

## The Concept Of Education In Islam A Framework For An Islamic Philosophy Syed Muhammad Naquib Al Attas

Each individual is a unique person. In reality, education today should help students answer two fundamental life questions: Who am I? and Why am I here? Understanding who they are as individuals and what motivates them leads to a life of purpose and happiness. Without coming to grips with these questions, life can be vacant and void of meaning. A 'good life' is predicated, in part, on understanding these questions. These questions are fundamental and affect all aspects of life. Everyone must come to terms with them throughout each phase of life. They provide the foundation for introspection and understanding necessary to pursue a life of meaning. What kind of education do students need to begin to think about who they are and how they can find significance in their lives? Both are essential to enable a life of happiness, freedom, and success. To deal with inevitable change, each individual must have a sense of self and purpose.

A series of public lectures given at the Institute of Education, University of London provides the nucleus around which this collection, originally published in 1967, is gathered. This collection provides comprehensive coverage of a complex theme which will be of interest to those involved in the fields of philosophy and education alike. Topics covered include: the logical and psychological aspects of learning, the concept of play, rule and routines, teaching and training, philosophical models of teaching. The Concept of Education (International Library of the Philosophy of Education Volume 17) Routledge

The Allegory of the Cave, or Plato's Cave, was presented by the Greek philosopher Plato in his work Republic (514a–520a) to compare "the effect of education (???????) and the lack of it on our nature". It is written as a dialogue between Plato's brother Glaucon and his mentor Socrates, narrated by the latter. The allegory is presented after the analogy of the sun (508b–509c) and the analogy of the divided line (509d–511e). All three are characterized in relation to dialectic at the end of Books VII and VIII (531d–534e). Plato has Socrates describe a group of people who have lived chained to the wall of a cave all of their lives, facing a blank wall. The people watch shadows projected on the wall from objects passing in front of a fire behind them, and give names to these shadows. The shadows are the prisoners' reality.

Key Concepts in Healthcare Education is a guide to the key theories, issues and practical considerations involved in healthcare education in the 21st century. It is aimed at those studying to be educators in both academic and practice settings, as well as supporting the continuing professional development of more experienced lecturers and practice educators. The book can be used as a reference source, a platform for further study and an essential text. The book comprises 40 succinct chapters each covering a topic and featuring - a definition of the concept - key points - discussion of the main issues - a case study to illustrate the application to practice, and - suggestions for further reading. For those developing or enhancing their knowledge and skills in education and mentorship in healthcare, Key Concepts in Healthcare Education is the ideal companion to learning.

This volume tackles perceived myths surrounding the academic excellence of East Asian students, and moves beyond Western understanding to offer in-depth analysis of the crucial role that shadow education plays in students' academic success. Featuring a broad range of contributions from countries including Japan, China, Taiwan, and Singapore, chapters draw on rich qualitative research to place in the foreground the lived experiences of students, teachers, and parents in East Asian countries. In doing so, the text provides indigenous insights into the uses, values, and meanings of shadow education and highlights unknown cultural and regional aspects, as well as related phenomena including trans-boundary learning culture, nomadic learning, individualized learning, and the post-schooling era. Ultimately challenging the previously dominating Western perspective on shadow education, the volume offers innovative theorization to highlight shadow education as a phenomenon which cannot be overlooked in broader discussion of East Asian educational performance, systems, and policy. Offering pioneering insights into the growing phenomenon of shadow education, this text will benefit researchers, academics, and educators with an interest in international and comparative education, curriculum studies, and East Asian educational practices and policy. Those interested in the sociology of education and educational policy will also benefit from this book.

The Rediscovery of Teaching presents the innovative claim that teaching does not necessarily have to be perceived as an act of control but can be understood and configured as a way of activating possibilities for students to exist as subjects. By framing teaching as an act of dissensus, that is, as an interruption of egological ways of being, this book positions teaching at the progressive end of the educational spectrum, where it can be reconnected with the emancipatory ambitions of education. In conversation with the works of Emmanuel Levinas, Paulo Freire, Jacques Rancière, and other theorists, Gert Biesta shows how students' existence as subjects hinges on the creation of existential possibilities, through which students can assert their "grown-up" place in the world. Written for researchers and students in the areas of philosophy of education, educational theory, curriculum theory, teaching, and teacher education, The Rediscovery of Teaching demonstrates the important role of teachers and teaching in the project of education as emancipation towards grown-up ways of being in the world.

