

# HEIDEGGER, EDUCATION, AND MODERNITY

EDITED BY  
MICHAEL A. PETERS

# Heidegger Education And Modernity

**Joy Palmer, David Edward Cooper, Liora  
Bresler**

## **Heidegger Education And Modernity:**

Heidegger, Education, and Modernity Michael A. Peters, 2002-07-31 Martin Heidegger is perhaps the most controversial philosopher of the twentieth century Little has been written on him or about his work and its significance for educational thought This unique collection by a group of international scholars reexamines Heidegger s work and its legacy for educational thought Thematically the collection focuses on Heidegger s critique of modernity and contributors investigate the central significance for education of Heidegger s ontology and his investigation of the question of the meaning of Being by examining his art of teaching a translation of his submission to the denazification hearing his view of science and reason his philosophy of technology his poetics and the implications of his thought for learning These essays point to the crucial importance of Heidegger s work for understanding modern highly technologized forms of education and for the possibilities of redemption from its worst excesses

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**Hannah Arendt and Martin Heidegger** Paulina Sosnowska, 2022-11-30 The book examines the trajectory of joint philosophical pedagogical concepts within the framework of the dialogue between Hannah Arendt and Martin Heidegger put in the context of questions concerning the nature of modernity

**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

**Heidegger's Contribution to the Understanding of Work-Based Studies** Paul Gibbs, 2010-09-29 This book seeks to develop the philosophy of Heidegger notion and reflects the growing importance of work based studies which is becoming of special interest to higher education institutions and commercial organisations The author acknowledges the dominance of the economic discourse of higher education but in this book he tries to argue that Heidegger offers a phenomenological approach to understanding the diversity to higher education that work based learning can bring The book offers a structured argument for a phenomenological understanding of both the educational institution and the commercial environment to be considered as

workplaces     Heidegger's Conversations Katherine Davies, 2024-09-01 Reading Martin Heidegger's five conversational texts together for the first time Heidegger's Conversations elaborates not only what Heidegger thought but how he did so by attending to the philosophical possibilities of the genre of these understudied texts written between 1944 and 1954 Though he wrote little on the topic of teaching and learning explicitly Katherine Davies shows Heidegger performed an implicit poetic pedagogy in his conversations that remains to be recognized Heidegger launched an experimental attempt to enact a learning of non-representational non-metaphysical thinking by cultivating a distinctly collaborative sensitivity to the call of the poetic Davies illustrates how each conversation emphasizes a particular pedagogical element non-oppositionality making mistakes thinking in community poetic interpretation and the dangers of such pedagogy which together constitute the developmental arc of these texts Whether Heidegger is revising or reinforcing his own earlier pedagogical practices Davies argues that attending to the dramatic staging of the conversations offers a distinct vantage point from which to contend with Heidegger's philosophy and politics in the post-war period

### **Beyond the Modern-Postmodern Struggle in Education**

Ilan Gur-Ze'ev, 2007-01-01 This book is an attempt to historically and conceptually address the present human condition and the current specific role of education as a distinctively creative symbolic violence In doing so the book reevaluates the various manifestations and conflicting alternatives to normalizing education The author suggests a unique Diasporic counter-education that transcends modern politics postmodern philosophical assumptions and spiritual telos towards an impetus for the re-birth of what the author refers to as the enduring improviser It is a first step towards a new critical language that addresses the challenges of globalizing capitalism of the cyberspace of racism and of the new antisemitism that springs from postcolonialism The book calls for a creative rearticulation of the relations between the aesthetic the ethical the intellectual and the bodily dimensions of the cosmos and human life It is an invitation for a new Diasporic religiosity one which turns courageously towards the exile of the gods It addresses the ever-strengthening and tempting sophistication of the anti-humanistic dimensions of our postmodern pleasure machine of pre-modern redemption projects and of modern deceiving offers for emancipation The book is of special relevance for students of critical sociology critical philosophy Jewish philosophy cultural studies feminist studies education and for all friends of the free spirit

