

# **New Perspectives in Philosophy of Education**

Ethics, Politics and Religion

Edited by  
David Lewin, Alexandre Guilherme  
and Morgan White

B L O O M S B U R Y

# New Perspectives In Philosophy Of Education Ethics Politics And Religion

**David Lewin,Alexandre  
Guilherme,Morgan White**



## **New Perspectives In Philosophy Of Education Ethics Politics And Religion:**

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**Educational Research?** Si Fan, Jill Fielding-Wells, 2016-07-08 What is Next in Educational Research enables the reader to peek into research at the forefront of a diverse range of education fields as it is being conducted by beginning researchers The book illustrates the extensive range of research being undertaken in education through a broad range of issues topics and methodologies that will underpin and provoke research well into the future The five sections address a range of topics including issues in design and methodology social integration language education leadership and issues in contemporary education Each chapter makes a valuable contribution to existing educational research and is a testament to the potential of these researchers to lead innovative educational research projects Both higher degree by research students and their supervisors will find this book particularly useful and interesting as it provides examples of quality research higher degree writing illustrates a variety of contemporary methodologies and supports the early publication of student work

**Interpreting Technology** Wessel Reijers, Alberto Romele, Mark Coeckelbergh, 2021-05-21 Paul Ric ur has been one of the most influential and intellectually challenging philosophers of the last century and his work has contributed to a vast array of fields studies of language of history of ethics and politics However he has up until recently only had a minor impact on the philosophy of technology *Interpreting Technology* aims to put Ric ur s work at the centre of contemporary philosophical thinking concerning technology It investigates his project of critical hermeneutics for rethinking established theories of technology the growing ethical and political impacts of technologies on the modern lifeworld and ways of analysing global sociotechnical systems such as the Internet Ric ur s philosophy allows us to approach questions such as how could narrative theory enhance our understanding of technological mediation How can our technical practices be informed by the ethical aim of living the good life with and for others in just institutions And how does the emerging global media landscape shape our sense of self and our understanding of history These questions are more timely than ever considering the enormous impact technologies have on daily life in the 21st century on how we shape ourselves with health apps how we engage with one another through social media and how we act politically through digital platforms *Ethical Literacies and Education for Sustainable Development* Olof Franck, Christina Osbeck, 2017-05-06 This book explores the ethical dimensions surrounding the development of education for sustainable development within schools and examines these issues through the lens of ethical literacy The book argues that teaching children to engage with nature is crucial if they are to develop a true understanding of sustainability and climate issues and claims that sustainability education is much more successful when pupils are treated as moral agents rather than being passive subjects of testing and assessment The collection brings together a range of fresh and creative perspectives on how issues around ethical literacies can be elaborated and expanded with regard to democratic sustainability education The use of children s books in teaching about sustainability is carefully explored as are the ethical and aesthetic dimensions of environmental education Including an afterword by Arjen Wals Professor of Transformative Learning for Socio Ecological Sustainability the book will be of great interest to students and researchers in the field of sustainability education **The Case for the Humanities** Eric Touya de Marenne, 2016-12-01 Countering the perception that the humanities are unessential this volume contends that their well being has not only academic but also cultural political and existential ramifications Our technologically driven world possesses the means of its own destruction while economic and financial policies undermine the very existence of our democracy At the same time the postmodern and post human age fundamentally challenges our ability and legitimacy to conceive future ideals It is within this context that the humanities provide essential paths through which the teaching and knowledge of other academic fields such as STEM and economics must be re envisioned In short the humanities must be brought back to the center of academic life The political and pedagogical implications of this interdisciplinary study thus entail a renewed critique to rethink the relation between higher education society and the world at large politically economically scientifically and technologically and the

importance of the humanities within it At the heart of this reconsideration the humanities and humanity s fate and future become one

