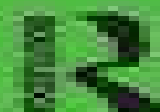


EDUCATION AND KNOWLEDGE

*The Structured Misrepresentation
of Reality*

Kevin Harris

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Education And Knowledge The Structured Misrepresentation Of Reality

Richard G. Bagnall, Steven Hodge



Education And Knowledge The Structured Misrepresentation Of Reality:

Education and Knowledge Kevin Harris, 2016-09-13 In this book first published in 1979 Kevin Harris explores the idea that in capitalist liberal democracies formal education functions essentially not to reveal reality but rather to transmit to each new generation a structured misrepresentation of reality In defence of this controversial and thought provoking view the author argues that all knowledge of the world is theory laden and that a neutral detached objective description of the world is impossible This title will be of interest to students of the philosophy of education **From Radical Marxism to**

Knowledge Socialism Michael A. Peters, Liz Jackson, 2021-12-22 This volume examines the place of Marxist theory in the history of the journal *Educational Philosophy and Theory* primarily through the selection and exploration of typical and significant articles exploring Marxist related themes in the journal over time The title *From Radical Marxism to Knowledge Socialism* reflects this historical approach In the 1960s and 1970s Marxism was considered to be a radical extreme political theory while western liberalism and a free market economy were largely taken for granted as natural phenomena in western philosophy of education and in the journal More recently educational theorists have begun to explore trends related to the neoliberal age Paradoxically such trends include the move toward knowledge socialism which decenters the normative presuppositions of knowledge capitalism as the latest iteration of western liberalism The volume begins with an introductory chapter that examines the history of Marxism in western philosophy and philosophy of education The rest of the book features works selected from the journal that further illustrate the evolution of Marxist theoretical perspectives in the field over time This collection thus gives a sense of the range and extent of Marxist inspired thinking in educational philosophy and theory This book will be of interest to students and scholars of educational philosophy and theory and others who are interested in exploring in depth the evolution of key themes in this field over time including liberalism ideology Marxism neoliberalism knowledge construction capitalist and socialist schooling and other aspects of economic analysis in education

Wittgenstein, Education and the Problem of Rationality Michael A. Peters, 2021-01-21 This book develops an argument for a historicist and non foundationalist notion of rationality based on an interpretation of Wittgenstein of the *Philosophical Investigations* and *On Certainty* The book examines two notions of rationality a universal versus a constitutive conception and their significance for educational theory The former advanced by analytic philosophy of education as a form of conceptual analysis is based on a mistaken reading of Wittgenstein Analytic philosophy of education used a reading of Wittgenstein's philosophy of language to set up and justify an absolute universal and ahistorical notion of rationality By contrast the book examines the underlying influence of the later Wittgenstein on the historicist turn in philosophy of science as a basis for a non foundationalist and constitutive notion of rationality which is both historical and cultural and remains consistent with wider developments in philosophy hermeneutics and social theory This book aims to understand the philosophical motivation behind this view to examine its intellectual underpinnings and to substitute this universal

conception of rationality by reference to a Hegelian interpretation of the later Wittgenstein that emphasizes his status as an anti foundational thinker Routledge Library Editions: Philosophy of Education Various Authors,2022-07-30 This set of 21 volumes originally published between 1955 and 1997 amalgamates several topics on the philosophy of education with a particular focus on religious education curriculum studies and critical thinking This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject and will be of particular interest to students of philosophy education and those undertaking teaching qualifications **Philosophical Issues in Education** John Kleinig,2016-10-04 The philosophy of education is an important component of most education courses The subject is often split into two traditions one emphasising the use of analytic philosophy the other engaging in radical social criticism This book first published in 1982 brings together the strengths of both traditions and takes stock of the debate This study provides an interesting introduction to all the major philosophical issues in education which is different to many other works on the subject Marx and Education in Late Capitalism R. F. Price,1986-01-01 The major premise of this book is that efforts to construct a Marxist analysis of education centered on schools and schooling are misdirected Instead the author contends that explorations of education must more importantly focus on the valuable learning experiences that occur outside the classroom Using Marx s own writings as a guide to interpreting past and present events the author explores how education should be conceptualized in order to liberate working people He identifies those aspects of education linked with the specifically capitalist nature of our societies and those that give hope of the cooperative responsible society that Marx anticipated Critical Realism for Marxist Sociology of Education Grant Banfield,2015-09-16 This book offers a critical realist intervention into the field of Marxist Sociology of Education Critical realism as developed by British philosopher Roy Bhaskar is known for its capacity to serve as a conceptual underlabourer to applied fields like education Indeed its success in clarifying and resolving thorny issues of educational theory and practice is now well established Given critical realism s sympathetic Marxist origins its productive and critical engagement with Marxism has an even longer history To date there has been little sustained attention given to the application of critical realism to Marxist educational praxis The book addresses this gap in existing scholarship Its conceptual ground clearing of the field of Marxist Sociology of Education centres on two problematics well known in the social sciences naturalism and the structure agency relation Marxist theory from the days of Marx to the present is shown to also be haunted by these problematics This has resulted in considerable tension around the meaning and nature of for example reform revolution class determinism and class struggle With its emergence in the 1970s as a child of Western Marxism the field continues to be an expression of these tensions that seriously limit its transformative potential Addressing these issues and offering conceptual clarification in the interests of revolutionary educational practice Critical Realism for Marxist Sociology of Education provides a new perspective on education which will be of interest to students scholars and practitioners alike *Understanding the School Curriculum* Alex

