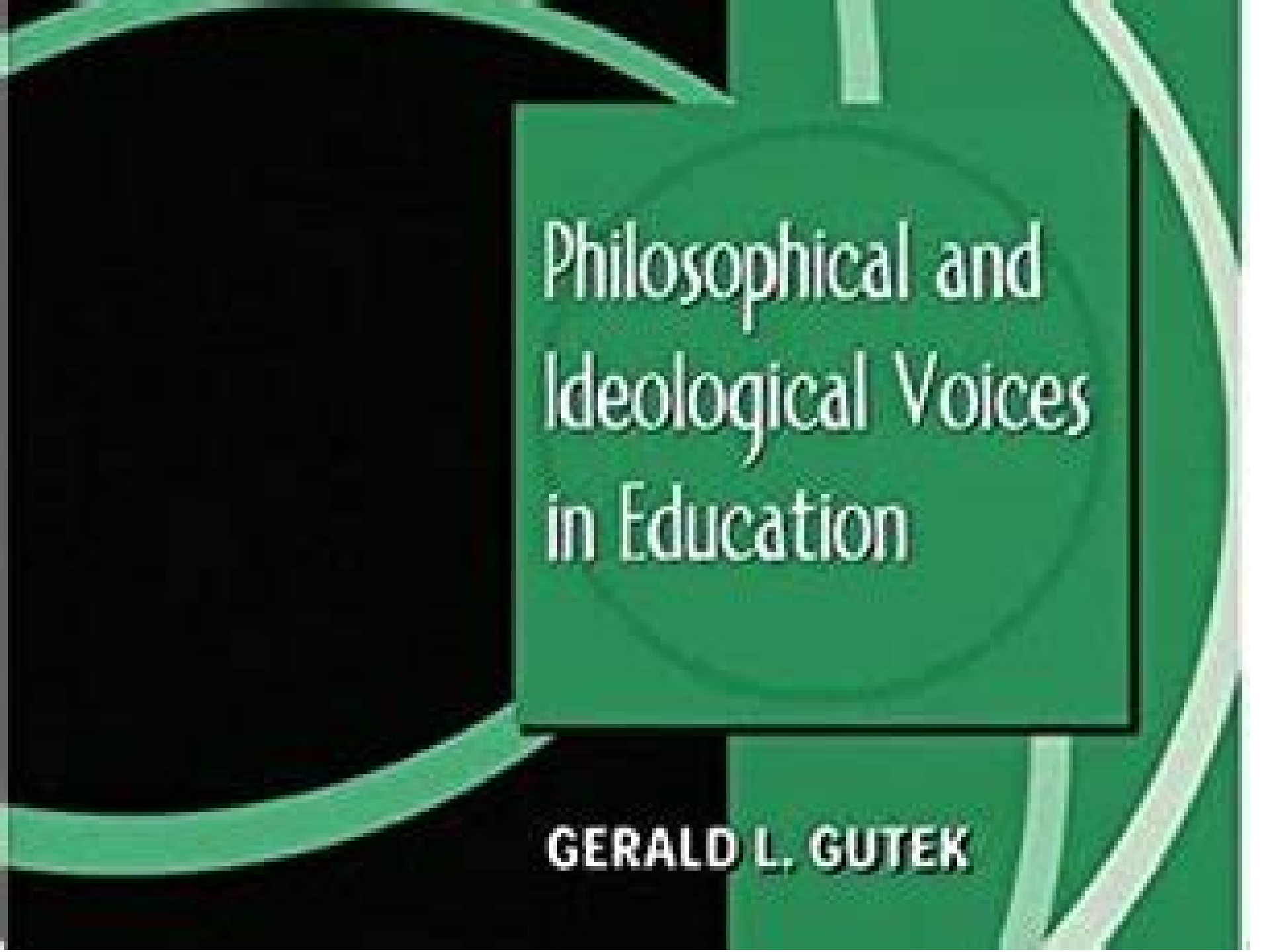




Philosophical and Ideological Voices in Education

GERALD L. GUTEK

Philosophical And Ideological Voices In Education

Eugenie Samier



Philosophical And Ideological Voices In Education:

