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Jean Jacques Rousseau Continuum Library Of Educational Thought:

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 **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 **The Development of Infant Education in Ireland, 1838-1948** Maura O'Connor, 2010 This is a historical analysis of the development of infant education in Ireland It spans the the period from the opening of the Model Infant School in Marlborough Street Dublin to the introduction of the child centred curriculum for infant classes in 1948 Theories of Bildung and Growth Pauli Siljander, Ari Kivelä, Ari Sutinen, 2012-12-30 Continental philosophy of education and North American educational thinking are two traditions of their own yet it is fruitful to compare for similarities and differences between the two and thus generate interest in a mutual dialogue and exchange between European and North American of philosophy of education The present book analyzes theoretical thinking on education from the standpoints of both traditions The book deals with continental educational thinking while discussing the notion of Bildung and its diversity from J A Comenius to Th Adorno In addition the book discusses the idea of growth inherited from American progressive education and classical Pragmatism The various contributors to the book offer insights to the theoretical discussion on education and specify the historical and thematic connections between different thinking models The book shows that connections between continental educational theories and classical Pragmatism are stronger than generally assumed As such the book invites the readers to challenge their own prejudices and views on Bildung and growth and the relationship between them Education would be tyranny if it did not lead to freedom J F Herbart The teacher who can get along by keeping spontaneous interest excited must be regarded as the teacher with the greatest skill W James *How Does*

God Act in the World? David Wilkinson, 2025-05-29 Does God act in the world and if God does then how These questions are central questions for Christian theology and Christian mission and ministry Is God simply a creator who then goes on holiday and leaves the universe to develop or is God the one who is embodied in Jesus the God of signs and wonders death and resurrection And what does this mean for signs and wonders today in the life of individuals and local churches From The Simpsons to a wedding in Cana from grace to quantum theory and from the problem of evil to eschatology David Wilkinson argues that the biblical picture of a God who acts in the world makes sense in the light of modern science but how God acts cannot be reduced to simple models

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

International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

Confucius Charlene Tan, 2013-08-15 Confucius was indisputably a major thinker in

education Charlene Tan s volume offers a coherent account of Confucius educational thought This work is divided into three distinctive parts 1 Intellectual Biography of Confucius 2 Critical Exposition of Confucius Work 3 Relevance of Confucius Work Today **Jean-Jacques Rousseau** Jürgen Oelkers,2008 Tales of Priut Almus Robert Belenky,2009-04-27 Thirteen year old Serogia was thrown out of his house by his drunken mother after his father died Eleven year old Anya doesnt have many friends and is always sad when she looks in the mirror she sees an ugly girl Her ten year old sister Sashinka is shy tough and fun loving Their only living relative is their drunken father These are just three of the children who were living at Priut Almus a childrens shelter in St Petersburg Russia when author Robert Belenky began his visits in 1998 He returned many times during the next ten years In Tales of Priut Almus he presents his interviews with children and staff as he participates in this humane and innovative shelter unusual in that it focused on preparing children to create and live in a democracy Finally we meet Almus founding director enigmatic man of the theater Mikhail Markarievich who provided the courageous vision The fifth in a series of books focusing on raising children whose lives have not been easy Tales of Priut Almus describes how this home has become a monument to the spirited and humane ways to raise children who are in need Priut Almus is a model of what may be possible for the United States in the realm of education and child care A. S. Neill Richard Bailey,2013-07-18

Lev Vygotsky René van der Veer,2007-01-01 A major international reference series providing comprehensive accounts of the work of seminal educational thinkers from a variety of periods disciplines and traditions It is the most ambitious and prestigious such project ever published a definitive resource for at least a generation The thinkers include Aquinas Aristotle Bourdieu Bruner Dewey Foucault Freire Holt Kant Locke Montessori Neill Newman Owen Peters Piaget Plato Rousseau Steiner Vygotsky West and Wollstonecraft Lev Vygotsky is indisputably a major thinker in education Ren van der Veer s volume offers the most coherent account of Vygotsky s educational thought This work is divided into Intellectual biography Critical exposition of Vygotsky s work The Reception Influence and Relevance of Vygotsky s Work Today *Loris Malaguzzi and the Reggio Emilia Experience* ,2010-02-15 Loris Malaguzzi is indisputably a major thinker in education Kathy Hall s volume offers the most coherent account of Malaguzzi s educational thought This work is divided into 1 Intellectual biography 2 Critical exposition of Malaguzzi s work 3 The reception and influence of Malaguzzi s work 4 The relevance of the work today **On the Politics of Educational Theory** Tomasz Szkudlarek,2016-11-03 On the Politics of Educational Theory considers the political significance of educational theory as a specific genre of public discourse Rather than understanding educational theories solely as addressing issues of childrearing and instruction this book aims to view educational theories in a broader socio political context It explores the role of educational theories in the construction of collective and political identities and analyses them as rhetorical strategies operating as political discourses Defining the methodological framework through the perspectives of Michel Foucault and Ernesto Laclau each chapter examines the ways in which theories of education contribute to the creation of social realities and identities Such issues as the construction of

visibility and invisibility of power the tropes of temporality or the use of postulational language where theorists say what should be done in and by education are some of the threads that weave through particular theories from Rousseau to the discourse of education in the knowledge based society analysed as ontological rhetorics constitutive of political identities This book suggests a direction for a more conscious way of dealing with the political in education As such it will appeal to researchers academics and postgraduate students in the fields of educational research philosophy of education curriculum studies social and political theory and theory of education The Open Access version of this book available at <http://www.taylorfrancis.com/books/e/9781315712505> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

