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The Concept Of Education

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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 Meaning of Education** Stephen David Ross, 2013-11-11 The meaning of education Nicholas Murray The Concept of Self in Education, Family, and Sports Anne P. Prescott, 2006 The issue of self concept is Butler.1898 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 Education Richard Stanley The Concept of Education R. S. Peters, 1967 Making Sense of Education Gert Biesta, 2012-06-05 This Peters, 1969 volume gives educational theorists the chance to let rip and say what they really want to say In doing so it sends a blast of fresh air through the dusty halls of academe The vast majority of the literature in education theory and philosophy follows the conventions of academic writing and rightly so Yet its formal abstract and objective style which focuses on the careful presentation of theoretical and philosophical arguments doesn't always give us insights into what motivates and drives the authors while for academic neophytes it can be dense and arcane Here those same theorists and philosophers have been given the chance to expound at length on the topics that most exercise them What concerns them what gets them up in the morning and what really matters most to them Readers will discover what happens when these thinkers are explicitly invited to go beyond academic conventions and experiment with form style and content Featuring collected essays from leading educationalists from Norway Sweden Denmark the USA Canada Israel Germany Belgium and the UK these essays provide vital insights into their work as well as being a compelling introduction to contemporary attempts to make sense of education through theory and philosophy All these authors have made key contributions to the field and their unique manifestos make a fascinating read for any student or practitioner in education **Meaning of Education as Interpreted by Herbart** Frank Herbert Hayward, 1907 The School of Education Record of the University of North Dakota ,1925 **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 Depage 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 carefulattention of educational policy makers practitioners and researchers alike David Bridges Von H gel 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 **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 Education as Dialogue Tasos Kazepides, 2010-10-26 Although talk about dialogue is common nothing clear indoctrination 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 Collection of publications on the Montessori method of education .1915 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 Concept of Education David Petrus Jacobus Smith, 1995 The Educated Subject and the German Concept of Bildung Rebekka Horlacher, 2015-11-06 German education plays a huge role in the development of education sciences and modern universities internationally It is influenced by the educational concept of Bildung which defines Germany's theoretical and curricular ventures. This concept is famously untranslatable into other languages and is often misinterpreted as education instruction training upbringing and other terms which don't encompass its cultural ambitions Despite this hurdle Bildung is now being recognized in current discussions of education issues such as standardization teaching to the test evidence based policy and high stakes testing This volume clears up the confusion and misunderstandings surrounding Bildung by examining the origins of the concept and how it has been applied throughout history It paves the way for educators to fully understand and benefit from this model and all it has to offer Religious Education Martin Rothgangel, Gottfried Adam, Rainer Lachmann, Thomas Schlag, Friedrich Schweitzer, 2014 This volume offers an introduction to all questions of teaching Religious Education as a school subject and as an academic discipline related to this subject The chapters cover most of the aspects that religion teachers have to face in their work as well as the theoretical background necessary for this task The volume is a textbook for students and teachers of religious education be it in school or in an academic context who are looking for reliable information on this field The book has proven its usefulness in German speaking countries This volume is the English translation of the German Compendium of Religious Education edited by Gottfried Adam and Rainer Lachmann The present English version is based on the 2012 edition which aims for a most current representation of the field The background of the book is Protestant but its outlook is clearly ecumenical and questions of interreligious education are considered in many of the chapters The compendium continues to be widely used in Germany Austria and Switzerland as an introduction to the field and as a handbook for students who are preparing for their final exams The English edition makes this compendium available to students and colleagues in other

countries History and Development of Indian Education. - Reference Book Prin. Dr. Anjali Gaikwad,2019-11-01 iscover the evolution of Indian education with Educational Chronicles of India by Dr Priya Patel A comprehensive reference outlining the historical milestones and development of the education system The International Handbook on the Sociology of Education Carlos Alberto Torres,Ari Antikainen,2002-12-10 The twentieth century has been marked by the expansion of educational opportunities worldwide It has been the century of education and the role of the state in the promotion of public education has been decisive Yet at the millennium s turn efforts to diminish the role of the state are rapidly changing education especially in terms of its role in democracy This comprehensive handbook offers a fresh view of the social context of education outlining the challenges as well as the advances in public and private education systems The book offers a systematic account of current social theory and methodologies applied perspectives on the development of education in many regions of the world and compares key themes such as access school choice equity and educational performance The Educational Theory of Immanuel Kant Immanuel Kant, 1908

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