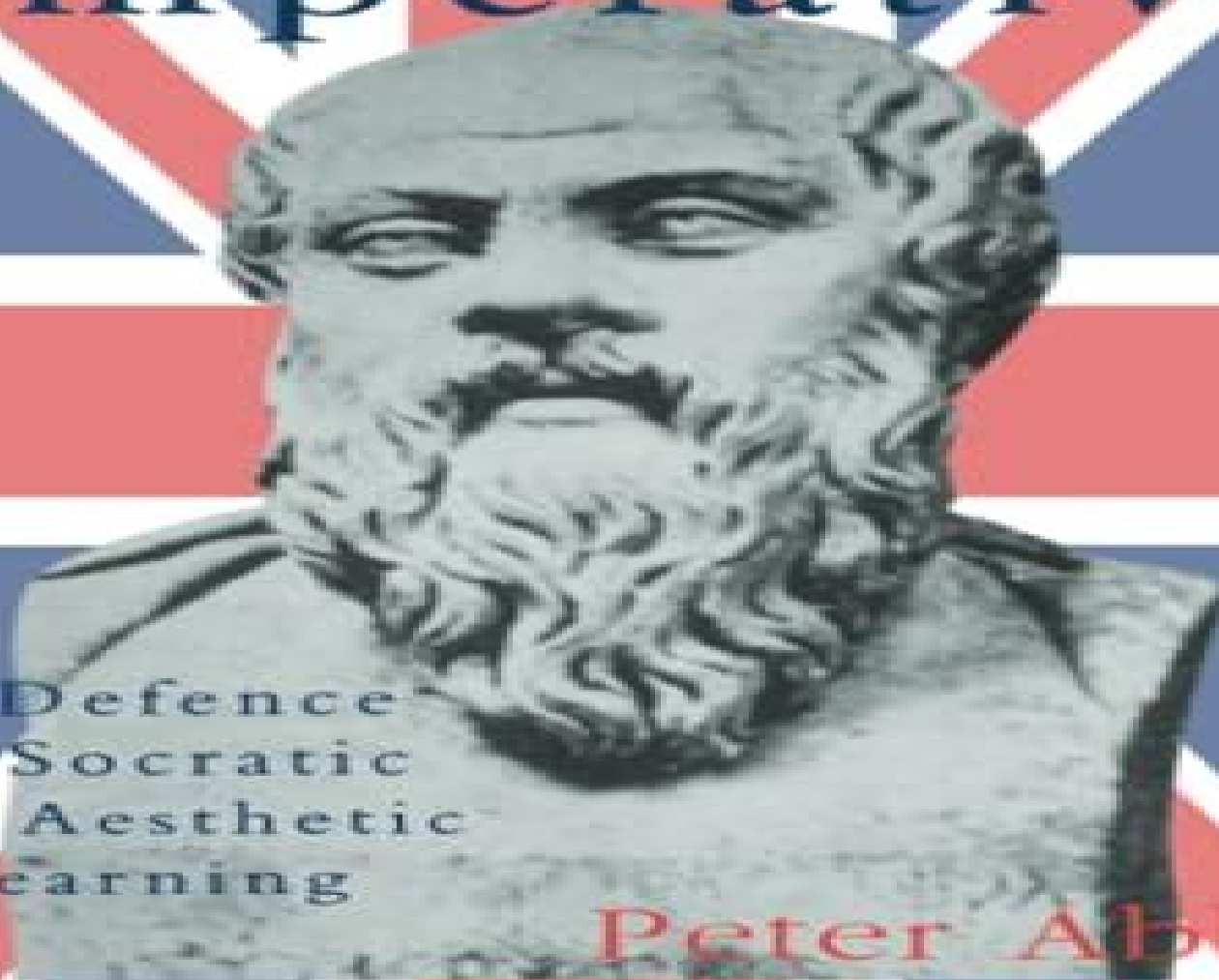



# The Educational Imperative



A Defence  
of Socratic  
and Aesthetic  
Learning

Peter Abbs

 Routledge  
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# Educational Imperative A Defence Of Socratic And Aesthetic Learning

