

Hirst, Paul Heywood

# Educational theory and its foundation disciplines

Routledge & Kegan Paul

# Educational Theory And Its Foundation Disciplines

**JL Elias**



## **Educational Theory And Its Foundation Disciplines:**

**Educational Theory and Its Foundation Disciplines** Paul Heywood Hirst, 2011-12-08 At the time this book was first published the disciplines of philosophy of education educational psychology sociology of education and the history of education had developed rapidly The papers in this volume outline the developments that took place The first paper analyses the nature of a theory concerned with determining practice and the place of academic disciplines within that What emerges is the crucial role of these disciplines but also the need to develop much more adequately a domain of practical principles assessed and critically reformulated in the light of those disciplines The following papers are concerned with the contributions four of those disciplines are now making

**Educational Theory and Its Foundation Disciplines (RLE Edu K)** Paul Hirst, 2012-05-04 At the time this book was first published the disciplines of philosophy of education educational psychology sociology of education and the history of education had developed rapidly The papers in this volume outline the developments that took place The first paper analyses the nature of a theory concerned with determining practice and the place of academic disciplines within that What emerges is the crucial role of these disciplines but also the need to develop much more adequately a domain of practical principles assessed and critically reformulated in the light of those disciplines The following papers are concerned with the contributions four of those disciplines are now making

**Educational theory and its foundation disciplines edited by Paul H. Hirst**, 1983

**Handbook of Educational Ideas and Practices (Routledge Revivals)** Noel Entwistle, 2015-08-11 First published in 1990 the Handbook of Educational Ideas and Practices was written for practitioners and students in the field of education and its related services and was designed to appeal to educationists no matter what their nationality Focusing mainly on compulsory schooling it provides summaries of the thinking research findings and innovatory practices current at the time However the book is also careful to present a complete picture of education and therefore includes a separate section for education beyond school which covers pre school level post secondary level and adult and continuing education There are also other chapters dealing with aspects of organization curriculum and teaching in various forms of tertiary education Indeed each topic has been discussed by an acknowledged expert writing in sufficient detail in order to resist trivialization

**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

**The RoutledgeFalmer Reader in the Philosophy of Education** Wilfred Carr,2021-04-29 This Reader brings together a wide range of material to present an international perspective on topical issues in philosophy of education today Focusing on the enduring trends in this field this lively and informative Reader provides broad coverage of the field and includes crucial topics With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world this book represents the research and views of some of the most respected authors in the field today Wilfred Carr also provides a specially written introduction which provides a much needed context to the role of philosophy in the current educational climate Students of philosophy and philosophy of education will find this Reader an important route map to further reading and understanding

Routledge Library Editions: Philosophy of Education Various Authors,2022-07-30 This set of 21 volumes originally published between 1955 and 1997 amalgamates several topics on the philosophy of education with a particular focus on religious education curriculum studies and critical thinking This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject and will be of particular interest to students of philosophy education and those undertaking teaching qualifications

**Markets, Managers and Theory in Education** John Halliday,2018-05-11 Originally published in 1990 This book is concerned with the logic of the relationship between educational theory and practice It is a fundamental examination of three ideas Vocationalism the idea that the central purpose of education is to prepare people for work Managerialism the idea that this preparation can be managed by those not intimately concerned with the practice of teaching Consumerism the idea that education should be led by the demands of the market Halliday argues that promoters of these ideas share a mistaken belief in the value of pursuing a supposed ideal of objective precision in education He traces the theoretical origins of this ideal and its practical consequences In particular he argues that educational development is likely to remain ossified within a particular theoretical framework unless competing developments are allowed to flourish alongside one another He concludes by outlining the ways in which this competition might be managed

**The SAGE Handbook of Philosophy of Education** Richard Bailey,Robin Barrow,David Carr,Christine McCarthy,2010-03-23 This book provides an authoritative yet accessible guide to the Philosophy of Education

its scope its key thinkers and movements and its potential contribution to a range of educational concerns The text offers a balanced view of three key dimensions first in giving an equal weight to different styles and modes of philosophy second by including past and present perspectives on philosophy of education and third in covering both the general perennial issues in philosophy and issues of more contemporary concern Section one of the book exemplifies different styles of philosophy paying attention to the contemporary debates as to the nature possibilities and limitations of these different approaches to philosophy of education Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophic thought on education providing the basis and reference point for an exploration of contemporary issues The handbook is designed primarily to be useful to students studying the field of philosophy of education in the context of the study of educational foundations or theory But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues and to educationalists of all types who want a succinct guide to questions relating to the nature the history and the current state of the art of philosophy of education     Education and Psychology in Interaction Brahm Norwich,2002-11 The author takes an in depth look at how these subjects relate to each other and at the current state of this relationship He develops the theme that despite differences in aims education and psychology are interconnected

**A Social History of Educational Studies and Research** Gary McCulloch,Steven Cowan,2017-07-20 A Social History of Educational Studies and Research examines the development of the study of education in the UK in its broader educational social and political context since its early beginnings in the first part of the twentieth century By providing a historical analysis of the contested growth of the field this book examines the significant contribution that has been made by institutions of higher education journals text books conferences centres and academic societies It discusses the problems and opportunities of the field and its prospects for survival and adaptation to current changes in the decades ahead The work draws on documentary sources social network analysis and interviews with leading figures from across the field This book highlights international influences on the development of educational studies and research in the UK its role in the growing internationalisation of the field as a whole and also comparisons and contrasts with the nature of the field elsewhere It relates the development to the wider social political and economic changes affecting higher education in general and educational studies and research in particular It addresses the historical development of disciplines in higher education institutions and the nature extent and limitations of interdisciplinarity A Social History of Educational Studies and Research discuss the problems and opportunities facing the study of education today and its prospects of adapting to changes in the decades ahead It is a distinctive and original analysis of educational studies and research that provides the first comprehensive study of its type     International Library of the Philosophy of Education Charles Bailey,2021-07-09 International Library of the Philosophy of Education reprints twenty four distinguished texts published in this field over the

last half century and includes works by authors such as Reginald D Archambault Charles Bailey Robin Barrow Norman J Bull D E Cooper R F Dearden Kieran Egan D W Hamlyn Paul H Hirst Glenn Langford D J O Connor T W Moore D A Nyberg R W K Paterson R S Peters Kenneth A Strike I A Snook John and Patricia White and John Wilson Themes discussed include Liberal education moral education the aims of education the education of teachers adult continuing education and the philosophical analysis of education

