

Education And Personal Relationships A Philosophical Study

Authenticity Godehard Brüntrup 2020-09-14 Today, authenticity is considered an essential part of manifold interpersonal relationships, actions, and agreements. Authenticity's association with sincerity, honesty, and reliability not only normatively charges the term in the context of social coexistence, but also makes it a demand which we impose on ourselves: The success of our lives is measured decisively by whether we live in harmony with our own convictions, wishes and needs. In philosophy, authenticity has also become the focus of interest, both in the context of the mechanisms of self-knowledge, as well as of personal development. The anthology aims to expand the cooperation across disciplines, in order to develop a comprehensive and profound understanding of authenticity, not by over-simplifying the highly complex subject, but by approaching the underlying concept from different scientific perspectives.

Teachers' Know-How Christopher Winch 2017-02-21 Teachers' Know-How: A Philosophical Investigation presents a comprehensive and up to date philosophical treatment of the kinds of knowledge and "know-how" that educators should possess. Offers an original and in-depth study of teachers' know-how which situates teaching within the spectrum of professions Critiques the currently fashionable craft conception of teaching and the view of teaching as protocol-driven which is currently influential in policymaking circles Utilizes epistemological debates on the nature of know-how to inform understanding of the work of teachers Features detailed examples including some drawn from the author's own long professional experience of a teacher in a wide range of different contexts

Encyclopedia of Educational Theory and Philosophy D. C. Phillips 2014-06-06 Introduces students to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice.

Enduring Bonds Mary Renck Jalongo 2007-11-24 Mary Renck Jalongo Interpersonal relationships present an interesting paradox to the young child. Although human bonds are a source of love, security and joy, they are, at the same time, the context in which children feel intense and complicated emotions such as jealousy, shame, resentment, sorrow, and rage. To illustrate, consider a series of incidents in the life of a young child named Melissa. All of these events were so memorable that they became oft-repeated family stories. At age 4, after Melissa was reprimanded by her mother, she packed a small plastic suitcase and announced that she was running away. Her mother kept a watchful eye while the preschooler stood at the end of the driveway for several moments. The child's sister—eight years her senior—decided to go out and gently inquire about her younger sibling's plans, to which Melissa responded ruefully, "I can't run away. I remembered that I'm not allowed to cross the street by myself. " Months later, Melissa enters kindergarten and she arrives home at the end of her school day, obviously upset. When asked about it, she says, "One of the kids told me I was doing my work wrong and it ruined my whole day. " In first grade, Melissa has experience with one of the school child's greatest fears: a mean teacher.

Philosophy Behind Bars Kirstine Szifris 2021-07-16 Male prisons can be dangerous places with a climate of distrust, but can long-term prisoners be given the space to reflect and grow ? This ground-breaking study found that engaging prisoners in philosophy education enabled them to think about some of the 'big' questions in life and as a result to see themselves and others differently.

Philosophy in Educational Research David Bridges 2016-12-01 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.

The Aims of Education Restated (International Library of the Philosophy of Education Volume 22) John White 2010-02-25 John White's study is the most substantial work on what the aims of education should be since Whitehead's Aims of Education of 1929. It draws on material not only from schools and colleges, but also from the broader educative or miseducative nature of the 'ethos' of society and some of its major institutions. Sifting the different views about aims which are now prevalent and circulating in the world of education, he integrates the more defensible of them into an articulated set of positive recommendations. The study takes a broadly philosophical and non-technical stance it is written to help practitioners orient themselves in what is often bewildering territory, at a time when the question of what the aims of education ought to be has acquired a new urgency for politicians and educational administrators, as well as for those directly involved in educational institutions, head teachers and their staff.

