

Educational Philosophy Paper Essays

For healthcare professionals, clinical education is foundational to the learning process. However, balancing safe patient care with supportive learning opportunities for students can be challenging for instructors and the complex social context of clinical learning environments makes intentional teaching approaches essential. Clinical instructors require advanced teaching knowledge and skills as learners are often carrying out interventions on real people in unpredictable environments. *Creative Clinical Teaching in the Health Professions* is an indispensable guide for educators in the health professions. Interspersed with creative strategies and notes from the field by clinical teachers who offer practical suggestions, this volume equips healthcare educators with sound pedagogical theory. The authors focus on the importance of personal philosophies, resilience, and professional socialization while evaluating the current practices in clinical learning environments from technology to assessment and evaluation. This book provides instructors with the tools to influence both student success and the quality of care provided by future practitioners.

The difference in the practical approach to teaching philosophy can mean the difference between an engaging class and an excruciating one. In this expanded edition of *In the Socratic Tradition* (1997) Kasachkoff adds new sections on teaching philosophy with computers, teaching philosophical explanation, and teaching philosophy of gender. Chapters in the collection share the pedagogical insights of more than two dozen distinguished philosophers, offering practical suggestions on such issues as how to motivate students, construct syllabi and creative examinations for specific courses, and teach complex philosophical concepts. Like its predecessor, *Teaching Philosophy* will be an indispensable resource for teachers of all levels and fields of philosophy, and will be particularly helpful in lending inspiration to graduate students and professors called upon to teach courses outside of their specialty areas.

Exemplifying what it advocates, this book is an innovative attempt to retrieve the essay form from its degenerate condition in academic writing. Its purpose is to create pedagogical space in which the inner struggle of 'lived experience' can articulate itself in the first person. Working through essays, the modern, 'post-secular' self can guide, understand, and express its own transformation. This is not merely a book about writing methods: it has a sharp existential edge. Beginning by defining key terms such as 'self-transformation', Kwak sketches the contemporary debates between Jürgen Habermas and Charles Taylor on the status of religious language in the public domain, and its relationship to secular language. This allows her to contextualize her book's central questions: how can philosophical practice reduce the experiential rift between knowledge and wisdom? How can the essay form be developed so that it facilitates, as praxis, pedagogical self-transformation? Kwak develops her answers by working through ideas of George Lukács and

Stanley Cavell, of Hans Blumenberg and Søren Kierkegaard, whose work is much less familiar in this context than it deserves to be. Kwak's work provides templates for new forms of educational writing, new approaches to teaching educators, and new ways of writing methodology for educational researchers. Yet the importance of her ideas extends far beyond teaching academies to classroom teachers, curriculum developers – and to anyone engaged in the quest to lead a reflective life of one's own.

Israel Scheffler is the pre-eminent philosopher of education in the English-speaking world today. This volume collects seventeen original, invited papers on Scheffler's philosophy of education by scholars from around the world. The papers address the wide range of topics that Scheffler's work in philosophy of education has addressed, including the aims of education, cognition and emotion, teaching, the language of education, science education, moral education, religious education, and human potential. Each paper is followed by a response from Scheffler himself. The collection is essential reading for anyone concerned with contemporary scholarship in philosophy of education, or with the place of this singularly important author in it.

R. M. Hare, one of the most widely discussed of today's moral philosophers, here presents his most important essays on religion and education, in which he brings together the theoretical and the practical. The main themes of the book are the relations between religion and morality and the question how children can be educated to think for themselves, freely but rationally, about moral questions.

This was the last and most important and comprehensive work of Charlotte Mason, (founder of the Parents' National Educational Union). For more than half a century the practical results of her original thought on education could be seen in all parts of the world in the Charlotte Mason Method and the Parents' Union Schools.

ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios.

