

Education, Autonomy and Democratic Citizenship

Philosophy in a changing world

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Education Autonomy And Democratic Citizenship Philosophy In A Changing World

Roger Marples



Education Autonomy And Democratic Citizenship Philosophy In A Changing World:

Education, Autonomy, and Democratic Citizenship David Bridges, 1997 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company **Philosophy of Education in the Era of Globalization** Yvonne Raley, Gerhard Preyer, 2009-12-04 Rather than having formed a global community today's society is more fragmented than ever In light of this education faces some formidable new challenges The authors of this collection of essays explore these challenges and suggest some novel ways of dealing with them **Education and Conflict** Lynn Davies, 2003-12-16 This book is a critical review of education in an international context Based on the author's extensive research and experience of education in several areas afflicted by conflict it explores the relationship between schooling and social conflict **Education, Work and Social Capital** Christopher Winch, 2000-09-21 This book is a major study of the nature aims and context of vocational education at the beginning of the twenty first century It provides a comprehensive treatment of the relationship between the aims of economics and education Education, Justice and the Human Good Kirsten Meyer, 2014-05-16 The education system is faced with many demands of justice What these demands imply and how they are justified is however disputed In this book international contributors present cutting edge research to discuss the relationship between educational justice and the value of education By combining reflections on educational justice with reflections on the human good and the aims of education the book reveals that it is not enough to assess certain patterns of distribution the value of what is to be distributed must also be clarified In this respect deliberations about the value of education have to play an integral part in giving an account of educational justice Questions addressed in the volume include In what sense should justice fairness and equality be realised in the education system How is educational equality related to equality of opportunity Is the main concern that everyone should be educated equally well or just well enough *Education Justice and the Human Good* discusses the positional value of education and its relation to educational justice emphasising that education is valuable not only for competitive reasons but in its contribution to human flourishing The book will appeal to those from the field of the philosophy of education as well as applied political philosophy from undergraduates to professional academics *Education and the Common Good* John Gingell, 2013-11-20 Robin Barrow has been one of the leading philosophers of education for more than forty years This book is a critical but appreciative examination of his work by some of the leading philosophers of education at work today with responses from Professor Barrow It will focus on his work on curriculum the analytic tradition in philosophy education and schooling and his use of Greek philosophy to enrich current debates in the subject This work will be of interest to all those who have been influenced by his contributions to educational and philosophical debate **Derrida & Education** Gert J.J. Biesta, Denise Egéa-Kuehne, 2005-06-29 Bringing together the work of international experts in the field and two interviews with Derrida himself this book provides a key to the reflections that Derrida's work has prompted on all aspects of educational studies The contributors address fundamental educational issues from a Derridian perspective to

demonstrate the relevance of his work in contemporary multicultural societies Cultural Diversity, Liberal Pluralism and Schools Neil Burtonwood,2006-09-27 With debates on the relationship between cultural diversity and the role of schools raging on both sides of the Atlantic the time is apt for a philosophical work that shines new light on the issues involved and that brings a fresh perspective to a political and emotive discussion Here Burtonwood brings the writing of British philosopher Isaiah Berlin to bear on the subject of multiculturalism in schools the first time that his work has been applied to matters of education Tackling the often contradictory issues surrounding liberal pluralism this book poses serious questions for the education system in the US and in the UK Geometry as Objective Science in Elementary School Classrooms Wolff-Michael Roth,2011-05-09 This study examines the origins of geometry in and out of the intuitively given everyday lifeworlds of children in a second grade mathematics class These lifeworlds though pre geometric are not without model objects that denote and come to anchor geometric idealities that they will understand at later points in their lives Roth s analyses explain how geometry an objective science arises anew from the pre scientific but nevertheless methodic actions of children in a structured world always already shot through with significations He presents a way of understanding knowing and learning in mathematics that differs from other current approaches using case studies to demonstrate contradictions and incongruences of other theories Immanuel Kant Jean Piaget and more recent forms of radical social constructivism embodiment theories and enactivism and to show how material phenomenology fused with phenomenological sociology provides answers to the problems that these other paradigms do not answer **Education in Morality** J. Mark Halstead, Terence H. McLaughlin,2005-09-26 What should teachers and schools do about moral education An international team of philosophers and educationalists examine some of the most fundamental questions in moral education such as the nature of morality Moral Responsibility, Authenticity, and Education Ishtiyaque Haji, Stefaan E. Cuypers,2008-06-25 The primary purpose of this book is to explain the distinction on the one hand between indoctrination and education and on the other between responsibility subverting manipulation and mere causation Both are elucidated by an appeal to common ground an account of when our motivations and other springs of action are truly our own or authentic The book progresses from analyses of the sort of agency that responsibility requires and the authenticity of our motivations together with a discussion of the relevance of these analyses to manipulation and related problems in the philosophy of education to a defense of the thesis that responsibility from love s standpoint is of vital significance and the implications of this thesis for what the authors deem to be legitimate goals of education and other issues in free will Philosophers and advanced students working in free will moral psychology and the philosophy of education will find this text to be extremely useful *Levinas and Education* Denise Egea-Kuehne,2008-04-02 This first book length collection on Levinas and education gathers new texts written especially for this volume by an international group of scholars well known for their work in philosophy educational theory and on Levinas It provides an introduction to some of Levinas s major themes of ethics justice hope hospitality

forgiveness and more as its contributing authors address some fundamental educational issues such as what it means to be a teacher what it means to learn from a teacher the role of language in the curriculum literature ethics and education moral education and human relations in schools ethics of responsibility and philosophical pedagogical discourse educational hospitality and interculturalism unconditional responsibility and education educating for participatory democratic citizenship the pedagogy of peace logic rationality and ethics connecting teaching to spirituality Levinas always insisted that his aim was not to provide a program and accordingly it is not the intent of the authors to look in Levinas's texts for a set of guidelines rules or precepts to be applied to education Rather this study invites educators and researchers in philosophy and philosophy of education to a thoughtful and critical reading of Levinas and to engage with his unique style of analysis and questioning as they uncover with these authors the necessity and the possibility of thinking education anew in terms of ethics justice responsibility hope and faith

