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Rudolf Steiner Bloomsbury Library Of Educational Thought:

Rudolf Steiner Heiner Ullrich, 2008 Rudolf Steiner is indisputably a major thinker in education Heiner Ullrich's volume offers the most coherent account of Steiner's educational thought This work is divided into Intellectual biography Critical exposition of Steiner's work The reception and influence of Steiner's work The relevance of the work today **Rudolf Steiner**

Heiner Ullrich, 2014-10-23 Rudolf Steiner is one of the most controversially judged educational reformers of the twentieth century Although he received little recognition within his field his educational thought has had a sustained and profound influence not only in the development of the Waldorf Schools but also in healing socially therapeutic work psychosomatic medicine biological dynamic agriculture corporate organisation fine arts and architecture Heiner Ullrich paints a concise and well grounded portrait of the creator of the anthroposophic doctrine and Waldorf pedagogy The text describes a wide arc from the intellectual biography of Rudolf Steiner across his basic ideas on human development and education to include discussion of the organisation curriculum methods and success of the Waldorf Schools A. S. Neill

Richard Bailey, 2014-10-23 A S Neill was probably the most famous school teacher of the twentieth century His school Summerhill founded in 1921 attracted admiration and criticism from around the world and became an emblem of radical school reform and child centred education Neill claimed that he was a practical man but this book reveals that Summerhill expresses a comprehensive and distinctive set of ideas Whether he wanted to be or not Neill was an important educational thinker with a powerful influence on current educational approaches and philosophy A S Neill is the first book to examine this philosophy of education in detail It begins by showing how Neill's fascinating life story gives clues to the origin of his ideas and why they mattered so much to him It goes on to explore the main themes of his philosophy showing how they relate to the work of other great educational thinkers and how they are novel It also discusses whether there are lessons that could and should be learned by other schools from the original alternative free school of Summerhill **Michel Foucault** Lynn

Fendler, 2014-10-23 Michel Foucault's influential work spanned a wide array of intellectual disciplines his writings having been widely taken up in philosophy history literary criticism and political theory Focusing on the implications of Foucault's theories for education whilst characterizing them as provocative problematizing poetic and playful Lynn Fendler describes the historical context for understanding Foucault's ground breaking critiques Including a discussion of his major theories of disciplinary power genealogy discourse and subjectivity this text provides generative explanations of concepts using analogies to the Internet and to food in order to connect Foucault's theories to everyday experience *R. S. Peters* Stefaan

E. Cuypers, Christopher Martin, 2014-10-23 What does it mean to say that someone is an educated person How do we know what's worth including in a school curriculum Is a good moral education about developing good habits or critical thinking What role does the development of knowledge and understanding play in living a good life These are all questions that were robustly taken up by the philosopher of education R S Peters In an era of immense reform and confusion about the values

aims and purposes of education Peters developed a clear and nuanced account of what education is really about and how educational policy and practice can make good on its promise This text undertakes a careful and accessible reconstruction of the major themes of Peters thought in order to demonstrate the continuing relevance of his project both for educational researchers and teachers and student teachers seeking to better understand the nature and scope of their work and study

Confucius Charlene Tan, 2014-10-23 Charlene Tan's text offers a coherent account of Confucius educational thought and its implications for the modern world Arguing that Confucius is more than an ancient master who emphasised tradition rote learning and teacher centredness Tan portrays Confucius as a progressive educator who challenged the social norms of his time and transformed the nature of teaching and learning in China and beyond Through a textual study of the Analects this text provides a critical exposition of Confucius work particularly with respect to his interpretations of human beings mission in life potentials relationships with one another and educational process Further highlighting the contemporary relevance of Confucius work the author offers a Confucian framework for 21st century education one that harmonises modern knowledge and skills with universal values on shared humanity and loving others

Jean Piaget Richard Kohler, 2014-10-23 Jean Piaget was one of the great thinkers of the twentieth century His influence on developmental psychology education and epistemology has been enormous This text undertakes a reconstruction of the contexts and intellectual development of Piaget's numerous texts in the wide ranging fields of biology philosophy psychoanalysis child psychology social psychology theology logic epistemology and education Richard Kohler reconstructs the often overlooked theological basis of Piaget's theories and analyses the influence this had upon the various areas of his research and reflections particularly in relation to education

