

Educational Thinkers

Looks at fifty of the twentieth century's most significant contributors to the debate on education. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading.

This book provides an authoritative, yet accessible guide to the Philosophy of Education, its scope, its key thinkers and movements, and its potential contribution to a range of educational concerns. The text offers a balanced view of three key dimensions: first, in giving an equal weight to different styles and modes of philosophy; second, by including past and present perspectives on philosophy of education; and third, in covering both the general "perennial" issues in philosophy and issues of more contemporary concern. Section one of the book exemplifies different styles of philosophy, paying attention to the contemporary debates as to the nature, possibilities and limitations of these different approaches to philosophy of education. Section two is devoted to particular thinkers of the past, and more general coverage of the history of philosophy of education. Section three is dedicated to contemporary philosophic thought on education, providing the basis and reference point for an exploration of contemporary issues. The handbook is designed primarily to be useful to students studying the field of philosophy of education, in the context of the study of educational foundations or theory. But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues, and to educationalists of all types who want a succinct guide to questions relating to the nature, the history, and the current state of the art of philosophy of education. Visit Richard Bailey's website : [here](#)

Though Emile is still considered the central pedagogical text of the French Enlightenment, a myriad of lesser-known thinkers paved the way for Rousseau's masterpiece. Natasha Gill traces the arc of these thinkers as they sought to reveal the correlation between early childhood experiences and the success or failure of social and political relations, and set the terms for the modern debate about the influence of nature and nurture in individual growth and collective life. Gill offers a comprehensive analysis of the rich cross-fertilization between educational and philosophical thought in the French Enlightenment. She begins by showing how in *Some Thoughts Concerning Education* John Locke set the stage for the French debate by transposing key themes from his philosophy into an educational context. Her treatment of the abbé Claude Fleury, the rector of the University of Paris Charles Rollin, and Swiss educator Jean-Pierre de Crousaz illustrates the extent to which early Enlightenment theorists reevaluated childhood and learning methods on the basis of sensationist psychology. Etienne-Gabriel Morelly, usually studied as a marginal thinker in the history of utopian thought, is here revealed as the most important precursor to Rousseau, and the first theorist to claim education as the vehicle through which individual liberation, social harmony and political unity could be achieved. Gill concludes with an analysis of the educational-philosophical dispute between Helvétius and Rousseau, and traces the influence of pedagogical theory on the political debate surrounding the expulsion of the Jesuits in 1762.

This volume traces the history of Western philosophy of education through the Age of Enlightenment. The period between 1650 and 1850 was one of rapid intellectual development that revolutionized how education is viewed. Even the most progressive thinkers of the start of this period would have found the educational ideas expressed at its end odd, alien, and even dangerous. Shaped by broad intellectual movements, such as the Enlightenment, the counter-enlightenment and romanticism, as well as by the work of exceptional individuals

including John Locke, Jean-Jacques Rousseau, H elvetius, Mary Wollstonecraft, Pestalozzi, Fr obel and Emerson, the educational philosophy of this period has laid the foundations of how we think of and conduct education today. About A History of Western Philosophy of Education: An essential resource for researchers, scholars, and students of education, this five-volume set that traces the development of philosophy of education through Western culture and history. Focusing on philosophers who have theorized education and its implementation, the series constitutes a fresh, dynamic, and developing view of educational philosophy. It expands our educational possibilities by reinvigorating philosophy's vibrant critical tradition, connecting old and new perspectives, and identifying the continuity of critique and reconstruction. It also includes a timeline showing major historical events, including educational initiatives and the publication of noteworthy philosophical works.

