

All round development



The Concept Of Education

Liam Francis Gearon, Arniika Kuusisto



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The Concept of Education (International Library of the Philosophy of Education Volume 17) R.S. Peters, 2010-02-25 A series of public lectures given at the Institute of Education University of London provides the nucleus around which this collection originally published in 1967 is gathered This collection provides comprehensive coverage of a complex theme which will be of interest to those involved in the fields of philosophy and education alike Topics covered include the logical and psychological aspects of learning the concept of play rule and routines teaching and training philosophical models of teaching

The Concept of Education Richard Stanley Peters, 1969

The Meaning of Education Stephen David Ross, 2013-11-11

The Concept of Self in Education, Family, and Sports Anne P. Prescott, 2006 The issue of self concept is central to the studies and practices of education and psychology The varying degrees of self esteem that exist between individuals can offer insight into the varying degrees of health and efficiency that exist for individuals in the worlds of education family and sport The research presented in this book are the latest explorations of how self concept translates into and has an effect on these far reaching and unavoidable aspects of life

The Concept of Collaboration in Career Education Kenneth B. Hoyt, 1978

The Concept of Education R. S. Peters, 1967

The Oxford Handbook of Religion and Education Liam Francis Gearon, Arniika Kuusisto, 2025-04-29 The Oxford Handbook of Religion and Education offers a multi disciplinary work of scholarship and research highlighting the global significance of a critical interface of cultural and social political and theological importance Drawing on historical perspective and contemporary reflection the collection provides a uniquely transformative analysis of why the interface of religion and education is of such critical significance With contributions from some of the leading thinkers in the field this Handbook presents a cumulatively powerful argument to reassess the complexities of the intersection of religion and education With ambitious and yet accessible intellectual engagements the Handbook here furthers a central thesis that the interface of religion and education is not merely a matter of arcane disputation about a domain of ancient origin or a rudimentary matter of formal educational process but a vibrant domain of critical contestation fundamental to knowing understanding and living in the modern world

Education as Dialogue A. C. Kazepides, 2010 An original examination of the intellectual and moral prerequisites of education and dialogue and their role in preventing indoctrination

Educational Research: the Educationalization of Social Problems Paul Smeyers, 2009-04-14 Pushing social responsibilities on schools is a process that has been underway for a long time This phenomenon has been studied more in Europe than in North America and the U K and has been labelled P dagogisierung The editors have chosen to use Educationalization to identify the overall orientation or trend toward thinking about education as the focal point for addressing or solving larger human problems The term describes these phenomena as a sub process of the modernization of society but it also has negative connotations such as increased dependence patronization and pampering In this book distinguished philosophers and historians of education focus on educationalization to expand its meaning through

an engagement with educational theory Topics discussed are the family and the child the learning society citizenship education widening participation in higher education progressive education and schooling movements such as No Child Left Behind Smeyers and Depaepe's book offers great insights into one of the most ambivalent phenomena of today's educational world and especially educational policy The contributions assembled represent perspectives of some of the most respected scholars in the field Their manifold critiques of the educationalization of social problems are rather convincing Our time is definitely ripe for such analysis Roland Reichenbach Center for Educational Studies University of Basel Switzerland This is a challenging critical and analytical treatment of the tendency of contemporary administrations to overburden educational institutions with the expectation that they will provide the solutions to an increasingly diverse range of social and economic problems It brings together the theoretical resources of a distinguished international group of philosophers and historians of education and deserves the careful attention of educational policy makers practitioners and researchers alike David Bridges Von Hgel Institute St Edmund's College Cambridge England This publication is realized by the Research Community FWO Vlaanderen Research Foundation Flanders Belgium Philosophy and History of the Discipline of Education Evaluation and Evolution of the Criteria for Educational Research Also realized by the Research Community are Educational Research Why What Works Doesn't Work 2006 and Educational Research Networks and Technologies 2007

Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2016-05-19

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

Education as Dialogue Tasos Kazepides, 2010-10-26 Although talk about dialogue is common nothing clear significant and educationally useful has been written about the nature of dialogue and the principles and conditions that support or undermine it Education as Dialogue argues that true dialogue and education require beliefs rules virtues and habits that facilitate learning while preventing the acquisition of doctrines Tasos Kazepides shows that the prerequisites for dialogue and education are similar to Ludwig Wittgenstein's concept of river bed propositions propositions that are the foundation of our ability to think and to reason He argues that understanding education as genuine dialogue ought to become central to educational theory and practice because it is the most appropriate and effective way to motivate and engage students and the best way to guard against indoctrination The pivotal importance

of education as dialogue is emphasized for its capacity to encourage critical thought in contrast to indoctrination which arrests limits or frustrates thought Taking a unique approach to thinking about education Kazepides provides a welcome and instructive work that stresses the importance of seeing education as dialogue **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 *The Meaning of Education* Nicholas M. Butler, 1898 [The School of Education Record of the University of North Dakota](#) , 1925