[The SAGE Key Concepts series provides students with accessible and authoritative knowledge of the essential topics in a variety of disciplines. Cross-referenced throughout, the format encourages critical evaluation through understanding. Written by experienced and respected academics, the books are indispensable study aids and guides to comprehension.] 'Dipping into this short collection reveals an eminently useful resource aimed at providing not just a use-friendly lexicon but also an example of a degree of criticality for those new to the area of education....the authors manage to tackle some serious issues with conviction, clarity and concision, all the while maintaining a sense of humour where comparable examples merely seem pedantic' - ESCalate 'This is an essential resource for anyone serious about using the English Language to talk about teaching and learning....Inglis and Aers provide a resource for [a common professional language] in their compact and highly accessible book. It has a sound philosophical rationale in which 102 key concepts in education are presented alphabetically and cross-referenced (the book reads like a high quality hyperlinked web-page)' - [www.thinkingclassroom.co.uk](http://www.thinkingclassroom.co.uk) 'This is an engaging and accessible resource which

explains various sociological, philosophical and psychological concepts relevant to contemporary educational practice. The concepts are succinctly and sometimes provocatively defined and related to today's pressing issues. It will be a particularly useful reference tool for students and practitioners of education alike, with each entry including references for further reading' - Geoff Whitty, Director, Institute of Education, University of London 'If you are seeking a clear guide to principles which should guide public life in general and education in particular, look no further. Inglis and Aers write with enviable and compelling clarity. Something for all in education especially practitioners and policy makers to read and return to' - Tim Brighouse, recently Chief Adviser for London Schools and formerly Chief Education Officer for Birmingham This text provides students with over 100 essential themes, topics and expressions that Education students are likely to encounter, both during their courses and beyond in professional practice. Co-authored to draw on experiences of working within academia, local authorities and the classroom, the entries provide: - a definition of the concept - a description of the historical and practical context - an explanation of how the concept is applied - an evaluation of the concept - helpful references and suggested further reading This book will be essential reading for students of Education, and an invaluable reference tool for their professional careers. Fred Inglis is Emeritus Professor of Cultural Studies, University of Sheffield. Lesley Aers is a senior member of a local authority school improvement service and an Ofsted inspector. Both authors are former schoolteachers.

Making Sense of Education provides a contemporary introduction to the key issues in educational philosophy and theory. Exploring major past and present conceptions of education, teaching and learning, this book makes philosophy of education relevant to the professional practice of teachers and student teachers, as well of interest to those studying education as an academic subject. The book is divided into three parts: education, teaching and professional practice: issues concerning education, the role of the teacher, the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning, knowledge and curriculum: issues concerning behaviourist and cognitive theories of learning, knowledge and meaning, curriculum aims and content and evaluation and assessment schooling, society and culture: issues of the wider social and political context of education concerning liberalism and communitarianism, justice and equality, differentiation, authority and discipline. This timely and up-to-date introduction assists all those studying and/or working in education to appreciate the main philosophical sources of and influences on present day thinking about education, teaching and learning In this book, Joel Spring offers a powerful and closely reasoned justification and definition for the universal right to education--applicable to all cultures--as provided for in Article 26 of the United Nation's Universal Declaration of Human Rights. One sixth of the world's population, nearly 855 million people, are functionally illiterate, and 130 million children in developing countries are without access to basic education. Spring argues that in our crowded global economy, educational deprivation has dire consequences for human welfare. Such deprivation diminishes political power. Education is essential for providing citizens with the tools for resisting totalitarian and repressive governments and economic exploitation. What is to be done? The historically grounded, highly original analysis and proposals Spring sets forth in this book go a long way toward answering this urgent question. Spring first looks at the debates leading up to the Universal Declaration of Human Rights in 1948, to see how the various writers dealt with the issue of cultural differences. These discussions provide a framework for examining the problem of reconciling cultural differences with universal concepts. He next expands on the issue of education and cultural differences by