The first edition of Nel Noddings' *Philosophy of Education* was acclaimed as the 'best overview in the field' by the journal *Teaching Philosophy* and predicted to 'become the standard textbook in philosophy of education' by *Educational Theory*. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards. *Philosophy of Education* introduces students to the evolution of educational thought, from the founding fathers to contemporary theorists, with consideration of both analytic and continental traditions. This is an essential text not only for teachers and future teachers, but also for anyone needing a survey of contemporary trends in philosophy of education.

Philosophical Writing: An Introduction, 4th Edition, features numerous updates and revisions to A. P. Martinich's best-selling text that instructs beginning philosophy students on how to craft a well-written philosophical essay. Features an entirely new chapter on how to read a philosophical essay, new sections on quantification and modality, and rhetoric in philosophical writing, as well as more updated essay examples. Includes many new essay examples and an accompanying website with further topics and examples. Traces the evolution of a good philosophical essay from draft stage to completion. Emphasizes what a student should do in crafting an essay, rather than on what not to do. Written with clarity and humor by a leading philosopher.

Based on the premise that one of the best ways for a student to understand a topic is to write about it, this is a book that teaches students how to write philosophical essays. Geared toward first-time philosophy students, the book is a supplement for any Philosophy course in which the instructor requires the students to write essays. Most of the work involved in a Philosophy class is reading assigned material, thinking about it, and then writing about it – whether on an exam or in an essay written outside of class. This book is designed to make all three of those activities easier. *Writing to Learn* begins with helpful hints on how to read philosophy (chapter 2). In chapters 3 through 7 students are guided through several different types of essays, beginning with the simplest summaries that demonstrate knowledge and understanding, and progressing through essays that require the application of theories to new situations, the analysis and evaluation of arguments used, and finally, the synthesis of several theories or arguments.

When originally published in 1965 this book reflected some of the new thinking among philosophers regarding the role of the discipline in its investigation of central issues in education. The essays are grouped into four major sections: *The Nature and Function of Educational Theory*; *The Context of Educational Discussion*; *Conceptions of Teaching*; and *The Essence of Education*. The concepts dealt with are of the first importance to any practical or theoretical discussion in education and the editor provides a generous introduction to the essays to aid the reader in his analysis of the issues.

A hefty one-volume reference addressing various facets of the essay. Entries are of five types: 1) considerations of different types of essay, e.g. moral, travel, autobiographical; 2) discussions of major national traditions; 3) biographical profiles of writers who have produced a significant body of work in the genre; 4) descriptions of periodicals important for their publication of essays; and 5) discussions of some especially significant single essays. Each entry includes citations for further reading and cross references.

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Introduction to Teaching: Making a Difference in Student Learning, Second Edition is the ideal text for aspiring teachers.

Acclaimed authors Gene Hall, Linda Quinn, and Donna Gollnick thoroughly prepare teacher education candidates to make a difference as teachers, presenting first-hand stories and evidence-based practices while offering a student-centered approach to learning. The authors target one of the biggest challenges facing many of today's schools—making sure that all students are learning—and help teachers make student learning the primary focus in all that they do. From true-to-life challenges that teachers will face (high-stakes testing, student learning assessments, low teacher retention, Common Core Standards) to the inspiration

and joy they will discover throughout their teaching careers, this text paints a realistic picture of the real life of a teacher.

First published in 1989. Routledge is an imprint of Taylor & Francis, an informa company.

This is Charlotte Mason as you have not seen her before: *Mind to Mind* is her well-seasoned final work, originally titled *An Essay Towards a Philosophy of Education*. Divested of outdated material, the essential philosophy is brought into sharp relief. Ms. Mason wrote, "The message for our age is, Believe in mind, and let education go straight as a bolt to the mind of the pupil." Our generation needs to hear that message more acutely than ever. Karen Glass, with deep respect for the original, has preserved the essentials in Ms. Mason's own words, while delivering the material in a format that speaks to today's readers. This book is an abridgment in the literal Latin sense of "to shorten." What has been shortened is not merely the length of the original volume, but the path between the modern reader and the mind of Charlotte Mason. In this book, Charlotte Mason presents the vital principles that underlie her methods, and with the confidence of many decades of practice behind her, recommends those methods to a wider audience. She wanted to reform and regenerate the educational practices of Great Britain in the early 20th century, but 21st century readers will find her ideas just as potent, just as penetrating, and even more refreshing than they were when they were originally penned. Her first principle is "Children are born persons": not machines, not animals, not accidental conglomerations of cells, but persons, with all the magnificent possibilities that personhood implies. The education we should offer a person is the education Charlotte Mason offers to us.

