

# EDUCATION IN AN AGE OF NIHILISM



NIGEL DLAKE, PAUL SMEYERS,  
RICHARD SMITH AND PAUL STANDISH

# Education In An Age Of Nihilism

**Randall Curren**



## **Education In An Age Of Nihilism:**

**Education in an Age of Nihilism** Nigel Blake, 2000 This book addresses concerns about educational and moral standards in a world increasingly characterised by nihilism On the one hand there is widespread anxiety that standards are falling on the other new machinery of accountability and inspection to show that they are not The authors in this book state that we cannot avoid nihilism if we are simply laissez faire about values neither can we reduce them to standards of performance nor must we return to traditional values They state that we need to create a new set of values based on a critical assessment of contemporary practice in the light of a number of philosophical texts that address the question of nihilism including the work of Nietzsche *Education in an Age of Nihilism* Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish, 2012-12-06 This book addresses concerns about educational and moral standards in a world increasingly characterised by nihilism On the one hand there is widespread anxiety that standards are falling on the other new machinery of accountability and inspection to show that they are not The authors in this book state that we cannot avoid nihilism if we are simply laissez faire about values neither can we reduce them to standards of performance nor must we return to traditional values They state that we need to create a new set of values based on a critical assessment of contemporary practice in the light of a number of philosophical texts that address the question of nihilism including the work of Nietzsche

**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 Past, Present, and Future Possibilities for Philosophy and History of Education Stefan Ramaekers, Naomi Hodgson, 2018-08-17 On the occasion of the retirement of Paul Smeyers this book considers the state and status of the philosophy and history of education today Over the last 20 years the conditions in which research takes place have changed considerably They have done so in ways that are often less than favourable to disciplines

such as history and philosophy of education and the space and time for the practices that constitute these disciplines of reading or writing of collegiality is increasingly under pressure. During this time the Research Community on the History and Philosophy of Educational Research has convened annually to bring its critical lenses to bear on these emergent conditions and to suggest ways that educational research might or ought to be done otherwise. As co-founder and co-convenor of the Research Community, this volume explores and recounts Paul Smeyers' development of Wittgensteinian scholarship and its legacy in education, his formative role in the development of philosophy of education as an international field, his many international collaborations, the useless educational philosophical deepening of concepts, and the wider educational philosophical import of this. This gives rise to consideration of the failure of these fields to halt the changes in the governance and status of the university that threatens them and those practices that remain and that are emerging in academia that we wish to protect to pass on to the next generation of researchers in these fields.

**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.

**Shakespeare and Complexity Theory** Claire Hansen, 2017-06-27. Shakespeare and Complexity Theory is the first book-length examination into how complexity theory may be incorporated within Shakespeare studies. The book demonstrates how complexity theory can illuminate our understanding of Shakespeare's texts, early modern theatrical practices, from dance to co-authorship to stagecraft, pedagogy, and Shakespeare's canonical place in contemporary culture. In its implementation of a scientific framework, this monograph taps into an area of increasing academic and research interest: the relationship between the sciences and the humanities.

*International Handbook of Philosophy of Education* Paul Smeyers, 2018-06-09. This handbook presents a comprehensive introduction to the core areas of philosophy of education, combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics. *Voices from the Present and the Past* deals with 36 major figures that philosophers of education rely on. *Schools of Thought* addresses 14 stances, including Eastern, Indigenous, and African philosophies of education, as well as religiously inspired philosophies of education, such as Jewish and Islamic. *Revisiting Enduring Educational Debates* scrutinizes 25 issues heavily debated in the past and the present, for example, care and justice, democracy, and the curriculum. *New Areas and Developments* addresses 17 emerging issues that have garnered considerable

attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so

Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg **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 Why Still Education? Gazela Pudar Draško, Predrag Krstić, Tamara Petrović-Trifunović, 2016-08-17 Why Still Education will appeal to researchers of education scholars and students alike in the fields of philosophy sociology pedagogy andragogy psychology political theory anthropology and history as well as experts in education management and educational practitioners such as teachers and textbook authors The question posed by the title is separated in the book into three more specific questions the first of which titled Education for What investigates the eternal issue the purpose of education The second section which examines the most appropriate approaches and expected outcomes for a child centred perspective is called Education for Whom and the third part Whose Education takes national gender and other subtle or self explanatory characteristics of education and looks at them from the standpoint of discrimination The volume offers nine different chapters which provide illuminating and interesting answers to these questions and thus allow them to be more thoroughly resolved and enable rational discourse about them Educational Research: Why 'What Works' Doesn't Work Paul Smeyers, Marc Depaepe, 2007-01-07 Education and educational research according to the current fashion are supposed to be concerned with what works to the exclusion of all other considerations All over the world and particularly in the English speaking countries governments look for means of improving student achievement as measured by standardized test scores Although such improvements are often to be welcomed they do not answer all significant questions about what constitutes