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proposing a justification for education that is applicable to indigenous peoples and minority cultures and languages. This justification is then applied to all people within the current global economy. Acknowledging that the right to an education is inseparable from children's rights, he uses the concept of a universal right to education to justify children's rights, and, in turn, applies his definition of children's liberty rights to the concept of education. His synthesis of cultural, language, and children's rights provides the basis for a universal justification and definition for the right to education -- which, in the concluding chapters, Spring uses to propose universal guidelines for human rights education, and instruction in literacy, numeracy, cultural centeredness, and moral economy.

As pertinent today as when it was initially published by Harper and Row in 1983, this book derives from the author's more than fifteen years as an educator. It seeks a moderate course through the same chaotic American educational scene, by making a claim for the primacy of philosophy over empirical studies. It places psychology and sociology in their secondary roles as important in shedding light on areas that have already been philosophically explicated. The content is aimed most specifically at student teachers, particularly in the foundations and philosophy of education, though of interest and value to practicing teachers, administrators and supervisors. Interests, growths and needs are taken into account when curriculum is being considered. Freedom and discipline are examined when social control is analyzed. This collection provides comprehensive coverage of a complex theme which will be of interest to those involved in the fields of philosophy and education alike.

A comprehensive critical survey of the controversies, theories and practices central to secondary education today, this book provides teachers, researchers, parents and policy-makers with a vital new reference resource. It covers important topics including: assessment citizenship curriculum e-learning exclusion theories of learning work experience. Fully cross-referenced, with extensive suggestions for further reading and on-line resources, this is an essential guide to theory and practice in the twenty-first century classroom.

What is the purpose of education? What kind of people do we want our children to grow up to be? How can we design schools so that students will acquire the skills they'll need to live fulfilled and productive lives? These are just a few of the questions that renowned educator Dennis Littky explores in *The Big Picture: Education Is Everyone's Business*. The schools Littky has created and led over the past 35 years are models for reformers everywhere: small, public schools where the curriculum is rich and meaningful, expectations are high, student progress is measured against real-world standards, and families and communities are actively engaged in the educational process. This book is for both big "E" and small "e" educators: \* For principals and district administrators who want to change the way schools are run. \* For teachers who want students to learn passionately. \* For college admissions officers who want diverse applicants with real-world learning experiences. \* For business leaders who want a motivated and talented workforce. \* For parents who want their children to be prepared for college and for life. \* For students who want to take control over their learning . . . and want a school that is interesting, safe, respectful, and fun. \* For anyone who cares about kids. Here, you'll find a moving account of just what is possible in education, with many of the examples drawn from the Metropolitan Regional Career and Technical Center ("The Met") in Providence, Rhode Island--a diverse public high school with the highest rates of attendance and college acceptance in the state. The Met exemplifies personalized learning, one student at a time. *The Big Picture* is a book to reenergize educators, inspire teachers in training, and start a new conversation about kids and schools, what we want for both, and how to make it happen.

Despite great progress around the world in getting more kids into schools, too many leave without even the most basic skills. In India's rural Andhra Pradesh, for instance, only about one in twenty children in fifth grade can perform basic arithmetic. The problem is that schooling is

not the same as learning. In *The Rebirth of Education*, Lant Pritchett uses two metaphors from nature to explain why. The first draws on Ori Brafman and Rod Beckstrom's book about the difference between centralized and decentralized organizations, *The Starfish and the Spider*. Schools systems tend be centralized and suffer from the limitations inherent in top-down designs. The second metaphor is the concept of isomorphic mimicry. Pritchett argues that many developing countries superficially imitate systems that were successful in other nations— much as a nonpoisonous snake mimics the look of a poisonous one. Pritchett argues that the solution is to allow functional systems to evolve locally out of an environment pressured for success. Such an ecosystem needs to be open to variety and experimentation, locally operated, and flexibly financed. The only main cost is ceding control; the reward would be the rebirth of education suited for today's world.