" I expect that this book will equip and inspire students to engage first-hand with the texts of these creative and influential educational writers."-David Aldridge, Programme Lead: Professional Education, Oxford Brookes University If you're training to teach or studying education a clear understanding of major educational theories and the thinkers behind them is essential in order to appreciate how different practices impact on learning. This textbook gives you a clear overview of the most influential twentieth and twenty-first century thinkers on education, including established names (including Vygotsky, Bruner, Dewey), more recent writers (such as Freire, Kolb, Claxton) and many other important theorists whose writings have helped shaped our views on teaching and learning. Each chapter includes: Practical examples showing how theories can be used to inform classroom teaching Critiques of each theorist exploring opposing viewpoints and the strengths and weaknesses of different ideas Reflective tasks inviting you to apply what you've read to your own educational experiences Did you know about the exciting new companion title? Take students to the next level in learning theories - take a look at companion title Understanding and Using Challenging Educational Theories

Design Education: Creating Thinkers to Improve the World is a curricular resource that offers theoretical concepts and practical advice for teaching lessons in design to PreK-12 grade students. The book is for art educators at the preK-12 level in schools, museums, and enrichment programs, and university professors in teacher preparation programs. Design education is about problem-solving, learning through objects of our daily lives, and the role design plays in social responsibility and the creative economy. Designers utilize research methods, technology, sketching, and the construction of prototypes. The basis of these techniques, systems, and tools may be taught to Prek-12 students. Students need lifelong skills that build their creativity and problem-solving capabilities to better understand the world and themselves and use visual communication to advance their abilities to express ideas. Design is a study about life and can touch on all school subjects, making it a valuable interdisciplinary study. Students are able to directly apply thinking strategies and learning about facts, figures, and concepts at the same time they are crafting meaningful ideas about the importance, influence, and social implications of everyday items and the potential to improve the world.

Guteks classic volume on the history of American education has been thoroughly revised and updated to provide a twenty-first-century perspective on the development of American educational institutions. Like earlier editions, the well-researched Third Edition employs a topical approach to examine the evolution of key institutions like the common school and the high school, as well as significant movements like progressive education, racial desegregation, and multiculturalism. Primary source readings enhance and reinforce chapter content and feature new writings from Benjamin Rush, Horace Mann, Maria Montessori, W. E. B. Du Bois, John Dewey, and Jane Addams. Two new chapters add depth to this comprehensive, richly illustrated work. Immigration,

Multiculturalism, and Education examines the response of public schools to the education of immigrant children in the context of Americas industrialization and urbanization. This compelling addition also looks at the changing demographics of immigration and discusses the experiences and contributions of Hispanic Americans and Asian Americans. Progressive Education and John Dewey explores the origins of progressive education, the philosophies of John Dewey and other leading progressive educators, and this movements ongoing influence in American classrooms. The Third Editions topical organization lends itself to multiple uses in the classroom. Each chapter provides the historical foundation for the study of a contemporary topic in education, including the organization and structure of schools, the philosophy of education, early childhood education, curriculum and instruction, multicultural and bilingual education, and educational policy.

From Aristotle, Avicenna and Confucius to Paulo Freire, Ivan Illich and Julius Nyerere, these essays present 100 figures who have left their mark on educational thought. This anthology not only opens the mind to different cultures and historical periods, but also reflects a search for the universal that transcends time and space.

An examination of the work of 17 major thinkers in the field of adult and continuing education, showing how each has made a significant contribution to the field. The ideas of each are explored within a similar framework, and their work and its consequences is considered in detail.

This book opens by providing the historical context of Plato's engagement with education, including an overview of Plato's life as student and educator. The author organizes his discussion of education in the Platonic Corpus around Plato's images, both the familiar – the cave, the gadfly, the torpedo fish, and the midwife – and the less familiar – the intellectual aviary, the wax tablet, and the kindled fire. These educational images reveal that, for Plato, philosophizing is inextricably linked to learning; that is, philosophy is fundamentally an educational endeavor. The book concludes by exploring Plato's legacy in education, discussing the use of the "Socratic method" in schools and the Academy's foundational place in the history of higher education. The characters in Plato's dialogues often debate – sometimes with great passion – the purpose of education and the nature of learning. The claims about education in the Platonic corpus are so provocative, nuanced, insightful, and controversial that educational philosophers have reckoned with them for millennia.

