
INTRODUCTION: PHILOSOPHY OF EDUCATION AND PHILOSOPHY

HARVEY SIEGEL

1. WHAT IS PHILOSOPHY OF EDUCATION?

Philosophy of education is that branch of philosophy that addresses philosophical questions concerning the nature, aims, and problems of education. As a branch of practical philosophy, its practitioners look both inward to the parent discipline of philosophy and outward to educational practice, as well as to developmental psychology, cognitive science more generally, sociology, and other relevant disciplines.

The most basic problem of philosophy of education is that concerning aims: what are the proper aims and guiding ideals of education? A related question concerns evaluation: what are the appropriate criteria for evaluating educational efforts, institutions, practices, and products? Other important problems involve the authority of the state and of teachers, and the rights of students and parents; the character of purported educational ideals such as critical thinking, and of purportedly undesirable phenomena such as indoctrination; the best way to understand and conduct moral education; a range of questions concerning teaching, learning, and curriculum; and many others. All these and more are addressed in the essays that follow.¹

2. THE RELATION OF PHILOSOPHY OF EDUCATION TO PHILOSOPHY

For much of the history of Western philosophy, philosophical questions concerning education were high on the philosophical agenda. From Socrates, Plato, and

An Introduction To The Philosophy Of Education

Michael Demiashkevich



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Democracy and Education John Dewey, 2009-01-01 John Dewey's *Democracy and Education* An Introduction to the Philosophy of Education seeks to both critique and further the educational philosophies espoused by both Rousseau and Plato Dewey found that Rousseau's ideas overemphasized the individual whereas Plato's did the same with the society that the individual lived in Dewey felt this distinction to be a false one seeing the formation of our minds as a communal process like Vygotsky did Hence an individual makes sense only as a part of society and the society makes sense only as a realization of its individuals

An Introduction to the Philosophy of Education Michael Demiashevich, 1935 Suggestions for reading at end of each chapter *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

Making Sense of Education David Carr, 2005-07-08 *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

An Introduction to the Philosophy of Education D. J. O'Connor, 2016-10-04 Education like every other important branch of knowledge has its underlying philosophical problems It is these problems and the attempts to solve them which together make up the philosophy of education This book first published in 1957 provides a simple explanation and

illustration of what philosophy can and cannot do for educational thinking This title will be of interest to students of the philosophy of education

What is Education? James D. Marshall,1983 Democracy and Education John Dewey,2009-12-20 Democracy and Education a classic work by John Dewey provides a cogent and landmark exposition of progressive educational theory Democracy for Dewey was both a means and an end to the building of a good and just society In this regard he sought to develop strategies and methods for training students through learning and discipline to become socially responsible adults and conscientious citizens concerned with the rights of others and the common good and to be equipped with the knowledge and technical skills to be productive members of society in the context of our modern industrial world In Democracy and Education Dewey sought to at once synthesize criticize and expand upon the democratic or proto democratic educational philosophies of Rousseau and Plato He saw Rousseau s philosophy as overemphasizing the individual and Plato s philosophy as overemphasizing the society in which the individual lived For Dewey this distinction was by and large a false one like Vygotsky he viewed the mind and its formation as a communal process Thus the individual is only a meaningful concept when regarded as an inextricable part of his or her society and the society has no meaning apart from its realization in the lives of its individual members Dewey s educational theories as explained in Democracy and Education have enjoyed a broad popularity during his lifetime and after Today Dewey is regarded a giant of both modern educational theory and progressive humanitarian thought one of the great Americans of the last century of which all people of good will can be proud

An Introduction to the Philosophy of Education Daniel John O'Connor,1957 An Introduction to Philosophy of Education Ronald Woods,Robin Barrow,2002-09-11 Published in the year 1988 An Introduction to Philosophy of Education is a valuable contribution to the field of Education

Philosophy of Education T. W. Moore,2009-12-01 This volume provides an introduction to the philosophy of education which will enable students meeting the subject for the first time to find their way among the many specialized volumes It deals in a non technical way with the more important issues raised in a philosophical approach to education and gives a clear idea of the scope of the subject After discussing different theories of the aims of education whether mechanistic or organic the author addresses practical issues for example about the curriculum the distinction between education and indoctrination the role of authority and discipline and the place of religious and moral teaching Finally he deals with some important aspects of education and the influence of different political structures on the philosophy of education

The Philosophy of Education Harry Schofield,1973 *An Introduction to the Philosophy of Education* Stanley James Curtis,1958

Education and Philosophy Ansgar Allen,Roy Goddard,2017-04-24 Philosophy is vital to the study of education and a sound knowledge of different philosophical perspectives leads to a deeper engagement with the choices and commitments you make within your educational practice This introductory text provides a core understanding of key moments in the history of Western philosophy By introducing key transition points in that history it investigates the plight of present day education a period in which the aims and purposes of education have become

increasingly unclear leaving education open to the rise of instrumentalism and the forces of capital. Accessibly written, the book carefully analyses the common assumptions and conflicted history of education provoking questioning about its nature and purposes. The authors argue vigorously that thinking critically about education from a philosophical perspective will give practicing and trainee teachers as well as students on undergraduate Education and Masters level courses a fuller command of their own role and context.

