

## Examples Of Educational Philosophy Papers

The discipline area of physical education has historically struggled for legitimacy, sometimes being seen as a non-serious pursuit in educational terms compared to other subjects within the school curriculum. This book represents the first attempt in nearly thirty years to offer a coherent philosophical defence and conceptualisation of physical education and sport as subjects of educational value, and to provide a philosophically sound justification for their inclusion in the curriculum. The book argues that rather than relegating the body to "un-thinking" learning, a person's essential being is not confined to their rationality but involves an embodied dimension. It traces the changing conceptions of the body, in philosophy and theology, that have influenced our understanding of physical education and sport, and investigates the important role that embodiment and movement play in learning about, through and in physical education. Physical education is defended as a vital and necessary part of education because the whole person goes to school, not just the mind, but the thinking, feeling and acting facets of a person. It is argued that physical education has the potential to provide a multitude of experiences and opportunities for students to become aware of their embodiment, explore alternative modes of awareness and to develop insights into and new modes of being not available elsewhere in the curriculum, and to influence moral character through the support of a moral community that is committed to that practice. Representing a sophisticated and spirited defence of the educational significance and philosophical value of physical education and sport, this book will be fascinating reading for any advanced student or researcher with an interest in physical education, the philosophy of sport or the philosophy of education. This volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education.

The first edition of Nel Noddings' *Philosophy of Education* was acclaimed as the 'best overview in the field' by the journal *Teaching Philosophy* and predicted to 'become the standard textbook in philosophy of education' by *Educational Theory*. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards. *Philosophy of Education* introduces students to the evolution of educational thought, from the founding fathers to contemporary theorists, with consideration of both analytic and continental traditions. This is an essential text not only for teachers and future teachers, but also for anyone needing a survey of contemporary trends in philosophy of education.

*Critical Conversations in Philosophy of Education* presents a series of conversations expressing many of the multiple voices that currently constitute the field of philosophy of education. Philosophy of education as a discipline has undergone several turns--the once marginal perspectives of the various feminisms, critical Marxism, and poststructuralist, postmodernist and cultural theory have gained ground alongside those of Anglo-analytic and pragmatic thought. Just as Western philosophers in general are coming to terms with the "end of philosophy" pronouncement implicit in postmodernism, so too are philosophers of education faced with similar challenges--challenges to long-held moral, political, aesthetic and epistemological commitments. The contributors take up these challenges through a dialogical structure, expressing differing positions without engaging in destructive critique.

The papers in this volume provide a coherent philosophical study of a group of important and pressing educational issues such as the selection of objectives for less able children, the fundamental characteristics of teaching and the integration of the curriculum. A thesis on the necessary differentiation of knowledge into logically distinct forms is outlined, and is defended against recent philosophical criticisms. Its implications for curriculum planning are examined, with particular reference to the urgent problems of adequately characterizing liberal education and those forms of moral and religious education that are appropriate in maintained schools.

This text offers a unique philosophical and historical inquiry into the educational vision of Luis Emilio Recabarren, and his pivotal role in securing independent education for Chile's working classes in the early 20th century. Through close analysis of the textual archives and press writings, *The Educational Philosophy of Luis Emilio Recabarren* offers comprehensive insight into Recabarren's belief in education as essential to the empowerment, emancipation, and political independence of the working class, and emphasises the importance he placed on the education of workers through experiential learning in their organizations and press. By situating his work amongst broader political and educational movements occurring in Latin America in an era of imperialism, the text also demonstrates the progressive nature of Recabarren's work and maps the development of his philosophy amid Socialist, Marxist, and Communist movements. Making an important contribution to our understanding of the aims and value of adult education in light of neoliberalism today, this text will be of interest to scholars, researchers, activists, and post-graduate students with an interest in education, social movements, and Latin America. The text also addresses key issues raised in studies of Recabarren and the history of education in Chile.

*Writing Philosophy: A Student's Guide to Reading and Writing Philosophy Essays, Second Edition*, is a concise, self-guided manual that covers how to read philosophy and the basics of argumentative essay writing. It encourages students to master fundamental skills quickly--with minimal instructor input--and provides step-by-step instructions for each phase of the writing process, from formulating a thesis, to creating an outline, to writing a final draft, supplementing this tutorial approach with model essays, outlines, introductions, and conclusions. *Writing Philosophy* is just \$5 when packaged with any Oxford University Press Philosophy text. Contact your Oxford representative for details and package ISBNs.