Maria Montessori Marion O'Donnell, 2014-10-23 Maria Montessori's work and thinking form a unique legacy to current educational thinking and practice In this text Marion O'Donnell explores the key themes of her philosophy of education and explores the relevance of Montessori practices today In a thorough survey and synthesis of Montessori's thinking and work this text examines the key aspects of Montessori education child development the learning environment the role of the teacher the role of the learner and parental involvement Within each key aspect the author considers the implications for Montessori education and the views of critics and supporters demonstrating their relevance to the demands of an education system within today's modern society

Pierre Bourdieu Michael James Grenfell, 2014-10-23 The French social theorist Pierre Bourdieu was a key thinker about education and educational processes in the second half of the twentieth century He made his name in seminal texts such as *The Inheritors* and *Reproduction* in which he analysed academic discourse and showed how differences in cultural capital led to different outcomes for those who passed through school and university His concepts of *Habitus* and *Field* have since been used extensively in educational research This book begins by setting his intellectual development within his own biography and then discusses each of his major works on education in turn from the early studies of students and their learning to later analyses of the French academic space and the elite training colleges

There is also critical discussion of a range of commentators views on this approach The book concludes with a series of applications of Bourdieusian thinking on various educational topics teacher education classroom discourse higher education and policy No educational discussion is complete without consideration from a Bourdieusian perspective This book shows how and why *Paulo Freire* Daniel Schugurensky,2014-10-23 Paulo Freire is one of the most influential thinkers in education This text is a thoughtful and thorough introduction to Freire s work situating this in the context of his life intellectual journey and the reception of his thinking around the world Daniel Schugurensky s text offers a coherent and accessible account of Freire s educational thought looking at its contribution to educational theory and practice and exploring the legacy of Freire for contemporary education and the relevance of his thought for today s students *John Holt* Roland Meighan,2014-10-23 John Holt the American educator was passionate about the need for alternatives to traditional institutional schooling seeing schools as often hindering children from learning rather than helping them he became an important proponent of homeschooling or unschooling was a pioneer in youth rights theory and had a profound influence on school reform in particular and educational philosophy in general Here Roland Meighan challenges the often held notion that Holt s work was romantic and impractical within the context of compulsory schooling He brings together the work and thinking of John Holt into applicable theory for education students enabling readers to appreciate the view that individuals outside the education system can influence and change what is happening within it *Leo Tolstoy* Daniel Moulin,2014-10-23 How do we know what we should teach And how should we go about teaching it These deceptively simple questions about education perplexed Tolstoy Before writing his famous novels War and Peace and Anna Karenina Tolstoy opened an experimental school on his estate to try and answer them His experiences there incited his life long inquiry into the meaning and purpose of religion literature art and life itself In this text Daniel Moulin tells the story of the course of Tolstoy s educational thought and how it relates to Tolstoy s fiction and other writings It begins with his experience of being a child and adolescent incorporates his travels in Europe the experimental school his literature and his views on art philosophy and spirituality Throughout the relevance and impact of Tolstoy s thinking on education are translated into applicable theory for today s education students **Plato** Robin Barrow,2014-10-23 Plato was the first and most formidable thinker to recognise that education is a fiercely contested concept and to point out what great social and personal issues are at stake in education He articulated a compelling argument for a liberal arts education as something peculiarly befitting free and autonomous beings He understood the centrality of education for human well being and flourishing And he was the first to set forth a systematic theory of education In this text Robin Barrow concisely and convincingly establishes the continuing relevance of Plato s views to debates on such issues as nature vs nurture or genetic inheritance vs social background philosophy vs sophistry or the pursuit of true understanding vs the pursuit of reputation or perhaps simply truth vs politics and the media Questions concerning the fair distribution of education moral education value judgments and human nature are explored

along with themes more specifically associated with Plato's philosophy such as the Theory of Ideas The whole is embedded in a clearly presented account of the historical background to Plato's thought **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