Learning, Knowledge and Cultural Context Linda King 2012-12-06 This special issue of the International Review of Education includes contributions on indigenous knowledge, the cultural context of learning and on the interplay between the so-called "traditional" and "modern" ways of education. It starts from the assumption that cultures are not static, that they are shifting and mutating, and that the Western need to encapsulate "other cultures", which found its most extreme form in their being frozen in time and boxed behind glass in museums of ethnology, has distorted our understanding of the way in which different cultures create, recreate and reproduce knowledge. The basic premise of this position is that there is no such thing as a pure culture, and that all cultures borrow, lend, adapt, and distort distinct elements from other cultures. All cultures, moreover, provide their members with ways of learning about that culture, which include elements such as language, forms of social organisation, and ritual spaces for the transmission of specialised knowledge. Meaning may be shifted over time, but that in itself is a product of the passage of knowledge through history. Indeed, much meaning is cyclical and reinterpreted so that cultures may look back to a mythological past which they assumed gave them their essential identity but which may be part fact, part fantasy, and part fiction. This is then reinterpreted in the light of changed and changing historical circumstances.

Interpersonal Relationships in Education: From Theory to Practice David Zandvliet 2014-08-07 This book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans.

Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

Philosophy of Educational Research Richard Pring 2010-07-15 Three issues feature as the central themes throughout this book: the nature of social science in general; the nature of educational enquiry in particular; and the links between the language and concepts of research, on the one hand, and those of practice and policy on the other. In analyzing and interrelating these themes, Richard Pring shows their relationship to such central philosophical concepts as meaning, truth, and objectivity. This lucid and ambitious study will be seen as a classic of educational literature. Reviews of the first edition include: "A stimulating and readable book...Pring gives a succinct account of the different philosophical positions and makes a balanced evaluation of their strong and weak points...should be compulsory reading for all trainee teachers let alone educational researchers." -Dr Paul Martinez, Learning and Skills Development Agency Reviews Editor "This volume is a textbook and a manifesto, and research students will welcome the clarity with which the various concepts, tools and approaches are outlined. Most teachers will be stimulated by it." - Times Educational Supplement "Professor Pring's work is far more than the title modestly claims it to be. As much a primer in philosophy of education as a specialist work on the philosophy of educational research it is lucid and concise on topics ranging from the aim[s] of education to the nature of knowledge." - Education Review

Evidence-Based Education Policy David Bridges 2009-06-15 This book raises important questions about the extent to which policy can be derived from research and about the kind of evidence which should inform policy. Challenges contemporary orthodoxies and offers constructive alternatives Critiques the narrower conceptions of evidence which might inform policy advanced by the 'what works' movement Investigates the logical gaps between what can be shown by research and the wider political requirements of policy Examines the different educational research traditions e.g. large population studies, individual case studies, personal narratives, action research, philosophy and 'the romantic turn' Calls for a more subtle understanding of the ways in which different forms of enquiry may inform policy and practice Discusses the recognition and utilisation of the insights offered by the rich variety of educational research traditions available to us

The Active/Ethical Professional Michael G. Gunzenhauser 2012-02-23 An innovative ethical framework for educators and school leaders who find their practice constrained by the demands stemming from accountability legislation.

Education and Personal Relationships Robert Silcock Downie 1974

Learning to Flourish Daniel R. DeNicola 2012-08-02 Learning to Flourish offers a lucid, penetrating, philosophical exploration of liberal learning: a still-evolving tradition of theory and practice that has dominated and sustained intellectual life and learning in much of the globe for two millennia. Daniel R. DeNicola weighs the views of both advocates and critics of the liberal arts, and interprets liberal education as aimed supremely at understanding and living a good life, as a vital tradition generating five competing but complementary paradigms that transcend theories of curriculum and pedagogy and are manifested in particular social contexts. He examines the transformative power of liberal education and its relation to such values as freedom, autonomy, and democracy, reflecting on the importance of intrinsic value and moral understanding. Finally, he considers age-old obstacles and current threats to liberal education, ultimately asserting its value for and urgent need in a global, pluralistic, technologically advanced society. Offering a bold yet nuanced theory of liberal education, this study will be of great interest to educators as well as those specializing

in Philosophy of Education.