Anarchism and Education Judith Suissa, 2006-09-27 Although there have been a few historical accounts of the anarchist school movement there has been no systematic work on the philosophical underpinnings of anarchist educational ideas until now Anarchism and Education offers a philosophical account of the neglected tradition of anarchist thought on education Although few anarchist thinkers wrote systematically on education this analysis is based largely on a reconstruction of the educational thought of anarchist thinkers gleaned from their various ethical philosophical and popular writings Primarily drawing on the work of the nineteenth century anarchist theorists such as Bakunin Kropotkin and Proudhon the book also covers twentieth century anarchist thinkers such as Noam Chomsky Paul Goodman Daniel Guérin and Colin Ward This original work will interest philosophers of education and educationalist thinkers as well as those with a general interest in anarchism

Life, Work and Learning David Beckett, Paul Hager, 2005-07-08 In both paid and unpaid work contexts adults learn powerfully from their experiences In this book the authors argue that this should be the basis for a new perception of what is truly educational in life Drawing on the works of Aristotle Wittgenstein and Russell along with contemporary conceptual work they use both philosophical argument and empirical example to establish their view This work will be of essential interest to philosophers of education and educational theorists worldwide It will also interest teachers trainers facilitators and all those with an interest in adult and vocational education

Education, Professionalization and Social Representations Mohamed Chaib, Berth Danermark, Staffan Selander, 2012-01-26 This book presents a broad range of research related to how social knowledge is shared transmitted and transformed in the context of education and professional formation The chapters of this edited collection reflect different theoretical and empirical approaches to that form of common sense knowledge called social representations the theory of which was developed almost a half century ago by Serge Moscovici Scholars from various research institutions in Brazil France and Sweden spanning a wide variety of disciplines within the social sciences have contributed chapters that are grouped into three main categories related to education professionalization and transformation of knowledge Part I covers theoretical approaches to

understanding the transformation of social knowledge from the perspective of social representations Part II analyzes the impact of the theory of social representations on the transformation of knowledge in the field of education and professional formation Finally Part III presents several empirical studies focused on the social and cultural frames that condition the transformation of knowledge While the book is devoted to education and the emerging field of research on professionalization it will also appeal to anyone with a general interest in how people acquire their worldviews and how these views influence their actions

Virtue Ethics and Moral Education David Carr, Jan Steutel, 2005-06-22 This collection of original essays on virtue ethics and moral education seeks to fill this gap in the recent literature of moral education combining broader analyses with detailed coverage of the varieties of virtue weakness and integrity relativism and rival traditions means and methods of educating the virtues The rare collaboration of professional ethical theorists and educational philosophers provides a ground breaking work and an exciting new focus in a growing area of research

Philosophical Discussion in Moral Education Tim Sprod, 2003-10-04 In recent years there has been an increase in the number of calls for moral education to receive greater public attention In our pluralist society however it is difficult to find agreement on what exactly moral education requires Philosophical Discussion in Moral Education develops a detailed philosophical defence of the claim that teachers should engage students in ethical discussions to promote moral competence and strengthen moral character Paying particular attention to the teacher's role this book highlights the justification for and methods of creating a classroom community of ethical inquiry

The Aims of Education Roger Marples, 2012-10-12 Here international philosophers of education explore and question diverse strains of the liberal tradition discussing not only autonomy but other key issues such as social justice national identity curriculum critical thinking social practices The contributors write from a variety of standpoints offering many interpretations of what liberalism might mean in educational terms

Education, Science and Truth Rasoul Nejadmehr, 2009-03-04 What is the main problem of contemporary education Rasoul Nejadmehr argues that the cardinal problem with education is that it does not have an adequate notion of truth underpinning it Thinkers mainly tend to veer towards two poles absolutism and relativism While a one sided tendency toward absolutism leads to reified categories of thought and alienation a tendency toward relativism leads to lack of universality and nihilism Education Science and Truth suggests a way out by bridging not only divides between and within analytical and continental philosophy but also those of modernism and postmodernism By using a range of issues disciplines and literature Nejadmehr formulates a new version of the concept of objectivity based on the inclusion of multiple perspectives including ones from art philosophy and marginalized groups

Education, Professionalism, and the Quest for Accountability Jane Green, 2011-05-20 This book focuses on education and its relation to professional accountability as viewed from two different but not unrelated perspectives First the book is about the work of professionals in schools and colleges teachers head teachers leaders principals directors and educational managers etc and the detrimental effects which

our present system of accountability and the managerialism which this system creates have had on education its practice its organization its conduct and its content It is also about the professional education the occupational professional formation and development of practitioners in communities other than educational ones and how they too contend with the effects of this system on their practices These different perspectives represent two sides of the same problem that whatever one's medium whether a teacher nurse social worker community officer librarian civil servant etc all who now work in institutions designed to serve the public are expected to reorganize their thoughts and practice in accordance with a performance management model of accountability which encourages a rigid bureaucracy one which translates regulation and monitoring procedures guidelines and advice into inflexible and obligatory compliance A careful scrutiny of the underlying rationale of this managerial model shows how and why it may be expected paradoxically to make practices less accountable and in the case of education less educative

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