St Augustine Ryan N. S. Topping, 2014-10-23 After setting Augustine's thought firmly within the context of his life and times Ryan Topping examines in turn the causes of education the purposes pedagogy curriculum and limits of learning as Augustine understood them Augustine's towering influence over Medieval and Renaissance theorists from Hugh of St Victor to Aquinas to Erasmus is traced The book concludes by drawing Augustine into dialogue with contemporary philosophers exploring the influence of his meditations on higher education and suggesting how his ideas can reinvigorate for our generation the project of liberal learning **Jerome Bruner** David R. Olson, 2014-10-23 Jerome Bruner is the vanguard of the cognitive revolution in psychology and the predominant spokesman for the role of culture and education in the making of the modern mind In this text Olson encourages the reader to think about children as Bruner did not as bundles of traits and dispositions to be diagnosed and remediated but as thoughtful keenly interested agentive persons who are willing and indeed able to play an important role in their own learning and development Through the unique approach of combining commentary and conversation with Bruner the author provides an insight into what it is like to engage with one of the intellectual masters of our time and highlights the relevance and importance of his contribution to educational thinking today

Lev Vygotsky René van der Veer, 2014-10-23 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 Dewey* Richard Pring, 2014-10-23 Bertrand Russell's History of Philosophy refers to Dewey as generally admitted to be the leading living philosopher of America This honourable mention lay partly in his pragmatic theory of meaning through which so many baffling philosophical problems were claimed to have been solved as well as educational ones It is in connection with his educational ideas however that Dewey became either famous or infamous In the United

States he had been seen both as saviour of American education by those who welcomed a more child centred curriculum and yet as worse than Hitler by those who saw his ideas as undermining traditional education an accusation shared by his detractors in Britain This account seeks to bring together Dewey s educational thinking and its frequently forgotten foundations in a pragmatic theory of meaning In so doing the book seeks to show that John Dewey is a philosopher of education for our time Jean-Jacques Rousseau Jurgen Oelkers,2014-10-23 Jean Jacques Rousseau enlightenment philosopher and founder of natural education is one of the most influential philosophers of education in the western world In order to fully understand Rousseau s impact as a true educational thinker Jurgen Oelkers argues that we must take into account his paradoxical style unique intellectual biography and his turbulent and unconventional way of life Combining historical analysis and contemporary ethical theory this text serves as both an introduction to Rousseau s theories of education and a critique of his views and shows how Rousseau was a pioneer in exploring educational issues within the context of his own philosophical problems in order to present innovative solutions **St Thomas Aquinas** Vivian Boland OP,2014-10-23 It may be surprising that the thought of a medieval theologian still informs many areas of intellectual debate but there continues to be lively interest in the work of Thomas Aquinas He considers the most radical questions for our thinking about education what is a human being what does it mean to learn what does it mean to teach what does it mean to know to understand and to search for the truth In this text Vivian Boland offers a short biography of Aquinas focused on his personal experiences as a student and teacher The book then provides a critical exposition of the texts in which Aquinas develops his views about education and includes a short account of the reception and influence of his thinking Finally it considers in some detail the most significant points of contact between Aquinas s educational thought and current concerns his conviction about the goodness of the world his holistic understanding of human experience and his contributions to virtue theory and highlights the continuing relevance and influence of this work and thinking within educational philosophy today

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web fermat s last theorem is a popular science book 1997 by simon singh it tells the story of the search for a proof of fermat s last theorem first conjectured by pierre de fermat in 1637 and explores how many mathematicians such as Évariste galois had tried and failed to provide a proof for the theorem

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web fermat s last theorem also known as fermat s conjecture or wiles theorem states that no three positive integers x, y, z satisfy $x^n + y^n = z^n$ for any integer $n > 2$ although a special case for $n = 4$ was proven by fermat himself using infinite descent and fermat famously wrote in the margin of one of his books in

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web this theorem showed that the area of a pythagorean triangle having integral sides cannot be a square integer this theorem leads to the proof of fermat s last theorem for the case $n = 4$ that is $x^4 + y^4 = z^4$ has no solutions fermat claimed to be able to prove the conjecture for $n = 3$ but published no proof