Moore,2014-08-13 At a time of rapid social change and numerous policy initiatives there is a need to question the nature and function of school curricula and the purposes of formal public education Comparing curriculum developments around the globe Understanding the School Curriculum draws on a range of educational philosophical and sociological theories to examine the question What is a curriculum for In considering different answers to this fundamental question it explores a range of topical issues and debates including tensions and dynamics within curriculum policy The implications of uncertainty and rapid social change for curriculum development the positive and negative influence of free market ideologies on public education the impact of globalization and digital technologies arguments for and against common core curricula and state control It examines the possibility of a school curriculum that is not shaped and monitored by dominant interests but that has as its founding principles the promotion of responsibility responsiveness a love of learning and a sense of wonder and respect for the natural and social world Understanding the School Curriculum is for all students following undergraduate and Masters courses in curriculum public policy and education related subjects It is also for all training and practising teachers who wish to combine a deeper understanding of major curriculum issues with a critical understanding of the ways in which ideologies impact on formal state education and to consider ways of producing school curricula that are appropriate to the times we live in Education and the Voice of Michael Oakeshott Kevin Williams,2024-08-14 The work of Michael Oakeshott has retained a striking currency in philosophical discourse about education This is hardly surprising in view of his influence on Paul Hirst and Richard Peters two philosophers whose work had an enormous impact on educational thinking and practice in the English speaking world And although much of the detail in educational debate may change the fundamental underlying concerns regarding the conception of the person the nature of knowledge and the moral life and their expression in educational institutions and activities remain subject of disagreement In the light of this continuing interest and of Oakeshott's extensive writing on so many aspects of education it is timely that a book be published on his thinking on the subject

Epistemologies and Ethics in Adult Education and Lifelong Learning Richard G. Bagnall,Steven Hodge,2022-02-17 This book presents and advocates for a framework of competing epistemologies and conceptions of ethics as a way of understanding modernist lifelong learning These epistemologies are grounded in a recognition of the normative nature of knowledge that informs lifelong learning each being framed by a different account of the sort of knowledge that is most valued and therefore foregrounded in lifelong learning policy provision and engagement informed by the epistemology Each epistemology is also characterised by its constituent conception of ethics Four such epistemologies and conceptions of ethics are here recognised as having been important in the lifelong learning movement to date disciplinary developmental emancipatory and design The authors argue that assumptions about knowledge and moral positions constitute a powerful but not well understood feature of such arguments awareness of these assumptions and positions could serve to powerfully advance the overall understanding of what is at stake in lifelong learning and adult education at all levels *Narrative and*