### **Exploring Education**

**Through Phenomenology** Gloria Dall'Alba, 2010-01-15 This book explores the resurgence of interest in phenomenology as a philosophy and research movement among scholars in education the humanities and social sciences Brings together a series of essays by an international team of philosophers and educationalists Juxtaposes diverse approaches to phenomenological inquiry and addresses questions of significance for education today Demonstrates why phenomenology is a contemporary movement that is both dynamic and varied Highlights ways in which phenomenology can inform a broad range of aspects of educational theorising and practice including learning through the body writing online being an authentic teacher ambiguities in becoming professionals and school transition

**Education, Philosophy and Politics** Michael A. Peters, 2013-06-17 In

the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Michael A Peters has spent the last 30 years researching thinking and writing about some of the key and enduring issues in education He has contributed over 60 books authored co authored and edited and 500 articles to the field In Education Philosophy and Politics Michael A Peters brings together 15 of his key writings in one place including chapters from his best selling books and articles from leading journals Starting with a specially written Introduction which gives an overview of Michael s career and contextualises his selection the essays are then arranged thematically to create a pathway of a way of thinking in philosophy of education which is forward looking but takes account of tradition and the past The subjects of the chapters include Wittgenstein Studies Philosophical Critique of Modernity French Poststructuralism Jean Francois Lyotard Foucault Deleuze Derrida American Pragmatism Rorty Cavell Philosophy and racism Through this book readers can follow the themes and strands that Michael A Peters has written about for over three decades and clearly see his important contribution to the field of education

**Encyclopedia of Educational Theory and Philosophy** D. C. Phillips, 2014-06-06 The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses Phenomenological Inquiry in Education Edwin Creely, Jane Southcott, Kelly Carabott, Damien Lyons, 2020-12-28 Phenomenological Inquiry in Education is an edited collection of 16 chapters that offers a fascinating and diverse range of approaches and views about phenomenological inquiry as applied in educational research Written by a group of international scholars concerned about understanding lived experience the editors assemble theoretical ideas methodological approaches and empirical research to create a distinctive transdisciplinary outlook Embodying many unique and useful insights the book provokes thought about the possibilities for phenomenology in contemporary educational research The international contributors highlight what an exploration of lived experience can offer qualitative research and extend on methodologies commonly used in educational research By grounding phenomenological inquiry in the complexities of doing research across discipline areas in education the writers of the book forge links between theory and empirical research and give their unique perspectives about how phenomenological ideas are being and might be employed in educational research The book is thus carefully crafted to address both phenomenology as a philosophical tradition and its possibilities for educational research This scholarly work will appeal to educational researchers as well as those in broader social research It taps into the growing international interest in phenomenological research in education which brings attention to lived experience and the highly important

