[Book] Education Society And Human Nature
An Introduction To The Philosophy Of
Education

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Education, Society and Human Nature (RLE Edu K) - Anthony O'Hear - 2012-05-04
Intended primarily for education students this book provides an introduction to the philosophy of education that tackles educational problems and at the same time relates them to the mainstream of philosophical analysis. Among the educational topics the book discusses are the aims of education, the two cultures debate, moral education, equality as an ideal and academic elitism. It examines the limitations of a purely technological education, and suggests the shape of a balanced curriculum. It critically analyses important educational theses in the work of Rousseau, Dewey, R S Peters, P H Hirst, F R Leavis, Ronald Dworkin and G H Bantock, among many others, and considers the philosophical copics of relativism, the nature of knowledge, the basis of moral choice, the value of democracy and the status of religious claims.
Environmental issues continue to divide opinion, sometimes in extreme ways. Almost everyone agrees that education has a role to play in ensuring the future of humanity on Earth. Some think we should all learn to leave a minimal environmental footprint; others argue that education should promote economic growth, because only growth can generate the capital needed to develop solutions to environmental problems. Advocates on each side often find the views of their opponents simply incredible, giving rise to accusations of bad faith or poor science. This book explores the foundations of the debate by examining human interrelations with Nature. It takes an educational perspective, but also draws on evidence from anthropology, economics, ecology, policy sciences and natural history. The case presented is that any coherent view of the purposes and potential of education requires a theory of human society in the natural world. For such a theory, education (and, more broadly, learning) must be more than an instrument for the achievement of personal or policy goals. Rather, it is an integral, continuing and necessary component of personal and policy development. On this basis, a novel approach to curriculum design and implementation is outlined.
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**Anarchism and Education** - Judith Suissa - 2006-09-27

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Life and the Student - Charles Horton Cooley - 2015-01-31
Life and the Student (1927), with a new introduction by Jonathan B. Imber, is a compilation of reflections, commentaries, and widely ranging commentaries. They include discussions of the automobile, the impressionable nature of young people, the claim that the question of racial superiority is still unresolved, his belief that eugenists are inconsistent in their views, and more. Cooley’s work sought to emphasize the connection between society and the individual. He believed that the two could only be understood in relationship to each other. While researching the effects of social responses and social participation, he created the concept of the “looking-glass self,” which is the theory that a person’s sense of self grows out of interpersonal interactions and the perceptions of others. Cooley also showed that social life and the relationship between groups and communities stems from mental phenomena.

letters from other scholars that Charles Horton Cooley, accumulated throughout his life. The book includes personal passages on various topics within the realms of reading and writing, thinking, art, science, sociology, academia, religion, and human nature. There is no formal structure to the book, except the literary sense that organizes these thoughts and observations about life. It is impossible to categorize these widely ranging commentaries. They include discussions of the automobile, the impressionable nature of young people, the claim that the question of racial superiority is still unresolved, his belief that eugenists are inconsistent in their views, and more. Cooley’s work sought to emphasize the connection between society and the individual. He believed that the two could only be understood in relationship to each other. While researching the effects of social responses and social participation, he created the concept of the “looking-glass self,” which is the theory
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**Beyond Liberal Education** - Robin Barrow - 2013-01-11

This collection of essays by philosophers and educationalists of international reputation, all published here for the first time, celebrates Paul Hirst's professional career. The introductory essay by Robin Barrow and Patricia White outlines Paul Hirst's career and maps the shifts in his thought about education, showing how his views on teacher education, the curriculum and educational aims are interrelated. Contributions from leading names in British and American philosophy of education cover themes ranging from the nature of good teaching to Wittgensteinian aesthetics. The collection concludes with a paper in which Paul Hirst sets out his latest views on the nature of education and its aims. The book also includes a complete bibliography of works by Hirst and a substantial set of references to his writing.

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Teaching for Commitment - Elmer John Thiessen - 1993-10-05
Thiessen calls for reconstruction of the Enlightenment ideal of liberal education from which the charge of indoctrination typically arises. He argues that liberal education necessarily builds on nurture and therefore needs to be more sensitive to the traditions into which a child is initiated. The ideals of autonomy, rationality, and critical openness - all closely related to the ideal of liberal education - need to be modified if they are to be both realistic and philosophically defensible. Once this is done it can be seen that confessional religious education without indoctrination is possible. Teaching for Commitment is an interdisciplinary study covering the fields of religion, philosophy, epistemology, ethics, and education. The very practical nature of the problem being examined, presentation, will be of interest to parochial and public school boards, teachers, and parents, as well as religious institutions, educationalists, and philosophers of education.

