

Studies in the History of Educational Theory: Volume 1, Artifice and Nature

Bantock, Geoffrey Herman

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Studies In The History Of Educational Theory Artifice And Nature 1350 1765

Martin Fitzpatrick



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Studies in the History of Educational Theory Geoffrey Herman Bantock, 2012 *Studies in the History of Educational Theory* Geoffrey Herman Bantock, 1980 V 1 Artifice and nature 1350 1765 v 2 The minds and the masses 1760 1980

Studies in the History of Educational Theory Geoffrey H. Bantock, 1980 **Studies in the History of Educational Theory** G. H. Bantock, 1980 **The Cambridge History of Eighteenth-century Philosophy** Knud Haakonssen, 2006 This two volume set presents a comprehensive and up to date history of eighteenth century philosophy The subject is treated systematically by topic not by individual thinker school or movement thus enabling a much more historically nuanced picture of the period to be painted **Education in the Era of Globalization** Klas Roth, Ilan Gur-Ze'ev, 2007-10-11 Education seems to have lost its orientation in Western culture and is in disarray all over the globe in time of global transitions Globalizing capitalism is the general headline for some of the most profound deep and dramatic developments in our era that education must address The response of educationalists is only in its beginning and there is an urgent need to address the dramatic changes inflicted on promised to our era philosophically sociologically culturally ecologically physically aesthetically and politically In the proposed book we try to address the challenge of globalization to education in the broadest sense of the concept of education by treating this challenge in various perspectives through different disciplines and topics within which the challenge of globalization is conceived as the most profound dynamic of this historical moment a development that is realized in many diverse and different levels fields and spaces of human and natural existence The various texts in this collection written by some of the famous and interesting scholars in the field of philosophy of education and the sociology of education try to address the richness and diversity of the challenge of globalization It tries to reconstruct historically sociologically and philosophically the roots the practices and the fruits of globalization as a threat and as a gateway for new possibilities for today s education The collection is a meeting point for research that is not only analytical and critical but also offers new roads and possibilities for education in the 21st century in face of globalization As such this collection is unique in this field and opens the door for further research and public discussion on the future role of education **The SAGE Handbook of Philosophy of Education** Richard Bailey, Robin Barrow, David Carr, Christine McCarthy, 2010-03-23 This book provides an authoritative yet accessible guide to the Philosophy of Education its scope its key thinkers and movements and its potential contribution to a range of educational concerns The text offers a balanced view of three key dimensions first in giving an equal weight to different styles and modes of philosophy second by including past and present perspectives on philosophy of education and third in covering both the general perennial issues in philosophy and issues of more contemporary concern Section one of the book exemplifies different styles of philosophy paying attention to the contemporary debates as to the nature possibilities and limitations of these different approaches to philosophy of education Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of

education Section three is dedicated to contemporary philosophic thought on education providing the basis and reference point for an exploration of contemporary issues The handbook is designed primarily to be useful to students studying the field of philosophy of education in the context of the study of educational foundations or theory But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues and to educationalists of all types who want a succinct guide to questions relating to the nature the history and the current state of the art of philosophy of education

