

Theoretical basis

- Løvlie, L., Mortensen, K.P. & Nordenbo, S.E. (2003). *Educating humanity. Bildung in postmodernity*. Oxford: Blackwell.
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Educating Humanity Bildung In Postmodernity

Thomas Griffiths



Educating Humanity Bildung In Postmodernity:

Educating Humanity Lars Lovlie, Klaus Peter Mortensen, Sven Erik Nordenbo, 2003-06-02 During the past decade there has been renewed interest in the German idea of Bildung This collection of newly written essays asks how this classical idea of an education of the self as proposed by neo humanists such as Schiller Von Humboldt and Hegel can make sense of the education of humanity in the information age Timely re examination of the tradition of Bildung in the context of postmodernity Asks how the classical idea of an education of the self can make sense of the education of humanity in the information age Considers the idea of a dynamic transformation extending through culture and politics Plays a crucial part in the developing theory and practice of education *Educating Humanity*, 2002 [Toward an Imperfect Education](#) Sharon Todd, 2015-11-17 The theory of cosmopolitanism is built on a paradoxical commitment to a universal idea of humanity and to a respect for human pluralism Toward an Imperfect Education critiques the assumed goodness of humans that underwrites the idea of humanity and explores how antagonistic human interactions such as conflict violence and suffering are a fundamental aspect of life in a pluralistic world This book proposes that the inescapable difference between humans compels our ethical and political observations in education Todd persuasively argues that facing humanity in all its complexity and imperfection ought to be a central element of the cosmopolitan project to create a more just and humane education Informed primarily by poststructural philosophy and feminist theory she focuses on how sexual cultural and religious difference intersect with universal claims made in the name of humanity Individual chapters develop a novel framework for dealing with antagonism in relation to human rights democracy citizenship and cross cultural understanding [Cognition, Metacognition, and Culture in STEM Education](#) Yehudit Judy Dori, Zemira R. Mevarech, Dale R. Baker, 2017-12-01 This book addresses the point of intersection between cognition metacognition and culture in learning and teaching Science Technology Engineering and Mathematics STEM We explore theoretical background and cutting edge research about how various forms of cognitive and metacognitive instruction may enhance learning and thinking in STEM classrooms from K 12 to university and in different cultures and countries Over the past several years STEM education research has witnessed rapid growth attracting considerable interest among scholars and educators The book provides an updated collection of studies about cognition metacognition and culture in the four STEM domains The field of research cognition and metacognition in STEM education still suffers from ambiguity in meanings of key concepts that various researchers use This book is organized according to a unique manner Each chapter features one of the four STEM domains and one of the three themes cognition metacognition and culture and defines key concepts This matrix type organization opens a new path to knowledge in STEM education and facilitates its understanding The discussion at the end of the book integrates these definitions for analyzing and mapping the STEM education research Chapter 4 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com **Knowing and Learning as Creative Action: A**

Reexamination of the Epistemological Foundations of Education A. Stoller, 2014-09-19 In *Knowing and Learning as Creative Action* Aaron Stoller makes the case that contemporary schooling is grounded in a flawed model of knowing which draws together mistakes in thinking about the nature of the self of knowledge and of reality which are contained in the epistemological proposition S knows that p SP To the contrary Stoller argues that the German conception of Bildung must replace SP thinking as the guiding metaphor of knowing within educational research and practice Central to this reconstruction is a theory of creative inquiry which claims that knowledge emerges from embodied social engagement in the world and therefore knowing is a form of creative action Stoller constructs a new paradigm of knowing and learning as an emergent process of creative making the goal of which is the cultivation of what he calls maker s knowledge which is the capacity for and habit of creative action

Learning Beyond the Objective in Primary Education Ruth Wills, 2019-06-18 *Learning Beyond the Objective in Primary Education* explores an existential perspective for pedagogy proposed in response to the current technocratic paradigm of education prevalent in many countries worldwide This new perspective is termed Bildung s Repetition The book seeks to encourage policy makers and educational practitioners to consider the impact of education on children over and above the meeting of set targets and objectives Located in a philosophical framework this book considers how children might learn authentically in the light of their own personal contingency A series of case studies reflecting the effectiveness of this perspective through the curriculum is provided each illustrating how Bildung s Repetition allows for personalized meaningful learning within current structures Recommendations for practice are provided encouraging all stakeholders in education to consider the value of this perspective and effect a ten degree shift within educational thought This unique book fuses theory with practice and will be of great interest to academics researchers and students in the fields of primary education and teacher training It will also be of interest to school leaders and practicing teachers

