

EDUCATION, MODERNITY, and FRACTURED MEANING

Toward a Process Theory
of Teaching and Learning



Donald Mc Oliver
with Kathleen Walden Gershman

Education Modernity And Fractured Meaning Toward A Process Theory Of

**Donald W. Oliver, Kathleen Waldron
Gershman**



Education Modernity And Fractured Meaning Toward A Process Theory Of:

Education, Modernity, and Fractured Meaning Donald W. Oliver, Kathleen Waldron Gershman, 1989-07-18 An indictment of the ideology of modernity which has resulted in our leading incoherent and fragmented lives Oliver and Gershman's book explores the profound paradigmatic differences that exist among the world's people and describes a rich theory of knowing and being commonly called process philosophy The promise of process philosophy is in its potential to allow us to participate more fully in the flow of all of time and nature But what does it mean for a teacher and student in the learning situation to have a process point of view The authors also discuss many of the various implications in regard to language space power relationships and time as they place process philosophy in the educational context *Education, Modernity, and Fractured Meaning* Donald W. Oliver, 1989-07-18 An indictment of the ideology of modernity which has resulted in our leading incoherent and fragmented lives Oliver and Gershman's book explores the profound paradigmatic differences that exist among the world's people and describes a rich theory of knowing and being commonly called process philosophy The promise of process philosophy is in its potential to allow us to participate more fully in the flow of all of time and nature But what does it mean for a teacher and student in the learning situation to have a process point of view The authors also discuss many of the various implications in regard to language space power relationships and time as they place process philosophy in the educational context **Handbook of Whiteheadian Process Thought** Michel

Weber, 2013-04-30 Gathering 115 entries written by 101 internationally renowned experts in their fields the Handbook of Whiteheadian Process Thought aims at canvassing the current state of knowledge in Whiteheadian scholarship and at identifying promising directions for future investigations through internal cross elucidation and external interdisciplinary development Two kinds of entries are weaved together in order to interpret Whitehead secundum Whitehead and to read him from the vantage point of interdisciplinary and crossdisciplinary research The thematic entries provide i a broad contextualisation of the issue at stake ii a focus on Whitehead's treatment if any or of a possible Whiteheadian treatment of the issue iii a history of relevant scholarship iv a personal assessment by the Author The biographical entries provide i a brief vita of the targeted thinker ii a sketch of his/her categories relevant to the Whiteheadian scholarship iii a personal assessment of the actual or possible Whiteheadian semantic transfer to or from the thinker **Global Perspectives on**

Spirituality and Education Jacqueline Watson, Marian de Souza, Ann Trousdale, 2013-12-04 In recent decades and around the world much attention has been given to the role of spirituality in the education of children and young people While educationalists share many common goals and values in nurturing the spiritual lives of children and young people national and regional cultures religions and politics have impacted on the approaches scholars and practitioners have adopted in their investigations and practices The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research and the nature and impact of these

differences is not yet understood This book brings together thinkers from around the globe and sets them the task of explaining how their research on children s spirituality and education has been shaped by the historical cultural religious and political contexts of the geographic region in which they work The book presents contributions in three sections Europe and Israel Australasia and The Americas and concludes with a chapter highlighting what is common and what is contextually unique about global approaches to spirituality and education *Alfred North Whitehead on Learning and Education* Franz G. Riffert,2005 In this book a selection of 15 papers explores Whitehead s educational ideas which are based on his radical process approach Following the Introduction which presents Whitehead s criticism of traditional education and the false psychology which it is based on the book is divided into two major parts The first part deals with Whitehead s philosophically inspired alternative theoretical framework for learning and education Special focus is layed on the concept of the learning process which according to Whitehead is essentially cyclic in nature In the second part it is shown how Whitehead s ideas can profitably be applied to different sub domains within education management education college education and evaluation <http://www.cambridgescholarspress.com> **Sustainable Communities, Sustainable Environments** ,2007-01-01

Sustainable Communities Sustainable Environments What is enacted when we engage with these ideas Sustainability is a term increasingly used to describe the broader purpose and goal for education as we move further into the UN declared Decade of Education for Sustainable Development UNDESD This book provides a variety of international perspectives from the traditional fields of science and technology education as teachers primary through tertiary teacher educators and academic researchers engage with this topic The book provides a collection of new works which will help to describe for educators what it is we develop and what it is we sustain when we engage in education for sustainable development ESD