*A Dilemmatic Approach to Education* offers a unique approach to educational theorizing that enriches the way we think about education. Problematizing conventional education theory, it presents an unorthodox thesis that education is defined by an internal conflict between competing core values, which in turn produce core dilemmas. The book locates the theoretical foundations of a dilemmatic approach in the works of thinkers such as G. H. Mead, Gert Biesta, Luca Tateo, and Etienne Wenger. It then relates this dilemmatic approach to a general theory of education, partly defined as the realization of the 'good', conceived in terms of competing core values. The book uses Schwartz's theory of universal values as a framework for disclosing the core values competing in educational models. The dilemmatic nature of educational leadership (including social justice leadership) is set within the context of leading leadership theories and illustrated through exemplary leadership dilemmas. Lastly, the book identifies ethical self-understanding and communities-of-practice as practically affecting a dilemmatic approach to education. Presenting an innovative understanding of the nature and meaning of education, this book will be of great interest to academics, researchers and post-graduate students in the field of educational theory and educational research, as well as those interested in a deep engagement about the meaning of education.

*Experience and Education* is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after *Democracy and Education* (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeped and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

In this comprehensive response to the education crisis, the author of *Teaching as a Subversive Activity* returns to the subject that established his reputation as one of our most insightful social critics. Postman presents useful models with which schools can

restore a sense of purpose, tolerance, and a respect for learning.

Originally published in 1966, this volume reappraises the educational philosophy of Comenius. Until recently the attention given to Comenius and his work concentrated on a narrow interpretation of his pedagogy which played down his pansophic theory. In the second half of the nineteenth century Germany led the way in pedagogical study and Comenius was widely accepted as having laid the foundations of a science of education. The emergence of education as an academic subject in England and the USA led to a considerable interest in the history of educational ideas and Comenius' work.

This book is a comprehensive introductory text for those beginning their studies of the complex yet fascinating area of education and international development. It sets out an overview of the main theories, ideologies and issues of education in developing countries, always with an eye to the contextual and practical realities of life in schools and other educational institutions. The book takes a balanced yet critical approach and examines both positive and negative aspects of the many relationships between education and development. It will be of use to undergraduate, master's and doctoral students as well as to staff in higher education who teach on courses concerned with education and development and those who work in international institutions and non-governmental organisations.

This book explores the implications for the curriculum, for teaching and for the authority structure of schools and colleges of an analysis of 'education' in which the development of knowledge and understanding is accorded a central position. The book explains what philosophy of education is, and by concentrating on its central concepts, initiates readers into exploring it for themselves. It also serves as a succinct introduction to the growing literature on philosophy of education in the UK.

Education, Self-consciousness and Social Action reconstructs the Hegelian concept of education, Bildung, and shows that this concept could serve as a powerful alternative to current psychologist notions of learning. Taking a Hegelian perspective, Stojanov claims that Bildung should be interpreted as growth of mindedness and that such a growth has two central and interrelated components, including the development of self-consciousness toward conceptual self-articulation and the formation of one's capacity for intelligent social action. The interrelation between the two central components of education implies that learning is transformed into education only when it involves the self-consciousness and the identity of the learner. Since both are grounded in the ethical beliefs and values of the individual, transforming learning into education therefore requires that education also address students' everyday ethical assumptions, as well as their articulation and conceptualization. This claim has a number of implications for educational policy and pedagogy; one being that learning and teaching in schools are educative only if they have ethical significance for both students and teachers. Another implication is that the point of departure for educative teaching becomes the actual, everyday ethical beliefs and experiences of the students, rather than fixed curricular contents. Students' encountering with sciences and arts should aim at the conceptual articulation of those beliefs and experiences – an articulation which makes individual's rational autonomy and self-determination possible. Education, Self-consciousness and Social Action will be of great interest to academics, researchers and postgraduate students interested in the philosophy of education. It should also

be essential reading for anyone engaged in the study of Hegel's work.