**Education, Values and Mind (International Library of the Philosophy of Education Volume 6)** David Cooper, 2010-02-25 The subjects discussed in this volume range from political education to the education of the emotions and from motivation to the training of teachers Apart from its value as a testimony to Professor Peters impact the volume will stimulate reflection on central issues in the philosophies of education mind and value

*Understanding and Researching Professional Practice*, 2019-02-11 Understanding and researching professional practice is crucial both to enhancing the quality of professional learning and to improving professional education more generally Yet professional practice remains something that is little known theoretically and philosophically despite a longstanding interest in what might be called the meta field of professional practice learning and education The contributors to this book drawn from fields such as education allied health psychology and business explore different aspects of practice in the professions professionalism and research This includes engaging with the burgeoning literature on practice theory and philosophy including the increasingly influential neo Aristotelian tradition and taking account of growing interest in practice thinking across contemporary scholarship It considers issues such as the primacy of practice the nature of professional judgement the role of experience ethics context and the practitioner standpoint As such it raises important and timely questions about practice ontologies epistemologies and methodologies and also praxis and politics This is especially needed in a context otherwise increasingly organised by neoliberalism economic rationality anxious managerialism and what some see as a general drive towards de professionalisation and new nuances and intensities of regulation

*For Education* Carr, Wilfred, 1995-02-01 In this text Carr provides a justification for reconstructing educational theory and research as a form of critical inquiry In doing this he confronts such philosophical questions as what is educational theory what is an educational practice and how are theory and practice related

*Beyond Liberal Education* Robin Barrow, Patricia White, 2013-01-11 This collection of essays by philosophers and educationalists of international reputation all published here for the first time celebrates Paul Hirst s professional career The introductory essay by Robin Barrow and Patricia White outlines Paul Hirst s career and maps the shifts in his thought about education showing how his views on teacher education the curriculum and educational aims are interrelated Contributions from leading names in British and American philosophy of education cover themes ranging from the nature of good teaching to Wittgensteinian aesthetics The collection concludes with a paper in which Paul Hirst sets out his latest views on the nature of education and its aims The book also includes a complete bibliography of works by Hirst and a substantial set of references to his writing

*Adult Education as Theory, Practice and*

*Research* Robin Usher, Ian Bryant, 2014-06-23 The authors argue that the aim of research should be to improve practice through a process of critical reflection Focusing clearly on the everyday concerns and problems of practitioners they emphasize the importance of practical knowledge Their definition of practice is wide and includes the generation of theory and the doing of research as well as front line teaching They show how notions of adult learning and the adult learner have been constituted mainly through theory and research in psychology and sociology and examine action research as a mode of understanding They conclude by looking at the curriculum implications for the teaching of adult education as reflective practice

**In Search of Subjectivities** Michael A. Peters, Marek Tesar, 2015-11-19 While traditionally identified as a practice based endeavour the many dimensions of teacher education raise important philosophical issues that emphasise the centrality of ethics to questions of relationality and professional practice This second volume of the Educational Philosophy and Theory reader series demonstrates the continuing relevance of philosophical approaches to the field of teacher education The collection of texts focuses on a wide range of topics including teacher education in a cross cultural context the notion of unsuccessful teaching democratic teacher education the reflective teacher the ethics and politics of teacher identity and subjectivity and performance in teaching Chapters also explore teacher education based on experiential learning as experience demonstrating the continuing relevance of philosophical approaches to the field In Search of Subjectivities will interest academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory teacher education experiential philosophy ethics policy and politics of education and professional practice

**Emerging Perspectives from Social Realism on Knowledge and Education** Graham McPhail, Richard Pountney, Leesa Wheelahan, 2024-10-28 This book brings the key ideas and concepts of social realism to bear on current debates in the fields of knowledge and curriculum The key concern of this collection is to highlight matters related to knowledge and the influence these dimensions have on the formation of curricula pedagogy identity and equity in educational contexts Presenting new perspectives on the place of various types and forms of knowledge in contemporary education this book explores two central questions what type of knowledge is most important to include in a curriculum and what is meant by disciplinary knowledge The chapters use empirical examples to illustrate how the issues play out on a global stage interweaving the social justice concern of equitable access to disciplinary knowledge throughout In particular the authors address the emerging theorisation of issues related to the decolonisation of curricula the recontextualisation of non traditional knowledge into the curriculum and teacher education Offering new philosophical and theoretical perspectives this book will be of interest to researchers scholars and students examining the fields of knowledge and curriculum and the sociology of education more broadly

**The Study of Education** Peter Gordon, 2019-05-20 The inaugural lectures published in this volume reflect the many changes which have taken place in the study of education between the late 1970s and the mid 1980s Changes in society are reflected in the lectures on special needs education and multicultural education

and the contributions of educational administration and comparative educations as a field of study



## **Educational Theory And Its Foundation Disciplines** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Educational Theory And Its Foundation Disciplines**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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