Re-Envisioning Higher Education Jing Lin,Rebecca L. Oxford,Edward J. Brantmeier,2013-10-01 This book will expand the horizon of higher education helping students faculty and administrators to return to their roots and be in touch with their whole being This book stresses that learning is much more than just accumulating knowledge and skills Learning includes knowing ourselves mind body and spirit The learning of compassion care and service are as crucial or even more important in higher education in order for universities to address students individual needs and the society s needs Higher education must contribute to a better world The book acknowledges that knowing not only comes from outside but also comes from within Wisdom is what guides students to be whole true to themselves while learning There are many ancient and modern approaches to gaining wisdom and wellness This book talks about contemplative methods such as meditation qigong yoga arts and dance that help people gain wisdom and balance in their lives and enhance their ability to be reflective and transformative educators and learners **A Post-Modern Perspective on Curriculum** William E. Doll Jr.,1993 Doll draws relationships among the ideas advanced in chaos theory Piagetian epistemology cognitive theory and the work of Dewey and Whitehead In this book on the post modern perspective on the curriculum the author asserts that the post modern model of

organic change is not necessarily linear uniform measured and determined but is one of emergence and growth made possible by interaction transaction disequilibrium and consequent equilibrium Transformation not a set course the book argues should be the rule and open endedness is an essential feature of the post modern framework In the book the author envisages a curriculum in which the teacher s role is not causal but transformative The curriculum is not the race course but the journey itself metaphors can be more useful than logic in generating dialogue in the community and educative purpose planning and evaluation is flexible and focused on process not product Scholarly yet direct and to the point Doll s ideas make sense to front line educators in the real world of today s schools Kenneth Graham Seaford Union Free School District

The Adventure of Education ,2009-01-01 This book on process relational philosophy of education suggests that the notion of Adventure is foundational for the advancement of knowledge Learning teaching and research are best conceived as rhythmic and relational processes involving curiosity imagination valuation creativity and self realization Thus construed contemporary educational practices can be revitalized from pedagogies of information retention and the current overemphasis on analytic precision

Transforming Congregations through Community Boyung Lee,2013-11-04 In this helpful book Boyung Lee offers an encouraging vision of the mainline church s future Lee grapples with some of the greatest challenges facing the mainline church offering compelling responses to recurring questions What does faithfulness to the gospel look like in this changing world What is our distinctive voice in the larger society How does theological education have to change if it is to serve the needs of a new century Lee argues that the church s future is a promising one if the church can offer a richer and deeper definition of community one that moves beyond the excessive individualism of western culture and that helps mainline Christians understand their solidarity with one another and with all of God s people Lee further explores the crucial role of faith formation at the congregational and seminary levels More than mere schooling theological education must engage all aspects of educators and students lives to prepare seminarians for the challenges that lie ahead While not dismissing the mainline church s challenges Lee offers congregational leaders and seminary educators a vision of a church transformed for the 21st century

Curriculum Development in the Postmodern Era Patrick Slattery,2013 This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s This new edition brings readers up to date on the major research themes postmodernism ecological hermeneutics aesthetics and arts based research race class gender sexuality and classroom practices within the historical development of the field from the 1950s to the present Like the previous editions it is unique in providing a comprehensive overview in a relatively short and highly accessible text Provocative and powerful narratives both biography and autoethnography throughout invite readers to engage the complex theories in a personal conversation School based examples allow readers to make connections to schools and society teacher education and professional development of teachers Changes in the Third Edition New Glossary brief summaries in the text direct readers to the Companion Website to

read the entire entries New analysis of the current accountability movement in schools including the charter school movement More international references clearly connected to international contexts More narratives invite readers to engage the complex theories in a personal conversation Companion Website new for this edition *Teaching from the Heart* Mary Elizabeth Moore, 1998-01-01 Here is a serious and passionate plea for theology and education to stand in relationship Moore argues for an organic approach to religious moral and theological education **The Barbarian Temperament** Stepan Mestrovic, 2013-07-23 This scintillating book by one of the most interesting young sociologists currently working in the USA is a provocative and timely contribution to the debate on civilization modernity and postmodernity The author argues that modernity never jettisoned barbarism Instead barbarism was repackaged in modern and postmodern traditions and cultures **Experiencing the Knowing of Faith** Sharon Warner, 2000 What is religious faith And how does modern society view truth Sharon Warner in *Experiencing the Knowing of Faith* discusses the understanding formed by deep truth or knowledge intrinsic to a person's self identity She critiques today's susceptibility to the paradigm of Cartesian dualities such as mind body and subject object and in doing so utilizes the philosophy of Alfred North Whitehead and Michael Polanyi Concluding with an exploration of the relevance of this theory for teaching faith the work will be of great use to religious scholars and to philosophers **A Pedagogy of Becoming**, 2021-07-26 This book advocates a return to the spirit of the Greek notion of paideia emphasizing a pedagogy of becoming The authors offer a holistic approach to education that aspires toward the inclusion promotion and nurturance of virtue and valuation Topics range from the purely conceptual to applied methodology Several key issues and contemporary trends in education are addressed philosophically including the values of wisdom morality compassion empathy interdependence authenticity and self understanding **Curriculum, Environment, and the Work of C. A. Bowers** Audrey Dentith, David Flinders, John Lupinacci, Jennifer Thom, 2021-06-28 This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A Bowers to curriculum and ecological studies globally Chapters provide in depth explanation of Bowers' central contributions to the field including his identification of the linguistic roots of ecological degradation the need for school curricula to support sustainability and the principles of cultural commons eco justice and ecological intelligence Building on these ideas and emphasizing the links between curriculum studies social justice and environmental education the text illustrates how Bowers' ideas must now inform future approaches to schooling teacher education research and Indigenous communities to guard against the global ecological crises we now face This text will benefit researchers academics and educators with an interest in curriculum studies sustainability education and environmental studies in particular Those interested in the sociology of education educational change and school reform will also benefit from the book **Whitehead and Philosophy of Education** Malcolm D. Evans, 2021-10-25 That process philosophy can be the foundation of the theory and practice of educating human beings is the main argument of this book The process philosophy of Alfred North Whitehead

