

An abstract painting in warm, earthy tones of brown, tan, and yellow. In the center, a globe is depicted, partially obscured by dark, branching lines that resemble roots or a network. To the right, there are faint, sketchy outlines of architectural structures, possibly a bridge or a series of arches. The overall texture is painterly and expressive.

WHAT DO PHILOSOPHERS OF EDUCATION DO?

(And How Do They Do It?)

Edited by Claudia Ruitenberg

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

**Cara E. Furman, Tomas de Rezende
Rocha**



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 study education Brings together a series of essays from an international cast of contributors from Canada UK Finland and Cyprus Examines a range of new and established philosophical methods which can be used in educational research Demonstrates how philosophy of education can be understood methodologically Draws from both Continental and Analytical traditions Fills a gap in the research methods literature in education and the 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

Teachers and 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 disability 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 group can move through together

Philosophy and the Metaphysical Achievements of Education Ryan 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

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