

EDUCATION *and the* POSTMODERN CONDITION



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CRITICAL STUDIES IN EDUCATION
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Education And The Postmodern Condition

James Arthur, Andrew Peterson



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Curriculum in the Postmodern Condition Alicia de Alba, 2000 Annotation This book examines the ways that postmodernism has impacted curriculum formulation, changing the ways that people think about knowledge, how they participate in work and civic life, and how humans interact with technology. It approaches topics such as cultural contact, postmodern science, critical literacy, and new technologies, and the professionalization of environmental educators. The authors have all taught in departments of education and are currently working in Mexico and New Zealand. Annotation c. Book News, Inc., Portland, OR, booknews.com
Education and the Postmodern Condition Michael Peters, 1997-07-23 This collection of essays brings together a number of contributions on Lyotard's work made by philosophers, educationalists and sociologists around the special focus of education. Their intent is to examine Lyotard's notion of the postmodern condition and its relevance to education.

Postmodernism and Education Richard Edwards, Robin Usher, 2002-11 This book shows the impact of postmodernism upon the theory and practice of education and how it challenges the existing concepts, structures and hierarchies.

Adult Education and the Postmodern Challenge Ian Bryant, Rennie Johnston, Robin Usher, 2004-08-02 This book offers some suggestions as to ways forward from this dilemma. Drawing on the new intellectual frameworks of critical pedagogy, feminism, and postmodernism, and their impact upon educational theory, practice, and research, the book focuses on the changing contexts of adult education. By building on the notion of going beyond the limits of certain current adult education orthodoxies, the authors try to provide alternatives for practice. The final three chapters deal with research focusing on a critical macro analysis of mainstream paradigms, a review of alternative approaches, and a more micro analysis centering on the role of the socially located self in the research process.

What Comes After Postmodernism in Educational Theory? Michael A. Peters, Marek Tesar, Liz Jackson, Tina Besley, 2020-06-09 Marking the fiftieth anniversary of the *Educational Philosophy and Theory* journal, this book brings together the work of over 200 international scholars who seek to address the question: What happened to postmodernism in educational theory after its alleged demise? Declarations of the death knell of postmodernism are now quite commonplace. Scholars in various disciplines have suggested that if anything, postmodernism is at an end and has been dead and buried for some time. An age dominated by playfulness, hybridity, relativism, and the fragmentary self has given way to something else as yet undefined. The lifecycle of postmodernism started with Derrida's 1966 seminal paper *Structure of Sign and Play in the Discourse of the Human Sciences*; its peak years were 1973-1989, followed by uncertainty and reorientation in the 1990s, and the aftermath and beyond. McHale (2015) *What happened after 2001?* This collection provides responses by over 200 scholars to this question, who also focus on what comes after.

postmodernism in educational theory This book was originally published as a special issue of the journal Educational Philosophy and Theory *The Routledge Companion to Education* James Arthur, Andrew Peterson, 2013-07-23 The Routledge Companion to Education presents the most comprehensive up to date guide available to the major topics and theories in education Forty specially commissioned chapters covering all aspects of education introduce you to the key thinkers events ideas research and issues that have shaped the field of education *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 of education **Wittgenstein, Anti-foundationalism, Technoscience and Philosophy of Education** Michael A. Peters, 2020-02-05 This book is a collection of essays motivated by a cultural and biographical reading of Wittgenstein It includes some new essays and some that were originally published in Educational Philosophy and Theory The book focuses on the concept of technoscience and the relevance of Wittgenstein's work for philosophy of technology which amplifies Lyotard's reading and provides a critique of education as an increasingly technology led enterprise It includes a distinctive view on the ethics of reading Wittgenstein and the ethics of suicide that shaped him It also examines the reception and engagement with Wittgenstein's work in French philosophy with a chapter on post analytic philosophy of education as a choice between Richard Rorty and Jean-François Lyotard Peters examines Wittgenstein's academic life at Cambridge University and his involvement as a student and faculty member in the Moral Sciences Club Finally the book provides an understanding of Wittgensteinian styles of reasoning and the concept of worldview Is it possible to escape the picture that holds us captive This constitutes a challenging introduction to Wittgenstein's work for academics researchers and postgraduate students in the fields of education technology and philosophy Postmodern Education Stanley Aronowitz, 1991 **The Blackwell Guide to the Philosophy of Education** Nigel Blake, Paul Smeyers, Richard D. Smith, Paul Standish, 2008-04-15 In this important survey an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant 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 *Fifty Modern Thinkers on Education* Liora Bresler, David Cooper, Joy Palmer, 2002-09-11 Fifty Modern Thinkers on Education looks at fifty of the twentieth century's most significant contributors to the debate on education Among those included are Pierre Bourdieu Elliot Eisner Hans J. Eysenck Michel Foucault Henry Giroux Jürgen Habermas Susan Isaacs A. S. Neill Herbert Read

Simone Weill Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking 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