This anthology opens new perspectives in the domain of history, philosophy, and science teaching research. Its four sections are: first, science, culture and education; second, the teaching and learning of science; third, curriculum development and justification; and fourth, indoctrination. The first group of essays deal with the neglected topic of science education and the Enlightenment tradition. These essays show that many core commitments of modern science education have their roots in this tradition, and consequently all can benefit from a more informed awareness of its strengths and weaknesses. Other essays address research on leaning and teaching from the perspectives of social epistemology and educational psychology. Included here is the first ever English translation of Ernst Mach's most influential 1890 paper on 'The Psychological and Logical Moment in Natural Science Teaching'. This paper launched the influential Machian tradition in education. Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula. These are instances of the supportive relation of HPS&ST research to curriculum theorising. Finally, two essays address the topic of Indoctrination in science education; a subject long-discussed in philosophy of education, but inadequately in science education. This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science. From major traditions such as the Enlightenment to the tensions around cultural studies of science, the book provides a comprehensive context for the scientific endeavour, drawing on curriculum and instructional examples. Sibel Erduran, University of Oxford, UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters. This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or

science education. Jonathan Osborne, Stanford University, USA This volume presents new and updated perspectives in the field, such as the Enlightenment Tradition, Cultural Studies, Indoctrination in Science Education, and Nature of Science. Highly recommended. Mansoor Niaz, Universidad de Oriente, Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science. Michael J Reiss, University College London, UK

The concept of potential plays a prominent role in the thinking of parents, educators and planners the world over. Although this concept accurately reflects central features of human nature, its current use perpetuates traditional myths of fixity, harmony and value, calculated to cause untold mischief in social and educational practice. First published in 1985, Israel Scheffler's book aims to demythologise the concept of potential. He shows its roots in genuine aspects of human nature, but at the same time frees it from outworn philosophical myths by means of analytical reconstruction - thereby improving both its theoretical and its practical applicability. The book concludes with an interpretation of policy-making in education, and reflections on the ideal education of a policy-maker. It emphasises human symbolism, choice, temporal continuity, and self-determination as indispensable elements of any adequate philosophy of education. *Of Human Potential* will be of interest to a broad range of philosophers, educators and social scientists.

This text offers a unique philosophical and historical inquiry into the educational vision of Luis Emilio Recabarren, and his pivotal role in securing independent education for Chile's working classes in the early 20th century. Through close analysis of the textual archives and press writings, *The Educational Philosophy of Luis Emilio Recabarren* offers comprehensive insight into Recabarren's belief in education as essential to the empowerment, emancipation, and political independence of the working class, and emphasises the importance he placed on the education of workers through experiential learning in their organizations and press. By situating his work amongst broader political and educational movements occurring in Latin America in an era of imperialism, the text also demonstrates the progressive nature of Recabarren's work and maps the development of his philosophy amid Socialist, Marxist, and Communist movements. Making an important contribution to our understanding of the aims and value of adult education in light of neoliberalism today, this text will be of interest to scholars, researchers, activists, and post-graduate students with an interest in education, social movements, and Latin America. The text also addresses key issues raised in studies of Recabarren and the history of education in Chile.

