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Robert Owen Robert A. Davis, Frank O'Hagan, 2014-10-23 This text offers a major reassessment of the life and thought of the distinguished 19th century industrial philanthropist and educational reformer Robert Owen In a period when Owen's radical new visions for learning and teaching adult and vocational pedagogy and social transformation are receiving fresh and global attention Robert Davis and Frank O'Hagan place Owen's thought right at the heart of the Enlightenment advocacy of popular democratic mass education Tracing both the ancestry and the legacy of Owen's reforming spirit they also offer a critical appraisal of the relevance of his ideas for the development of education at all levels and stages in the challenging contexts of international 21st century education

Robert Owen Robert A. Davis, Frank O'Hagan, 2014-10-23 This text offers a major reassessment of the life and thought of the distinguished 19th century industrial philanthropist and educational reformer Robert Owen In a period when Owen's radical new visions for learning and teaching adult and vocational pedagogy and social transformation are receiving fresh and global attention Robert Davis and Frank O'Hagan place Owen's thought right at the heart of the Enlightenment advocacy of popular democratic mass education Tracing both the ancestry and the legacy of Owen's reforming spirit they also offer a critical appraisal of the relevance of his ideas for the development of education at all levels and stages in the challenging contexts of international 21st century education

Evidence-Based Education Policy David Bridges, Paul Smeyers, Richard Smith, 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

Informal Education, Childhood and Youth Peter Kraftl, 2014-03-25 This collection of original chapters brings together cutting edge research on informal education that is learning practices that emphasise dialogue and learning through everyday life For the first time it highlights the way in which geography matters to informal education practices Through a range of examples from the nineteenth twentieth and twenty first centuries and from a range of geographical contexts the authors explore the relationship between history geography and practice in the field of informal education Case studies include youth work Scouting Guiding Care Farms youth music programmes and the use of online information technologies This book will be of interest to geographers and sociologists of education childhood and youth scholars It also provides an engaging resource and collection of case studies for educators youth workers and other professionals who work with young

people **Post-Growth Work** Irmi Seidl,Angelika Zahrnt,2021-09-08 This book argues that society must rethink the notion of formal employment and instead introduce and spread the notion of meaningful work so that societies can become independent of economic growth The excessive consumption of natural resources and the immense emissions resulting from our growth oriented economic system surpass the planetary boundaries Despite this society and the economy still strive for economic growth in order to generate jobs to finance the social security system and to assure tax income However these expectations are increasingly unrealistic not least because technological developments such as digitalisation and robotisation will change and limit formal employment opportunities as well Against this backdrop the book introduces the notion of meaningful activities that embrace various kinds of work paid and unpaid sequential or in parallel which are meaningful for the worker as well as society as a whole At the same time the authors argue in favour of reduced working time in formal employment Furthermore the book also describes the necessary transformations in companies and for consumers for social and tax systems for social services and agriculture Innovative and timely this book will be a key resource for professionals and scholars interested in sustainability economics work transformation and post growth studies **Treat or Trick?**

Halloween in a Globalising World Malcolm Foley,Hugh O'Donnell,2008-12-18 In 1999 the French bishops condemned the celebration of Halloween in France In 2003 the Moscow Department of Education recommended the banning of Halloween celebrations in all educational institutions under its control In 2008 a group of Catalan intellectuals launched an internet petition against the Halloween celebrations organised by the Port Aventura theme park arguing that they were detrimental to long standing Catalan traditions associated with 31 October In the meantime children and young people all over Europe and increasingly adults are energetically adopting and adapting the American version of Halloween as a source of fun community building and general revelry So are we all being tricked by rampant cultural imperialism or responding creatively to the arrival of Halloween as a welcome onset of winter treat This book which arose out of the first ever conference on the topic of Halloween held in Glasgow Scotland on 31 October 2006 brings together a series of studies examining the phenomenon of Halloween from a wide range of perspectives its origins the ways in which it is now and has been in the past celebrated in the British Isles its spectacular arrival in both Eastern and Western Europe over the last two decades its links with tourism and its multifaceted presence in the media What emerges is a phenomenon of astonishing complexity characterised by multiple meanings and intense battles over ownership **A. S. Neill** Richard Bailey,2013-07-18 *Confucius* Charlene

Tan,2013-08-15 Confucius was indisputably a major thinker in education Charlene Tan s volume offers a coherent account of Confucius educational thought This work is divided into three distinctive parts 1 Intellectual Biography of Confucius 2 Critical Exposition of Confucius Work 3 Relevance of Confucius Work Today Lev Vygotsky René van der Veer,2007-11-15 Lev Vygotsky the great Russian psychologist had a profound influence on educational thought His work on the perception of art cultural historical theory of the mind and the zone of proximal development all had an impact on modern education This

text provides a succinct critical account of Vygotsky's life and work against the background of the political events and social turmoil of that time and analyses his cross cultural research and the application of his ideas to contemporary education Ren van der Veer offers his own interpretation of Vygotsky as both the man and anti man of educational philosophy concluding that the strength of Vygotsky's legacy lies in its unfinished open nature **John Henry Newman** James Arthur, Guy Nicholls, 2007-11-15 John Henry Newman's writings and his lifelong search for religious truth continue to influence thought within a range of disciplines most notably theology philosophy and education One of his most significant contributions was to the understanding of higher education contained within his nineteenth century writings in particular his volume of lectures entitled *The Idea of a University* which has helped shape religious and educational thought over two centuries Newman's claim that university education the pursuit of universal knowledge and truth is as much an education in pure and practical knowledge as in moral life provides a continuing source of challenge and inspiration to education leaders today much as it did in the nineteenth century James Arthur examines Newman's key strengths and weaknesses and locates these firmly within the intellectual context of his time providing an overview of his work that allows students to appreciate the importance of his thought both within and outside the Catholic tradition *A History of Management Thought* Morgen