**H Kauffman**



## **Educational Imperative A Defence Of Socratic And Aesthetic Learning:**

**The Educational Imperative** Peter Abbs, 1994 The final section examines some of the intellectual forces shaping current arguments and offers critical appraisals of some influential figures in the field Herbert Read Peter Fuller and David Holbrook

**The Educational Imperative** Peter Abbs, 2013-05-13 Written with both the cultural and moral crisis and the challenge of the future in mind Peter Abbs's book charts an open clear and positive way forward for education Divided into four sections the first examines the true and fitting ends of education and outlines a positive conception of education as an initiation into critical enquiry and the personal art of learning The two middle sections consider aesthetic education Abbs confronts government approaches to arts teaching and offers an alternative dynamic paradigm within which the creativity of the culture transmitted down the ages and the creativity of the individual seen as biologically given must be combined The outcome of this is explored in detail in relation to the teaching of literature creative writing and drama The final section offers critical appraisals of influential figures in the arts field Herbert Reid the late Peter Fuller and David Holbrook

*Exploring Aesthetic Approaches to Arts Integration* Marina Sotiropoulou-Zormpala, 2025-05-30 This book re-examines the role of arts integration in the preschool and primary school curricula arguing for the creation of an educational environment where children can process every taught subject as an aesthetic stimulus Deriving from the author's earlier work this scholarly volume attempts to develop novel criteria for arts integration curricula through examining the effects of different indicative arts integration activities implemented in preschool and primary classrooms Taking a pedagogical approach chapters enable readers to connect theoretical insights implementation strategies and corresponding methodological guidelines Ultimately this book argues that the aesthetic integration of the arts into the curricula of preschool and primary schools has three distinct important effects on the educational process fostering a more creative and productive education through a multilevel approach creating opportunities for holistic education by enhancing children's multifaceted learning involvement and promoting multimodal and inclusive education by providing diverse resources of meaning making This book will be of interest to researchers postgraduate students and academics in the fields of primary education curriculum studies teacher education and arts education Educational policymakers and teacher trainers may also benefit from this volume more broadly

**Register of Educational Research in the United Kingdom** National Foundation For Educational Research, 2005-11-30 The latest volume of The Register of Educational Research in the United Kingdom lists the major research projects being undertaken in Britain during the latter months of 1994 the whole of 1995 and 1996 and the early months of 1997

**Against the Flow** Peter Abbs, 2003-09-02 At once provocative and inspiring Against the Flow is a work of polemic from an internationally respected writer and thinker on arts education Peter Abbs argues that contemporary education ignores the aesthetic and ethical as a result of being in thrall to such forces as the market economy and managerial and functional dictates He identifies the present education system as being inimical to creativity and authentic

learning and instead narrowly focused on the quantitative measuring of results This absence of a creative and ethical dimension in education has implications for art making in wider society Art is shown as emerging from and appealing to the ironic postmodernist sensibility and mass media led culture while being devoid of philosophical significance This book opens up a fresh and timely debate about the vital power of creativity in modern education Drawing on examples from modern poetry literature and visual art it is an eloquent and passionate argument for the need to develop ethical and aesthetic energies to confront the growing vacuity of contemporary culture

Understanding Art Education Nicholas Addison, Lesley Burgess, John Steers, Jane Trowell, 2010-01-04 What is distinctive about art and design as a subject in secondary schools What contribution does it make to the wider curriculum How can art and design develop the agency of young people

Understanding Art Education examines the theory and practice of helping young people learn in and beyond the secondary classroom It provides guidance and stimulation for ways of thinking about art and design when preparing to teach and provides a framework within which teachers can locate their own experiences and beliefs Designed to complement the core textbook Learning to Teach Art and Design in the Secondary School which offers pragmatic approaches for trainee and newly qualified teachers this book suggests ways in which art and design teachers can engage reflexively with their continuing practice Experts in the field explore The histories of art and design education and their relationship to wider social and cultural developments Creativity as a foundation for learning Engaging with contemporary practice in partnership with external agencies The role of assessment in evaluating creative and collaborative practices Interdisciplinary approaches to art and design Developing dialogue as a means to address citizenship and global issues in art and design education

Understanding Art Education will be of interest to all students and practising teachers particularly those studying at M Level as well as teacher educators and researchers who wish to reflect on their identity as an artist and teacher and the ways in which the subject can inform and contribute to education and society more widely