affective dimension of learning      **Being and Becoming Through Higher Education** Gloria Dall'Alba, 2024-07-10 This book focuses on the importance of an ontological dimension for today's higher education with critical attention to implications for the student experience engagement satisfaction wellbeing employability dis embodiment and activism in which students take a stand on their own being and becoming In accessible language key philosophical ideas are explored for their relevance to contemporary higher education integrating philosophical with pedagogical perspectives Although much of the material has been published previously there is value in bringing it together into a single volume in exploring an ontological dimension of higher education as it is embodied In doing so the book demonstrates benefits to pedagogy through sustained attention to philosophy and theory and vice versa thereby contributing to recent heightened interest in the philosophy and theory of higher education This book is intended to prompt re imagining the ways in which higher education is conceived and conducted An argument is put forward for greater emphasis on expanding possibilities for knowing acting and being toward fuller lives of interdependence with others and things in an interconnected world Through highlighting an ontological dimension in this manner a hope filled future emerges for higher education      New Perspectives in Philosophy of Education David Lewin, Alexandre Guilherme, Morgan White, 2014-10-23 New Perspectives in Philosophy of Education seeks to build a bridge between philosophical reflection and socio political action by developing a range of critical discussions in the areas of ethics politics and religion This volume brings together established authorities and a new generation of scholars to ask whether philosophy of education can contribute to political and social discourse or whether it is destined to remain the marginal gadfly of mainstream ideology The philosophy of education stands in danger of becoming a neglected field at precisely the moment we need to be able to reflect upon the increasingly apparent costs of the technocratic attitude to education While many of the educational policy discussions of recent years seem far reaching and radical critical debate surrounding these initiatives remain largely at a populist level New Perspectives in Philosophy of Education provides contemporary responses to philosophical issues that bear upon educational studies policies and practices contributing to the debate on the role of philosophy of education in an increasingly fractured intellectual milieu      **Educational Philosophy for a Post-secular Age** David Lewin, 2016-10-04 Educational Philosophy for a Post secular Age reinterprets post secular insights for educational theory by recognising that the persistence of religion in contemporary life raises new questions about the place of religion in education Two common assumptions are critically examined first that the better educated a society becomes the more secular it becomes and second that religion can and should be separated from public education For too long religion has had an uneasy relationship with education being seen either as a foreign invader a problem to be solved or as a mechanism by which to reinforce particular religious cultural or national identities In order to move educational theory beyond the debates about indoctrination and competing rights between parents children and nation states the argument undercuts rationalist conceptions of religion and education that tend to frame the debates in terms of competing truth claims

or worldviews Drawing on a diverse range of theological philosophical and educational sources this book demonstrates the continuing significance of the Christian mystical tradition to educational theory It proposes an exploration of democratic education that brings together two apparently irreconcilable poles the meaning of religion in education and contemporary life and the need for a deliberative democratic process that is fit for the post secular age It argues that religious literacy can be served by democratic encounters in public religious education Educational Philosophy for a Post secular Age will be of interest to researchers academics and postgraduate students in the fields of the philosophy of education philosophy of religion education policy politics anthropology and cultural theory It will particularly appeal to those of both secular and religious persuasions interested in the place of religion in education and public life **Indigenous Education and the**

**Metaphysics of Presence** Carl Mika, 2017-03-16 Indigenous Education and the Metaphysics of Presence A worlded philosophy explores a notion of education called worldedness that sits at the core of indigenous philosophy This is the idea that any one thing is constituted by all others and is therefore educational to the extent that it is formational A suggested opposite of this indigenous philosophy is the metaphysics of presence which describes the tendency in dominant Western philosophy to privilege presence over absence This book compares these competing philosophies and argues that even though the metaphysics of presence and the formational notion of education are at odds with each other they also constitute each other from an indigenous worlded philosophical viewpoint Drawing on both Maori and Western philosophies this book demonstrates how the metaphysics of presence is both related and opposed to the indigenous notion of worldedness Mika explains that presence seeks to fragment things in the world underpins how indigenous peoples can represent things and prevents indigenous students critics and scholars from reflecting on philosophical colonisation However the metaphysics of presence from an indigenous perspective is constituted by all other things in the world and Mika argues that the indigenous student and critic can re emphasise worldedness and destabilise presence through creative responses humour and speculative thinking This book concludes by positioning well being within education because education comprises acts of worldedness and presence This book will be of key interest to indigenous as well as non indigenous academics researchers and postgraduate students in the fields of philosophy of education indigenous and Western philosophy political strategy and post colonial studies It will also be relevant for those who are interested in philosophies of language ontology metaphysics and knowledge Contemporary Debates in Childhood Education and Development Sebastian Suggate, Elaine

