

THEORY AND PRACTICE IN EDUCATION

R. F. Dearden

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Educational Theory and Its Foundation Disciplines (RLE Edu K) Paul Hirst, 2012-05-04 At the time this book was first published the disciplines of philosophy of education educational psychology sociology of education and the history of education had developed rapidly The papers in this volume outline the developments that took place The first paper analyses the nature of a theory concerned with determining practice and the place of academic disciplines within that What emerges is the crucial role of these disciplines but also the need to develop much more adequately a domain of practical principles assessed and critically reformulated in the light of those disciplines The following papers are concerned with the contributions four of those disciplines are now making *Educational Theory (RLE Edu K)* Terence Moore, 2012-05-04 This book comes strongly to the defence of educational theory and shows that it has a structure and integrity of its own The author argues that the validity of educational theory may best be judged in terms of the various assumptions made in it His argument is illustrated by a review and critique of some particularly influential theories of education those of Plato Rousseau James Mill and John Dewey He stresses the need for an on going contemporary general theory of education and examines the ways in which the disciplines of psychology sociology and philosophy can contribute to a general theory of this kind

Education (RLE Edu K) Herbert Phillipson, 2012-05-16 Contributing to early debates on nature versus nurture schools and the social environment town planning and a free comprehensive education the author discusses key educational issues against the background of a distintegrating Europe in the midst of war *Education (RLE Edu K)* M Jeffreys, 2012-05-16 This book discusses the very nature and purpose of education and provides a foundation upon which more specialized studies in the psychology history and sociology of education can be based The book therefore surveys the main problems of human

life the relation of the individual and society freedom and authority continuity and change i e growth and underlying them all the paradox that aspiration and frustration are continually linked in human experience The educational implications of these various problems are considered in such a way that the methods as well as the aims of education are discussed **Radical Education (RLE Edu K)** Robin Barrow,2012-05-16 This volume is a comprehensive critique of the radical tradition in educational theory It traces the development of the key ideas in radical literature from Rousseau to the present day Two opening chapters set Rousseau s educational views and arguments in their political perspective and subject them to an extended critical treatment Subsequent chapters provide detailed analyses and examination of the ideas of A S Neill Paul Goodman Ivan Illich and Everett Reimer Charles Weingartner and Neil Postman Each author is treated separately but certain common themes and ideas are extracted and considered without reference to any particular author Amongst others the concepts of nature learning hidden curriculum and the relativity of knowledge are examined at the same time broader arguments about the degree and nature of freedom that should be provided to children deschooling and assessment are pursued **The Logic of Education (RLE Edu K)** Paul Hirst,R S Peters,2012-05-16 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 **The Philosophy of Primary Education (RLE Edu K)** R Dearden,2012-05-04 This volume provides a rigorous examination of theoretical concepts such as need interest growth play experience activity and self expression It also makes an important contribution towards getting a closely argued educational theory In the first part of the book the author establishes general aims and ends with suggestions as to what the curriculum ought to be The second part is concerned with the procedures of learning and teaching appropriate to such a curriculum **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 **Moral Philosophy for Education (RLE Edu K)** Robin Barrow,2012-05-04 Teachers and students are frequently confused as to the relevance of abstract philosophical theorising to the reality of the classroom and this book is distinctive for the attention it devotes to philosophy and its potential contribution to practical matters and education in particular The author is critical of many current views of the philosophy of education and argues the validity of philosophy as an integral part of education in its own right against the creation of a new branch of philosophy the philosophy of education The book stresses that relativist ethical theories are no

