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educational theory  
(Educational policy,  
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Mason, Robert Emmett

# Contemporary Educational Theory

**Samuel Chester Parker**



## **Contemporary Educational Theory:**

**Contemporary Theories of Learning** Knud Illeris, 2018-03-27 This tenth anniversary edition of Knud Illeris's classic 2008 text is an updated and definitive collection of today's most influential learning theorists now containing additional chapters from John Hattie and Gregory Donoghue, Sharan Merriam, Gert Biesta, and Carolyn Jackson. This book brings together world-renowned experts who each present their understanding of what learning is and how human learning takes place, addressing the social, psychological, and emotional contexts of learning. In this clear and coherent overview, Professor Knud Illeris has collated chapters that explain both the complex frameworks in which learning takes place and the specific facets of learning. Each international expert provides either a seminal text or an entirely new précis of the conceptual framework they have developed over a lifetime of study, such as adult learning theory, learning strategies, and the cultural and social nature of learning processes. Elucidating the key concepts of learning, *Contemporary Theories of Learning* provides both the perfect desk reference and an ideal introduction for students; it is an invaluable resource for all researchers and academics involved in the study of learning and provides a detailed synthesis of current learning theories, all in the words of the theorists themselves.

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**Learning and Teaching in Adult Education** Henning Pätzold, 2011-09-08 Learning is a key issue in education. Being familiar with contemporary learning theory therefore is an essential prerequisite for education scholars and practitioners alike.

**Some Types Of Modern Educational Theory** Ella Flagg Young, 1845-1918 Young, 2025-05-22 *Some Types Of Modern Educational Theory* 1902 by Ella Flagg Young offers a fascinating glimpse into the educational landscape at the turn of the 20th century. This work explores various approaches to education prevalent during that era, providing valuable insights into the debates and philosophies shaping pedagogical practices. Young's analysis offers a historical perspective on the evolution of educational thought, making it relevant for educators, historians, and anyone interested in the development of modern educational systems. This book sheds light on the foundations of contemporary educational theories, highlighting the enduring questions and challenges that continue to inform discussions about teaching and learning. This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps, as most of these works have been housed in our most important libraries around the world, and other notations in the work. This work is in the public domain in the United States of America and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity, individual, or corporate has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved.

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*Contemporary Theories in the Sociology of Education* Jack Demaine,1981

**Handbook of Research on Applied Learning Theory and Design in Modern Education** Railean, Elena,2015-11-09

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**Encyclopedia of Educational Theory and Philosophy** D. C. Phillips,2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board Entries are followed by cross references and further reading suggestions A Chronology of Theory within the field of education highlights developments over the centuries a Reader s Guide groups entries thematically and a master Bibliography facilitates further study The Reader s Guide detailed index and cross references combine for strong search and browse capabilities in the electronic version Available in a choice of print or electronic formats Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory

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*The Three Dimensions of Learning* Knud Illeris,2002

*Marxism and Educational Theory* Mike Cole,2007-10-18 Mike

Cole considers the origins and developments within the evolution of Marxist theory and postmodern theory. He analyses how Marxism and postmodernism are articulated within the sociology of education since its inception up to the present.

**On the Politics of Educational Theory** Tomasz Szkudlarek, 2016-11-03. *On the Politics of Educational Theory* considers the political significance of educational theory as a specific genre of public discourse. Rather than understanding educational theories solely as addressing issues of childrearing and instruction, this book aims to view educational theories in a broader socio-political context. It explores the role of educational theories in the construction of collective and political identities and analyses them as rhetorical strategies operating as political discourses. Defining the methodological framework through the perspectives of Michel Foucault and Ernesto Laclau, each chapter examines the ways in which theories of education contribute to the creation of social realities and identities. Such issues as the construction of visibility and invisibility of power, the tropes of temporality or the use of postulational language where theorists say what should be done in and by education are some of the threads that weave through particular theories from Rousseau to the discourse of education in the knowledge-based society, analysed as ontological rhetorics constitutive of political identities. This book suggests a direction for a more conscious way of dealing with the political in education. As such, it will appeal to researchers, academics and postgraduate students in the fields of educational research, philosophy of education, curriculum studies, social and political theory and theory of education. The Open Access version of this book is available at <http://www.taylorfrancis.com/books/e/9781315712505> has been made available under a Creative Commons Attribution Non-Commercial No Derivatives 4.0 license.

**The Handbook of Educational Theories** Beverly J. Irby, Genevieve Brown, Rafael Lara-Alecio, Shirley Jackson, 2013-01-17. This Handbook consolidates influential educational theories into a single volume, making it an accessible reference for researchers and practitioners. It covers traditional and emerging theories with practical examples and an appendix of associated instruments.

[The Concept of Authority in Contemporary Educational Theory](#) Sister St. Catherine Sullivan, 1952. [The Concept of Authority in Contemporary Educational Theory](#) Sister St. Catherine Sullivan, 1952. *Contemporary Education, Its Principles and Practices* Paul Klapper, 1929.

**A Textbook in the History of Modern Elementary Education** Samuel Chester Parker, 1912.

**Handbook of Contemporary Learning Theories** Robert R. Mowrer, Stephen B. Klein, 2000-10-01. Mowrer and Klein have long been making contributions to the field of contemporary learning theories. Their first two-volume set included chapters authored by many of the leading researchers in the field of animal learning and focused primarily on Pavlovian theory and instrumental conditioning. These impartial texts were an important addition to the field and remain widely cited. Over the last decade, research on the nature of the learning process has evolved considerably. The research in this new volume represents the cutting-edge contributions of first-rate authors and co-authors. These 14 chapters deal with the theoretical perspectives concerning the nature of the learning process as well as the innovative research that supports these positions. This text is bound to be invaluable to both students and faculty of psychology and related disciplines as well.

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