. Renewal of Life by Transmission. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is

growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment.

The International Handbook of Jewish Education, a two volume publication, brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world-wide. Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century. The Handbook is divided broadly into four main sections: Vision and Practice: focusing on issues of philosophy, identity and planning –the big issues of Jewish Education. Teaching and Learning: focusing on areas of curriculum and engagement Applications, focusing on the ways that Jewish Education is transmitted in particular contexts, both formal and informal, for children and adults. Geographical, focusing on historical, demographic, social and other issues that are specific to a region or where an issue or range of issues can be compared and contrasted between two or more locations. This comprehensive collection of articles providing high quality content, constitutes a definitive statement on the state of Jewish Education world wide, as well as through a wide variety of lenses and contexts. It is written in a style that is accessible to a global community of academics and professionals.

The authors of this book consult fifteen thinkers, from various fields, who have a profound understanding of the important role that education plays in our world. Each chapter opens with an Introduction and concludes with a discussion and questions.

Experiential education is a philosophy and methodology for building knowledge, developing skills, and clarifying values by engaging learners in direct experience and focused reflection. To understand experiential education, what should one be reading? This sourcebook introduces philosophers, educators, and other practitioners whose work is relevant to anyone seeking answers to this question. Following brief snapshots of John Dewey and Kurt Hahn, the book is organized in four sections: Philosophers and Educational Theorists Nature Educators and Outdoor Educators Psychologists and Sociologists School and Program Founders. Each chapter focuses on an individual whose philosophy and practice exemplify a biographical and historical model for reaching a deeper understanding of experiential education. An appendix includes short biographical sketches of forty-five additional people whose contributions to experiential education deserve a closer look. This volume provides a much-needed overview and foundations for the field – for students in courses addressing experiential education, challenge education, outdoor experiential education, recreation education, and related fields; for learning theorists and curriculum specialists; for experiential educators; and for educational philosophers.

John Dewey's Educational Philosophy in International Perspective brings together eleven experts from around the globe to examine the international legacy of the famous philosopher. Placing special emphasis on Dewey's theories of education, Larry A. Hickman and Giuseppe Spadafora have gathered some of the world's most noted scholars of educational philosophy to present a thorough exploration of Dewey's enduring relevance and potential as a tool for change in twenty-first-century political and social institutions. This collection offers close examinations of the global impact of Dewey's philosophies, both in his time and our own. Included are discussions of his reception as a much-respected yet criticized philosopher among European Catholics both before and after World War I; the utilization of his pragmatic

theories in Italian education and the continuing quest to reinterpret them; his emergence as a source of inspiration to new democracies in Central and Eastern Europe; and his recently renewed popularity in the Hispanic world, particularly in South America and Spain. In addition, authors delve into Dewey's notion of democracy as a personal way of life and his views on the important ties between education and the democratic state. Also discussed are Dewey's philosophies regarding school and society, including the understanding of educational trends as reflections of their social context; the contrast between his methods of applying intelligence to ethical problems and the theory of orthodox utilitarianism; responses to criticisms of Dewey's controversial belief that the sciences can be applied directly to educational practices; and incisive queries into how he would have responded to the crucial role the Internet now plays in primary and secondary education. This well-rounded volume provides international insight into Dewey's philosophies and contains a wealth of information never before published in English, resulting in an indispensable resource for anyone interested in John Dewey and his lasting role in education around the world. Contributors Viviana Burza Franco Cambi Giorgio Chiosso Jim Garrison Jaime Nubiola Hilary Putnam Ruth Anna Putnam Giuseppe Spadafora Emil Višnovský Leonard J. Waks Krystyna Wilkoszewska