In contemporary political philosophy, the subject of global justice has received sustained interest. This is unsurprising, given the nexus between inequality and many of the pressing global problems today, such as immigration, global public health, poverty and violence. Theorists of global justice ask why inequality is morally wrong, what we owe to the global poor, what the implications of global inequality for people in affluent countries are, and the power of agencies or institutions necessary for the realization of a fairer world. Although political philosophers have offered different conceptions of these problems and narratives of the ideal of justice, a major shortcoming of the current discussion are the limits of the concepts and idioms employed.

Assumptions are made about the experience of poverty, but little is done to understand the way people in underdeveloped countries experience and understand their predicament. This has resulted in the entrenchment of cognitive inequality in the global justice debate. This book attempts to correct the inaccuracies engendered by the one-sided theorising of global justice. By employing metaphors, concepts and philosophical ideas to reflect on global justice, the book provides an account of global justice that goes beyond current parochial perspective. This book was originally published as a Special Issue of *Philosophical Papers*.

When originally published in 1965 this book reflected some of the new thinking among philosophers regarding the role of the discipline in its investigation of central issues in education. The essays are grouped into four major sections: *The Nature and Function of Educational Theory*; *The Context of Educational Discussion*; *Conceptions of Teaching*; and *The Essence of Education*. The concepts dealt with are of the first importance to any practical or theoretical discussion in education and the editor provides a generous introduction to the essays to aid the

reader in his analysis of the issues.

Educators play a significant role in the intellectual and social development of children and young adults. Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. *Teacher Education: Concepts, Methodologies, Tools, and Applications* explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators.

Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments, this multi-volume work compiles research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training.

Contemporary French philosophy perhaps reached a high point during the 1970s with the likes of Gilles Deleuze, Michel Foucault and Jacques Derrida. Since that time, thinkers such as Francois Laruelle, Bernard Stiegler, Quentin Meillassoux and Catherine Malabou have continued on in this strong tradition, while deepening and rethinking many of the parameters that have made contemporary French philosophy so powerful and useful for understanding the contemporary condition. For example, new French thought has reengaged with the relationships between thought, science and universal commercial interests, and has investigated purposefully the possibilities of post-capitalist theorising. This book, while not exhaustive, takes the most pertinent aspects of new French thought, and applies them to the philosophy of education. In contemporary philosophies of education, the repetitions of evidence-based and neoliberal theories abound. This book serves as an antidote to the levelling off, and exhaustion in thought, that a capitalist takeover implies, while keeping sight of the crucial relationships between science, the arts and metaphysical speculation. Furthermore, this book represents a thoroughgoing thinking through of philosophy of education's relationships with neuroscience, new scientific paradigms, feminist materialisms, anti-correlationism, technology and the socius, and as such constitutes a new philosophy of education. This book was originally published as a special issue of *Educational Philosophy and Theory*.

This book is about the teaching and study of the humanities in our universities. It addresses humanities educators, whose job it is to teach undergraduate students, researchers into the processes of teaching and learning involved, and higher education policy-makers. The book aims to stimulate discussion among them of the proper purposes, processes and outcomes of this form of education. And, in the process, it aims to help define and develop the new field of Arts and Humanities Higher Education (AHHE) . In the humanities, as in other academic domains of higher education, a public discourse of teaching and of students' learning is presently underdeveloped. This may seem surprising given the long history of the university as an institution, and the huge resources devoted to higher education in many countries, but there are of course reasons for it. First, until very recently there has been no profession of teacher education focused on the academy. Simply, academics have needed neither training nor qualification as teachers of their subject, so that no-one has been required to make teacher education their business or teaching-learning in 2 higher education their special field of interest . As regards schooling, the The label 'Arts and Humanities Higher Education' reflects the fact that the humanities subjects (Classics, Cultural Studies, History, Art History, European Studies, Languages, Literature, Philosophy, Religious Studies, etc. ) are usually taught in the Faculty of Arts in UK universities. The book does not include discussion of the fine or performing arts except incidentally.

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John White is one of the leading philosophers of education currently working in the Anglophone world. Since first joining the London Institute of Education in 1965, he has made significant contributions to the landscape of the discipline through his teaching, research and numerous publications. His academic work encompasses a broad range of rich philosophical issues, ranging from questions surrounding the child's mind, through the moral and pedagogical obligations of teachers and schools, to local and national questions of educational policy. In this volume, international contributors address key issues in the philosophy of education, touching on significant contemporary concerns and demonstrating the breadth and influence of John White's work. Each chapter critically examines, builds on, and pays tribute to John White's unique contribution, considering how his work has impacted on the discipline of education as we know it today. Topics covered include: policy and the role of philosophy of education liberal education the aims of education moral education leadership. *Education, Philosophy and Wellbeing* will appeal to postgraduate students and academics in the fields of history, policy, education studies, and philosophy, as well as to policy-makers, educational administrators and teachers.