This practical guide for teaching philosophy brings together essays by two dozen distinguished philosophers committed to pedagogy. Addressing primarily practical issues, such as how to motivate students, construct particular courses, and give educational exams, the essays also touch on theoretical issues such as whether moral edification is a proper goal of teaching ethics. An excellent sourcebook for graduate students just learning to teach as well as for professors searching for new strategies and inspiration or called upon to teach courses outside of their specialties.

What good is art? What is the point of a university education? Can philosophers contribute anything to social liberation?

Such questions, both ancient and urgent, are the pulse of reformational philosophy. Inspired by the vision of the Dutch religious and political leader Abraham Kuyper, reformational philosophy pursues social transformation for the common good. In this companion volume to *Religion, Truth, and Social Transformation*, Lambert Zuidervaart presents a socially engaged philosophy of the arts and higher education. Interacting with the ideas of leading Kuyperian thinkers such as Calvin Seerveld and Nicholas Wolterstorff, Zuidervaart shows why renewal in the arts needs to coincide with political and economic transformation. He also calls for education and research that serve the common good. Deeply rooted in reformational philosophy, his book brings a fresh and inspiring voice to current discussions of religious aesthetics and Christian scholarship. *Art, Education, and Cultural Renewal* is a testament to the practical and intellectual richness of a unique religious tradition, compelling in its call for social solidarity and cultural critique.

This book presents fourteen new essays by international scholars about the intersections between pragmatism, education, and philosophy with children. Pragmatism from its beginnings has sought a revolution in learning, and is itself a special kind of philosophy of education. What can the applications of pragmatism to pedagogy around the world teach us today?

In these essays, 24 of our most celebrated professors of philosophy address the problem of how to teach philosophy today: how to make philosophy interesting and relevant; how to bring classic texts to life; how to serve all students; and how to align philosophy with more "practical" pursuits. Selected and introduced by three leaders in the world of philosophical education, the insights contained in this inspiring collection illuminate the challenges and possibilities of teaching the academy's oldest discipline.

An Essay on Man concerns educational philosophy, with an aim to cultivate students by exploring fundamental questions of both philosophy and education as "What is man?" "What is education?", and by tracing things to essence. Starting from probing into the origin and consciousness of man in this book, Professor Zhang furthers his exploration of man from dimensions of time and space. Sharing his insightful thought on classics, social phenomena and the author's personal teaching experiences, this book expounds questions as "How many egos does man have?", "Is man an animal of symbols?", "What is personality?", "The way of existence of man?", "Man's emotions?", "Man's education?", "Relationship between man and nature?", "Man and culture?" etc. More than seventy years later after Ernst Cassirer published his book *An Essay on Man*, this book comes with the same title as Cassirer's. From it the reader should be able to get a fresh view of man and education forwarded by a Chinese philosopher and educator. Professor Chuting Zhang was president of Hunan Normal University (from 1986 to 2000). The original Chinese version has become very popular in China, particularly for university students. It's a collection of essays on Prof. Zhang's reflections of man from the

comparative perspective of Chinese and western cultures. It will be of interest to educators, philosophers, cultural experts, and students in education, philosophy, and culture, among others.

A work by John Locke about education.

Writing Philosophy: A Student's Guide to Reading and Writing Philosophy Essays, Second Edition, is a concise, self-guided manual that covers how to read philosophy and the basics of argumentative essay writing. It encourages students to master fundamental skills quickly--with minimal instructor input--and provides step-by-step instructions for each phase of the writing process, from formulating a thesis, to creating an outline, to writing a final draft, supplementing this tutorial approach with model essays, outlines, introductions, and conclusions. Writing Philosophy is just \$5 when packaged with any Oxford University Press Philosophy text. Contact your Oxford representative for details and package ISBNs.

The Road Traveled and Other Essays presents the recent work of philosopher and educator Steven M. Cahn. This book offers his latest reflections on the nature of well-being, the rationality of religious belief, and the aims of higher education. Also included are a selection of his challenging philosophical puzzles. The work concludes with a detailed account of his career as a faculty member, foundation executive, and university administrator.

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