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Philosophical, Ideological, and Theoretical Perspectives on Education -- Print Offer Gerald L Gutek, 2013-09-19 Gerald Gutek's Philosophical Ideological and Theoretical Perspectives on Education uses a systems approach to help readers examine the major schools of philosophy of education consider the relationship of education to major ideologies including Nationalism Liberalism Conservatism and Marxism and analyze the impact of philosophy and ideology on educational theory and practice through the theories of Essentialism Perennialism Social Reconstruction and Critical Theory The concepts are made clear through the book's helpful chapter organization which includes definitions of terms historical contributors and antecedents a general discussion of the particular philosophy ideology or theory and relationship and application to education especially to schools curriculum instruction and to teachers and students

Philosophical and Ideological Perspectives on Education Gerald Lee Gutek, 1997 This second edition continues to examine the major schools of philosophy of education through the systems approach It also considers the relationship of education to major ideologies such as Liberalism Conservatism and Marxism The third section on Educational Theory analyzes the impact of philosophy and ideology on educational theory and practice by examining such theories as Essentialism Perennialism Progressivism and Social Reconstructionism Although focusing on the philosophy of education this book provides a three dimensional introduction to educational ideas First it examines the major philosophical systems and ideologies that have shaped educational thought and practice Second it outlines certain ideas from philosophy and ideology to illustrate how these disciplines contribute to educational theory Third in seeking to provide a context for educational philosophy ideology and theory it includes biographical sketches of principal originators or contributors of leading ideas about education For professionals working in the field of education

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through the book's helpful chapter organization which includes definitions of terms, historical contributors and antecedents, a general discussion of the particular philosophy, ideology or theory and relationship and application to education especially to schools, curriculum, instruction and to teachers and students.

Philosophical and Ideological Perspectives on Education Gerald L. Gutek, 2004-03-01

Ideologies in Educational Administration and Leadership Eugenie Samier, 2016-04-28

Ideologies in Educational Administration and Leadership explores ideological dimensions of educational administration in a number of Western and Central European contexts as they influence or shape the understanding, analysis and practice in the field, covering a broad range of topics such as ethics, governance, diversity and power. The first section, Philosophical and Theoretical Foundations, includes a range of sociological, political and linguistic approaches to examining ideology in an educational context. The second section, Ideologies of Research and Teaching, includes examinations of neoliberal and technological effects on research and teaching as well as ideological shifts and challenges in the West and in Eastern Europe. The last section, Contemporary and International Issues, includes critiques of social media, neoliberal impact on schooling, managerial leadership, university ideologies in Finland, the rationalisation of universities and the impact of administrative ideologies on school systems. The book will appeal to researchers, practitioners, policy makers, academics as well as post graduates in educational administration theory and related courses in the ethics and politics of education, educational leadership and organisational studies.

The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care Tricia David, Kathy Goouch, Sacha Powell, 2015-10-05

The Routledge Handbook of Philosophies and Theories of Early Childhood Education and Care brings together leading writers in the field to provide a much needed authoritative guide to the major philosophies and theories which have shaped approaches to Early Childhood Education and Care. Providing a detailed overview of key concepts, debates and practical challenges, the handbook combines theoretical acumen with specific examples to show how philosophies and theories have evolved over the centuries and their impact on policy and society. It examines the ways in which societies define and make sense of childhood and the factors that influence the development of philosophies about young children and their learning. The collection offers an insight into the key theorists and considers how the economics and politics of their time and personal ideology influenced their ideas about childhood. It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of the world. The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children, their place in society and the ways in which it might be appropriate to educate them. Bringing together specially commissioned pieces by a range of international authors, this handbook will enable academics, research students, practitioners and policy makers to reflect on their own understandings and approaches as well as the assumptions made in their own and other societies.