Witzel, 2012-03-29 For the past three thousand years people have been thinking about the problems of management This book shows how thinking about management has evolved and changed It shows how changing social political and technological forces have challenged people to think about management in new ways and how management thinkers have responded Sometimes their responses missed the mark and occasionally great ideas about management failed to be picked up and were lost along the way Sometimes truly original and creative even world changing ideas appeared Following key currents in management thought from the origins of civilization to the present day the book begins in the ancient world when people were wrestling with the problems of organization and leadership It continues through the Middle Ages east and west as people pondered on how to manage risk and think strategically and on the role of business in society It shows how the Industrial Revolution led to the emergence of scientific management and how political and social events of the twentieth century shaped management thinking right up to the present day From the pyramids to Facebook from military strategy to managing for sustainability *A History of Management Thought* tells the fascinating story of how management thinking has changed shifted evolved and developed down through the centuries Students taking classes in the history of management thought will find this text to be the perfect accompaniment to their studies and will be a captivating read for anyone else

Subject Guide to Books in Print, 1991 *Resources in Women's Educational Equity*, 1980 Literature cited in AGRICOLA Dissertations abstracts international ERIC ABI INFORM MEDLARS NTIS Psychological abstracts and Sociological abstracts Selection focuses on education legal aspects career aspects sex differences lifestyle and health Common format bibliographical information descriptors and abstracts and ERIC subject terms used throughout Contains order information

Subject author indexes The Continuum Encyclopedia of British Philosophy: K-Q A. C. Grayling, Andrew Pyle, Naomi Goulder, 2006 *Library Journal* , 1986 Includes beginning Sept 15 1954 and on the 15th of each month Sept May a special section School library journal ISSN 0000 0035 called Junior libraries 1954 May 1961 Also issued separately **National Library of Medicine Current Catalog** National Library of Medicine (U.S.), 1985 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1972 **Library Literature** , 1958 Jeremiah, Zedekiah, and the Fall of Jerusalem Mark Roncace, 2005-09-08 Uses both a narratological and historical critical method to read these specific passages of Jeremiah Demonstrates that the story of Jeremiah and Zedekiah is not the typical god prophet bad king story found in much of prophetic literature and the Deuteronomistic History Provides an intertextual reading of the passages which connects Jeremiah to other figures in the Old Testament The book offers a narratological and intertextual reading of Jeremiah 37 1 40 6 a text that features the dynamic interaction between the prophet Jeremiah and King Zedekiah in the context of events surrounding the fall of Jerusalem While there have been many literary studies of biblical texts there has been little such work on the narratives in the book of Jeremiah This fact is surprising since the Jeremianic stories are narrated in a lively and sophisticated manner and contain complex characters and vivid dialogue and action reminiscent of texts in the Primary History which have received much more literary attention Roncace's book begins to uncover the richness of the prophetic narratives in Jeremiah The study focuses on issues of characterization and point of view as well as the text's connections with other passages in the book of Jeremiah and those beyond it particularly the Deuteronomistic History Roncace argues that the text develops complex images of both Zedekiah and Jeremiah It is not a story of the good prophet and the bad king times as chaotic and confusing as the final days of Jerusalem do not call for a black and white story Rather the text invites both sympathy and criticism for Jeremiah and Zedekiah Jeremiah is the embattled prophet of God yet at times he appears deceptive and manipulative more concerned about his own well being than that of the people and his message can be ambiguous and in the end is not fully correct Zedekiah for his part appears receptive to Jeremiah's word and protects the prophet from others who would harm him yet he is too irresolute to take any action to save the city The ambiguity in the portrayals of both figures is further developed by intertextual connections Jeremiah can be compared to Moses the Rabshakeh Daniel Joseph Samuel Nathan and Micaiah while Zedekiah can be compared to the monarchs that correspond to these figures Pharaoh Hezekiah Saul David and Ahab Pneuma and Logos John W. Wyckoff, 2010-09-01 The role of the Holy Spirit in the writing of Scripture and the role of the Holy Spirit in the understanding of Scripture are corollary ideas The first one of these usually referred to as the Inspiration of Scripture has been extensively discussed by the Early Church Fathers theologians and other Bible scholars from the earliest centuries of the Church until the present Likewise the second of these corollary ideas the role of the Holy Spirit in the understanding of Scripture has been widely considered from the time of the Early Church Fathers However this idea usually referred to as the Illumination of Scripture has not been as

extensively discussed as the corollary doctrine of Inspiration. Consequently many aspects of the Holy Spirit's relationship to Biblical Hermeneutics remain open for fruitful discussion. The notion that the Holy Spirit plays some role in the interpretative process of understanding Scripture raises many issues and questions. Does the Holy Spirit even play any role at all in the interpretative process? If so, what then is the role of the human interpreter in relationship to that of the Holy Spirit? Can the Holy Spirit's role be conceptualized in some meaningful way? If and when the Holy Spirit plays a role in interpretation, what difference does it make in the outcome of understanding? This book intends to further the discussion of these and other issues related to the idea of the role of the Holy Spirit in Biblical Hermeneutics. It briefly surveys both past and contemporary thought on this theme. It then suggests how the Holy Spirit's role might be conceptualized. Since this conceptualization is necessarily metaphorical, various models are presented as vehicles for furthering discourse on the subject. Finally, it attempts to describe the results of the Holy Spirit's activity of illumination and suggests areas for further study on the topic.

Unveiling the Magic of Words: A Overview of "**Robert Owen Continuum Library Of Educational Thought**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Robert Owen Continuum Library Of Educational Thought**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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