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What Do Philosophers Of Education Do And How Do They Do It

Morwenna Griffiths, Marit Honerød Hoveid, Sharon Todd, Christine Winter

What Do Philosophers Of Education Do And How Do They Do It:

What Do Philosophers of Education Do? Claudia Ruitenberg, 2010-05-18 This volume of essays demonstrates and comments on philosophical methods in educational research Offers a clear picture of what philosophers do when they studyeducation Brings together a series of essays from an international castof contributors from Canada UK Finland and Cyprus Examines a range of new and established philosophical methodswhich can be used in educational research Demonstrates how philosophy of education can be understoodmethodologically Draws from both Continental and Analytical traditions Fills a gap in the research methods literature in education andthe social sciences Philosophy and Theory in **Educational Research** Amanda Fulford, Naomi Hodgson, 2016-06-10 Philosophy and Theory in Educational Research Writing in the margin explores the practices of reading and writing in educational philosophy and theory Showing that there is no right way to approach research in educational philosophy but illustrating its possibilities this text invites an engagement with philosophy as a possibility and opening possibilities for educational research Drawing on their own research and theoretical and philosophical sources the authors investigate the important issue of what it means to read and write when there is no prescribed structure Innovative in its contribution to the literature this edited volume enlightens readers in three ways The volume focuses on the practices of reading and writing that are central to research in educational philosophy suggesting that these practices constitute the research rather than simply reporting it It is not a prescriptive guide and should not be read procedurally Rather it is intended to illustrate the possibilities for this kind of research and to suggest starting points for those pursuing research projects Finally attention is given to the ways in which conducting educational philosophy can be educative in itself both to the researcher in writing it and to its audience in reading it With contributions from international scholars in the field of educational philosophy this book is a valuable guide for practitioner researchers taught postgraduate and doctoral students and early career researchers in university education departments Academic staff teaching research methods and seeking to introduce their students to philosophy as research without wishing to offer a prescriptive how to guide will also find this book of particular interest **Understanding Education and Educational Research** Paul Smeyers, Richard Smith, 2014-11-10 Educational research is widely believed to be essentially empirical consisting mainly of collecting and analysing data with randomised control trials as the gold standard This book argues that good educational research is often philosophical in nature Offering a critical overview of the current state of educational research the authors argue that there are two factors in particular that distort it One is that throughout the world it is expected to serve the interests of the state in securing educational improvements as measured by standardised examination results and to demonstrate scientific credentials sufficient to guarantee absence of ideological bias and carry conviction The other is that learning to do educational research is generally seen as a matter of being trained in empirical research methods. The authors demonstrate by contrast that good educational research needs the rigorous thinking characteristic of philosophy and that

philosophical treatments themselves sometimes constitute such research Isocrates James R. Muir, 2022-06-02 Isocrates is one of the most remarkable and influential figures in the history of human thought The influence of his ideas in the history of historical writing rhetoric the visual arts music religion and theology political science philosophy and above all educational philosophy and practice in Europe Australia North America North Africa and the Middle East are well established and widely known This book argues careful study of the educational philosophy of Isocrates and its legacy can contribute to an improved understanding of the historiography of educational thought his distinctive normative methodology in both political and educational philosophy and his arguments about the primary importance of the virtues of self knowledge and realistic self appraisal for educational philosophers and practitioners At a time when educational philosophy has an increasingly precarious academic existence and educationists are actively seeking new historiographical and methodological approaches to the philosophical study of education there is much to be gained by recovering and reevaluating the historiography and normative methodology of Isocrates and the role they play in educational discourse and practice today **Philosophy** Cara E. Furman, Tomas de Rezende Rocha, 2025-02-01 Philosophers and educators come together to address contemporary issues in education Teachers and Philosophy showcases the potential of education practitioners and philosophers of education working and writing together Following Mary Louise Pratt this meeting space is referred to as a contact zone and contributors demonstrate the power and benefit of writing from this liminal space Introductory and concluding chapters provide an argument for the value of bringing together philosophers and practitioners as well as tips for facilitating these interactions Situated amid the COVID 19 pandemic the volume grapples with the challenges that practitioners face around teaching controversial topics crafting inclusive curricula indigeneity dis ability urban schooling nature based education rural education mental health coping with feelings of anger and more Each chapter ends with suggestions for further reading or engagement questions for reflection and discussion and an activity that a class or reading Philosophy and the Metaphysical Achievements of Education Ryan group can move through together McInerney, 2021-06-17 Tracing the deep connections between philosophy and education Ryan McInerney argues that we must use philosophy to reflect on the significance of educational practice to all human endeavour He uses a broad approach which takes in the relationships governing philosophy education and language to reveal education s fundamental achievements and metaphysical significance The realization of educational ideals and policies are read alongside growing skepticism regarding the theoretical and practical significance of philosophical thinking and the emphasis on resource efficiency and measurable outcomes which characterise schooling today It is from this context that McInerney defends the value inherent to the philosophy of education Drawing upon contemporary continental and analytic thinkers including Nietzsche Gadamer and Wittgenstein McInerney charts the role of education in shaping the child's metaphysical transformation through language acquisition Connecting early years and primary school education McInerney pinpoints