**Transforming the Curriculum Through the Arts** Robyn Gibson, Robyn Ewing, 2020-12-14 This textbook highlights the unique role that quality Arts processes and experiences can and should play across the curriculum to ensure that all learners' creativities and imaginations flourish It provides much needed strategies units of work and practical resources in six arts disciplines visual arts literature drama music dance and media arts It is a must read for those keen to develop research informed integrated arts rich learning and teaching strategies while also exploring each discipline Alongside the four Cs critical thinking communication collaboration and creativity the authors propose four additional Cs curiosity compassion connection and courage as much needed 21st century capabilities The book speaks to the current debates on STEAM vs STEM education and provides an important framework for preservice and experienced classroom teachers including arts specialists

**Political Correctness and Higher Education** John Lea, 2010-05-26 This book is the first major study of political correctness in post compulsory education to be published in the UK For readers in the UK unfamiliar with the nature of the controversies in US college

campuses this book offers a comprehensive assessment of the key themes including who and what was behind key campaigns For readers in the US unfamiliar with how this cultural export has fared in the UK this book looks at the significant similarities and differences in the ways that the phrase has been used in both societies      **Seeking Wisdom in Adult**

**Teaching and Learning** Wilma Fraser,2017-10-24 This book concerns the pursuit of wisdom in education and the argument that wisdom personified here as Sophia is tragically marginalised or absent in current Western epistemological discourses It includes a review of key historical and classical framings which have lost much potency and relevance as certain cultural narratives hold sway these include the reductionist technicist and highly instrumentalist discourses which shape the articulation and delivery of much education policy and practice whilst reflecting similar troubling framings from broader neoliberal perspectives Fraser argues that wisdom s marginalisation has had and continues to have profoundly deleterious consequences for our educative practices Through a compelling combination of narrative and autoethnographic techniques while also drawing on philosophical and cultural traditions the book pushes at the boundaries of emerging knowledge including how knowledge is generated It will be of interest to those who facilitate the learning of adults in a variety of settings as well as to students and supervisors seeking exemplars and justification for working in non traditional ways

*Philosophy and Education* Joanna Haynes,Ken Gale,Melanie Parker,2014-11-13 Written specifically for education studies students this accessible text offers a clear introduction to philosophy and education It skilfully guides readers through this challenging and sometimes complex area bringing key philosophical ideas and questions to life in the context and practice of education There is also a companion website to accompany the book featuring live weblinks for each activity which can be visited at [www.routledge.com/cw/haynes](http://www.routledge.com/cw/haynes) The authors consider the implications of educational trends and movements through a variety of philosophical lenses such as Marxism utopianism feminism and poststructuralism The book explores enduring themes such as childhood and contemporary issues such as the teaching of critical thinking and philosophy in schools Features include a range of individual and group activities that invite questioning and discussion case studies and examples from a variety of formal and informal education settings and contexts reference to philosophically informed practices of research reading writing and teaching suggestions for further reading in philosophy and education overviews and and key questions for each chapter Drawing on readers experiences of education the book reveals the connections between philosophical ideas and educational policy and practice Part of the Foundations in Education Studies series this timely textbook is essential reading for students coming to the study of philosophy and education for the first time

**Handbook of Research in the Social Foundations of Education** Steven Tozer,Bernardo P. Gallegos,Annette Henry,Mary Bushnell Greiner,Paula Groves Price,2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education These include long established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory feminist

educational theory and cultural studies in education Parts three four and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization media popular culture technology youth culture and schooling This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often misunderstood and increasingly important field of study This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning formal and informal It is also appropriate as a textbook for graduate level courses in Social Foundations of Education School and Society Educational Policy Studies Cultural Studies in Education and Curriculum and Instruction