Exeter. Groton. Deerfield. Independent schools have long been viewed as bastions of the rich--undemocratic by their very nature and antithetical to the goals and spirit of public education. Increasingly, however, leading educators in private and public schools, along with university scholars and government policy makers, are becoming aware of the distinctive attributes of independent schools within the larger context of public policy for our national education system. The 25 essays in this book take a comprehensive, provocative, and often critical look at a sector of private schools that has been allowed to develop relatively free of government intervention. The essays feature contributions by leading educators such as Robert Coles, Diane Ravitch, and Maxine Green; policy analysts such as John Chubb, Terry Moe, and Albert Shanker; and teachers and administrators such as Deborah Meier, Richard Hawley, and Bill Honig. Those intimately involved with independent education will discover in this book a range of topics and a variety of opinions that will enlarge ongoing discussions and provoke new thinking. And those unfamiliar with independent education will find an introduction to the nature and culture of the schools and learn about the ways independent schools can enrich the current public policy debate on school choice.

Papers presented at a seminar organised by the Indian Institute of Education.

Changing the Educational Landscape is a collection of the best-known and best-loved essays by the renowned feminist philosopher of education, Jane Roland Martin. Trained as an analytic philosopher at a time before women or feminist ideas were welcome in the field, Martin brought a philosopher's detachment to her earliest efforts at revolutionizing the curriculum. Her later essays on women and gender further showcase the tremendous intellectual energy she brought to the field of feminist educational theory. Martin explores the challenges and contradictions posed by the very concept of women's education, and also recognizes how the presence of women necessitates the rearticulation of not only the curriculum but also the standard ideologies in education.

Thoughts of fifty world famous educationalists.

The Routledge Encyclopaedia of Educational Thinkers analyses the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked.

This volume gives educational theorists the chance to let rip and say what they really want to say. In doing so it sends a blast of fresh air through the dusty halls of academe. The vast majority of the literature in education theory and philosophy follows the conventions of academic writing, and rightly so. Yet its formal, abstract and objective style, which focuses on the careful presentation of theoretical and philosophical arguments, doesn't always give us insights into what motivates and drives the authors—while for academic neophytes it can be dense and arcane. Here, those same theorists and philosophers have been given the chance to expound at length on the topics that most exercise them. What concerns them, what gets them up in the morning, and what really matters most to them? Readers will discover what happens when these thinkers are explicitly invited to go beyond academic conventions and experiment with form, style and content. Featuring collected essays from leading educationalists from Norway, Sweden, Denmark, the USA, Canada, Israel Germany, Belgium and the UK, these essays provide vital insights into their work as well as being a compelling introduction to contemporary attempts to make sense of education through theory and philosophy. All these authors have made key contributions to the field, and their unique 'manifestos' make a fascinating read for any student or practitioner in education.

Two of the "Greek gods" in the Western educational tradition are radical Paulo Freire and progressive proponent John Dewey. In *Pedagogy of Bondage*, author Pahl critically examines *Pedagogy of Freedom* by Freire and *How We Think* by Dewey. Pahl does not worship at the altar of Freire and Dewey, as is the habit of so many professors of education. However he does examine their work with fairness and honesty.

A Textbook Continues To Be One Of The Major Variables That Vitaly Conditions The Teaching-Learning Process. It Generates Educative Interactions Between The Learner And The Learner, As Also Between The Learner And The Teacher. It May Be Used For Learning In Advance Of The Classroom Instructions, For Enriching The Learning, For Revision And Reinforcement Of The Previous Learning. The Merit And Utility Of Understanding The Educational Thoughts And Practices Of The Masterminds (Both Western And Indian) Cannot Be Overemphasised. This Is The Raison D Etre Of This Book, Which Is Written With Experience-Centred Approach. The Book Studies Leading Educational Thinkers Of The West As Well As That Of India Viz., Plato, Jean Jacques Rousseau, Friedrich August Froebel, Dr. Maria Montessori, John Dewey, Rabindranath Tagore, Mahatma Gandhi, Aurobindo Ghosh, Dr. Mohammad Iqbal, And Dr. Zakir Hussain. The Book Would Be Highly Useful For Students Of Education At The Undergraduate As Well As Postgraduate Levels.