Written by educational specialists and including over fifty interdisciplinary entries, this essential compendium offers accessible, detailed definitions of the core concepts typically explored on undergraduate Education Studies courses. Its interactive design clarifies topics at an introductory, intermediate and advanced level, supporting students across the three years of their undergraduate study. The history and evolution of each concept is outlined with concepts practically grouped around four interrelated key educational categories - the personal, philosophy, practice and power. Key academic debates and points of contest are explored, reference to real-life educational examples are offered, and reflective questions and further reading scaffold critical engagement. Education Studies: The Key Concepts is a bookshelf must-have, moving readers towards a coherent stance based on theory and research. It is an easy-to-use resource for anyone looking to better understand education. It is also useful for those researching education at postgraduate level to broaden their educational knowledge base outside their specific foci.

This encyclopaedia is a dynamic reference and study place for students, teachers, researchers and professionals in the field of education, philosophy and social sciences, offering both short and long entries on topics of theoretical and practical interest in educational theory and philosophy by authoritative world scholars representing the full ambit of education as a rapidly expanding global field of knowledge and expertise. This is an encyclopaedia that is truly global and while focused mainly on the Western tradition is also respectful and representative of other knowledge traditions. It professes to understand the globalization of knowledge. It is unique in the sense that it is based on theoretical orientations and approaches to the main concepts and theories in education, drawing on the range of disciplines in the social sciences. The encyclopaedia privileges the "theory of practice", recognizing that education as a discipline and activity is mainly a set of professional practices that inherently involves questions of power and expertise for the transmission, socialization and critical debate of competing norms and values.

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.

Developmental Education is an approach to education in school that aims at promoting children's cultural development and their abilities to participate autonomously and well-informed in the cultural practices of their community. From the point of view of Cultural-historical Activity theory (CHAT), a play-based curriculum has been developed over the past decades for primary school, which presents activity contexts for pupils in the classroom that create learning and teaching opportunities for helping pupils with appropriating cultural knowledge, skills, and moral understandings in meaningful ways. The approach is implemented in numerous Dutch primary schools classrooms with the explicit

intention to support the learning of both pupils and teachers. The book focuses especially on education of young children (4 – 8 years old) in primary school and presents the underpinning concepts of this approach, and chapters on examples of good practices in a variety of subject matter areas, such as literacy (vocabulary acquisition, reading, writing), mathematics, and arts. Successful implementation of Developmental Education in the classroom strongly depends on dynamic assessment and continuous observations of young pupils' development. Strategies for implementation of both the teaching practices and assessment strategies are discussed in detail in the book.

"Educational philosopher Nel Noddings draws on John Dewey's foundational work to reimagine education's aims and curriculum for the 21st century. Noddings looks at education as a multi-aim enterprise in which schools must address needs in all three domains of life: home and family, occupational, and civic. She raises critical questions about the current enthusiasm for standardization, the search for 'one-best-way' solutions, and the practice of maintaining a sharp separation between the disciplines. Comprehensive in its scope, chapters examine the liberal arts curriculum, vocational education, restructuring secondary school, extracurricular activities, national and global citizenship, critical thinking, and moral education."--Back cover.

As schools have become more aware of their role in addressing personal and social issues, the importance of 'values and attitudes' have begun shaping education and curricula worldwide. Drama in Education explores the six fundamental pillars of the national curriculum guide of Iceland in relation to these changing values and attitudes. Focusing on the importance of human relations, this book explores literacy, sustainability, health and welfare, democracy and human rights, equality and creativity. It demonstrates the capability of drama as a teaching strategy for effectively working towards these fundamental pillars and reflects on how drama in education can be used to empower children to become healthy, creative individuals and active members in a democratic society. Offering research-based examples of using drama successfully in different educational contexts and considering practical challenges within the classroom, Drama in Education: Exploring Key Research Concepts and Effective Strategies is an essential guide for any modern drama teacher.

Educators play a significant role in the intellectual and social development of children and young adults. Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments, this multi-volume work compiles research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training.

In a time of globally changing environments and economic challenges, many institutions of higher education are attempting to reform by promoting standardization approaches. Meaning-Centered Education explores the counter-tide for an alternative vision of education, where students and instructors engage in open meaning-making processes and self-organizing educational practices. In one contributed volume, Meaning-Centered Education provides a comprehensive introduction to current scholarship and pedagogical practice on meaning-centered education. International contributors explore how modern educational scholars and practitioners all around the world are implementing a comprehensive framework that supports meaning making in a classroom. This edited collection is a valuable resource for higher education faculty and scholars interested in renewing the deep purposes of higher education.

