

Routledge International Studies in the Philosophy of Education

PHILOSOPHY, DIALOGUE, AND EDUCATION

NINE MODERN EUROPEAN PHILOSOPHERS

Alexandre Guilherme and W. John Morgan



Dialogue In The Philosophy Of Education

Isabel Nuñez, Jason Goulah



Dialogue In The Philosophy Of Education:

Dialogue in the Philosophy of Education Howard Ozmon,1972 **Education as Dialogue** Tasos

Kazepides,2010-10-26 Although talk about dialogue is common nothing clear significant and educationally useful has been written about the nature of dialogue and the principles and conditions that support or undermine it Education as Dialogue argues that true dialogue and education require beliefs rules virtues and habits that facilitate learning while preventing the acquisition of doctrines Tasos Kazepides shows that the prerequisites for dialogue and education are similar to Ludwig Wittgenstein s concept of river bed propositions propositions that are the foundation of our ability to think and to reason He argues that understanding education as genuine dialogue ought to become central to educational theory and practice because it is the most appropriate and effective way to motivate and engage students and the best way to guard against indoctrination The pivotal importance of education as dialogue is emphasized for its capacity to encourage critical thought in contrast to indoctrination which arrests limits or frustrates thought Taking a unique approach to thinking about education Kazepides provides a welcome and instructive work that stresses the importance of seeing education as dialogue

Philosophy in Education Jana Mohr Lone,Michael D. Burroughs,2016-02-11 Philosophy in Education Questioning and Dialog in K 12 Classrooms is a textbook in the fields of pre college philosophy and philosophy of education intended for philosophers and philosophy students K 12 classroom teachers administrators and educators policymakers and pre college practitioners of all kinds The book offers a wealth of practical resources for use in elementary middle school and high school classrooms as well as consideration of many of the broader educational social and political topics in the field including the educational value of pre college philosophy the philosophies of education that inform this philosophical practice and the relevance of pre college philosophy for pressing issues in contemporary education such as education reform child development and prejudice and privilege in classrooms The book includes sections on the expansion of philosophy beyond higher education to pre college populations the importance of wondering questioning and reflection in K 12 education the ways that philosophy is uniquely suited to help students cultivate critical reasoning and independent thinking capacities how to develop classroom communities of philosophical inquiry and their potentially transformative impact on students the cultivation of philosophical sensitivity and positive identity formation in childhood strategies for recognizing and diminishing the impact of social inequalities in classrooms and the relationship between introducing philosophy in schools and education reform

Philosophy as Interplay and Dialogue Torill Strand,Richard Smith,Anne Pirrie,Zelia Gregoriou,Marianna Papastephanou,2017 Philosophy as Interplay and Dialogue is an original and stimulating collection of essays It covers conceptual and critical works relevant to current theoretical developments and debates An international group of philosophers of education come together each summer on a Greek island This book is the product of their diligent philosophical analysis and extended dialogues To deploy their arguments the authors draw on classical thinkers and

contemporary prominent theorists such as Badiou and Malabou with fresh and critical perspectives This book thus makes an original contribution to the field Series Studies on Education Vol 5 Subject Philosophy of Education Education as Dialogue A. C. Kazepides,2010 An original examination of the intellectual and moral prerequisites of education and dialogue and their role in preventing indoctrination On Education Nicholas J. Pappas,2018-12-01 Americans believe in education Education allows you to make something of yourself Education plays a special role in that it simultaneously provides a way out and a way in But a way out of what And a way into what That s not always clear Three characters with different skills and outlooks explore the idea of education questioning what true education is challenging common conceptions and putting forward rich definitions of education and what it ideally would be People do expect knowledge understanding and maturity of those who receive education Unfortunately things don t always pan out Sometimes education produces a kind of learned ignorance sometimes cliquishness and sometimes blindness So how do you get the good and avoid the bad Director a philosopher figure in this book gets at the question with his two interlocutors Musician and Professor Music is often a great passion of young people According to some of the more influential ancient Greeks music educates the soul Music speaks to the soul education would like to speak to the soul Music in the broadest sense can be and often is its tool What is this broadest sense And how is music a tool The youths in question here do not like to think of music as a tool for education or any other thing for that matter Music liberates Music frees Music is beyond all other concerns Or is it That s why the second character in this book is a musician and not someone who is concerned with engineering for instance Engineering is important a necessity in our world but who would argue it gives wing to the soul Education can point to a door but we must walk up turn the knob and walk in on our own There s no guarantee for what s behind that door So true education takes a fair amount of courage I m not of the opinion that courage can be taught We can emulate the courageous but it s all on us