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The Quarterly Register and Journal of the American Education Society - American Education Society - 1827

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Human nature and its remaking - William Ernest Hocking - 1918

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The Early Sociology of Education: Society and education - Kenneth Thompson - 2006

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Teaching in Further Education - L. B. Curzon - 2003-01-01
relating to memory, the transfer of training, published in 1997, includes up-dated material on many issues as well as new chapters on lecturing techniques, intelligence, the "nature versus nurture" debate, computer-assisted learning and study techniques. New material is provided on the following areas: advances in teaching theory relating to memory, the transfer of training, research relating to conditioning theory, discipline in colleges and adult learning. All reading references have been thoroughly up-dated and the book has a new appendix, including new "topics for discussion.">

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**Liberalism, Education and Schooling** - T.H. McLaughlin - 2017-03-27
A tribute collection of essays edited by author's colleagues and friends.

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**The Quarterly Register and Journal of the American Education Society** - - 1827
Includes section with title: Journal of the American Education Society, which was also issued separately.
Education and Lifelong Learning - Richard G. Bagnall
American Education Society - 1827
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Epistemologies and Ethics in Adult Education and Lifelong Learning - Richard G. Bagnall -

Epistemologies and Ethics in Adult

This new edition of Philosophy of Education: The Key Concepts is an easy to use A-Z guide summarizing all the key terms, ideas and issues central to the study of educational theory today. Fully updated, the book is cross-referenced throughout and contains pointers to further reading, as well as new entries on such topics as: Citizenship and Civic Education Liberalism Capability Well-being Patriotism Globalisation Open-mindedness Creationism and Intelligent Design. Comprehensive and authoritative this highly accessible guide provides all that a student, teacher or policy-maker needs to know about the latest thinking on education in the 21st century.'

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**Cautionary Tales in the Ethics of Lifelong Learning Policy and Management** - Richard G. Bagnall - 2004-04-30

This work is a critique, from an ethical perspective, of contemporary trends in lifelong learning policy and management. It focuses attention on 21 trends, each represented by a fable that is drawn from the experience of a stake-holder. The trends have been selected as exemplifying common responses to contemporary cultural change. They are drawn from a number of different countries and across educational sectors: higher, adult, and vocational education and post-compulsory schooling. Each fable is explained, examined, and grounded in scholarship on educational change and applied ethics through an accompanying account. The work is directed to educational policy makers and managers. It has been designed for use as a resource in advanced undergraduate and postgraduate professional development programs in educational policy, leadership, change, change management, justice, and ethics. Its unique use of fables, accompanying accounts, and background theory allows readers to engage with the text at different levels.

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Understanding Educational Aims - Colin Wringe - 2016-09-13
This text, first published in 1988, examines the underlying rationale of educational aims as applied to individual pupils, social policies and supposedly intrinsic values. This book explores traditional educational aims such as developing the potential and autonomy of individuals or the promotion of rationality as well as more contemporary and often controversial ones. The author provides a clear and balanced justification of educational aims which teachers need in order to combat the rhetoric of changing fashion or the pressures of political and managerial opportunism. This book is essential reading both for students and teachers.
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The Oxford Companion to Philosophy - Ted Honderich - 2005-03-10
Oxford University Press presents a major new edition of the definitive philosophical reference work for readers at all levels. For ten years the original volume has served as a stimulating introduction for general readers and as an indispensable guide for students; its breadth and depth of coverage have ensured that it is also read with pleasure and interest by those working at a higher level in philosophy and related disciplines. A distinguished international assembly of 249 philosophers contributed almost 2,000 entries, and many of these have now been considerably revised and updated; to these are added over 300 brand-new pieces on a fascinating range of current topics. This new edition offers enlightening and enjoyable discussions of all aspects of philosophy, and of the lives and work of the great philosophers from antiquity to the present day.
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**An Introduction to Philosophy of Education** -

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Values in Education and Education in Values
- Mark Halstead - 2005-10-26
An investigation into how schools can influence the developing values of young people is given in this book. The authors first look, from the perspective of educationalists and policy makers, at values within contemporary education; in particular, moral, spiritual, democratic and environmental values together with arts and health education. Secondly, they focus on the values of pupils and schools, examining school aims and mission statements, the formal curriculum, school ethos and assessment of children's development.; Insights are provided with guidance on how values may be most effectively incorporated into the activities of the schools. This book is intended to be of use as a practical and informative guide to all those involved in primary and secondary education and those interested in values education generally.