Disciplines as Frameworks for Student Learning Tim Riordan 2023-07-03 * What should students be able to do and how should they be able to think as a result of study in a discipline?* What does learning in the disciplines look like at different developmental levels?* How does one go about designing such learning and assessment in the disciplines?* What institutional structures and processes can assist faculty to engage and teach their disciplines as frameworks for student learning?Creating ways to make a discipline come alive for those who are not experts—even for students who may not take more than one or two courses in the disciplines they study—requires rigorous thought about what really matters in a field and how to engage students in the practice of it.Faculty from Alverno College representing a range of liberal arts disciplines—chemistry, economics, history, literature, mathematics and philosophy—here reflect on what it has meant for them to approach their disciplines as frameworks for student learning. They present the intellectual biographies of their explorations, the insights they have gained and examples of the practices they have adopted.The authors all demonstrate how the ways of thinking they have identified as significant for their students in their respective disciplines have affected the way they design learning experiences and assessments. They show how they have shaped their teaching around the ways of thinking they want their students to develop within and across their disciplines; and what that means in terms of designing assessments that require students to demonstrate their thinking and understanding through application and use. This book will appeal to faculty interested in going beyond mere techniques to a more substantive analysis of how their view of their respective disciplines might change when seen through the lens of student learning. It will also serve the needs of graduate students; trainers of Tas; and anyone engaged in faculty development or interested in the scholarship of teaching.

Education and personal relationships Robert S. Downie 1974

Practical And Professional Ethics (vol. 4 : Educational Ethics Debashis Guha 2007 The Series on Practical and Professional Ethics is an outcome of major research project funded by the U.G.C. in which the task of resolving some value-laden practical problems troubling the professionals and the non-professionals in India was undertaken.

The Excellent Mind Nathan L. King 2021-01-03 Nathan L. King's *The Excellent Mind* considers the importance of the intellectual virtues: the character traits of excellent thinkers. He explains what it means to have an excellent mind: one that is curious, careful, self-reliant, humble, honest, persevering, courageous, open, firm, and wise. Drawing from recent literature in philosophy and psychology, he considers what these virtues are like in practice, why they are important, and how we grow in them. King also argues that despite their label, these virtues are not just for intellectuals: they are for everyone. He shows how intellectual virtues are critical to living everyday life, in areas as diverse as personal relationships, responsible citizenship, civil discourse, personal success, and education. Filled with vivid examples and relevant applications, *The Excellent Mind* will serve as an engaging introduction to the intellectual virtues for students and anyone interested in the topic.

Epistemologies and Ethics in Adult Education and Lifelong Learning Richard G. Bagnall 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.

Introduction to the Philosophy of Educational Research Omar A. Ponce 2022-09-01 This book provides an accessible introduction to the philosophy of educational research. A historical-philosophical journey presents the development of research methods from their origins to the present day. In addition, the book reflects on how research methods have influenced scientific effectiveness. Throughout, the book covers the principal things that need to be known today about the theory and practice of educational research, its epistemological bases, and its development as a discipline within scientific knowledge. The historical events that defined both the methodological evolution and the current situation of contemporary educational research are described to enable its understanding. This book provides an accessible introduction to the philosophy of educational research. A historical-philosophical journey presents the development of research methods from their origins to the present day.. It can also be used as didactic material for classroom discussions on educational research, educational philosophy, and current controversies in education. Its usefulness reaches the social sciences, humanities, and experimental sciences in all areas related to teaching and training. The basis of educational research is exposed, both in its concepts or philosophical visions and methodologies, which ultimately define what education means today.

Many Faces of Love Kaarina Määttä 2013-04-19 What do we actually talk about when we talk about love? Research on love and emotions has been met with suspicion although people live in a network of relationships from birth to death, and the ability to build and maintain relationships is an important strength. This book provides a comprehensive research-based analysis of love in human life: romantic love and its ups and downs, and the fascination of love, the combination of work and family, the secrets of a long-lasting marriage, senior love, and the throes and relief of a divorce. Love is also discussed in relation to other phenomena, such as friendship, play, and creativity. In addition, themes of parental love and pedagogical love, and the ability to love, as well as dark sides of love are introduced. Love is worth cherishing and practicing. Other people's experiences may be helpful, and information about the nature of love can relieve the pain. Thus, love, in its various forms, makes the best health insurance! This book is meant for everyone interested in love but also for professionals in various fields, such as psychologists, educators, and couple and family counselors. The book is based on authors Prof. Kaarina Määttä's and Dr. Satu Uusiautti's extensive research on love at the University of Lapland, Finland.