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web fermat s last theorem and progress prior to 1980 fermat s last theorem formulated in 1637 states that no three positive integers a, b and c can satisfy the equation if n is an integer greater than two $x^n + y^n = z^n$ over time this simple assertion became one of the most famous unproved claims in mathematics

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web though a hole in the proof was discovered it was patched by wiles and richard taylor in 1994 at last fermat s conjecture had become a theorem presentation suggestions students often find it amazing that such a great unsolved problem

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web it s thirty years since andrew wiles announced his proof of fermat s last theorem a problem that had haunted mathematicians for centuries today researchers at the department of pure mathematics and mathematical statistics lead the field that wiles work has opened up

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web fermat s theorem may refer to one of the following theorems fermat s last theorem about integer solutions to an $x^n + y^n = z^n$

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fermat s theorem on sums of two squares about primes expressible as a
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fermat s last theorem overview the pythagorean equation $x^2 + y^2 = z^2$ has an infinite number of positive integer solutions for x , y and z
mathematical history in ancient times it was known that a triangle whose sides were in the ratio 3 4 5 would have a relationship to other problems and

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fermat s last theorem is a conjecture stated around 1637 by the french mathematician pierre de fermat that if n is a positive integer greater than 2 no positive integers x , y and z satisfy the

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fermat s last theorem is a mathematical conjecture about integer numbers while the 3d pythagoras theorem is a mathematical and geometrical proof about real numbers the pythagoras theorem

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in 1932 h s vandiver 6324 6325 gave a short proof of kummer s theorem about fermat s last theorem in the case of regular prime exponents and in the following year m moriya gave a simple proof of e maillet s result on the unsolvability of fermat s equation

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fermat s last theorem is similar to the pythagorean theorem which states that the sides of any right triangle give a solution to the equation $x^2 + y^2 = z^2$ the pythagorean theorem named

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mathematical preliminaries fermat s last theorem states that no three positive integers a , b , c can satisfy the equation $a^n + b^n = c^n$ for any integer value of n greater than two for n equal to 1 the equation is a linear equation and has a solution for every possible a , b

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fermat s last theorem also called fermat s great theorem the statement that there are no natural numbers $1 < 2 < 3 < x$, y and z such that $x^n + y^n = z^n$ in which n is a natural number greater than 2

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fermat s last theorem theory that for all integers $n > 2$ there are no non zero integers x , y and z that satisfy the equation $x^n + y^n = z^n$
fermat wrote that he had found a proof but he died without revealing it

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web jun 23 2022 according to fermat's last theorem no three positive integers a , b , c satisfy the equation for any integer value of n greater than 2 for $n = 1$ and $n = 2$ the equation have infinitely many solutions some solutions for $n = 1$ are 2 3 5 7 13 20 5 6 11 10 9 19 some solutions for $n = 2$ are c java

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web fermat's last theorem states that if n is any natural number greater than 2 the equation $a^n + b^n + c^n = 1$ has no solutions in integers all different from 0 starting with

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web fermat's last theorem is a theorem first proposed by fermat in the form of a note scribbled in the margin of his copy of the ancient greek text arithmetica by diophantus the scribbled note was discovered posthumously and the original is now lost
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web fermat's little theorem is the basis for the fermat primality test and is one of the fundamental results of elementary number theory the theorem is named after pierre de fermat who stated it in 1640 it is called the little theorem to distinguish it from fermat's last theorem 3 history pierre de fermat

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web fermat's last theorem is a theorem which pierre de fermat wrote down in the margins of a book he had back in the 1600s it is called his last theorem because this writing was discovered some 30

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web fermat's last theorem states that $x^n + y^n + z^n = 0$ has no non zero integer solutions for x , y , z when $n \geq 2$ fermat wrote i have discovered a truly remarkable proof which this margin is too small to contain fermat almost certainly wrote the marginal note around 1630 when he first studied diophantus's arithmetica

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web 26 1 fermat's last theorem in 1637 pierre de fermat famously wrote in the margin of a copy of diophantus arithmetica that the equation $x^n + y^n + z^n = 0$ has no integer solutions with $xyz \neq 0$ and $n \geq 2$ and claimed to have a remarkable proof of this fact