Introduction to the Philosophy of Education George Frederick Kneller, 1964. The appearance of Professor Kneller's *INTRODUCTION TO THE PHILOSOPHY OF EDUCATION* is an occasion of significance in the field. It is so especially for those who are not already familiar with *FOUNDATIONS OF EDUCATION*, a comprehensive basic text edited by Professor Kneller since the present work incorporates much of the author's contribution to the earlier one. *FOUNDATIONS OF EDUCATION* is being used in education classes at nearly seventy colleges and universities across the country and educators have made much of its merits in numerous reviews such as this one expected from the *Journal of Higher Education*. This book accomplishes more successfully than any other I have read the task of justifying Education as a subject matter per se. Mr Kneller's true knowledge of history and of philosophical thought is coupled with a genuine interest in what constitutes sound experiment and practice in our great attempt to educate all the people. The new book features considerable expansion of specific material in *FOUNDATIONS*; for example the sections on existentialism and logical analysis have been rewritten, greatly enlarged and set forth in a separate chapter entitled *Newer Modes of Thinking*. The chapter on *Traditional Philosophies of Education* cogently discusses Idealism, Realism and Pragmatism and the final chapter *Contemporary Educational Theories* offers lucid summaries of Progressivism, Perennialism, Essentialism and Reconstructionism. One of the virtues of the text is its straightforward approach: professors of education are thereby enabled to hold their students responsible for knowing the schools of philosophy and to concentrate freely on the various points of view.

Philosophy and the American School Van Cleve Morris, Young Pai, 1976. *Education, Society and Human Nature*. Anthony O'Hear, 2011. Intended primarily for education students, this book provides an introduction to the philosophy of education that tackles educational problems and at the same time relates them to the mainstream of philosophical analysis. Among the educational topics the book discusses are the aims of education, the two cultures debate, moral education, equality as an ideal and academic elitism. It examines the limitations of a purely technological education and suggests the shape of a balanced curriculum. It critically analyses important educational theses in the work of Rousseau, Dewey, R. S. Peters, P. H. Hirst, F. R. Leavis, Ronald Dworkin and G. H. Bantock among many others and considers the philosophical topics of relativism, the nature of knowledge, the basis of moral choice, the value of democracy and the status of religious claims.

John Dewey's Philosophy of Education J. Garrison, S. Neubert, K. Reich, 2012-09-06. John Dewey is considered not only as one of the founders of pragmatism but also as an educational classic whose approaches to education and learning still exercise great influence on current discourses and practices internationally. In this book the authors first provide an introduction to Dewey's

educational theories that is founded on a broad and comprehensive reading of his philosophy as a whole They discuss Dewey's path breaking contributions by focusing on three important paradigm shifts namely the cultural constructive and communicative turns in twentieth century educational thinking Secondly the authors recontextualize Dewey for a new generation who has come of age in a very different world than that in which Dewey lived and wrote by connecting his philosophy with six recent and influential discourses Bauman Foucault Bourdieu Derrida Levinas Rorty These serve as models for other recontextualizations that readers might wish to carry out for themselves

The Philosophy of Education (RLE Edu K) Harry Schofield, 2013-05-13 There are many students who find philosophy of education difficult because they have never received teaching in the basic essentials of general philosophy This book begins by asking the basic question what is philosophy and examines a number of possible answers Step by step the reader is introduced to the modern techniques of linguistic and concept analysis Whenever a technical term is used it is explained and illustrated by reference to familiar situations in everyday life

Democracy and Education an Introduction to the Philosophy of Education Dewey, 2018-04-27 John Dewey's Democracy and Education An Introduction to the Philosophy of Education seeks to both critique and further the educational philosophies espoused by both Rousseau and Plato Dewey found that Rousseau's ideas overemphasized the individual whereas Plato's did the same with the society that the individual lived in Dewey felt this distinction to be a false one seeing the formation of our minds as a communal process like Vygotsky did Hence an individual makes sense only as a part of society and the society makes sense only as a realization of its individuals

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