The Philosophy of Forgiveness - Volume I Court D. Lewis 2019-03-28 Volume II of Vernon Press's series on the Philosophy of Forgiveness offers several challenging and provocative chapters that seek to push the conversation in new directions and dimensions. Volume I, *Explorations of Forgiveness: Personal, Relational, and Religious*, began the task of creating a consistent multi-dimensional account of forgiveness, and Volume II's *New Dimensions of Forgiveness* continues this goal by presenting a set of chapters that delve into several deep conceptual and metaphysical features of forgiveness. *New Dimensions of Forgiveness* creates a theoretical framework for understanding the many nuanced features of forgiveness, namely, third-party forgiveness, forgiveness as an aesthetic process, the role of resentment in warranting forgiveness, the moral status of self-forgiveness, epistemic trust, forgiveness's influence on the moral status of persons, forgiveness in time, the status of Substance and Subject within a Hegelian framework, Jacques Derrida's "impossible" forgiveness, and the use of imaginative "magic" to become a maximal forgiver. Readers will be challenged to question and come to terms with many oft-overlooked, yet important philosophical dimensions of forgiveness.

The RoutledgeFalmer Reader in the Philosophy of Education Wilfred Carr 2021-04-29 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.

International Library of the Philosophy of Education Charles Bailey 2021-07-09 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.

Social Media Use in University Studies Giedre Valunaite Oleskeviciene 2020-01-21 This book highlights the phenomenon of social media use in university studies based on its participants' lived experience. It will appeal both to academics and practitioners interested in the human factors in the study environments saturated with technologies of social media. This book reveals multiple, sometimes contradictory dimensions of the phenomenon. The contradictions acquire a binary Janus-faced characteristic of uncertainty and paradox. Social media use in university studies also causes changes in experiencing time, space and relations. Teacher research participants sometimes perceive their time as stress or an additional load, which shows that social media use in university studies demands a new approach to teacher workload and its regulation. There is also the necessity of the sensitive democratic teacher—student pedagogical relationship. This book proves that the pedagogical relationship and human creativity essentially belong to the human living world and are still at the heart of the technological “cyborgian” existence.

The Ethics of Inclusive Education Franziska Felder 2021-12-30 The Ethics of Inclusive Education clarifies the idea of inclusion and its normative content, and presents a coherent theoretical framework for inclusion and inclusive education. It serves as one of the first extended philosophical defenses in the field of inclusive education that goes beyond a simple assertion of educational value. Integrating perspectives from the history, sociology and psychology of inclusive education, this book develops a holistic concept of inclusion, while clearly and systematically examining the ethical-normative content of inclusive education. It also offers: an interdisciplinary analysis of inclusion and inclusive schooling, ranging from historical to sociological analysis of their predecessors and preconditions, to the investigation of their philosophical and educational content, an in-depth analysis of the moral significance of exclusion, the value of inclusion and inclusive education from an analytical point of view, and practice-oriented investigations of the individual and social conditions for inclusion and inclusive education. The Ethics of Inclusive Education serves researchers, practitioners and politicians, to make key educational decisions about how to understand, explore or realize inclusive educational aims, especially with respect to disability and special needs.

Philosophical Perspectives on Teacher Education Ruth Heilbronn 2015-04-27 Philosophical Perspectives on Teacher Education presents a series of well-argued essays about the ethical considerations that should be addressed in teacher training and educational policies and practices. Brings together philosophical essays on an underserved yet urgent aspect of teacher education Explores the kinds of ethical considerations that should enter into discussions of a teacher's professional education Illuminates the knowledge and understanding that teachers need to sustain their careers and long-term sense of well being Represents an important resource to stimulate contemporary debates about what the future of teacher education should be

