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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

Self-Cultivation in Chinese and Greco-Roman Philosophy David Machek,2025-05-15 In early China and ancient Greece self cultivation was considered crucial for leading a flourishing fulfilled life In this cross cultural study David Machek presents and interprets six influential Greek and Chinese self cultivation theories advocated by Mengzi Zhuangzi and Xunzi as well as Plato Aristotle and the Stoics in order to put forward the overarching narrative that self cultivation amounts to strengthening the best part of the human self the heart in the Chinese context and the mind in the Greek context Advancing new readings of classic texts Machek shows that Greek approaches to self cultivation privilege intellectual pursuits while Chinese approaches give more weight to non intellectual activities such as learning manual crafts and performing rituals He also demonstrates how both ancient traditions understand the self as a heterogeneous community of organic entities each needing different provisions to flourish which aligns the ancient Greek view closer to the early Chinese view As such this book reinforces the underlying structural and conceptual similarities between the two traditions and makes an important contribution to diversifying philosophical conversations

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 *The Philosophy of Education: An Introduction* Richard Bailey, 2014-10-28 *The Philosophy of Education: An Introduction* encourages the reader to actively engage with the philosophy of education and the carefully selected contributors bring the philosophy of education to life for the reader. Each chapter focuses on a particular area of debate and explains the main concepts, includes extracts from philosophical writing followed by questions that guide the reader to critically and actively engage with the text, guides the reader towards further reading and suggests next steps and more challenging sources or counter-pointed arguments. *The Philosophy of Education: An Introduction* is essential reading for education students and for trainee teachers on undergraduate and postgraduate programmes. It will also appeal to practicing teachers and educationalists who wish to engage with philosophical approaches to contemporary educational issues.

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.

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.

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.

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 *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 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 **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

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

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

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

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

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

Mary Wollstonecraft Susan Laird,2014-10-23 Best known as author of A Vindication of the Rights of Woman 1792 if not also as mother of Frankenstein s author Mary Shelley Mary Wollstonecraft survived domestic violence and unusual independent womanhood to write engaging letters fiction history critical reviews handbooks and treatises Her work on coeducational thought was a major early modern influence upon the development of a post Enlightenment tradition and continues to have vital relevance today Celebrated as an early modern feminist abolitionist and socialist philosopher Wollstonecraft had little formal schooling but still worked as a governess school teacher and educational writer This succinct critical account of that prolific research begins by recounting her revolutionary self education Susan Laird explains how Wollstonecraft came to criticize moral flaws in both men s and women s private education based on irrational assumptions about sexual character under the Divine Right of Kings It was to remedy those moral flaws of monarchist education that Wollstonecraft theorized her influential but incomplete concept of publicly financed universal egalitarian coeducation

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

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

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