**Beyond Reflective Practice** Helen Bradbury, Nick Frost, Sue Kilminster, Miriam Zukas, 2012-09-11 Reflective practice has moved from the margins to the mainstream of professional education However in this process its radical potential has been subsumed by individualistic rather than situated understandings of practice Presenting critical perspectives that challenge the current paradigm this book aims to move beyond reflective practice It proposes new conceptualisations and offers fresh approaches relevant across professions Contributors include both academics and practitioners concerned with the training and development of professionals Definitions of reflection which are often implicit often focus on the individual's internal thought processes and responsibility for their actions The individual what they did thought felt is emphasised with little recognition of context power dynamics or ideological challenge This book presents the work of practitioners educators academics and researchers who see this as problematic and are moving towards a more critical approach to reflective practice With an overview from the editors and fourteen chapters considering new conceptualisations professional perspectives and new practices **Beyond Reflective Practice** examines what new forms of professional reflective practice are emerging It examines in particular the relationships between reflective practitioners and those upon whom they practise It looks at the ways in which the world of professional work has changed and the ways in which professional practice needs to change to meet the needs of this new world It will be relevant for those concerned with initial and ongoing professional learning both in work and in educational contexts

**Wise Up** Guy Claxton, 2001-06-01 From the author of the bestselling *Hare Brain Tortoise Mind* comes a breakthrough book on the future of learning The new sciences of brain and mind are revealing that everyone has the capacity to become a powerful lifelong learner We can all learn how to learn it has little to do with conventional intelligence or educational success Guy Claxton teaches us how to raise children who are curious and confident explorers and how we ourselves can learn to pair problem solving with creativity **Wise Up** is essential and compelling reading for parents educators and managers alike Guy Claxton is Visiting Professor in Psychology and Education and Director of the Research Programme on Culture and Learning in Organisations CLIO at the University of Bristol He is the author of thirteen published books

**What Should Schools Teach?** Alka Sehgal Cuthbert, Alex Standis, 2021-01-07 The design of school curriculums involves deep thought about the nature of knowledge and its value to learners and society It is a serious

responsibility that raises a number of questions What is knowledge for What knowledge is important for children to learn How do we decide what knowledge matters in each school subject And how far should the knowledge we teach in school be related to academic disciplinary knowledge These and many other questions are taken up in *What Should Schools Teach* The blurring of distinctions between pedagogy and curriculum and between experience and knowledge has served up a confusing message for teachers about the part that each plays in the education of children Schools teach through subjects but there is little consensus about what constitutes a subject and what they are for This book aims to dispel confusion through a robust rationale for what schools should teach that offers key understanding to teachers of the relationship between knowledge what to teach and their own pedagogy how to teach and how both need to be informed by values of intellectual freedom and autonomy This second edition includes new chapters on Chemistry Drama Music and Religious Education and an updated chapter on Biology A revised introduction reflects on emerging discourse around decolonizing the curriculum and on the relationship between the knowledge that children encounter at school and in their homes

**Narrative Matters** Dr Grant Bage, Grant Bage, 2012-10-02 In recent years there has been a massive revival of interest internationally in what story can offer to education This book covers a range of issues at the heart of teaching history such as the use of talk the pitfalls of narrative as a pedagogical tool translating curriculum content into lessons story telling and story making It also questions what it means to teach the difficulties for teachers of remaining constructively critical of policy and their own practice during periods of national legislation and change

**Learning Language Through Literature in Secondary Schools** Peter Kennedy, Peter Faley, 1999-10-01 This is the third in an important series of books for teachers of English The focus in this book aimed at secondary schools is on preparing teachers for the new TOC oriented English syllabus All three language dimensions KNOWLEDGE INTERPERSONAL EXPERIENCE are addressed In particular the use of appropriate techniques and materials is demonstrated for those teachers unfamiliar with the EXPERIENCE dimension The book demonstrates how texts techniques and tasks used in secondary classrooms can be MOTIVATING MEANINGFUL AND MEMORABLE All the ideas in the book have been tried out by local teachers and shown to work This book is not just for teachers of literature It is for those who teach the 100 000 school leavers taking English language examinations every year

**The Future of Teaching** Guy Claxton, 2021-04-28 It s time for the educational slugfest to stop Traditional and progressive education are both caricatures and bashing cartoon images of each other is unprofitable and unedifying The search for a new model of education one that is genuinely empowering for all young people is serious and necessary Some good progress has already been made but teachers and school leaders are being held back by specious beliefs false oppositions and the limited thinking of orthodoxy Drawing on recent experience in England North America and Australasia but applicable round the world *The Future of Teaching* clears away this logjam of bad science and slack thinking and frees up the stream of much needed innovation This timely book aims to banish arguments based on false claims about the brain and poor understanding of

cognitive science reclaim the nuanced middle ground of teaching that develops both rigorous knowledge and character and lay the foundations for a 21st century education worthy of the name