Resources in Education 1985-05

Philosophising the Dialogos Way towards Wisdom in Education Guro Hansen Helskog 2019-03-05 Philosophising the Dialogos Way towards Wisdom in Education proposes the innovative and holistic Dialogos approach to practical philosophy as a way of facilitating wisdom-oriented

pedagogy. The book encourages individual and collective development through dialectical interplays between personal life, philosophical concepts and subject matter. Based on two decades of the author's reflective pedagogical practice research, this book develops a philosophy of dialogical relationships. It analyses approaches to philosophical practice and suggests facilitation moves and philosophical exercises that can be adapted across educational levels, school subjects and higher education disciplines. Chapters provide examples of transformative philosophical group dialogues and suggest pathways towards multi perspective thinking, mutual understanding and wisdom in culturally diverse contexts. Philosophising the Dialogos Way towards Wisdom in Education can be used as a holistic approach to democracy education, peace education, education for sustainable living and wellbeing. The book will be of great interest to academics, researchers and students in the fields of teacher education, philosophy of education and higher education. It will also appeal to practising professionals such as teachers and teacher educators in secondary and higher education.

Good Relationships in Schools Monika Platz 2021-09-11 The relationship between teacher and student is an important element of school education and as such irreplaceable: If we want schools to be good places for those who teach and learn there, we must make sure that the educational relationships between teachers and students are good, too. In research about school education, surprisingly little attention is paid to the normative dimension of the relationship between teacher and student. This lacuna points to a desideratum in the philosophy of education: More should be said about the normative structure of the teacher-student relationship, its role in teaching and learning, and its final value for teacher and student. Answering these fundamental philosophical questions is the core of this book. It offers a normatively rich concept of a good teacher-student relationship that is based on the analysis of two major relationship goods: trust and care. Moreover, the book explains the instrumental value of a good educational relationship for the student's achievement of epistemic aims of school education as well as the final value of such a relationship for teacher and student.

Education and Personal Relationships Robert Silcock Downie 1974-01-01

Philosophical Perspectives on Social Cohesion Mary Healy 2013-10-24 What would the civic relationship between citizens in a socially cohesive society look like? What models might we use to educate young people to support developing these bonds? Do these different models have different implications for how we structure the bonds that support a civic relationship? *Philosophical Perspectives on Social Cohesion* challenges the basis of how we characterize civic bonds and how we best organize schools to encourage and develop them. Mary Healy argues that metaphors and social imaginaries often give a framework for considering our interrelatedness. She re-examines the metaphor of fraternity, used as a precursor to elements of the 'Big Society', arguing that such attempts to align fraternity with liberty are mistaken and that equality plays a vital role. At a time of increasing diversity of school provision, this pertinent book indicates the connection between how we organize school structures and the models of citizenship we value.

Models of the History of Philosophy: From its Origins in the Renaissance to the 'Historia Philosophica' Giovanni Santinello 2013-04-17 *Models of the History of Philosophy. From its Origins in the Renaissance to the 'Historia philosophica'* (a translation of a work published in 1981 in Italian - the bibliography has been updated) gives a comprehensive description of the various forms and approaches in the literature of the history of philosophy from the fifteenth to the middle of the seventeenth century. Several traditions are described, from the well known 'prisca theologia' and 'perennis philosophia' traditions of Marsilio Ficino and Augustino Steuco, which claimed that the Greeks got their philosophy from the East, to the unknown influence of Scepticism on the history of philosophy by the recovery of Sextus Empiricus, and the German Protestant critical attack on Greek philosophy as Atheistic which was the tradition of the history of philosophy out of which Leibniz developed. Each individual historian of philosophy is given a separate entry which includes a biography, a complete bibliography of his works, a description of his history of philosophy and

ends with both an assessment of his reputation during his own time and a complete listing of recent literature on him. As a result the substantial variety in the way the history of philosophy was written and, with it, an overview of the way western civilization developed is described in detail for the first time. For university history of literature, history of culture, history of religion and history of philosophy classes. The book can be used both for undergraduate courses (for specific reading assignments) and as background material for graduate courses. The bibliography provides important aids to many topics which have previously been almost inaccessible.

