depth examination of knowledge and skills related to veterinary education. It discusses educational theory, how people learn, the structure and function of higher education and educational technologies among many other topics of importance. Sections cover educational leadership, professional development for faculty, research methods and study design, administration, outcomes and assessment, accreditation and the roles of the professional program instructor. Educational Principles and Practice in Veterinary Medicine provides a detailed exposition to the discipline of education encompassing both theory and practice. Covers essential topics such as educational theory, the structure and function of higher education and educational technologies, all tailored to veterinary education. Acts as a reference to education-related knowledge and skills with an emphasis on how these topics relate to veterinary medicine. Supports veterinary faculty and instructors interested in taking their knowledge and skills to the next level. Educational Principles and Practice in Veterinary Medicine offers veterinary faculty and instructors a complete resource for understanding the field of education and improving their skills and knowledge.

Understanding and Using Educational Theories Karl Aubrey, Alison Riley, 2015-11-28. I expect that this book will equip and inspire students to engage

first hand with the texts of these creative and influential educational writers David Aldridge Programme Lead Professional Education Oxford Brookes University If you re training to teach or studying education a clear understanding of major educational theories and the thinkers behind them is essential in order to appreciate how different practices impact on learning This textbook gives you a clear overview of the most influential twentieth and twenty first century thinkers on education including established names including Vygotsky Bruner Dewey more recent writers such as Freire Kolb Claxton and many other important theorists whose writings have helped shaped our views on teaching and learning Each chapter includes Practical examples showing how theories can be used to inform classroom teaching Critiques of each theorist exploring opposing viewpoints and the strengths and weaknesses of different ideas Reflective tasks inviting you to apply what you ve read to your own educational experiences Did you know about the exciting new companion title Take students to the next level in learning theories take a look at companion title Understanding and Using Challenging Educational Theories

How Children Learn - Book 3 Linda Pound,2017-02-21 This book summarises the ideas of educational theorists and psychologists of the last 60 years from Elinor Goldschmied to Tina Bruce It also looks at the important contemporary issues in early years education from whether boys and girls learn differently to the role of the community in the early years setting

Influencing Early Childhood Education: Key Figures, Philosophies And Ideas Pound, Linda,2011-05-01 This book offers an academic critical approach to theories underpinning current practice in early childhood care and education *The Case for the Humanities* Eric Touya de Marenne,2016-12-01 Countering the perception that the humanities are unessential this volume contends that their well being has not only academic but also cultural political and existential ramifications Our technologically driven world possesses the means of its own destruction while economic and financial policies undermine the very existence of our democracy At the same time the postmodern and post human age fundamentally challenges our ability and legitimacy to conceive future ideals It is within this context that the humanities provide essential paths through which the teaching and knowledge of other academic fields such as STEM and economics must be re envisioned In short the humanities must be brought back to the center of academic life The political and pedagogical implications of this interdisciplinary study thus entail a renewed critique to rethink the relation between higher education society and the world at large politically economically scientifically and technologically and the importance of the humanities within it At the heart of this reconsideration the humanities and humanity s fate and future become one Revolutionary Struggles and Girls' Education Thera Mjaaland,2021-07-27 Revolutionary Struggles and Girls Education At the Frontiers of Gender Norms in North Ethiopia argues that at the base of girls poorer performance than boys at secondary school level when puberty has set in is the symbolic violence entailed in sanctioned femaleness Informed by the modesty of Virgin Mary in Orthodox Christian veneration it instructs girls to internalize a holding back which impinges on her self efficacy and ability to be an active learner Neoliberally informed educational policies and plans which have co opted liberal feminism also in Ethiopia do not

address hard lived gender norms and the power and domination dynamics entailed when parity between boys and girls in school continues to be the dominant measure for equity Despite women s courageous contribution at a literal frontier during the Tigrayan liberation struggle 1975 91 where they fought on equal terms with men and despite the tendency that girls outnumber boys at secondary level in the present context sanctioned femaleness constitutes a frontier for girls educational success and transition to higher education In fact when teaching learning continues to be based on memorization rather than critical thinking the very transformative potential of education is undermined also in a gendered sense

Uncover the mysteries within Explore with is enigmatic creation, Discover the Intrigue in **Fifty Modern Thinkers On Education From Piaget To The Present Day** . This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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