rationality as the crucial factor which produces critical thinking beings He presents the pursuit of philosophically minded education as a rational pursuit which enables us to philosophise and educate others in turn dispensing with the epistemological and conceptual foundationalisms of the past Philosophy East / West Oren Ergas, Sharon Todd, 2016-01-26 Philosophy East West showcases new scholarship in the philosophy of education and contemplative studies paying particular attention to the intersection of mindfulness evidence based science and wisdom traditions Moves beyond simplistic explanations of Eastern and Western to explore the complexity and diversity of various wisdom traditions Investigates the effect of mindfulness based curricular interventions on current educational theory and practice Uses insights from important Western philosophers including Heidegger Levinas and Foucault to situate contemplative practice within contemporary educational theory Emphasizes the importance of transcultural and intercultural approaches in the philosophy of education

Problems in Philosophy of Education James Scott Johnston, 2019-02-07 Problems in Philosophy of Education canvasses several of the leading issues in philosophy of education These include the disconnect between the disciplines of philosophy and philosophy of education the strained relationship between educational practice and philosophy of education the role of educational research in philosophy of education and the lack of an independent scholarship for philosophy of education James Scott Johnson argues for a philosophy of education separate and distinct from both the disciplines of philosophy and education and claims that philosophy of education should raise and address its own questions and concerns Supporting this is a model of how philosophy of education should originate basic questions together with a set of philosophic presuppositions regarding the model s logic ethics politics and relationship to science and social science **Philosophy of STEM** Education Nataly Z. Chesky, Mark R. Wolfmeyer, 2015-07-30 Winner of the American Educational Studies Association AESA Critics Choice Book Award for 2016 Philosophy of STEM Education uses philosophical methods to investigate STEM education s purpose and assumptions It details the why axiology the how epistemology and the what ontology of STEM by drawing upon a variety of philosophies of education science mathematics and technology Philosophy for Children in Transition Nancy Vansieleghem, David Kennedy, 2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child **Education and Expertise** Mark Addis, Christopher Winch, 2018-11-28 The relevance of expertise to professional education and practice is explored in this collection of original contributions from educationalists philosophers and psychologists Discusses the increasingly prominent debates about the nature of know how in mainstream

analytical epistemology Illuminates what is involved in professional expertise and the implications of a sound understanding of professional expertise for professional education practice curriculum design and assessment All contributions are philosophically grounded and reflect interdisciplinary advances in understanding expertise *Philosophical Perspectives on Teacher Education* Ruth Heilbronn, Lorraine Foreman-Peck, 2015-05-06 Philosophical Perspectives on Teacher Education presents a series of well argued essays about the ethical considerations that should be addressed in teacher training and educational policies and practices Brings together philosophical essays on an underserved yet urgent aspect of teacher education Explores the kinds of ethical considerations that should enter into discussions of a teacher's professional education Illuminates the knowledge and understanding that teachers need to sustain their careers and long term sense of well being Represents an important resource to stimulate contemporary debates about what the future of teacher education should be