Education in Theory and Practice Gilbert Haven Jones, 1919 **Ten Basic Questions about Education** Robert D. Heslep, 2006 This book presuming that the makers of policies and everyday decisions on education do not employ an adequate understanding of education undertakes an extended inquiry into the concept of education embedded in ordinary English discourse After determining the framework of the conceptual meaning of education the investigation examines the logical implications of that meaning for various pertinent issues [Key Concepts in Education](#) Fred Inglis, Lesley Aers, 2008-10-07 The SAGE Key Concepts series provides students with accessible and authoritative knowledge of the essential topics in a variety of disciplines Cross referenced throughout the format encourages critical evaluation through understanding Written by experienced and respected academics the books are indispensable study aids and guides to comprehension Dipping into this short collection reveals an eminently useful resource aimed at providing not just a use friendly lexicon but also an example of a degree of criticality for those new to the area of education the authors manage to tackle some serious issues with conviction clarity and concision all the while maintaining a sense of humour where comparable examples merely seem pedantic ESCalate This is an essential resource for anyone serious about using the English Language to talk about teaching and learning Inglis and Aers provide a resource for a common professional language in their compact and highly accessible book It has a sound philosophical rationale in which 102 key concepts in education are presented alphabetically and cross referenced the book reads like a high quality hyperlinked web page [www](#)

thinkingclassroom.co.uk This is an engaging and accessible resource which explains various sociological philosophical and psychological concepts relevant to contemporary educational practice The concepts are succinctly and sometimes provocatively defined and related to today's pressing issues It will be a particularly useful reference tool for students and practitioners of education alike with each entry including references for further reading Geoff Whitty Director Institute of Education University of London If you are seeking a clear guide to principles which should guide public life in general and education in particular look no further Inglis and Aers write with enviable and compelling clarity Something for all in education especially practitioners and policy makers to read and return to Tim Brighouse recently Chief Adviser for London Schools and formerly Chief Education Officer for Birmingham This text provides students with over 100 essential themes topics and expressions that Education students are likely to encounter both during their courses and beyond in professional practice Co-authored to draw on experiences of working within academia local authorities and the classroom the entries provide a definition of the concept a description of the historical and practical context an explanation of how the concept is applied an evaluation of the concept helpful references and suggested further reading This book will be essential reading for students of Education and an invaluable reference tool for their professional careers Fred Inglis is Emeritus Professor of Cultural Studies University of Sheffield Lesley Aers is a senior member of a local authority school improvement service and an Ofsted inspector Both authors are former schoolteachers

The Culture of Education Policy Sandra Stein, 2004 This powerful book shows the many unintended ways in which social and educational policy can shape if not constrain the work of educating students Focusing on the creation and history of Title I of the Elementary and Secondary Education Act ESEA from its inception in 1965 to the present Stein shows how underlying assumptions of policymakers and bureaucratic red tape actually interfere with both educational practice and the goals of the legislation itself This examination is especially timely given the recent passage of the No Child Left Behind Act and its sweeping attempts to raise achievement and reduce failure especially for underserved populations This invaluable volume Offers an innovative framework for the analysis of education policy that can be applied to other government initiatives particularly those directed at the poor Challenges prevailing assumptions about children and poverty and the organizational strategies for addressing their needs Brings the reader into the halls of Congress analyzing the language of Congressional floor debates showing shifts in how students have been characterized and their needs defined over time Presents a fresh perspective on the controversial No Child Left Behind Act the most recent reauthorization of ESEA as well as federal desegregation and bilingual policies Provides intimate portraits of nine elementary schools presenting the language and routines of schooling to demonstrate how practitioners react to the culture of education policy in practice This book breaks new ground Stein demonstrates the ways in which the language and symbols that are used work to delimit not only our understanding of the problems federal policy addresses but the range of solutions it deploys A foundational piece of work Jean Anyon Graduate Center City University of New York

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of Method Gerhard Richard Lomer,1910 **Philosophy of Education in Dialogue between East and West** Masamichi Ueno,2023-07-31 This edited book opens a dialogue on theories and philosophies of education between the East and the West in the era of globalisation A great deal of research has been devoted to discussion of the ideas of Western theorists such as Plato Aristotle Locke Rousseau Kant Fr bel Herbert Dewey Piaget and so on and their thoughts have had a tremendous impact on Japanese educational practices In addition the 21st century society has promoted international academic standardisation of knowledge skills and competencies for a knowledge based economy making great strides in educational development for globalisation On the other hand East Asia has retained its own unique insights and perspectives that cannot entirely be understood by Western philosophies of education alone The contributors to this volume offer the reader insights into how Japanese and East Asian theories and philosophies of education encounter those from the West by taking up heated and controversial issues such as education of caring morality nature catastrophe body and cultivation art language politics democracy and modernity The book will appeal to researchers teachers students policymakers and anyone interested in the theory and philosophy of education in the East or those who would like to reconsider education in a multicultural society This book won the Philosophy of Education Society of Australasia PESA Book Award for 2024

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Table of Contents The Concept Of Education

1. Understanding the eBook The Concept Of Education
 - The Rise of Digital Reading The Concept Of Education
 - Advantages of eBooks Over Traditional Books
2. Identifying The Concept Of Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an The Concept Of Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from The Concept Of Education
 - Personalized Recommendations
 - The Concept Of Education User Reviews and Ratings
 - The Concept Of Education and Bestseller Lists
5. Accessing The Concept Of Education Free and Paid eBooks
 - The Concept Of Education Public Domain eBooks
 - The Concept Of Education eBook Subscription Services
 - The Concept Of Education Budget-Friendly Options
6. Navigating The Concept Of Education eBook Formats

- ePub, PDF, MOBI, and More
- The Concept Of Education Compatibility with Devices
- The Concept Of Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of The Concept Of Education
 - Highlighting and Note-Taking The Concept Of Education
 - Interactive Elements The Concept Of Education
- 8. Staying Engaged with The Concept Of Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers The Concept Of Education
- 9. Balancing eBooks and Physical Books The Concept Of Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection The Concept Of Education
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine The Concept Of Education
 - Setting Reading Goals The Concept Of Education
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of The Concept Of Education
 - Fact-Checking eBook Content of The Concept Of Education
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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