Education, Values and Mind (International Library of the Philosophy of Education Volume 6) David Cooper 2010-02-25 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.

Moral Responsibility, Authenticity, and Education Ishtiyaque Haji 2008-06-25 The primary purpose of this book is to explain the distinction, on the one hand, between indoctrination and education, and, on the other, between responsibility-subverting manipulation and mere causation. Both are elucidated by an appeal to common ground, an account of when our motivations and other springs of action are "truly our own" or "authentic." The book progresses from analyses of the sort of agency that responsibility requires and the authenticity of our motivations, together with a discussion of the relevance of these analyses to manipulation and related problems in the philosophy of education, to a defense of the thesis that responsibility from love's standpoint is of vital significance, and the implications of this thesis for what the authors deem to be legitimate goals of education and other issues in free will. Philosophers and advanced students working in free will, moral psychology, and the philosophy of education will find this text to be extremely useful.

Values in Sexuality Education Ronald William Morris 1994 This book challenges the perception that sexuality educators ought to remain value-neutral and that sexual-values education is an object in the school designed to solve sexual-moral problems. Contents: List of Tables; Preface; Acknowledgments; Introduction; PART ONE: REVIEW AND CRITIQUE OF THE LITERATURE'S PHILOSOPHICAL ORIENTATION ON VALUES IN SEXUALITY EDUCATION; Values and Sexuality Education in Historical Perspective; The Crisis-Instrumental Paradigm and the Ethic of Value-Neutrality; Sexuality Education and Lawrence Kohlberg's Theory of Moral Development; PART TWO: TOWARD A MORE HOLISTIC VIEW OF SEXUAL-VALUES EDUCATION; Robert Kegan's Theory of Human Development; Sexuality, Valuing, and the Cultures of Embeddedness in Kegan's Development Stages; Educational Principles and Issues Arising; Conclusion; Bibliography; Index.

The Logic of Education (RLE Edu K) Paul H Hirst 2012-05-16 This book explores the implications for the curriculum, for teaching and for the authority structure of schools and colleges of an analysis of 'education' in which the development of knowledge and understanding is accorded a central position. The book explains what philosophy of education is, and by concentrating on its central concepts, initiates readers into exploring it for themselves. It also serves as a succinct introduction to the growing literature on philosophy of education in the UK.

Self-Study of Language and Literacy Teacher Education Practices Judy Sharkey 2018-08-16 Self-Study in Teacher Education Practices (S-STEP) contribute to teacher education in culturally and linguistically diverse communities and contexts. The chapters reflect the scholarly inquiry of teacher educators dedicated to investigating and improving their practice.

The International Encyclopedia of Communication Theory and Philosophy, 4 Volume Set Jefferson D. Pooley 2016-10-31 The International Encyclopedia of Communication Theory and Philosophy is the definitive single-source reference work on the subject, with state-of-the-art and in-depth scholarly reflection on key issues from leading international experts. It is available both online and in print. A state-of-the-art and in-depth

scholarly reflection on the key issues raised by communication, covering the history, systematics, and practical potential of communication theory. Articles by leading experts offer an unprecedented level of accuracy and balance. Provides comprehensive, clear entries which are both cross-national and cross-disciplinary in nature. The Encyclopedia presents a truly international perspective with authors and positions representing not just Europe and North America, but also Latin America and Asia. Published both online and in print. Part of The Wiley Blackwell-ICA International Encyclopedias of Communication series, published in conjunction with the International Communication Association. Online version available at Wiley Online Library.

Philosophers as Educational Reformers (International Library of the Philosophy of Education Volume 10) Peter Gordon 2010-02-25. 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. Part 1 examines those ideas of the Idealists, especially T. H. Green, which had most bearing on the educational reforms carried out between 1870 and the 1920s and traces their connection with the philosophy and educational theory of Hegel and other post-Kantians. Part 2 is an historical survey, concentrating on the innovations in the organization and contents of education in England and Wales brought about by the administrators and educationists educated in philosophical idealism. Part 3 considers what relevance the philosophical and practical ideas of this interconnected group of reformers have to education today.

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