The topics covered in this volume, originally published in 1973, include the need for a more adequate concept or definition of education, the issue of whether indoctrination is compatible with education, particularly with moral education, and the processes of judging the merits of different approaches to aesthetic education. Two contributors present complementary analyses of the relations between freedom as a characteristic of institutions and the process of learning to be a free man. There is discussion of the neglected subject of rights and duties in education, with special emphasis on the question of a universal right to education. The volume concludes with papers on the relevance of philosophy to the practical judgments of educators and to education as a field of study.

R. S. Peters has not only been the major philosopher of education in Britain during second half of the twentieth century, but by common consent, he has transformed the subject and brought it into the mainstream of contemporary philosophy. The ten essays in this book attest to his influence whether by critical examination of his ideas or by original treatment of topics in which has has inspired a new interest.

This anthology opens new perspectives in the domain of history, philosophy, and science teaching research. Its four sections are: first, science, culture and education; second, the teaching and learning of science; third, curriculum development and justification; and fourth, indoctrination. The first group of essays deal with the neglected topic of science education and the Enlightenment tradition. These essays show that many core commitments of modern science education have their roots in this tradition, and consequently all can benefit from a more informed awareness of its strengths and weaknesses. Other essays address research on leaning and teaching from the perspectives of social epistemology and educational psychology. Included here is the first ever English translation of Ernst Mach's most influential 1890 paper on 'The Psychological and Logical Moment in Natural Science Teaching'. This paper launched the influential Machian tradition in education. Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula. These are

instances of the supportive relation of HPS&ST research to curriculum theorising. Finally, two essays address the topic of Indoctrination in science education; a subject long-discussed in philosophy of education, but inadequately in science education. This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science. From major traditions such as the Enlightenment to the tensions around cultural studies of science, the book provides a comprehensive context for the scientific endeavour, drawing on curriculum and instructional examples. Sibel Erduran, University of Oxford, UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters. This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or science education. Jonathan Osborne, Stanford University, USA This volume presents new and updated perspectives in the field, such as the Enlightenment Tradition, Cultural Studies, Indoctrination in Science Education, and Nature of Science. Highly recommended. Mansoor Niaz, Universidad de Oriente, Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science. Michael J Reiss, University College London, UK

International Library of the Philosophy of Education reprints twenty-four distinguished texts published in this field over the last half-century and includes works by authors such as Reginald D. Archambault, Charles Bailey, Robin Barrow, Norman J. Bull, D. E. Cooper, R. F. Dearden, Kieran Egan, D. W. Hamlyn, Paul H. Hirst, Glenn Langford, D. J. O'Connor, T. W. Moore, D. A. Nyberg, R. W. K. Paterson, R. S. Peters, Kenneth A Strike, I. A. Snook, John and Patricia White, and John Wilson. Themes discussed include: Liberal education, moral education, the aims of education, the education of teachers, adult & continuing education and the philosophical analysis of education.

This book seeks to establish the relevance of Albert Camus' philosophy and literature to contemporary ethics. By examining Camus' innovative methods of approaching moral problems, Whistler demonstrates that Camus' work has much to offer the world of ethics— Camus does philosophy differently, and the insights his methodologies offer could prove invaluable in both ethical theory and practice. Camus sees lived experience and emotion as ineliminable in ethics, and thus he chooses literary methods of communicating moral problems in an attempt to draw positively on these aspects of human morality. Using case studies of Camus' specific literary methods, including dialogue, myth, mime and syntax, Whistler pinpoints the efficacy of each of Camus' attempts to flesh-out moral problems, and thus shows just how much contemporary ethics could benefit from such a diversification in method.

Indoctrination is an important concept in educational philosophy. It bears on many areas of study, including ethics, epistemology and philosophy of science, and opens up new paths of investigation into such questions as classroom method and the rights of parents and their children. This book brings together a number of key articles which discuss indoctrination in relation to aspects of religion and morals, doctrines and moral responsibility. This volume combines both American and English interpretations of a crucial idea in the philosophy of education and helps bridge the gap between the teaching of the subject in the USA and the UK.

With the ninth edition of the four-yearly review of mathematics education research in Australasia, the Mathematics Education Research Group of Australasia (MERGA) discusses the Australasian research in mathematics education in the four years from 2012-2015. This review aims to critically promote quality research and focus on the building of research capacity in Australasia.

Understanding and Evaluating Research: A Critical Guide shows students how to be critical consumers of research and to appreciate the power of methodology as it shapes the research question, the use of theory in the study, the methods used, and how the outcomes are reported. The book starts with what it means to be a critical and uncritical reader of research, followed by a detailed chapter on methodology, and then proceeds to a discussion of each component of a research article as it is informed by the methodology. The book encourages readers to select an article from their discipline, learning along the way how to assess each component of the article and come to a judgment of its rigor or quality as a scholarly report.