Fifty Modern Thinkers on Education looks at fifty of the twentieth century's most significant contributors to the debate on education. Among those included are: * Pierre Bourdieu * Elliot Eisner * Hans J. Eysenck * Michel Foucault * Henry Giroux

* Jurgen Habermas * Susan Isaacs * A.S. Neill * Herbert Read * Simone Weill. Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading.

A textbook continues to be one of the major variables that vitally conditions the teaching-learning process. It generates educative interactions between the learner and the learner, as also between the learner and the teacher. It may be used for learning

The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

In this unique work some of today's greatest educators present concise, accessible summaries of the great educators of the past. Covering a time-span from 500 BC to the early twentieth century each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of their impact and influence, a list of their major writings and suggested further reading.

Together with Fifty Modern Thinkers on Education, this book provides a unique reference guide for all students of education.

All Modern Psychologists Hold That Every Individual Should Have, At Least, Little Acquaintance With Child Psychology As It Helps In Solving Children'S Problem All The Better. Child Psychology Is In Fact A Composite And Comprehensive Study Of Children.The Present Book Child Psychology Has Added A New Dimension To The Vast Knowledge Of The Subject. It Introduces Various Stages Of Child Development Right From The Conception To The Adolescence. Its Scope Encompasses Child'S Conative, Affective And Cognitive Aspects As Well As Behaviour. It Analyses The Impacts Of Environment And Heredity On Child'S Development. In Addition, It Highlights The Scientific Underpinning Of Child Psychology And Forms A Contextual Approach. The Other Major Areas Covered By The Book Are Response Mechanism, Motor Development, Sexual Development, Moral And Aesthetic Development, Learning And Sense Training, Thinking And Reasoning, Personality, Delinquency, Psychological Testing And Many More.The Present Book Can Be Rightly Held As An Ideal Textbook On The Subject, Covering Syllabi Of Majority Of The Indian Universities. The Standard Books Of The West Are No Doubt Referred To, But The Examples For Elucidation And Elaboration Have Been Given Here In The Context Of Indian Conditions. While The Presentation Of The

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Subject Matter Is Analytic, The Language Of The Book Is Free Of Jargons And Easily Accessible To The Average Readers Also. Child Psychology Will Undoubtedly Prove Useful To The Students As Well As Teachers Of The Subject. For The General Readers, It Is An Ideal Means Of Acquainting With Child'S General Problems And Their Effective Solutions.

The Namibian constitution makes full provision for education as a fundamental human right and freedom. Three years into independence, as part of the government's educational policy, the 'Education for All Policy' was launched as a stepping stone to free quality education. However, inequities have become widely pronounced within the Namibian educational system. Democracy and Education in Namibia and beyond debates the education–democracy nexus in Namibia and the southern African context. It defines and explores the meaning of democracy and related concepts. It also looks at what democracy means in the context of human rights and access to education. The ten chapters in this collection interrogate the strengths and limitations of education as an instrument of social change and question whether or not the Namibian educational objectives and practices do develop and help to sustain a democratic culture in Namibia. The authors in the collection have drawn material from their own teaching and research experience across the fields of education and social science in Namibia and beyond, and present their findings in a pedagogical framework suitable as a challenging text for tertiary students. At a time when education is in crisis, especially in South Africa where strident calls for free tertiary education and Africanisation of the curriculum are spreading like wildfire, this book gives scholarly insight into the history and social conditions that gave rise to our current predicament. An Anthology of Educational Thinkers provides an excellent introduction to the major groups of educational thinkers. Each thinker's views and theories are explained in detail in a format that is accessible to those currently practising and those who are still in training. However, this book goes beyond just explaining the theory, it shows practitioners how to put these theories into practice! It is filled with explanations of how theories are linked to the EYFS, examples of how these figures worked and, most importantly, demonstrates the way they influenced how most early years practitioners work today.

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