New Perspectives on Religious and Spiritual Education Theo van der Zee, Terence J. Lovat, 2012 Society is a complex phenomenon characterized by constant change often entailing conflict This is seen in our own times where philosophies and movements of individualism pluralism and globalization intersect and often collide Still even in this fast moving and highly materialist world religion and spirituality remain crucial aspects of human and social living and therefore must be among the many focusses of the modern school Teachers of Religious and Spiritual Education RSE are therefore expected to support students religious and spiritual understanding as well as their overall development How can they best meet this challenge This book is comprised of various interdisciplinary research findings drawn from international scholarship The findings are of a different order from each other but all have in common an element of surprise sufficient to impel reflection and re thinking of many of the assumptions that normally underpin RSE The book therefore constitutes a contribution to ongoing understanding of the role played by religious and spiritual education and of the proper interface between RSE and the modern school contemporary curricula and the teacher of today Contributions by Robert Crotty Ola Erik Domaas Michael Fricke Liam Gearon Adrian Mario Gellel Eija Hanhimaki Laura Hirsto Tapani Innanen Terence Lovat Klaas Macha Emanuel P Magro Adil Mamodaly Fritz Oser Ulrich Riegel Inkeri Rissanen Sturla Sagberg Kirsi Tirri Theo van der Zee Karen Wenell

New Perspectives on Young Children's Moral Education Tony Eaude, 2015-12-17 New Perspectives on Young Children s Moral Education explores how to approach young children s moral education in a world of uncertainty and change What is moral education How do young children learn to act and interact appropriately How do we enable children to recognise that how they act and interact matters How can character virtues and value help young children internalise qualities associated with living a good life Challenging many current assumptions about ethics and education Tony Eaude suggests that a moral dimension runs through every aspect of life and that ethics involves learning to act and interact appropriately based on an ethic of care and enduring qualities and attributes to equip children to resist strong external pressures Drawing accessibly on research in neuroscience and psychology he discusses how young children learn highlighting the role of emotion culture example habituation and feedback Small actions can help to develop agency empathy and thoughtfulness and a sense of moral identity with an increasing emphasis on self regulation a vocabulary of ethics and intrinsic motivation Eaude explores how character virtues and values can help young children and adults to recognize and internalize qualities associated with living a good life He identifies how adults and learning environments can support these processes and shows why an inclusive approach is needed rather than focusing on these topics only in particular settings programmes or lessons Recognising pitfalls and dilemmas Eaude argues that an approach based on virtue ethics and an apprenticeship model is suitable in school and other settings both religious and otherwise internationally

**Catholic Engagement with World Religions** Karl Josef Becker, Ilaria Morali, Maurice Borrmans, Gavin D'Costa, 2010 Twenty Five

Element International Scholars show how roman catholic theology has grappled with religious pluralism Catholic Engagement with World Religions outlines clarifies and defends official Roman Catholic teaching on the relationship between Christianity and other religious traditions in light of the Catholic belief that We must hold that the Holy Spirit offers to all the possibility of being made partners in a way known to God in the paschal mystery Gaudium et Spes 22 Part I studies the history of these issues while Part II examines their theological framing Part III addresses Christianity and other religions since Vatican U Part IV deals specifically with Judaism Confucianism Hinduism and Islam as these religions see themselves in relation to Christianity A final chapter by Bishop Michael Fitzgerald offers a theological reflection on the foundations of interreligious dialogue today For scholars students and practitioners of interreligious encounter Catholic Engagement with World Religions is necessary and absorbing reading Karl J Becker S J and Ilaria Morali teach at the Gregorian University in Rome Platonic Political Art John R. Wallach, 2010-11-01 In this first comprehensive treatment of Plato s political thought in a long time John Wallach offers a critical historicist interpretation of Plato Wallach shows how Plato s theory while a radical critique of the conventional ethical and political practice of his own era can be seen as having the potential for contributing to democratic discourse about ethics and politics today The author argues that Plato articulates and solves his Socratic Problem in his various dialogues in different but potentially complementary ways The book effectively extracts Plato from the straightjacket of Platonism and from the interpretive perspectives of the past fifty years principally those of Karl Popper Leo Strauss Hannah Arendt M I Finley Jacques Derrida and Gregory Vlastos The author s distinctive approach for understanding Plato and he argues for the history of political theory in general can inform contemporary theorizing about democracy opening pathways for criticizing democracy on behalf of virtue justice and democracy itself

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