Levinas, Subjectivity, Education Anna Strhan, 2012-06-12 *Levinas Subjectivity Education* explores how the philosophical writings of Emmanuel Levinas lead us to reassess education and reveals the possibilities of a radical new understanding of ethical and political responsibility Presents an original theoretical interpretation of Emmanuel Levinas that outlines the political significance of his work for contemporary debates on education Offers a clear analysis of Levinas s central philosophical concepts including the place of religion in his work demonstrating their relevance for educational theorists Examines Alain Badiou s critique of Levinas s work Considers the practical implications of Levinas theories for concrete educational practices and frameworks

Kant and Education Klas Roth, Chris Surprenant, 2012-04-23 *Immanuel Kant s moral philosophy political philosophy and philosophy of judgement* have been and continue to be widely discussed among many scholars The impact of his thinking is beyond doubt and his ideas continue to inspire and encourage an on going dialogue among many people in our world today Given the historical and philosophical significance of Kant s moral political and aesthetic theory and the connection he draws between these theories and the appropriate function and methodology of

education it is surprising that relatively little has been written on Kant's contribution to education theory. Recently however internationally recognized Kant scholars such as Paul Guyer, Manfred Kuehn, Richard Velkley, Robert Louden, Susan Shell and others have begun to turn their attention to Kant's writings on education and the role of education in cultivating moral character. Kant and Education: Interpretations and Commentary has gathered these scholars together with the aim of filling this perceived void in Kant scholarship. All of the essays contained within this volume will examine either Kant's ideas on education through an historical analysis of his texts or the importance and relevance of his moral philosophy, political philosophy and or aesthetics in contemporary education theory or some combination.

International Handbook of Interpretation in Educational Research Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06. This handbook focuses on the often neglected dimension of interpretation in educational research. It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research. Interpretation extends from the very framing of the research task through the sources which constitute the data, the process of their recording, representation and analysis to the way in which the research is finally or provisionally presented. The thesis of the handbook is that interpretation cuts across the fields both philosophically, organizationally and methodologically. By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts. An extensive overview includes concrete examples of different kinds of research, not limited for example to teaching and learning examples as present in the Anglo-Saxon tradition but including as well what in the German Continental tradition is labelled *pädagogisch*, examples from child rearing and other contexts of non-formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process. The handbook includes examples of a large number of methods traditionally classified as qualitative, interpretive and quantitative used across the area of the study of education. Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies.

Sociology and Music Education Ruth Wright, 2017-07-05. Sociology and Music Education addresses a pressing need to provide a sociological foundation for understanding music education. The music education community, academic and professional, has become increasingly aware of the need to locate the issues facing music educators within a broader sociological context. This is required both as a means to deeper understanding of the issues themselves and as a means to raising professional consciousness of the macro issues of power and politics by which education is often constrained. The book outlines some introductory concepts in sociology and music education and then draws together seminal theoretical insights with examples from practice with innovative applications of sociological theory to

the field of music education The editor has taken great care to select an international community of experienced researchers and practitioners as contributors who reflect current trends in the sociology of music education in Europe and the UK The book concludes with an Afterword by Christopher Small

Beyond Learning Gert J. J. Biesta, 2015-11-17 Many educational practices are based upon ideas about what it means to be human Thus education is conceived as the production of particular subjectivities and identities such as the rational person the autonomous individual or the democratic citizen Beyond Learning asks what might happen to the ways in which we educate if we treat the question as to what it means to be human as a radically open question a question that can only be answered by engaging in education rather than as a question that needs to be answered before we can educate The book provides a different way to understand and approach education one that focuses on the ways in which human beings come into the world as unique individuals through responsible responses to what and who is other and different Beyond Learning raises important questions about pedagogy community and educational responsibility and helps educators of children and adults alike to understand what a commitment to a truly democratic education entails

Skills, Knowledge and Expertise in Sport Gunnar Breivik, 2018-10-16 Taking part in a sport means that one must acquire the relevant skills mental physical and strategic This book presents a new perspective on the role of skills knowledge and intentionality in sporting contexts examining how these skills and practical know how can be perfected to a level of expertise Contributors study broader trends of how we can best understand the role of skills as well as using case studies of expertise to add depth and nuance to existing scholarship This book was originally published as a special issue of Sport Ethics and Philosophy

Enacted Personal Professional Learning Carmel Patterson, 2019-01-16 This book offers a vital new approach to teacher professional learning drawing on teachers stories from the field It investigates expert teachers professional learning and uses a narrative framework to analyse their meaning making processes The book focuses on how proficient teachers develop their expertise emphasising that individual needs and the contextual nature of learning require a personally enacted approach Further it explores the stories of five secondary school teachers nominated by their colleagues for their outstanding expertise to present new insights into expert teachers views Using a new evidence based approach Enacted Personal Professional Learning it incorporates teachers unique perspectives problems and thought processes in order to understand expert teachers learning and offers essential principles for promoting storytelling to help teachers be or become empowered educators who can actively shape education communities for teacher professional learning