Metaphor in Education Michael Hanne, Anna A. Kaal, 2018-12-07 Human beings rely equally on narrative or storytelling and metaphor or analogy for making sense of the world Narrative and Metaphor in Education integrates the two perspectives of narrative and metaphor in educational theory and practice at every level from pre school to lifelong civic education Bringing together outstanding educational researchers the book interweaves for the first time the rich strand of current research about how narrative may be used productively in education with more fragmentary research on the role of metaphor in education and invites readers to look both ways The book consists of research by 40 academics from many countries and disciplines describing and analysing the intricate connections between narrative and metaphor as they manifest themselves in many fields of education including concepts of education teacher identity and reflective practice teaching across cultures teaching science and history using digital and visual media in teaching fostering reconciliation in a postcolonial context special needs education civic and social education and educational policy making It is unique in combining study of the narrative perspective and the metaphor perspective and in exploring such a comprehensive range of topics in education Narrative and Metaphor in Education will be of great interest to academics and researchers in the fields of education and educational policy as well as teacher educators practising and future teachers It will also appeal to psychologists sociologists applied linguists and communications specialists

Teaching, Schools, and Society Evelina Orteza y Miranda, Romulo F. Magsino, 1990 This selection of essays focuses on schools their tasks processes and context by examining the aims of schooling as a primary educational institution the means particularly teaching learning processes in the classrooms and the environment classroom school and societal affecting schooling

Karl Popper and Africa: Knowledge, Politics and Development Oseni Taiwo Afisi, 2021-09-13 This book provides a diverse contextualization of Popper's critical rationalism concerning knowledge and his generalized attitude of criticism on appropriate social and political reforms in contemporary Africa The book evaluates how best to address contemporary political problems especially in politically very troubled parts of the world To address these contemporary problems especially as it relates to Africa the authors found the political philosophy of Popper as suitable The discussion of Popper's political philosophy engages us directly with all the particularities of socio economic and political problems within contemporary Africa In other words it presents the truth of the present socio political reality in Africa where the question of what kinds of political ideas and concepts can be offered as appropriate to a political environment which so greatly faces facets of developmental issues Although the issues and events that informed the writings of Popper's *The Poverty of Historicism* as well as *The Open Society and Its Enemies* were among others the rise of fascism and communism in Europe the inventiveness of this work is how happily scholars in non liberal societies such as in Africa can pick up Popper's insights and usefully work with them to offer appropriate social reforms for their society This volume is a critical juxtaposition of Popper's ideas in a bid to make good sense of social and intellectual conditions in Africa particularly as it relates to the scale and speed of social change that is needed in most African nations that are often ridden by corruption

The book is suitable for studies in political philosophy economic and development studies African Studies and Indigenous Knowledge systems **Layers of Learning** Katherine Jelly,2024-12-16 In this book an intellectual professional and personal memoir Katherine Jelly examines a lifetime in education to argue for changes needed to sustain strengthen and renew our battered public schools Mining her theoretical inquiry and her experience she derives abiding ideas for critical creative and effectual teaching and learning and proposes changes to K 12 schools to teacher education and to schools relationships to broader efforts at social change Interweaving her studies and stories grappling with the conundra contradictions and questions arising Jelly frames the means and the actual potential for effecting meaningful constructive change to public education in America **Vocational and Professional Capability** Gerard Lum,2011-11-03 The central claim of this

fascinating monograph is that strategies for vocational and professional education adopted by the UK over the last two decades are founded upon a number of fundamental and fatal errors The essential problem is that these strategies derive from a number of philosophical confusions about what it is to be skilled competent or capable The aim of the book is to unravel the philosophical assumptions at the heart of current strategies examine their shortcomings and propose a more coherent account of vocational and professional capability It will be argued that not only does this have serious practical implications for the vocational curriculum teaching learning and assessment but that it indicates the need for an urgent and radical reassessment of the relationship between vocational general and academic education **Inclusive Education:**

Global Issues and Controversies ,2020-06-29 This edited book considers the main issues and controversies within the current educational context of inclusive education from an international perspective Authorities in the field such as Norwich Kauffman and Boyle amongst many other international scholars provide an enticing insight into many of the issues and controversies around inclusive education and whether it is achievable or not We have reached a point in time where inclusive education has been the prevailing doctrine for universal education policies However there are still many challenges facing those working within the inclusive education space with some countries actually becoming less inclusive International and national legislation has continued to move towards inclusive education yet there seems to be many gaps between the philosophy and the principles of inclusive education and systemic practice The book aims to address the current debates surrounding the implementation of inclusive education and also offers insights into the inconsistencies between policies and practices in inclusive environments Moreover it analyzes contemporary research evidence on the effectiveness of inclusion and identify directions for future research Contributors are Kelly Ann Allen Dimitris Anastasiou Joanna Anderson Adrian Ashman Jeanmarie Badar Christopher Boyle Jonathan M Campbell Heather Craig Leire Darretxe Julian Elliott Zuri e Gaintza Betty A Hallenbeck Divya Jindal Snape Marguerite Jones James M Kauffman George Koutsouris Fraser Lauchlan Gerry Mac Ruairc Sofia Mavropoulou Daniel Mays Brahm Norwich Angela Page Kirsten S Railey and Federico R Waitoller **Marx and Education** Robin Small,2017-03-02 Marx and Education is the first assessment of the educational thought of Karl Marx 1818