Re-Imagining Relationships in Education Morwenna Griffiths, Marit Honerød Hoveid, Sharon Todd, Christine Winter, 2014-12-10 Re Imagining Relationships in Education re imagines relationships in contemporary education by bringing state of the art theoretical and philosophical insights to bear on current teaching practices Introduces theories based on various philosophical approaches into the realm of student teacher relationships Opens up innovative ways to think about teaching and new kinds of questions that can be raised Features a broad range of philosophical approaches that include Arendt Beckett Irigaray and Wollstonecraft to name but a few Includes contributors from Norway England Ireland Scotland Spain Sweden and the U S International Handbook of Interpretation in Educational Research Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research Interpretation extends from the very framing of the research task through the sources which constitute the data the process of their recording representation and analysis to the way in which the research is finally or provisionally presented The thesis of the handbook is that interpretation cuts across the fields both philosophically organizationally and methodologically By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts fields An extensive overview includes concrete examples of different kinds of research not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled p dagogisch examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process The handbook includes examples of a large number of methods traditionally classified as qualitative interpretive and quantitative

used across the area of the study of education Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies Citizenship for the **Learning Society** Naomi Hodgson, 2016-03-02 Within Citizenship for the Learning Society the governance of the learning citizen is mapped in relation to European educational and cultural policy Prevalent notions of voice and narrative in policy and in educational research are analysed in relation to Europe's history. The text is concerned with the way in which European citizenship is understood in current policy the way in which the term citizenship operates and how learning is central to this Analysis combines educational philosophy and theory with anthropological sociological and classic philosophical literature Draws on both Continental European Foucault Deleuze Heidegger Levinas and American Cavell Emerson Thoreau philosophy Material is organised in two parts Part One discusses the discourses and practices of citizenship in the European learning society in both educational and cultural policy and educational research from the perspective of governmentality Part Two provides analysis of particular aspects of this discourse Teachers' Know-How Christopher Winch, 2017-05-01 Teachers Know How A Philosophical Investigation presents a comprehensive and up to date philosophical treatment of the kinds of knowledge and know how that educators should possess Offers an original and in depth study of teachers know how which situates teaching within the spectrum of professions Critiques the currently fashionable craft conception of teaching and the view of teaching as protocol driven which is currently influential in policymaking circles Utilizes epistemological debates on the nature of know how to inform understanding of the work of teachers Features detailed examples including some drawn from the author's own long professional experience of a teacher in a wide range of different contexts Education and the Growth of Knowledge Ben Kotzee, 2013-10-10 Education and the Growth of Knowledge is a collection of original contributions from a group of eminent philosophers and philosophers of education who sketch the implications of advances in contemporary epistemology for education New papers on education and social and virtue epistemology contributed by a range of eminent philosophers and philosophers of education Reconceives epistemology in the light of notions from social and virtue epistemology Demonstrates that a reconsideration of epistemology in the light of ideas from social and virtue epistemology will in turn re invigorate the links between epistemology and education International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and

African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

Education Policy Richard Smith,2013-07-12 Education Policy sees 12 philosophers of education critique current and recent UK educational policies relating to higher education and faith based education assessment the teaching of reading vocational and civic education teacher education the influence of Europe and the idea of the Big Society Twelve philosophers of education subject elements of current and recent UK educational policy to critique Forthright and critical the contributors are unafraid to challenge current orthodoxies Offers thought provoking insights into modern education policy Wide ranging topics cover higher education and faith based education assessment the teaching of reading vocational and civic education teacher education the influence of Europe and the idea of the Big Society Levinas, Subjectivity, Education Anna Strhan,2012-06-12 Levinas Subjectivity Education explores how the philosophical writings of Emmanuel Levinas lead us to reassess education and reveals the possibilities of a radical new understanding of ethical and political responsibility Presents an original theoretical interpretation of Emmanuel Levinas that outlines the political significance of his work for contemporary debates on education Offers a clear analysis of Levinas s central philosophical concepts including the place of religion in his work demonstrating their relevance for educational theorists Examines Alain Badiou s critique of Levinas s work Considers the practical implications of Levinas theories for concrete educational practices and frameworks

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What Do Philosophers Of Education Do And How Do They Do It Introduction

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