

[PDF] Educational Thinkers

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Fifty Modern Thinkers on Education-Liora Bresler 2002-09-11 Fifty Modern Thinkers on Education looks at fifty of the twentieth century's most significant contributors to the debate on education. Among those included are: * Pierre Bourdieu * Elliot Eisner * Hans J. Eysenck * Michel Foucault * Henry Giroux * Jurgen Habermas * Susan Isaacs * A.S. Neill * Herbert Read * Simone Weill. Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading.

Western Educational Thinkers-S.P. Chaube 2002

Educational Thinkers-V. R. Taneja 2006 A Textbook Continues To Be One Of The Major Variables That Vitally Conditions The Teaching-Learning Process. It Generates Educative Interactions Between The Learner And The Learner, As Also Between The Learner And The Teacher. It May Be Used For Learning In Advance Of The Classroom Instructions, For Enriching The Learning, For Revision And Reinforcement Of The Previous Learning. The Merit And Utility Of Understanding The Educational Thoughts And Practices Of The Masterminds (Both Western And Indian) Cannot Be Overemphasised. This Is The Raison D Etre Of This Book, Which Is Written With Experience-Centred Approach.The Book Studies Leading Educational Thinkers Of The West As Well As That Of India Viz., Plato, Jean Jacques Rousseau, Friedrich August Froebel, Dr. Maria Montessori, John Dewey, Rabindranath Tagore, Mahatma Gandhi, Aurobindo Ghosh, Dr. Mohammad Iqbal, And Dr. Zakir Hussain.The Book Would Be Highly Useful For Students Of Education At The Undergraduate As Well As Postgraduate Levels.

Routledge Encyclopaedia of Educational Thinkers-Joy A. Palmer Cooper 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

Inspiring Thoughts of Great Educational Thinkers-Dr. VIMAL KISHOR

Fifty Modern Thinkers on Education-Joy Palmer 2001 Looks at fifty of the twentieth century's most significant contributors to the debate on education. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading.

Routledge Encyclopaedia of Educational Thinkers-Joy A. Palmer Cooper 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

Making Sense of Education-Gert Biesta 2012-06-05 This volume gives educational theorists the chance to let rip and say what they really want to say. In doing so it sends a blast of fresh air through the dusty halls of academe. The vast majority of the literature in education theory and philosophy follows the conventions of academic writing, and rightly so. Yet its formal, abstract and objective style, which focuses on the careful presentation of theoretical and philosophical arguments, doesn't always give us insights into what motivates and drives the authors—while for academic neophytes it can be dense and arcane. Here, those same theorists and philosophers have been given the chance to expound at length on the topics that most exercise them. What concerns them, what gets them up in the morning, and what really matters most to them? Readers will discover what happens when these thinkers are explicitly invited to go beyond academic conventions and experiment with form, style and content. Featuring collected essays from leading educationalists from Norway, Sweden, Denmark, the USA, Canada, Israel Germany, Belgium and the UK, these essays provide vital insights into their work as well as being a compelling introduction to contemporary attempts to make sense of education through theory and philosophy. All these authors have made key contributions to the field, and their unique 'manifestos' make a fascinating read for any student or practitioner in education.

EASTERN PHILOSOPHY OF EDUCATION (INDIAN THINKERS AND THEIR PHILOSOPHY OF EDUCATION)-DR. VISHAL BAPODARA 2019-03-05

Fifty Modern Thinkers on Education-Liora Bresler 2002-09-11 Fifty Modern Thinkers on Education looks at fifty of the twentieth century's most significant contributors to the debate on education. Among those included are: * Pierre Bourdieu * Elliot Eisner * Hans J. Eysenck * Michel Foucault * Henry Giroux * Jurgen Habermas * Susan Isaacs * A.S. Neill * Herbert Read * Simone Weil. Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading.

The Great Educational Thinkers of East and West- 2018

Fifty Major Thinkers on Education-Joy Palmer 2002-09-11 In this unique work some of today's greatest educators present concise, accessible summaries of the great educators of the past. Covering a time-span from 500 BC to the early twentieth century each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of their impact and influence, a list of their major writings and suggested further reading. Together with Fifty Modern Thinkers on Education, this book provides a unique reference guide for all students of education.

Sourcebook of Experiential Education-Thomas E. Smith 2011-01-20 Experiential education is a philosophy and methodology for building knowledge, developing skills, and clarifying values by engaging learners in direct experience and focused reflection. To understand experiential education, what should one be reading? This sourcebook introduces philosophers, educators, and other practitioners whose work is relevant to anyone seeking answers to this question. Following brief snapshots of John Dewey and Kurt Hahn, the book is organized in four sections: Philosophers and Educational Theorists Nature Educators and Outdoor Educators Psychologists and Sociologists School and Program Founders. Each chapter focuses on an individual whose philosophy and practice exemplify a biographical and historical model for reaching a deeper understanding of experiential education. An appendix includes short biographical sketches of forty-five additional people whose contributions to experiential education deserve a closer look. This volume provides a much-needed overview and foundations for the field - for students in courses addressing experiential education, challenge education, outdoor experiential education, recreation education, and related fields; for learning theorists and curriculum specialists; for experiential educators; and for educational philosophers.