Philosophising the Dialogos Way towards Wisdom in Education Guro Hansen Helskog,2019-03-05 Philosophising the Dialogos Way towards Wisdom in Education proposes the innovative and holistic Dialogos approach to practical philosophy as a way of facilitating wisdom oriented pedagogy The book encourages individual and collective development through dialectical interplays between personal life philosophical concepts and subject matter Based on two decades of the author s reflective pedagogical practice research this book develops a philosophy of dialogical relationships It analyses approaches to philosophical practice and suggests facilitation moves and philosophical exercises that can be adapted across educational levels school subjects and higher education disciplines Chapters provide examples of transformative philosophical group dialogues and suggest pathways towards multi perspective thinking mutual understanding and wisdom in culturally diverse contexts Philosophising the Dialogos Way towards Wisdom in Education can be used as a holistic approach to democracy education peace education education for sustainable living and wellbeing The book will be of great interest to academics researchers and students in the fields of teacher education philosophy of education and higher

education It will also appeal to practising professionals such as teachers and teacher educators in secondary and higher education

Buber and Education W. John Morgan, Alexandre Guilherme, 2013-09-27 Martin Buber 1878 1965 is considered one of the 20th century's greatest thinkers and his contributions to philosophy theology and education are testimony to this His thought is founded on the idea that people are capable of two kinds of relations namely I Thou and I It emphasising the centrality of dialogue in all spheres of human life For t

The Educational Conversation James W. Garrison, Jim Garrison, Anthony G. Rud Jr., 1995-07-01 This book discusses topics normally excluded from the current educational conversation such as soul authority irony memory style luck privacy power and hospitality

Philosophy of Education in Dialogue between East and West Masamichi Ueno, 2023-07-31 This edited book opens a dialogue on theories and philosophies of education between the East and the West in the era of globalisation A great deal of research has been devoted to discussion of the ideas of Western theorists such as Plato Aristotle Locke Rousseau Kant Fr bel Herbert Dewey Piaget and so on and their thoughts have had a tremendous impact on Japanese educational practices In addition the 21st century society has promoted international academic standardisation of knowledge skills and competencies for a knowledge based economy making great strides in educational development for globalisation On the other hand East Asia has retained its own unique insights and perspectives that cannot entirely be understood by Western philosophies of education alone The contributors to this volume offer the reader insights into how Japanese and East Asian theories and philosophies of education encounter those from the West by taking up heated and controversial issues such as education of caring morality nature catastrophe body and cultivation art language politics democracy and modernity The book will appeal to researchers teachers students policymakers and anyone interested in the theory and philosophy of education in the East or those who would like to reconsider education in a multicultural society This book won the Philosophy of Education Society of Australasia PESA Book Award for 2024

Meaning, Dialogue, and Enculturation John R. Scudder, Algis Mickunas, 1985 **A Dialogue Among Civilizations. World Philosophy of Education. An Essay** Giovanni Pampanini, 2012 *Philosophy, Dialogue, and Education* Alexandre Guilherme, W. John Morgan, 2017-10-19 Philosophy Dialogue and Education is an advanced introduction to nine key European social philosophers Martin Buber Mikhail Bakhtin Lev Vygotsky Hannah Arendt Emmanuel Levinas Maurice Merleau Ponty Simone Weil Michael Oakshott and Jürgen Habermas This detailed yet highly readable work positions the socio political views of each philosopher within a European tradition of dialogical philosophy and reflects on the continuing theoretical relevance of the work of each to education generally and to critical pedagogy The discussion in each chapter is informed by materials drawn from various scholarly sources in English and is enriched by materials from other languages particularly French German and Russian This enhances the comparative European cultural perspective of the book and connects the work of each philosopher to wider intellectual political and social debates The book will appeal to academics postgraduates and researchers working in philosophy philosophy of education and in educational cultural and

social studies more generally Advanced undergraduate students would also benefit from the book's discussion of primary sources and the author's suggestions for further reading

Enjoyment and the Activity of Mind Foster N.