CUSTOM: Grand Canyon University The SAGE Handbook of Philosophy of Education Custom Electronic Edition Richard Bailey,Barrow Robin,David Carr,Christine McCarthy,2017-04-15 This is a custom eBook for Grand Canyon University only **Education** Ted Newell,2019-01-17 Education has the power to shape culture through the passing on of traditions narratives and values across generations Profiling five distinct paradigms of education through different eras in history this book casts a vision for a renewal of Christian education essential for bringing hope to our postmodern world Understanding the role of education in the reformation of societies will enable churches families and schools to reclaim their task for the spread of the gospel in our world today Development, Experience and Curriculum in Primary Education (1984) W.A.L. Blyth,2017-09-29 Originally published in 1984 this book considers the ever increasing pressure that teachers are under both to demonstrate and maintain their professional understanding and competence Curriculum development has long been the subject of scrutiny with some authorities arguing that the primary curriculum should be a diluted version of the secondary curriculum Professor Blyth presents a convincing case for a primary curriculum carefully constructed to enhance the relationship between the various aspects of the child s development and total experience Initially examining how children in the primary age range do develop and experience the world the book goes on to consider the implications of this for shaping the curriculum These are traced through different aspects of the primary curriculum from physical moral and aesthetic development to an understanding of the social world The book concludes with an assessment of this approach to primary education within an international context and prospects for the future An important work by a leading authority Development Experience and Curriculum in Primary Education is a guide to the professional development of primary teachers building on their experience and judgement **Peace Education** James Page,2008-09-01 Peace education is now well recognized within international legal instruments and within critical educational literature as an important aspect of education Despite this little attention has been given in the critical literature to the philosophical foundations for peace education and the rationale for peace education thus remains substantially an assumed one This investigation explores some possible ethico philosophical foundations for peace education through an examination of five specific ethical traditions 1 virtue ethics whereby peace may be interpreted as a virtue and or virtue is interpreted as peacefulness and peace education as education in that virtue 2 consequentialist ethics whereby peace education may be interpreted as education regarding the consequences of our action

and inaction both as individuals and collectivities 3 conservative political ethics whereby peace education may be interpreted as emphasizing the importance of the evolution of social institutions and the importance of ordered and lawful social change 4 aesthetic ethics whereby peace may be interpreted as something beautiful and valuable in itself and peace education as emphasizing the importance of that beauty and value and 5 the ethics of care whereby care may be interpreted as a core element in peace and peace education as encouraging trust and engagement with the other The study addresses major contributions to each of these ethical traditions the strengths and weaknesses of the tradition and the ways in which the tradition provides support for peace education It is argued in the thesis that each tradition provides only a partial basis for peace education and that ultimately a holistic and integrative understanding is required one that encourages a culture of peace an important addition to the emerging literature on peace education and the culture of peace From the Foreword by Koichiro Matsuura Director General of UNESCO A Teachable Spirit Richard Robert Osmer,1990-01-01 Osmer provides a strong understanding of the teaching office which is a part of Reformation heritage He discusses why the teaching office is important in mainline churches *Enlightenment World* Martin Fitzpatrick,2004-07-22 Draws together the work of thirty nine leading international experts on the European Enlightenment c1660 1800 to offer informed comprehensive and up to date analysis of this period as both an historical epoch and a cultural formation BOOKJACKET *History of Education Society Bulletin* ,1981 *Studies in the History of Educational Theory Vol 1 (RLE Edu H)* G Bantock,2012-05-16 This book examines key theorists in depth in order to give some insight into cultural change as reflected in their curricular recommendations and in the interplay they reveal between the two fundamental educational concepts of artifice and nature The essays on the various theorists Erasmus Vives Castiglione Elyot Montaigne Bacon Comenius Locke and Rousseau can be read separately but the book also forms an integrated whole with a continuity of themes explored from theorist to theorist The book not only charts a historical development but also reveals much that may deepen our understanding of contemporary educational dilemmas Education, Research and Perspectives ,1987 *American Educational Research Journal* ,1984 **Journal of Curriculum and Supervision** ,1989 **Studies in the History of Educational Theory: The minds and the masses, 1760-1980** Geoffrey Herman Bantock,1980 **A Regional Study of Yorkshire Schools, 1500-1820** John Roach,1998 This history focuses on Yorkshire but should facilitate the understanding of all of England s educational history and invite future comparative studies Roach education U of Sheffield UK studies the individual histories of schools in the region puts education during the 300 year span into its local context and posits that while various districts of England responded both to educational ideas that spread throughout the country and to decisions that originated in parliament some of the best ideas started in the provinces themselves Annotation copyrighted by Book News Inc Portland OR

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