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**Key Concepts in the Philosophy of Education**  
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**Education, Society, and Development** - Jandhyala B. G. Tilak - 2003  
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**Reproduction in Education, Society and Culture** - Pierre Bourdieu - 1990-10  
The way in which the ruling ideas of a social system are related to structures of class, production and power, and how these are legitimated and perpetuated, is fundamental to the sociological project. In this second edition of this classic text, which includes a new introduction by Pierre Bourdieu, the authors develop an analysis of education (in its broadest sense, encompassing more than the process of formal education). They show how education carries an essentially arbitrary cultural scheme which is actually, though not in appearance,
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Methods in Philosophy of Education - Frieda Heyting - 2002-11-01
This important new book presents a 'dual strand' argument: Firstly, it gives a comprehensive account of methods in philosophy of education, with leading international figures in the field of writing from a variety of methodological and epistemological perspectives. Secondly, it examines their application in the 'real world' of education, using the topical area of children's rights as a basis for investigation. It will therefore be of interest to philosophers and educationalists alike.
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**Key Debates in Education** - Ian Davies - 2002-02-01

Our society invests hugely in education, but not always very thoughtfully. Key Debates in Education outlines all of the main issues involved in arriving at an intelligent understanding of education. In particular, it provides in-depth discussion of: the purpose of education; the nature of teaching, learning and assessment; education policy; the contribution of education to society. Above all, the authors convey the liveliness and excitement of educational debate--not least through the way that they take issue with each other. In the process they show how and why people who care about education includes questions, tasks, and further reading sections.

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Dilemmas and Decisions distinguishes "problems", which have rational solutions, from "dilemmas" which do not, aiming to prepare students for decisions required at work, rather than in TV quizzes. It argues that constantly seeking the "right answer" merely leads to extremism and totalitarian thinking.

**Dilemmas and Decisions** - Patrick F. Miller - 2018-03-22

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**Thinking Skills and Early Childhood Education** - Patrick J. M. Costello - 2013-11-26
First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

**Physical Education Teachers on Physical Education** - Ken Green - 2003

**The Demands of Liberal Education** - Meira Levinson - 1999-09-23
The Demands of Liberal Education analyses and applies contemporary liberal political theory to certain key problems within the field of educational theory. Levinson examines problems centred around determining appropriate educational aims, content and institutional structure and argues that liberal governments should exercise a much greater control over
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**Understanding Physical Education** - Ken

`This book will prove an invaluable resource for students wanting to engage with any or all of the issues covered, and who need to get an authoritative 'quick fix' on particular fields of research. It's thorough, contemporary in its choice of issues and comprehensive in its coverage of them. The author is to be congratulated on making a very thoughtful and important contribution to the literature in PE' - Professor John Evans, Loughborough University, UK. This easy-to-use introduction explores all of the contemporary issues and enduring themes in physical education, focusing on the United Kingdom but incorporating a global dimension. The wide range of topics covered include: o the requirements of National Curriculum Physical Education o the current 'state' of physical education o the relationship between physical education and sport o extra-curricular physical education o lifelong participation in sport and physical activity o assessment and examinations`
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**Dictionary of Philosophy** - Alan Lacey - 2002-09-11

Providing an illuminating and informed introduction to central philosophical issues, concepts and perspectives in the core fields of metaphysics, epistemology and philosophical logic, the Dictionary takes the most common
Thoroughly revised and updated, the bibliographies supply core reading lists, and each entry uses extensive cross referencing to related themes and concepts to provide a greater sense of access, control and comprehension. The Dictionary will also provide those working in proximate fields with an understanding of areas of overlapping interest, concepts of common applicability and the full range and diversity of philosophical analysis and insight.


In today’s pluralistic world, many cultures feel a shift in the relationship of people with religious traditions. A corresponding movement is a resurgence of interest in human spirituality. This Handbook presents the views of education scholars who engage these concepts every day, in a collection of essays reflecting the international state of the discipline. Out of these
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