more known to be valid than the absolutist theories they have replaced and in the second section the author argues for a modified utilitarian position The final section enables the reader to relate the general argument of the second part to several specific issues Prologue to Education (RLE Edu K) John Wales,2012-05-04 Many people have come to feel that the controversy on education in Britain has got bogged down in political polemics and that common polarisations between conventional and progressive selective and comprehensive elite and democratic are both unrealistic and damaging The author believes that a new educational ethic is needed now that former religious sanctions are no longer generally operative He believes that it is possible to regard the concept of a Rational Good as a basis for educational theory and practice The book discusses important practical issues in education liberty and equality use and abuse of convention the ethical basis and occasion for coercion the validity of co education as an educational principle and the John Wales concludes that the correspondence between the popular extremes of educational views is much more significant than their differences *An Essay Towards A Philosophy of Education (RLE Edu K)* Charlotte Mason,2012-05-16 This was the last and most important and comprehensive work of Charlotte Mason founder of the Parents National Educational Union For more than half a century the practical results of her original thought on education could be seen in all parts of the world in the Charlotte Mason Method and the Parents Union Schools *Problems in Primary Education (RLE Edu K)* R Dearden,2012-05-23 The first part of the book discusses aims who should determine them and how they might be determined The second part discusses some more specific topics of learning and teaching such as learning how to learn the integrated day and the use of competition The author distinguishes three broad levels of thought in looking at schools the details of choice and decision the general principles which are or ought to be guiding that detailed practice and the theoretical commentaries on the guiding principles available from the various disciplines which constitute the study of education Everyday Imagining and Education (RLE Edu K) Margaret Sutherland,2012-04-27 This book discusses the kind of imaginative thinking which is going on all the time without producing the masterpieces of art and culture The author brings together the body of educational theory psychological theory and some general opinions about imagination to provide an account of everyday imagining for educationalists psychologists teachers and parents *Comprehensive Problem-Solving and Skill Development for Next-Generation Leaders* Styron, Jr., Ronald A.,Styron, Jennifer L.,2017-01-06 Effective leadership and management create significant impacts upon any organization in the modern business realm To maintain competitiveness and success those in leadership roles must develop new and dynamic initiatives to solve problems that arise Comprehensive Problem Solving and Skill Development for Next Generation Leaders is a critical reference source for the latest academic research on the implementation of innovative qualities strategies and competencies for effective leadership and examines practices for determining solutions to business problems Highlighting relevant coverage on facilitating organizational success such as emotional intelligence technology integration and active learning this book is ideally designed for managers professionals

graduate students academics and researchers interested in research based strategies for obtaining organizational effectiveness Friedrich Froebel and English Education (RLE Edu K) Evelyn Lawrence,2012-05-16 This collection of essays describes Froebel s life and the history of his influence on the education of young children in Britain It also traces the religious roots of his philosophy and discusses his psychological and educational principles in the light of developments in these fields since his day **Theory and Practice in Education** R. F. Dearden,1984 **Reconstructing Teacher Education (RLE Edu N)** John Elliott,2012-04-27 This book maps out a new paradigm of teacher education and by implication professional education generally The book opens with two alternative theories of teacher education and training and explains the concepts and assumptions on which they rest including beliefs about the nature and role of education in society It then proposes a natural science paradigm and its implications for establishing a coherent view of teacher education Subsequent chapters indicate the professional implications of such a model *Knowledge, Curriculum and Learning* Mythili Ramchand,Sonia Sawhney,Poonam Sharma,2025-12-15 This book presents key epistemological ideas to enable teachers to understand different perspectives on knowledge knowing and learning It engages them to critically analyse various dimensions of knowledge and learning alongside their social and political implications Drawing on theoretical perspectives in psychology philosophy sociology and anthropology this book offers an opportunity for teachers to understand the multiple dimensions of learning This encompasses values beliefs and the cultivation of habits in various domains of learning such as the arts languages sciences mathematics and sports While engaging with questions of the know that and know how of knowledge the book focuses on its different forms and their characterisation as school subjects It critically examines the role of culture and politics in the formulation of the curriculum With illustrative examples it discusses the ideas shaping curriculum development and reforms such as child centred education inclusive education and integrated curriculum This book will be of interest to students and teachers of education BA BEd and MEd courses and epistemology It will also be of interest to teachers of secondary and higher secondary schools teacher educators curriculum designers developers of textbooks and other curriculum resources non governmental organisations NGOs and public and private sector bodies working in the area of education

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