This introductory text, now in its fourth edition, is a classic in its field. It shows, first and foremost, the importance of philosophy in educational

debate and as a background to any practical activity such as teaching. What is involved in the idea of educating a person or the idea of educational success? What are the criteria for establishing the optimum balance between formal and informal teaching techniques? How trustworthy is educational research? In addition to these questions, which strike to the heart of the rationale for the educative process as a whole, the authors explore such concepts as culture, creativity, autonomy, indoctrination, needs, interests and learning by discovery. In this new updated edition, the authors draw on the latest research in genetics to argue that education is uniquely human and is essentially what develops us as humans. Resisting modern tendencies to equate knowledge with opinion, and value judgements with taste, this book leads the reader into the business of philosophising and champions the cause of reason in education.

This book considers John Dewey's philosophy of democratic education and his theory of public sphere from the perspective of the reconstruction and redefinition of the dominant liberalist movement. By bridging art education and public sphere, and drawing upon contemporary mainstream philosophies, Ueno urges for the reconceptualization of the education of mainstream liberalism and indicates innovative visions on the public sphere of education. Focusing on Dewey's theory of aesthetic education as an origin of the construction of public sphere, chapters explore his art education practices and involvement in the Barnes Foundation of Philadelphia, clarifying the process of school reform based on democratic practice. Dewey searched for an alternative approach to public sphere and education by reimagining the concept of educational right from a political and ethical perspective, generating a collaborative network of learning activities, and bringing imaginative meaning to human life and interaction. This book proposes educational visions for democracy and public sphere in light of Pragmatism aesthetic theory and practice. *Democratic Education and the Public Sphere* will be key reading for academics, researchers and postgraduate studies in the fields of the philosophy of education, curriculum theory, art education, and educational policy and politics. The book will also be of interest to policy makers and politicians who are engaged in educational reform.

In an effort to address the problems confronting the American education system, the Obama administration has issued structural and systematic reforms such as *Race to the Top*. These initiatives introduce new statistics and accountability systems to gauge what constitutes "good" teaching, both from an administrative standpoint and the perspective of teacher training programs. This volume offers a direct critique of this approach, concluding that it does not respond adequately to the issues of education reform but rather raises new problems and actively stymies progress. The author argues that at the heart of the confusion lies a misguided and rationalistic view of teaching and learning. He draws on the philosophical strategies of Ludwig Wittgenstein to break down the guiding assumptions of *Race to the Top*, allowing both the positive and the negative aspects of the policies to be heard. The author then proposes a different view of teaching and learning which considers how to effectively address the problems *Race to the Top* seeks to confront.

This book describes Stenhouse's contribution to education, explores the contemporary relevance of his thinking and brings his work to the attention of a wide range of students, teachers, teacher educators and others involved in education.

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.'

The field of education has experienced extraordinary technological, societal, and institutional change in recent years, making it one of the most fascinating yet complex fields of study in social science. Unequaled in its combination of authoritative scholarship and comprehensive coverage, International Encyclopedia of Education, Third Edition succeeds two highly successful previous editions (1985, 1994) in aiming to encapsulate research in this vibrant field for the twenty-first century reader. Under development for five years, this work encompasses over 1,000 articles across 24 individual areas of coverage, and is expected to become the dominant resource in the field. Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines, and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework, with 1,500 contributors representing over 100 countries, capturing a complete portrait of this evolving field. A totally new work, revamped with a wholly new editorial board, structure and brand-new list of meta-sections and articles Developed by an international panel of editors and authors drawn from senior academia Web-enhanced with supplementary multimedia audio and video files, hotlinked to relevant references and sources for further study Incorporates ca. 1,350 articles, with timely coverage of such topics as technology and learning, demography and social change, globalization, and adult learning, to name a few Offers two content delivery options - print and online - the latter of which provides anytime, anywhere access for multiple users and superior search functionality via ScienceDirect, as well as multimedia content, including audio and video files

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