Walker,2022-06-08 This book urges educational institutions to contemplate the harm they have caused to individual and society by their tragic suppression of the energy essential to the flowering of the mind's full potential No more strident and uncompromising a voice is to be found on this topic than Whitehead's in *The Aims of Education and Other Essays* Walker's interpretation of these essays is set in a story of the lives of several teachers education students parents and a professor Whitehead's presence is conjured among them as an uncomfortable and challenging gadfly The philosophic depth is made widely accessible through the conversational language of imaginary journals and dialogues This strategy also enables Walker to demonstrate the neglected power of dialogic pedagogy and to suggest its centrality in the realization of Whiteheadian aims The dialogues show a group of people curiously energized by an inquiry in which their stereotypical foundations are crumbling under the combined impact of focused dialogue and the brilliance of Whitehead's counterpoint Their creative vitality of mind is shaken out of the narcosis of ingrained routines and secondhand ideas and they discover the forgotten power of revitalizing outlook and action with an individual discernment of meaning importance and truth They have immediately experienced the very quality of mind and its manner of cultivation Whitehead insists upon This is intelligence enriching life with its full and interweaving spectrum of intellectual aesthetic ethical and spiritual sensitivities

Toward a

Reconstructed Philosophy of Education Theodore Brameld,1962 *Hope and Joy in Education* Isabel Nuñez,Jason Goulah,2021 Introduces educators and scholars to the legacy and import of Daisaku Ikeda as a singular philosopher educator and institution builder thus enriching current education discourse In the process the book illuminates the benefits of cross cultural research and learning by considering the relevance of Ikeda's thought not only to established streams of pedagogy and practice in the Deweyan tradition but also to emerging trends in education research such as ecocritical education and critical race feminism

Education, Dialogue and Hermeneutics

Paul Fairfield,2010-11-18 Philosophical hermeneutics has rich implications for the theory and practice of education yet the topic has often been ignored Education Dialogue and Hermeneutics takes a variety of principles and themes from philosophical hermeneutics drawing on insights from major figures such as Martin Heidegger Hans Georg Gadamer and Paul Ricoeur and applies them to issues in education and the philosophy of education Topics covered include the relevance and nature of dialogue and understanding in an educational setting the nature of educational experience and the concept of Bildung narrative and tradition Timely and original Education Dialogue and Hermeneutics draws together eight original chapters written by leading scholars in the field of hermeneutics

Philosophy of Education Society (U.S.),2002

Interculturologies: Moving Forward with

Interculturality in Research and Education Fred Dervin,2024-08-23 This book showcases 100 terms related to the scientific educational and political notion of interculturality Each term is presented with its specific multilingual discussions

scientific origins multifaceted content and short reviews of the global literature in English Some myths imaginaries and ideologies interculturalologies in the book that they have led to construct are also introduced Questions at the end of each entry encourage readers to think further regarding the notion of interculturality in research and education Based on the author s decades long experience in researching and teaching in the interdisciplinary field of intercultural communication education in different parts of the world his constant reflexive and critical engagement with the notion of interculturality and in depth reviews of current research the author has carefully selected recurrent concepts notions and ideas to be deconstructed in order to challenge readers to think further with him especially beyond Western and certain static and resistant ideological positions These represent a complex body of concepts and notions but also involve myths and imaginaries that can prevent us from moving forward in our thinking and in acting interculturality in research and education This book serves as a reading guide for further interculturalologies that the reader might identify in the future or as they engage with the book *Dialogues Concerning Education* David Fordyce,1745

Dialogue In The Philosophy Of Education Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Dialogue In The Philosophy Of Education**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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