good education Also the research on which they are based is not the only legitimate way to do educational research Social research and therefore educational research cannot ignore the distinctive nature of what it studies a social activity where questions of meaning and value cannot be eliminated and where interpretation and judgment play a crucial role In this book distinguished philosophers and historians of education from 6 countries focus on the problematical nature of the search for what works in educational contexts in practice as well as in theory Beginning with specific problems they move on to more general and theoretical considerations seeking to go beyond over simple ideas about cause and effect and the rhetoric of performativity that currently has educational thinking in its grip Freedom of inquiry in educational research can no longer be taken for granted Narrow definitions of what constitutes scientific research funding criteria that enforce particular research methods and policy decision processes that ignore any research that is not narrowly utilitarian create a context in many countries that discourages scholarship of a more speculative exploratory or critical sort This book brings together an exceptional combination of international and cross disciplinary scholars who bring the perspectives of history and philosophy of science to ask How did we arrive at this place and Where is educational research heading Thebook illuminates the anti intellectual consequences of a what works mentality in education and shows that the ostensibly scientific revolution in educational research in fact reflects an ahistorical and conceptually muddled understanding of what actually constitutes science This book could not be more timely and important Nicholas C Burbules Grayce Wicall Gauthier Professor University of Illinois With research increasingly tied to State policies with the instrumental purpose of guiding school reforms the volume provides an important historical and philosophical questioning of the possibilities limitations and challenges of education research Internationally leading scholars engage in a significant conversation that is sophisticated and nuanced for understanding contemporary debates Thomas S Popkewitz the University of Wisconsin Madison USA This publication is realized by the Research Community FWO Vlaanderen Research Foundation Flanders Belgium Philosophy and History of the Discipline of Education Evaluation and Evolution of the Criteria for Educational Research     Taking Education Really Seriously Michael Fielding,2004-08-02 Michael Fielding looks at what the Labour Government has achieved in the last four years with its policy of education education education There has been widespread disappointment in New Labour s education policies which on the whole have not steered too far wide of those put in place by Margaret Thatcher including issues of marketisation testing and performativity Michael Fielding has called on the key policy thinkers in education to offer their opinions on what has happened in education over the first three to four years of the New Labour Government Education policy is a controversial subject and with a General Election expected within the next few months this book will be read widely by people within education politicians and journalists and by others anxious to get to facts and avoid the spin The subject matter and the presence of so many high profile educationalists make this an essential read     **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

**Nietzsche's Gods** Russell Re Manning, Carlotta Santini, 2022-10-24 The place or absence of God in Nietzsche's thought remains central and controversial Nietzsche's proclamation of the death of God is one of the most famous and parodied slogans in modern philosophy seeming to encapsulate the nineteenth century loss of religious faith in the affirmation that God has turned out to be our oldest lie and yet the nature of Nietzsche's own theology is far from clear This volume engages with Nietzsche's arguments about God theology and religion The volume extends the discussion to an engagement of Nietzsche with alternative models of God with ancient Greek religions and with discussions of diversity race class gender sex in dis conjunction with religion The chapters examine Nietzsche's genealogy of religion and his claims about the place of God and theology in the history of Western thought that faith of the Christians which was also Plato's faith as well as his engagements with alternative conceptions of God The volume also examines the historical and contemporary reception of Nietzsche's arguments about God by religious and non religious thinkers asking to what extent Nietzsche's philosophy of God speaks to the challenges of today's globalized philosophy and religion

**Ahuman Pedagogy** Jessie L. Beier, Jan Jagodzinski, 2022-07-14 This book brings together a collection of multi disciplinary voices to discuss debate and devise a series of ahuman pedagogical proposals that aim to address the challenging ecological political social economic and aesthetic milieu within which education is situated today Attending to contemporary calls to decenter all too human educational research and practice while also coming to terms with the limits and inheritances through which such calls are made possible in the first place this book aims to interrogate but also invent what we are calling an ahuman pedagogy Organized in three main sections Conjuring an Ahuman Pedagogy Machinic Re distributions and Non pedagogies for Unthought Futures this multi disciplinary experiment in ahuman pedagogies for the age of the Anthropocene offers an experimental albeit always speculative and incomplete series of pedagogical proposals that work to unthink and counter actualize educational futures as usual