**Changing Educational Landscapes** Dimitris Mattheou, 2010-04-08 Analyzing educational landscapes the fundamental values principles and institutions of the sector is a highly complex and demanding task for any researcher Like shifting desert sands these aspects of education are in a constant state of flux changing according to the unpredictable economic social cultural and geo political circumstances of late modernity Key aspects of the intricate fluid and multifarious contemporary setting can always escape the researcher s necessarily selective observation The contributors to this book share the view that it is wise therefore to take note of other people s ideas perceptions and perspectives to compare notes and reflect critically on them Thus the papers presented here are a critical and comparative analysis of today s changing educational landscapes They are an exploration of some of the forces and factors that induce these changes and also examine some of their most significant implications The work takes a fresh look at received ideology and institutional practices and delineates the increasingly internationalized educational discourses and policies Among other things the book discusses the obsession with quality in education and the alternative perceptions of educational equality the rising concern at the obstacles to truly multicultural education and the debate about the epistemological foundations both of knowledge and knowledge production Underlying all of the papers in the book is the authors intention to enhance our understanding of educational change in this era of transition and to further our appreciation of its multifaceted expressions across the world

**A Century of Change in Music Education** Stephanie Pitts, 2019-01-04 Published in 2000 Education in our schools is a constant feature of media headlines often blamed for many of society s ills Perceived throughout the ages as civilizing force music has a fundamental role to play in education yet the last twenty years have seen a consistent erosion of the time and money made available to music teachers in our schools This book is a timely reminder of how we have arrived at the current debates and challenges of music education Stephanie Pitts charts the history of music teaching in British secondary schools over the course of the twentieth century Each chapter looks at a significant period of music education history in which the ideas and practices of a generation were established and refined The main educational publications of each decade are examined from the early by MacPherson Somervell and Yorke Trotter to the more recent thinking of Paynter and Swanwick The shifting perceptions of music in the school curriculum are nowhere better highlighted than in the changing focus on children s engagement with music from the musical appreciation lessons of the 1920 s and 1930 s to the post war concentration on performance and the 1970 s emphasis on improvisation and composition There and many other trends are discussed in the book allowing today s music educators to see their own practice in its historical context

*Lifelong Learning in Action* John Cribbin, Peter Kennedy, 2002-03-01 Lifelong Learning is now central to the Hong Kong education reform agenda As a recent Education Commission Report put it lifelong learning is the key to Hong Kong s success This book focuses on the post secondary continuing and professional education CPE sector It includes



contributions from Hong Kong practitioners in the field as well as from eminent international scholars who are well acquainted with CPE in Hong Kong. The book is in three parts. The first part traces recent developments in CPE in Hong Kong and offers an up to date account of policy programmes and provision. A profile of lifelong learners drawing on recent research findings is also provided. In the second part practitioners from a diverse range of subject disciplines offer their perspectives on the issues. This part of the book contains a wealth of ideas and examples illustrating the practice of lifelong learning in Hong Kong. The third part examines the forces shaping post secondary education in Hong Kong and explores emergent issues. Topics discussed include the convergence of higher and continuing education, work based learning, cross border collaborations with mainland China, Hong Kong vocational education and training policy and the legal challenges posed by on line learning. Written primarily for academic managers and teachers in the adult and continuing education sector, this book will also be of interest to postgraduate students of lifelong learning, comparative education researchers, CPE policy makers, employers and human resources managers. It is a timely contribution to the current debate on the future shape of education in Hong Kong. The two Editors combined experience in tertiary sector teaching and administration totals 57 years. They are now both working in the School of Professional and Continuing Education, The University of Hong Kong (HKU SPACE). John Cribbin is the School Secretary and Registrar, a graduate of University College London and Leicester University; he has previously worked at King's College London and the UK Open University. Peter Kennedy is a Senior Programme Director responsible for programmes in the fields of human resource management and training as well as in English and theatre studies.

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