1883 and its later influence in the light of developments at the close of the twentieth century It provides a new perspective in which many aspects of Marx s ideas are seen clearly for the first time freed from misleading associations and outdated prejudices Marx s thinking on education touches on many still current issues about personal development the nature of learning and the ultimate aims of education as well as the relations between the school and society Robin Small explores Marx s approach to each of these issues and in relating them to later developments brings the story up to the present day

Nietzsche, Ethics and Education Peter Fitzsimons, 2007-01-01 Undermining the fundamental place of freedom equality and universal reason Nietzsche s philosophy recognises that we occupy multiple and contradictory subject positions within social life With no metaphysical realm of reason no divine inspiration for morality and no transcendental basis for human essence we are left with the embodied reflective and creative self as a source of ethics From this perspective arises Nietzsche s *bermensch* a continuous process of overcoming and becoming interpreted as a metaphor for education that honours difference and incorporates otherness The book explores the development of Nietzsche s philosophy and its application to the problems of education disturbing traditional liberal and democratic accounts of the relationship between individual and society Threaded throughout is the author s critique of the way educational institutions are driven by political and economic considerations explored through notions of autonomy and subjectivity The book is suitable for graduate students and academics wanting to engage either with postmodern interpretations of ethics in education or with political philosophy in relation to development of self and community

The Curriculum A V Kelly, 2009-01-19 This book will be of interest to educational practitioners and many other professionals concerned with the education and development of the young ESCalate A very well respected book and a Curriculum classic which offers balance to current official publications One of its strengths is the coherent argument that runs throughout It is very much a product of the wide knowledge and experience of the author Jenny Houssart Senior Lecturer Department of Learning Curriculum Communication Institute of Education University of London UK Praise for previous editions I use this book as an essential course text for a module on curriculum theory It is an excellent text for the whole course Vic Kelly s writing is always concise and informative but also at times challenging A most comprehensive text that takes the reader beyond content balance issues values beliefs and assumptions on the curriculum This is the sixth edition of a book that has been regularly revised and updated since it was first published in the mid 1970s A V Kelly s now classic work focuses on the philosophical and political dimensions of curriculum and especially on the implications for schools and societies of various forms of curriculum The book outlines what form a curriculum should take if it is concerned to promote a genuine form of education for a genuinely democratic society Kelly summarises and explains the main aspects of curriculum theory and shows how these can and should be translated into practice in order to create an educational and democratic curriculum for all schools at all levels The book also seeks to show that the politicization of the school curriculum has led to the establishment of policies and practices which demonstrate a

failure to understand these principles of curriculum theory and practice As a result policies and practices have been implemented which fall short of being adequate In view of the rapid pace of educational change imposed by various governments over the last 35 years including New Labour this book is more relevant than ever *Educational Research in the Age of Anthropocene* Reyes, Vicente, Charteris, Jennifer, Nye, Adele, Mavropoulou, Sofia, 2018-09-21 The current geological age has had a profound effect on the relationship between society and nature and it raises new issues for researchers It is important for educational research to engage with the politics of knowledge production and address the ecological economic and political dynamics of the Anthropocene era *Educational Research in the Age of Anthropocene* is a pivotal reference source that provides vital research on the impact of educational research paradigms through the dynamic interaction of human society and the environment While highlighting topics such as human consciousness complexity thinking and queer theory this publication explores the historical trends of theories as well as the context in which educational models have been employed This book is ideally designed for professors academicians advanced level students scholars and educational researchers seeking current research on the contestability of educational research in contemporary environments

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