**Humanizing Education in the 3rd Millennium** R. Scott Webster, Timo

Airaksinen,Poonam Batra,Margarita Kozhevnikova,2022-06-20 This book proposes some insights and ideas into how education might be humanized The chapters inform provoke and guide further inquiries into imagining and actualizing human education It presents the view that education should be primarily understood as human education which offers universal good for the entire planet It centres around the significant values that make life in a holistic sense meaningful worthwhile and socially just It discusses the fundamental idea that human education is the key to peace individual and social freedoms social justice and harmony fraternity and happiness all over the world and how educational ideals and methods must be reconsidered to achieve this end This book originates from an international conference and round table Human Education in the 3rd Millennium in July 2019 in Dharamsala India      **Rage + Hope** Peter McLaren,2006 Textbook      **The Anarchist Imagination** Carl Levy,Saul Newman,2019-04-09 This is a broad ranging introduction to twenty first century anarchism which includes a wide array of theoretical approaches as well as a variety of empirical and geographical perspectives The book demonstrates how the anarchist imagination has influenced the humanities and social sciences including anthropology art feminism geography international relations political science postcolonialism and sociology Drawing on a long historical narrative that encompasses the waves of anarchist movements from the classical anarchists 1840s to 1940s post war wave of student counter cultural and workers control anarchism of the 1960s and 1970s to the DIY politics and Temporary Autonomous Zones of the 1990s right up to the Occupy Movement and beyond the aim of this volume is to cover the humanities and the social sciences in an era of anarchist revival in academia Anarchist philosophy and anarchistic methodologies have re emerged in a range of disciplines from Organization Studies to Law to Political Economy to Political Theory and International Relations and Anthropology to Cultural Studies Anarchist approaches to freedom democracy ethics violence authority punishment homelessness and the arbitration of justice have spawned a broad array of academic publications and research projects But this volume remembers an older story in other words the continuous role of the anarchist imagination as muse provocateur goading adversary and catalyst in the stimulation of research and creative activity in the humanities and social sciences from the middle of the nineteenth century to today This work will be essential reading for scholars and students of anarchism the humanities and the social sciences      Pragmatism, Education, and Children ,2008-01-01 This book presents fourteen new essays by international scholars about the intersections between pragmatism education and philosophy with children Pragmatism from its beginnings has sought a revolution in learning and is itself a special kind of philosophy of education What can the applications of pragmatism to pedagogy around the world teach us today      **Measuring Up in Education** Steven Stolz,R. Scott Webster,2020-05-21 Cultures of measurement are often considered to dominate educational practices to the degree that as Biesta 2010 has identified in Good Education in an Age of Measurement we no longer measure what we value but rather we have become conditioned to value what is measured A clear example of this occurs when institutions and staff teach to the test by emphasising narrow conceptions of learning



and of knowledge simply because the consequences of high stakes assessments have important implications regarding funding resources and even tenure This collection explores via various philosophical means how valuable educational practices can occur within and beyond cultures of measurement What seems to be required is for practitioners in education to regain their relationship to the overall purposes of education such as the furthering of justice and democracy for both individual students and societies as a whole Such a reconnection has the potential to re humanise curricular experiences for students which may have become dehumanised through particular cultures of measurement It is argued that certain legitimate measures can advance justice and democracy and so careful attention must be assigned to their validity and value This book was originally published as a special issue of Educational Philosophy and Theory **Showing and Doing** Michael A. Peters, Nicholas C. Burbules, Paul Smeyers, 2015-11-17 Three prominent Wittgenstein scholars introduce the broad educational significance of Ludwig Wittgenstein's work to a wider audience of educational researchers and practitioners through provocative innovative and playful readings of his work They vividly demonstrate the influence of his thinking and its centrality to understanding our contemporary condition Wittgenstein fundamentally shaped contemporary theories of language representation cognition and learning The book also traces the pedagogical turn of his thinking during the period from 1920 to 1926 What is most radical about Wittgenstein's later work is that it suggests learning and initiation into practices are fundamental to understanding his philosophy The book not only provides a new and fresh interpretation of Wittgenstein's thought but also explores a new way of thinking about education as a way of revealing the educational dimension of philosophical problems

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