Reese, 2012-06-14 What are the risks and benefits of non parental care for young children What are the short and long term effects of academically vs play focused environments for learning How and when should we teach reading What are the purposes of Education What is the best way to teach mathematics to children from preschool and beyond Contemporary Debates in Childhood Education and Development is a unique resource and reference work that brings together leading international researchers and thinkers with divergent points of view to discuss contemporary problems and questions in

childhood education and developmental psychology Through an innovative format whereby leading scholars each offer their own constructive take on the issue in hand this book aims to inform readers of both sides of a variety of topics and in the process encourage constructive communication and fresh approaches Spanning a broad spectrum of issues this book covers Phonic and whole language reading approaches The developmental effect of non parental childcare The value of pre school academic skill acquisition The most effective methods of teaching mathematics Standardized assessment does it work The role of electronic media and technology The pedagogical value of homework The value of parents reading to children This book combines breadth of vision with cutting edge research and is a must have resource for researchers students and policy makers in the fields of education and child development      *Edutopias* ,2006-01-01 Education has always been part of the search for the ideal society and therefore an important part of the utopian tradition in Western culture politics and literature Education has often served to define the ideal society or to provide the principal means of creating it This unique collection of essays by well known scholars from around the world examines the role of edutopias in the utopian tradition examining its sources and sites as a means for understanding the aims and purposes of education for realizing its societal value and for criticizing its present economic technological and organizational modes These essays will stimulate new thinking in ways that impinge on both theoretical and practical questions as well as offering the reader a series of reminders of the ethical and political dimensions of education and its place in helping to build good and just societies The collection is aimed at an audience of teachers and graduate students although it will also be of interest to administrators policy makers and the general public interested in utopian thinking and its relation to education      *The SAGE Handbook of Learning* David Scott,Eleanore Hargreaves,2015-08-17 Profound and useful readers will benefit from the systematic treatment of learning through superb scholarship Cultural philosophical curricular pedagogical historical perspectives on learning curriculum pedagogy and assessment and learners make this collection unique Carol A Mullen Professor of Educational Leadership Virginia Tech Learning is a fundamental topic in education Combining traditional views of learning and learning theory with sociocultural and historical perspectives this Handbook brings together original contributions from respected researchers who are leading figures in the field The editors provide a insightful introduction to the topic and the theories frameworks themes and issues discussed in the individual chapters are central to each and every learning episode The Handbook is organized into four sections each beginning with a short introduction Philosophical Sociological and Psychological Theories of Learning Models of Learning Learning Curriculum Pedagogy and Assessment Learning Dispositions Life Long Learning and Learning Environments      **Philosophy East / West** Oren Ergas,Sharon Todd,2016-01-26 Philosophy East West showcases new scholarship in the philosophy of education and contemplative studies paying particular attention to the intersection of mindfulness evidence based science and wisdom traditions Moves beyond simplistic explanations of Eastern and Western to explore the complexity and diversity of various wisdom traditions Investigates the effect of mindfulness based



curricular interventions on current educational theory and practice Uses insights from important Western philosophers including Heidegger Levinas and Foucault to situate contemplative practice within contemporary educational theory Emphasizes the importance of transcultural and intercultural approaches in the philosophy of education **The Future of Teaching** ,2023-02-06 Teaching born of the period of the ancient sages developed as the moral art of living that introduced humanity to teaching as a moral pursuit to the formation of value to a moral and religious mode of being and to a set of moral principles that have survived into the modern day The idea that the future of teaching represents a technological disruption of moral traditions of teaching and what teaching might become has become a serious concern for the current generation of philosophers in both China and the West

## Unveiling the Energy of Verbal Art: An Mental Sojourn through **Heidegger Education And Modernity**

In a global inundated with screens and the cacophony of instantaneous connection, the profound energy and psychological resonance of verbal art frequently diminish in to obscurity, eclipsed by the regular barrage of noise and distractions. Yet, nestled within the lyrical pages of **Heidegger Education And Modernity**, a interesting function of fictional brilliance that impulses with organic emotions, lies an remarkable trip waiting to be embarked upon. Composed by way of a virtuoso wordsmith, this enchanting opus guides readers on an emotional odyssey, lightly revealing the latent possible and profound affect stuck within the delicate internet of language. Within the heart-wrenching expanse of this evocative examination, we will embark upon an introspective exploration of the book is key subjects, dissect their captivating writing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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