



Education in Democracy: Education's Moral Role in the Democratic State

Donna H. Kerr

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Robert D. Heslep



Education In Democracy Educations Moral Role In The Democratic State:

Education in Democracy Robert D. Heslep, 1989 Philosophers are notorious for disturbing the peace over definitions this practice lives on in the latest book by the philosopher of education Robert D Heslep As its subtitle indicates it addresses the question What is education s moral role in the democratic state Although this may look like a question that is bound to occur to virtually every educator worth his or her chalk and that thus should have already inspired a whole library of responses Heslep finds that with respect to the question there is a gap in recent educational literature What is missing is any significant attempt to work out an answer that proceeds from a sufficiently developed theoretical framework one that contains and coordinates theories of what morality democracy and education mean for each other Without such a framework modern educators who have tried to tackle the question have stumbled over their vague terminology *Education in Democracy* Robert D. Heslep, 1989-01-01 Talk Matters Beatrice Schneller Fennimore, 2000 In this compelling volume Beatrice Fennimore takes an original look at educational language the language used in educational contexts and conversation and the impact that it has on student outcomes In exploring this topic Fennimore addresses educational language in myriad contexts such as public schooling teacher education programs deficit terminology and labeling The result is a powerful volume that inspires our thinking and impels us to consider historical resistance to equality Seasoned with realistic examples suggested activities to enhance understanding and sample codes of ethics for respectful and democratic behavior in educational settings this book has much to offer anyone interested in achieving clarity in the language of public schooling and promoting equal educational opportunity **Education and Humanism** Wiel Veugelers, 2011-11-16 Human beings have the possibility to give meaning to their lives and to create coherence in experiences Present day humanism strongly focuses on personal development in relation to others It is this tension between personal development and advancement of humanization that is creating the opportunities for the personal development of every world citizen Humanism is about personal autonomy moral responsibility and about solidarity with humanity The tension between autonomy and social involvement is the core of humanism Education can support persons in their moral and personal identity development The authors brought together in this book all address issues of developing autonomy and humanity in educational practices All the chapters try to link theory and practice They either make theoretical ideas more practical or they use practical experiences and concerns to rethink theoretical notions Together the chapters in the book give a broad overview of theoretical foundations concrete research and practices in education The book shows a diversity that can inspire scholars and practitioners in further developing their perspectives Creating meaning is an essential part of all education Focusing on the linking of autonomy and humanity is the humanist perspective in it **In Search of Music Education** Estelle Ruth Jorgensen, 1997 What is music education and what ought it to be By challenging narrow and inadequate conceptions of the field Estelle Jorgensen raises the possibility of alternative views that can dignify the teacher s task enrich and enliven the

profession and validate an exciting range of additional ways in which music education can be undertaken in the contemporary world One of the most respected leaders in music education Jorgensen emphasizes world music and ethnomusicology as equal partners alongside the more conventional sounds and styles that have dominated the classroom Exemplifying sound scholarship thorough research and compelling argument *In Search of Music Education* will be especially welcome wherever teachers strive to deal with requirements for responsible music education Philosophy of Education William Hare, John Peter Portelli, 1996

Civic Education in the Twenty-First Century Donald M. Gooch, Michael T. Rogers, 2015-09-18 Imagine an America where politicians governmental institutions schools new technologies and interest groups work together to promote informed engaged citizens Civic Education in the Twenty First Century brings together scholars from various disciplines to show how such a United States is possible today Inspired by Alexis de Tocqueville's analysis of American democracy in the early 1800s this edited volume represents a multidimensional evaluation of civic education in its new and varied forms While some lament a civics crisis in America today Civic Education in the Twenty First Century raises hope that we can have an informed and active citizenry We find the activities of a number of politicians government institutions schools and interest groups as promising developments in the struggle to educate and engage Americans in their democracy New technologies and new innovations in civic education have laid the foundation for a revitalized American civic ecology With Civic Education in the Twenty First Century we call for the United States to make these practices less isolated and more common throughout the country The volume is broken into three major sections First there are four chapters exploring the history and philosophical debates about civic education particularly with respect to its role in America's educational institutions Then the second section provides seven groundbreaking inquiries into how politicians and political institutions can promote civic education and engagement through their routine operations As some examples this section explores how politicians through campaigns and judiciaries through community programs enhance civic knowledge and encourage civic engagement This section also explores how new technologies like the Internet and social media are increasingly used by government institutions and other entities to encourage a more politically informed and engaged citizenry Finally the third section contains six chapters that explore programs and practices in higher education that are enhancing civic education engagement and our knowledge of them From the virtual civics campus of Fort Hayes State to citizens academies throughout the country this section shows the possibilities for schools today to once again be civics actors and promoters