Poststructuralism, Philosophy, Pedagogy J.D. Marshall,2006-01-18 This book has been quite long in the making In its original format but with some different chapters and with the then publisher it foundered as did other volumes in the planned series At the in press stage when we obviously thought it was going ahead it was suddenly canned Quite distraught I closed it away in a desk drawer for a year or so But then Joy Carp of Kluwer Academic Publishers expressed an interest in it and we were in business again Most of the contributors to the original volume have stayed with it only to be delayed by myself for a variety of reasons but see the dedication I had been writing on Michel Foucault for a number of years but had become concerned about mis appropriations of his ideas and works in educational literature I was also concerned about the increasingly intemperate babble in that literature of the notion of postmodernism Indeed at one major educational conference in North America I listened to a person expounding postmodernism in terms of Destroy Destroy Destroy Like Michel Foucault I am not quite sure what postmodernism is but following Mark Poster s account of poststructuralism as merely a collective term to catch a number of French thinkers I thought that what we had to do in education was to look at what particular thinkers had said and not become involved in vapid discussion at an abstract level on isms Thus the book was conceived

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 Lifelong Learning Jim Crowther, Peter Sutherland, 2008-03-25 Lifelong learning has developed enormously as a distinct area of study within education in recent years not least because numerous governments and educational strategists have become very vocal supporters of new ways of learning throughout all stages of life This guide to the topic brings together new writing from some of the leading thinkers in the field to offer a broad ranging and detailed snapshot of the position to date The book provides a critical summary of current developments in understanding adult learning and the social context in which they are located This provides a background for the framing of issues and the problems that emerge in institutional and non formal contexts of lifelong learning Students undertaking courses of study in this area as well as a wide range of undergraduate and postgraduate students in a variety of professional areas will find the material essential reading **Marxism Against Postmodernism in Educational Theory** Dave Hill, 2002-01-01 Written by renowned British and American educational theorists Marxism Against Postmodernism in Educational Theory a substantially revised edition of the original 1999 work examines the infusion of postmodernism and theories of postmodernity into educational theory policy and research Life and Learning of Korean Artists and Craftsmen Dae Joong Kang, 2015-04-17 This book brings out the need for lifelong learning theory and explores how it is possible from a postmodern perspective The book uses life history that has gained its popularity in social science research to overcome the dichotomy between individual and society or between agency and structure Life history also reflects the postmodern or late modern conditions of social life In this book the author uses a collection of published oral history narratives of famous Korean artists and craftsmen The author maps out life and learning of five such artists and craftsmen with figurations of escaping creating controlling and formalizing These figurations are images of Rhizoactivity that the author proposes as a new conceptual tool to navigate lifelong learning from a postmodern perspective This book signals a new way of theory building in the field of adult and lifelong education The Life and Learning of Korean Artists and Craftsmen Rhizoactivity conceptualises Adult learning in terms of postmodern and lifelong learning conditions Life histories as a method of researching lifelong learning The four facets of artistic journeys escaping creating controlling and formalizing This book will interest researchers focusing on lifelong and adult education Its use of social theories in its study of lifelong learning amongst Korean artists will also interest sociologists and educators concerned with the sociology of education Deconstructing Educational Leadership Richard Niesche, 2013-07-18 Jacques Derrida and Jean Fran ois Lyotard constitute two of the most notable figures of poststructuralist thought and philosophy of the postmodern period Both worked to reveal instabilities and uncertainty and to destabilise assumptions and self evident traditions for the purposes of reflection creativity and innovative thinking This significant volume explores the key concepts central to the work of Derrida and Lyotard in relation to educational leadership and reveals how these ideas challenge existing structures hierarchies and models of thought Derrida s notions of difference and deconstruction and Lyotard s concepts of language games performativity and the differend are specifically used to inform

provocative and insightful critiques of the positivist assumptions and knowledge construction in the field of educational leadership The book provides concrete examples of the application of theories to policy literature and empirical data and identifies ideas which continue to impact contemporary practices of educational leadership and management Included in the book why bring Derrida and Lyotard to ELMA a Lyotardian politics of the standards movement in educational leadership managing performance witnessing deconstructions of the leader follower binary in ELMA limitations and critiques of Derrida and Lyotard This important volume in the series will be of value to all those working and researching in the field of Educational Leadership Management and Administration *The Theory and Practice of Learning* Peter Jarvis, John Holford, Colin Griffin, 2003-12-16 Learning is among the most basic of human activities The study of learning and research into learning is becoming a central part of educational studies This is a comprehensive introduction to contemporary theories and modern practices of learning Updated and expanded this second edition should be of interest to teachers facilitators human resource developers and students of education The contents cover lifelong learning the social background to learning cognitivist theory types of learning learning using ICT and philosophical reflections on learning *Poststructuralism, Marxism, and Neoliberalism* Michael A. Peters, 2001-10-23 This introduction to the politics of poststructuralism focuses on two interrelated themes the culture of Western Marxism and contemporary neoliberal capitalism Poststructuralism is not a form of anti Marxism Peters argues indeed poststructural philosophers view themselves in some kind of relationship to the legacy of Marx Either they have been Marxist or still view themselves as Marxist In a post Marxist era they have invented new ways of reading and writing Marx Peters critically engages neoliberalism an ideology that is committed to the revitalization of homo economicus and neoclassical economics This book is a deconstruction of neoliberalism considered as a world historical political project aimed at a form of globalisation

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