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Paul Smeyers



Michel Foucault Bloomsbury Library Of Educational Thought:

Michel Foucault Lynn Fendler, 2010 **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 *Educational Research: Material Culture and Its Representation* Paul Smeyers, Marc Depaepe, 2014-02-10 This collection discusses and illustrates how educational research is affected by the economic institutional and physical contingencies of its time and in our time even increasingly is driven by them It is argued that the antidote to this is however not to aspire to thought itself but instead to do justice to its own rootedness in the material including textuality From an historical point of view such an innovative approach can itself revamp the material scholarly culture and the way it is represented The chapters address a variety of topics such as the cultural heritage of the school desk the significance of images for research into long term educational processes the way iconic signs function and how modes of enquiry relate to the materiality of education Attention is also given to standards for reporting on educational research studies and how these limit the scope and communication and moreover shape researchers to the forms of citation practices as substantially influencing methods and content and to the centrality of conversation not just as the means to an end but as what matters further to representational and to non representational theories for educational research Some examples are drawn from the area of arts based educational research from mathematics education and from the discourse on universities **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 E. G. West James Tooley, 2014-10-23 What role should government have in education This question has exercised philosophers since Plato and economists since Adam Smith It is also a question that is as relevant today as people around the world worry about standards in public government schools and governments and international agencies look to fine tune their educational

policies This book describes and analyses the work of one economist Professor E G West whose life s work was focused precisely on this question His classic 1965 book Education and the State and subsequent writings inspired a new way of looking at this question Based on historical analysis of what happened in the UK and USA before governments got involved in education and supplemented with philosophical exploration of the justifications for government involvement West set out a position with only minimal state involvement James Tooley outlines West s ideas and their challenges elaborating them in terms of public choice theory and recent empirical evidence of education without the state in developing countries **Loris**

Malaguzzi and the Reggio Emilia Experience Kathy Hall,Mary Horgan,Anna Ridgway,Rosaleen Murphy,Maura Cunneen,Denice Cunningham,2014-10-23 The Municipal preschools of Reggio Emilia in Northern Italy are renowned world wide for the excellence of their provision This approach provides a unique collaboration between children parents teachers and the wider community Loris Malaguzzi and the Reggio Emilia Experience brings together the history and context of the Reggio Emilia experience and explores the principles espoused by Loris Malaguzzi and the Early Years Educators of the Reggio Emilia Municipality It critically evaluates the emergent curriculum and quality provision and offers new insights into the powerful and dominant discourses of the Reggio movement It will provide students and educators with a comprehensive overview of the phenomenon that is Reggio Emilia Educational Research: Ethics, Social Justice, and Funding Dynamics

Paul Smeyers,Marc Depaepe,2018-03-22 This book examines the conduct and purposes of educational research It looks at values of researchers at whose interests are served by the research and the inclusion or exclusion of practitioners and subjects of research It asks if educational research should be explicitly committed to promoting equality and inclusion and whether that requires research to be more aware of the cultural and global contexts of research questions It explores the ethical challenges encountered in the conduct of research and the potential ethical and social justice constraints imposed by comparative research rankings Next it discusses the research funding aspects of the above issues both philosophically and historically thus examining the changing sources patterns and effects of educational research funding over time Since the conduct of most educational research increasingly requires institutional and financial support the question is whether funding shapes the content of research and what counts as research The book discusses if funding is a factor in the shift of efforts of researchers from pure or basic research to more applied research and if it encourages the development of large research teams to the detriment of individual scholars It looks at the ownership of the content results and data of publicly funded research Finally it tries to establish whether scholars solicit funding to support research projects or generate research projects to attract funding This publication as well as the ones that are mentioned in the preliminary pages of this work were realized by the Research Community Philosophy and History of the Discipline of Education Purposes Projects and Practices of Educational Research **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

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

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 Production, Presentation, and Acceleration of Educational Research: Could Less be More? Paul Smeyers, Marc Depaepe, 2021-11-01 Is educational research chasing the trends one can observe in big sciences mimicking what happens some would say successfully elsewhere in academia The question in the title of this edited collection took its inspiration from a verse by Goethe Wer Gro es will muss sich zusammenraffen In der Beschr nkung zeigt sich erst der Meister Such confinement or limitation that may show mastery does not characterize at all the present state of the educational research publication scene Instead there have never been more of such publications which follow each other with an increasing speed It may therefore be interesting to delve into the reasons of this development that is characteristic of what is published in this field as in many or almost all fields of scholarly work The chapters in this collection address aspects of the re presentation dissemination and reception and the production and acceleration of educational research An international group of scholars philosophers and historians of education address questions such as Why publish The lust for academic fame Why educational historiography is not an unnecessary luxury and Ways of knowing The twelve chapters are preceded by an introduction where issues of plurality and diversity in the study of education are at centre stage and followed by an Epilogue written by the Editors of the Springer Series Educational Research Paul Smeyers and Marc Depaepe offer some final reflections after a journey of two decades that took them and the colleagues participating in the Research Community from 1999 till 2018 floating on the current of the Zeitgeist that carried the Discipline of Education They claim finally that mastery in the study of education requires restraint *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 *Zehou Li and the Aesthetics of Educational Maturity* Flora Liuying Wei, 2022-09-19 This book articulates a unique conception of aesthetic educational philosophy and its relation to the Chinese world drawing on the works of the prominent contemporary Chinese philosopher Zehou Li The book outlines an

aesthetics approach to educational maturity that recognises both the contributions of Western Enlightenment ideals and Chinese traditions paving the way for an inclusive and post comparative philosophy It offers a nuanced discussion of Zehou Li s thought and how his work can be framed at the border between traditional and modern China between China and the West The book combines a discussion of aesthetics with educational theory and considers their combined implications for educational practice in particular in the first person perspectives of students parents and teachers in both local and global contexts Providing a way of doing philosophy of education that carefully considers interactions and overlaps between Western and Chinese civilisation the book will be of great interest to researchers academics and postgraduate students in the fields of educational philosophy educational theory and Chinese and cross cultural philosophy **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 **Folds of Past, Present and Future** Sarah Van Ruyskensvelde,Geert Thyssen,Frederik Herman,Angelo Van Gorp,Pieter Verstraete,2021-09-07

This volume brings together important theoretical and methodological issues currently being debated in the field of history of education The contributions shed insightful and critical light on the historiography of education on issues of de colonization on the historical development of the educational sciences and on the potentiality attached to the use of new and challenging source material **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

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 **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 **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 **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

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