The Palgrave Handbook of Educational Thinkers Brett A. Geier, 2024-08-21 This handbook presents a durable comprehensive and up to date resource covering the seminal thinkers in education of past and present Each entry will capture the professional background of a legendary thinker and presents their key insights new thinking and major legacies to the field of education 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 handbook provides a unique history and overview of figures

who have shaped education and educational thinking throughout the world Nietzsche, Ethics and Education Peter Fitzsimons, 2007-01-01 Undermining the fundamental place of freedom equality and universal reason Nietzsche's philosophy recognises that we occupy multiple and contradictory subject positions within social life With no metaphysical realm of reason no divine inspiration for morality and no transcendental basis for human essence we are left with the embodied reflective and creative self as a source of ethics From this perspective arises Nietzsche's *Übermensch* a continuous process of overcoming and becoming interpreted as a metaphor for education that honours difference and incorporates otherness The book explores the development of Nietzsche's philosophy and its application to the problems of education disturbing traditional liberal and democratic accounts of the relationship between individual and society Threaded throughout is the author's critique of the way educational institutions are driven by political and economic considerations explored through notions of autonomy and subjectivity The book is suitable for graduate students and academics wanting to engage either with postmodern interpretations of ethics in education or with political philosophy in relation to development of self and community **Handbook of Education Policy Research** Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook's over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net> Moral Education for Americans Robert D. Heslep, 1995-08-30 Discusses the changes that schools families political structures and economic institutions must undergo if they are to support the moral education of Americans American School Reform Maurice R. Berube, 1994-12-30 Berube

analyzes the three great educational reform movements in the United States He shows how they have been shaped by outside societal forces Progressive Education was an offshoot of the Progressive Movement Equity Reform in the 1960s was influenced by the Civil Rights Movement Excellence Reform in the last decade was a response to foreign economic competition Within each matrix common characteristics of each movement emerge Progressive Education with its emphasis on critical thinking and child centered schools set the stage for what was to follow Equity Reform sought to complete the unfinished agenda of Progressive Education in educating the poor Excellence Reform repudiated both in the name of higher standards and content specific curriculums The emergence of sophisticated educational research since the 1960s has influenced educational policy to be more research based Berube provides a necessary overview of the great movements in school reform over the last century

Resources in Education ,1999-10 A Text-book in the Principles of Education Ernest Norton Henderson,1910 Congressional Record United States. Congress,1960 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873

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

Philosophical Thinking in Educational Practice Robert D. Heslep,1997-06-18 Designed for those wanting to be teachers administrators or other educational practitioners this work shows how the study of educational philosophy should and can be of considerable practical value The author provides students with a method one of questioning and a set of principles of moral agency for assessing the purposes and decisions of educational practice Students can see the practical value of educational philosophy through case studies which include a school district committee s efforts to write a mission statement a disciplinary hearing for a middle school student a teacher s instructional evaluation a high school committee trying to reform an occupational studies program and an elementary school committee examining how to improve students academic performance Each case study contains background information and a description of the facts of the case an identification of the central topic a specification of the features of moral activity that appear in the case a questioning of the case from the standpoint of the generic norms of moral agency and recommendations on what needs to be done in the case

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 *Education's Epistemology* Harvey Siegel,2017-09-08 Education s Epistemology extends and defends Siegel s reasons conception of critical thinking developing it in both philosophical and educational directions Of particular note is its emphasis on epistemic quality and epistemic rationality and its concerted defense of universal educational and philosophical ideals in the face of multicultural postmodern and other challenges **The Routledge International Handbook of Educational Effectiveness and Improvement** Christopher Chapman,Daniel Muijs,David Reynolds,Pam Sammons,Charles Teddlie,2015-08-14 The International Handbook of Educational Effectiveness and Improvement draws together leading academics and researchers in the field to reflect on the history traditions and the most recent developments in this dynamic and influential field This handbook provides a comprehensive overview of the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice In conclusion the handbook sets out a new agenda for future educational effectiveness research This handbook is an essential resource for those interested in the effectiveness of educational systems organisations and classrooms It offers academics researchers students and policy makers new insights into the latest thinking and evidence about educational effectiveness

Unveiling the Energy of Verbal Artistry: An Emotional Sojourn through **Education In Democracy Educations Moral Role In The Democratic State**

In some sort of inundated with displays and the cacophony of immediate connection, the profound power and emotional resonance of verbal art usually disappear into obscurity, eclipsed by the continuous onslaught of noise and distractions. However, set within the lyrical pages of **Education In Democracy Educations Moral Role In The Democratic State**, a fascinating perform of fictional splendor that impulses with fresh emotions, lies an remarkable trip waiting to be embarked upon. Composed by way of a virtuoso wordsmith, this mesmerizing opus manuals readers on an emotional odyssey, softly exposing the latent potential and profound influence embedded within the complex web of language. Within the heart-wrenching expanse with this evocative evaluation, we will embark upon an introspective exploration of the book is central themes, dissect their captivating publishing type, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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