1861-1947 is the particular thinking on which this book is based. Readers are shown that Whitehead's process philosophy provides a frame, a conceptual matrix that addresses their concerns about education and offers direction for their educative acts. Whitehead theorized that all living entities are connected in some way. Relatedness, connectedness, and holism are recurring themes in this exploration of Whitehead's implied philosophy of education. Whitehead never wrote a philosophy of education, but his writings over a period of nearly thirty years reveal a persistent interest and concern with education. His work ranging from *Introduction to Mathematics* (1911) to *Adventures of Ideas* (1938) is drawn on here to construct not Whitehead's philosophy of education but a Whiteheadian philosophy of education. *Whitehead and Philosophy of Education* brings to scholars and students of education an understanding of Whitehead as an important figure in philosophy, particularly philosophy of education; an acquaintance with process philosophy; a brief treatment of Whitehead's life and an account of events and experiences that influenced his philosophizing; and an exploration of the educationally salient concepts found in Whitehead's formal and informal philosophy, with special attention to Whitehead's ideas about creativity, process, rhythm, wisdom, and knowledge. Whitehead writes of phases of the rhythm of education: romance, precision, and generalization. The book is organized with attention to these three phases. Part One, Romance, introduces readers to Whitehead, the person and the change of context for educating from a mechanistic world view to an organismic one. Part Two, Precision, examines Whitehead's writings as they relate to process philosophy and to educating. Part Three, Generalization, is an application of the explorations of Parts One and Two, yielding a construction of a Whiteheadian philosophy of education and suggestions for educational practice.

The False Promises of Constructivist Theories of Learning C. A. Bowers, 2005. In *The False Promises of Constructivist Theories of Learning: A Global and Ecological Critique*, C. A. Bowers examines why constructivist-based educational reforms fail to take into account these current critical issues: the deepening ecological crisis, globalization, and undermining of the world's diverse cultural commons. Special attention is given to the ethnocentrism and Social Darwinism that created the foundations for the ideas of Dewey, Piaget, and Freire. Also considered is how the neo-liberal promoters of economic globalization share their taken-for-granted assumptions. Additionally, Bowers explains how teachers in different cultures can contribute to the revitalization of their cultural and environmental commons without engaging in the cultural imperialism that characterizes constructivist approaches to educational reform.

Teaching with the Wind Michael Dallaire, 2011-08-25. *Teaching with the Wind* tackles the question: Can education for a Canadian civic spirituality bridge the sometimes incommensurable worldviews of faith-based schools and secular public schools? An affirmative answer is offered based on two foundations. First, that a national soul can be identified and thus serve as the content of spiritual education in Canada's schools. Second, that a reconstructed approach to the contemplation-in-action method found in world religions and philosophy can provide an appropriate pedagogy for Canadian spiritual education. This book argues that education for civic spirituality is of paramount importance as Canada continues its transition from a Judeo-Christian and bicultural nation to a

multi faith and multicultural nation within a secular democracy It offers a direction that would enrich religious and secular education systems as well as Canada as a whole **Understanding Curriculum** William F. Pinar, 1995 Perhaps not since Ralph Tyler s 1949 Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory phenomenology aesthetics theology international developments and a lengthy chapter on institutional concerns the American curriculum field is here It will be an indispensable textbook for undergraduate and graduate courses alike

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