First published in 1989. Routledge is an imprint of Taylor & Francis, an informa company.

This introductory text, now in its fourth edition, is a classic in its field. It shows, first and foremost, the importance of philosophy in educational debate and as a background to any practical activity such as teaching. What is involved in the idea of educating a person or the idea of educational success? What are the criteria for establishing the optimum balance between formal and informal teaching techniques? How trustworthy is educational research? In addition to these questions, which strike to the heart of the rationale for the educative process as a whole, the authors explore such concepts as culture, creativity, autonomy, indoctrination, needs, interests and learning by discovery. In this new updated edition, the authors draw on the latest research in genetics to argue that education is uniquely human and is essentially what develops us as humans. Resisting modern tendencies to equate knowledge with opinion, and value judgements with taste, this book leads the reader into the business of philosophising and champions the cause of reason in education.

Problems in Philosophy of Education canvasses several of the leading issues in philosophy of education. These include the disconnect between the disciplines of philosophy and philosophy of education, the strained relationship between educational practice and philosophy of education, the role of educational research in philosophy of education, and the lack of an independent scholarship for philosophy of education. James Scott Johnson argues for a philosophy of education separate and distinct from both the disciplines of philosophy and education and claims that philosophy of education should raise and address its own questions and concerns. Supporting this is a model of how philosophy of education should originate basic questions, together with a set of philosophic presuppositions regarding the model's logic, ethics, politics, and relationship to science and social science.

This volume assesses how far the ideas and achievements of the 19th century British Idealist philosophical reformers are still important for us today when considering fundamental questions about the structure and objectives of the education system in England and Wales.

Many books have been written about Wittgenstein's philosophy, but this collection of articles on Wittgenstein and education is the first study in book form in this area. There have been several articles in scholarly education journals, but the special cachet of this collection is that the contributors come from six countries. The collection has been edited by Paul Smeyers and Jim Marshall, philosophers of education who live in Belgium and New Zealand, respectively. Each of the chapters represents an original study of Wittgenstein, commissioned by the editors from colleagues they know to have written well on Wittgenstein and the implications of his ideas for education. Audience: Teachers, students and academics in the field of philosophy and education. Especially interesting to advanced students in these areas.

Now in its ninth edition, Philosophical Foundations of Education provides readers with comprehensive knowledge about the various schools of thought that have comprised the philosophy of education

throughout history. Highly readable, this chronological text gives insight into the individuals who helped develop various philosophies of education and provides historical information about how they lived and how they learned. In addition, each chapter covers each philosophy's aims, methods, curriculums, teaching roles, advantages, and disadvantages. Covering not only how each philosophy evolved over time but also how these philosophies influenced subsequent educational practice, this popular textbook also challenges readers to apply what they have learned in their own profession and develop their own philosophies about education, instruction, and schooling.

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains.

In this book, 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field.

This book provides critical and reflective discussions of a wide range of issues arising in education at the interface between philosophy, research, policy and practice. It addresses epistemological questions about the intellectual resources that underpin educational research, explores the relationship between philosophy and educational research, and examines debates about truth and truthfulness in educational research. Furthermore, it looks at issues to do with the relationship between research, practice and policy, and discusses questions about ethics and educational research. Finally, the book delves into the deeply contested area of research quality assessment. The book is based on extensive engagement in empirically based educational research projects and in the institutional and professional management of research, as well as in philosophical work. It clarifies what is at stake in international debates around educational research and teases out the nature of the arguments, and, where argument permits, the conclusions to which these point. The book discusses these familiar themes using less predictable sources and points of reference, such as: codes of social obligation in contemporary Egypt and New Zealand; the 'Soviet', and the inspiration of the nineteenth-century philosopher, Abai in contemporary Kazakhstan; seventeenth-century France, Pascal, and the disputes between Jesuits and Jansenites; eighteenth-century Italy, Giambattista Vico, and la scienza nuova; 'educational magic' in traditional Ethiopia; and ends at a banquet with Socrates and dinner with wine and a conversation-loving Montaigne.

This Reader brings together a wide range of material to present an international perspective on topical issues in philosophy of education today. Focusing on the enduring trends in this field, this lively and informative Reader provides broad coverage of the field and includes crucial topics. With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world, this book represents the research and views of some of the most respected authors in the field today. Wilfred Carr also provides a specially written introduction which provides a much-needed context to the role of philosophy in the current educational climate. Students of philosophy and philosophy of education will find this Reader an important route map to further reading and understanding.

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