A Memoir of an Educational Biographer Gerald L. Gutek, 2024-09-01

In his interdisciplinary memoir, Gerald Gutek applies history and philosophy of education to educational

biography The author was guided by his focusing goals of exploring his path to becoming an educational biographer and working generalizations with his colleagues in the field Gutek s narrative begins with the author s childhood experiences that inclined him to a career in education followed by chapters on his doctoral program in the College of Education at the University of Illinois in Champaign Urbana his teaching of history and philosophy and education in the School of Education at Loyola University Chicago his research and writing of biographies of Johann Heinrich Pestalozzi and Joseph Neef and his textbook Historical and Philosophical Foundations of Education a Biographical Introduction and issues and strategies in writing about Maria Montessori Throughout the book Gutek analyzes concepts and applications he developed as an educational biographer such as parallel biographies slice of life writing reconsidering overlooked and understudied educators and the role of place and space in telling life stories ENDORSEMENTS Readers both new to educational biography or familiar with the discipline will find a valuable account of the author s long and varied career as a biographer From his childhood memory of listening to neighbors stories in his grandfather s grocery store to encounters with the important teachers in his life Gutek brings his own story to life As he recounts the influences on his personal intellectual history and the processes of his research and writing readers gain valuable insights into the methods of an experienced educational biographer Larry Prochner University of Alberta For fifty years Gerald Gutek has been and remains one of the seminal and leading voices in the field of educational biography thus it only makes sense for him to create something new an intellectual memoir From his work on Counts in 1970 to his work on Montessori 2016 and her acolytes in the US 2020 Gutek has reliably bridged the worlds of educational history educational biography and philosophical foundations of education this work cements his legacy Gutek skillfully interweaves personal and family history with movements in educational history both formal and informal then explains how these impacted his thinking and writing Throughout this eminently readable memoir Gutek also includes political and historical context without engaging in divisiveness Scholars of life writing should give this a close reading as Gutek sprinkles nuggets of methodological brilliance throughout the manuscript Junior scholars would do well to read Gutek s more substantive sections on the methods used to write each of his books it is the academic equivalent of Master Class in textual form Ed Janak University of Toledo

The Wiley Handbook of Action Research in Education Craig A. Mertler, 2019-02-06 Comprehensive overview of the theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings Covering primarily PK 12 educational settings the book utilizes a cross section of international authors and presentations to provide global perspectives on action research in education Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational

contexts Part III focuses on specific applications of educational action research in practice Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research Each of these authors also discusses the importance and value that action research has had on him or her both professionally and personally Discuss action research in PK 12 as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students graduate students and scholars studying and or researching educational action research

Understanding Curriculum Scott Webster, Ann Ryan, 2019-01-17 Understanding Curriculum is a critical introduction to contemporary curriculum theory and practice Substantially revised the second edition includes more detailed consideration of the ideological underpinnings of curriculum development features new chapters on assessment and reporting and updated vignettes and extracts These features combined with all the elements of the previous edition encourages readers to reflect on how curriculum theory can inform and enhance classroom practice

Adopting the Tune of Term: An Mental Symphony within **Philosophical And Ideological Voices In Education**

In a world eaten by monitors and the ceaseless chatter of instantaneous interaction, the melodic elegance and psychological symphony created by the published word often fade into the background, eclipsed by the relentless noise and interruptions that permeate our lives. Nevertheless, located within the pages of **Philosophical And Ideological Voices In Education** an enchanting literary value brimming with raw thoughts, lies an immersive symphony waiting to be embraced. Crafted by an elegant composer of language, that captivating masterpiece conducts visitors on a psychological journey, skillfully unraveling the hidden melodies and profound impact resonating within each carefully constructed phrase. Within the depths with this touching assessment, we will discover the book is main harmonies, analyze their enthralling writing design, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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