John Henry Newman James Arthur, Guy Nicholls, 2007-11-15 John Henry Newman's writings and his lifelong search for religious truth continue to influence thought within a range of disciplines most notably theology philosophy and education One of his most significant contributions was to the understanding of higher education contained within his nineteenth century writings in particular his volume of lectures entitled *The Idea of a University* which has helped shape religious and educational thought over two centuries Newman's claim that university education the pursuit of universal knowledge and truth is as much an education in pure and practical knowledge as in moral life provides a continuing source of challenge and inspiration to education leaders today much as it did in the nineteenth century James Arthur examines Newman's key strengths and weaknesses and locates these firmly within the intellectual context of his time providing an overview of his work that allows students to appreciate the importance of his thought both within and outside the Catholic tradition

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 Locke Alexander Moseley, 2014-10-23 John Locke is one of the great minds in educational history Drawing on his perceptive observations of families and children he saw the importance of adapting learning to the child's dispositions Critical of schools he is the fountainhead of home tutoring child centred learning and the importance of enjoyable learning But for Locke learning was not about facts a good education produced gentlemen who could in turn adapt themselves to commerce and politics Locke's philosophy helped provide rigour to the scientific revolution the impetus for the expansion of schools for the poor which should be profitable and child psychology Alexander Moseley sets Locke's educational writings in their context with a sensitive

reading of what Locke understood by education and highlights the relevance of the study of Locke's work to our understanding of education today Rousseau and the Problem of Human Relations John M. Warner, 2016-03-14 In this volume John Warner grapples with one of Jean Jacques Rousseau's chief preoccupations the problem of self interest implicit in all social relationships Not only did Rousseau never solve this problem Warner argues but he also believed it was fundamentally unsolvable that social relationships could never restore wholeness to a self interested human being This engaging study is founded on two basic but important questions what do we want out of human relationships and are we able to achieve what we are after Warner traces his answers through the contours of Rousseau's thought on three distinct types of relationships sexual love friendship and civil or political association as well as alternate interpretations of Rousseau such as that of the neo Kantian Rawlsian school The result is an insightful exploration of the way Rousseau inspires readers to imbue social relations with purpose and meaning only to show the impossibility of reaching wholeness through such relationships While Rousseau may raise our hopes only to dash them Rousseau and the Problem of Human Relations demonstrates that his ambitious failure offers unexpected insight into the human condition and into the limits of Rousseau's critical act **Das Problem Kind** Christoph T. Burmeister, 2022-02-11 Kind und Kindheit erscheinen uns als etwas Selbstverständliches Quasi natürliches gerade so als hätte es sie immer gegeben Doch sind sie historisch kontingent Mehr noch Seit dem 15. Jahrhundert ist das Problem Kind entscheidend an der Formation der westlichen Moderne beteiligt ist ausschlaggebend für deren Funktionieren und Wandel Christoph T. Burmeisters Studie zeigt dass durch die Subjektform Kind und die Idee der Kindheit die Entwicklung zentraler Vergesellschaftungspraktiken angestoßen wurde Sie untersucht Techniken der Subjektivierung und der Organisation von Familie und Staat ausgehend von Michel Foucaults Konzept der Problematisierung Diesen international noch kaum rezipierten Forschungsansatz erweitert der Autor zu einer historisch relationalen Soziologie mit der er unter anderem Jean Jacques Rousseaus Frage befragt den bislang übersehenen Stellenwert von Kindheit und Familie im Werk Foucaults selbst herausarbeitet und das spätmoderne Ideal der sozial emotionalen Kompetenz analysiert Das Buch macht deutlich wie ausgehend vom Problem Kind soziale räumliche und zeitliche Ordnungen hervorgebracht werden welche Rolle Eltern und Experten die Elemente Entwicklung und Erziehung sowie die Affekte Angst und Hoffnung spielen und wie es ab den 1970er Jahren zu einer Zunahme von preventierenden und optimierenden Praktiken kommt The German Tradition of Psychology in Literature and Thought, 1700-1840 Matthew Bell, 2005-07-07 The beginnings of psychology are usually dated from experimental psychology and Freudian psychoanalysis in the late nineteenth century Yet the period from 1700 to 1840 produced some highly sophisticated psychological theorising that became central to German intellectual and cultural life well in advance of similar developments in the English speaking world Matthew Bell explores how this happened by analysing the expressions of psychological theory in Goethe's Faust Kant's Critique of Pure Reason and in the works of Lessing Schiller Kleist and E.T.A. Hoffmann This study pays special attention to the role of the German literary renaissance of

the last third of the eighteenth century in bringing psychological theory into popular consciousness and shaping its transmission to the nineteenth century All German texts are translated into English making this fascinating area of European thought fully accessible to English readers for the first time

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