Beyond Method Pamela M. Ironside, 2005 Beyond Method provides a forum for scholars across health and human sciences disciplines to explore issues surrounding philosophy methodology and epistemology in the context of interpretive scholarship The essays comprising this volume move beyond the practical descriptions or the how to of interpretive methods commonly found in textbooks to explore the contributions underlying assumptions limitations and possibilities embedded within and across particular philosophical methodological and epistemological perspectives They

reveal the complexity and richness of understanding that emerges when philosophical issues are explicated within contemporary contexts illuminating new possibilities for healthcare and human science scholarship Publisher description

Bridging Educational Leadership, Curriculum Theory and Didaktik Michael Uljens, Rose M. Ylimaki, 2017-10-04 This book is open access under a CC BY 4.0 license This volume argues for the need of a common ground that bridges leadership studies curriculum theory and Didaktik It proposes a non-affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields It concludes with implications of its coherent theoretical framing for future empirical research Recent neoliberal policies and transnational governance practices point toward new tensions in nation state education These challenges affect governance leadership and curriculum involving changes in aims and values that demand coherence Yet the traditionally disparate fields of educational leadership curriculum theory and Didaktik have developed separately both in terms of approaches to theory and theorizing in USA Europe and Asia and in the ways in which these theoretical traditions have informed empirical studies over time An additional aspect is that modern education theory was developed in relation to nation state education which in the meantime has become more complicated due to issues of globalism This volume examines the current state of affairs and addresses the issues involved In doing so it opens up a space for a renewed and thoughtful dialogue to rethink and re-theorize these traditions with non-affirmative education theory moving beyond social reproduction and social transformation perspectives **The Routledge Handbook**

of Language and Creativity Rodney H. Jones, 2015-09-08 The Routledge Handbook of Language and Creativity provides an introduction to and survey of a wide range of perspectives on the relationship between language and creativity Defining this complex and multifaceted field this book introduces a conceptual framework through which the various definitions of language and creativity can be explored Divided into four parts it covers different aspects of language and creativity including dialogue metaphor and humour literary creativity including narrative and poetry multimodal and multimedia creativity in areas such as music graffiti and the internet creativity in language teaching and learning With over 30 chapters written by a group of leading academics from around the world The Routledge Handbook of Language and Creativity will serve as an important reference for students and scholars in the fields of English language studies applied linguistics education and communication studies [A Will To Learn: Being A Student In An Age Of Uncertainty](#) Barnett,

Ronald, 2007-10-01 This book examines the structure of what it is to have a will to learn and offers an idea of student development that challenges current dominant views **The International Science and Evidence Based Education**

(ISEE) Assessment UNESCO MGIEP, 2022-03-22 The International Science and Evidence Based Education ISEE Assessment is an initiative of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development MGIEP and is its contribution to the Futures of Education process launched by UNESCO Paris in September 2019 In order to contribute to re-envisioning the future of education with a science and evidence based report UNESCO MGIEP embarked on

the first ever large scale assessment of knowledge of education *On the Facilitation of the Academy* Elias Westergaard, Joachim S. Wiewiura, 2015-03-17 The academy is not restricted to the architectural limits of the university but a broader conception of education that through its social dissemination ought to be continually shaped in relation to academic practice thinking and living Educational institutions are not solely modern providers of a pertinent workforce but foremost communities of thought with cultural political and social importance On the Facilitation of the Academy is thus concerned with educational issues that cohere but also quarrels with the university institution today as the highest institutionalised place for learning The contributors in this volume consider practices of learning teaching and knowledge acquisition in academic environments It challenges educational issues in relation to conversation discourse and tradition as well as contains contributions on threshold concepts knowledge production and dangerous thinking Belonging to a variety of academic orientations philosophy educational theory psychoanalysis communication studies the authors in this volume offer different takes but share similar features and aspects on the worries that should occupy academe today **Handbook of Research on the Education of School Leaders** Michelle D. Young, Gary M. Crow, 2016-08-19 The Handbook of Research on the Education of School Leaders brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today With contributions from the field's foremost scholars this new edition investigates the methodological foundations of leadership preparation research reviews the pedagogical and curricular features of preparation programs and presents valuable insights into the demographic economic and political factors affecting school leaders This volume both mirrors the first edition's macro level approach to leadership preparation and presents the most up to date research in the field Updates to this edition cover recent state and federal government efforts to improve leadership in education new challenges for the field and significant gaps and critical questions for framing researching evaluating and improving the education of school leaders Sponsored by the University Council of Educational Administration UCEA this handbook is an essential resource for students and scholars of educational leadership as well as practitioners policymakers and other educators interested in professional leadership

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