An Anthology of Educational Thinkers-Sally Featherstone 2017-01-12 An Anthology of Educational Thinkers provides an excellent introduction to the major groups of educational thinkers. Each thinker's views and theories are explained in detail in a format that is accessible to those currently practising and those who are still in training. However, this book goes beyond just explaining the theory, it shows practitioners how to put these theories into practice! It is filled with explanations of how theories are linked to the EYFS, examples of how these figures worked and, most importantly, demonstrates the way they influenced how most early years practitioners work today.

Twentieth Century Thinkers in Adult and Continuing Education-Peter Jarvis 2001 Looks at the central ideas in adult education and the impact of the major thinkers in this field. Examines the work of 17 individual thinkers in detail and includes a chapter on significant feminist thinkers in adult education.

World's Greatest Educational Thinkers, Philosophers and Educationists-Santhosh Vallikkad 2012 Thoughts of fifty world famous educationalists.

Thinkers on Education-Zaghloul Morsy 1997 From Aristotle, Avicenna and Confucius to Paulo Freire, Ivan Illich

and Julius Nyerere, these essays present 100 figures who have left their mark on educational thought. This anthology not only opens the mind to different cultures and historical periods, but also reflects a search for the universal that transcends time and space.

Great Educational Thinkers-Robert Thaddeus Fisher 1961

Democracy and Education in Namibia and Beyond-Amukugo, Elizabeth M. 2017-07-19 The Namibian constitution makes full provision for education as a fundamental human right and freedom. Three years into independence, as part of the government's educational policy, the 'Education for All Policy' was launched as a stepping stone to free quality education. However, inequities have become widely pronounced within the Namibian educational system. Democracy and Education in Namibia and beyond debates the education-democracy nexus in Namibia and the southern African context. It defines and explores the meaning of democracy and related concepts. It also looks at what democracy means in the context of human rights and access to education. The ten chapters in this collection interrogate the strengths and limitations of education as an instrument of social change and question whether or not the Namibian educational objectives and practices do develop and help to sustain a democratic culture in Namibia. The authors in the collection have drawn material from their own teaching and research experience across the fields of education and social science in Namibia and beyond, and present their findings in a pedagogical framework suitable as a challenging text for tertiary students. At a time when education is in crisis, especially in South Africa where strident calls for free tertiary education and Africanisation of the curriculum are spreading like wildfire, this book gives scholarly insight into the history and social conditions that gave rise to our current predicament.

Twentieth Century Thinkers in Adult and Continuing Education-Jarvis Peter 2012-12-06 An examination of the work of 17 major thinkers in the field of adult and continuing education, showing how each has made a significant contribution to the field. The ideas of each are explored within a similar framework, and their work and its consequences is considered in detail.

The Pedagogy of Bondage: A Study of Two Educational Philosophers' Texts: Paulo Freire's Pedagogy of Freedom and John Dewey's How We Think-Larry Pahl 2008 Two of the "Greek gods" in the Western educational tradition are radical Paulo Freire and progressive proponent John Dewey. In Pedagogy of Bondage, author Pahl critically examines Pedagogy of Freedom by Freire and How We Think by Dewey. Pahl does not worship at the altar of Freire and Dewey, as is the habit of so many professors of education. However he does examine their work with fairness and honesty.

Educational Thinkers Oriental and Occidental- 2013

The SAGE Handbook of Philosophy of Education-Richard Bailey 2010-03-23 This book provides an authoritative, yet accessible guide to the Philosophy of Education, its scope, its key thinkers and movements, and its potential contribution to a range of educational concerns. The text offers a balanced view of three key dimensions: first, in giving an equal weight to different styles and modes of philosophy; second, by including past and present perspectives on philosophy of education; and third, in covering both the general "perennial" issues in philosophy and issues of more contemporary concern. Section one of the book exemplifies different styles of philosophy, paying attention to the contemporary debates as to the nature, possibilities and limitations of these different approaches to philosophy of education. Section two is devoted to particular thinkers of the past, and more general coverage of the history of philosophy of education. Section three is dedicated to contemporary philosophic thought on education, providing the basis and reference point for an exploration of contemporary issues. The handbook is designed primarily to be useful to students studying the field of philosophy of education, in the context of the study of educational foundations or theory. But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues, and to educationalists of all types who want a succinct guide to questions relating to the nature, the

history, and the current state of the art of philosophy of education. Visit Richard Bailey's website : here

CONCEPTS OF SOCIAL SCIENTISTS AND GREAT THINKERS-Andreas Sofroniou

Educational Foundations- 1900

Educational Philosophy in the French Enlightenment-Natasha Gill 2016-04-29 Though Emile is still considered the central pedagogical text of the French Enlightenment, a myriad of lesser-known thinkers paved the way for Rousseau's masterpiece. Natasha Gill traces the arc of these thinkers as they sought to reveal the correlation between early childhood experiences and the success or failure of social and political relations, and set the terms for the modern debate about the influence of nature and nurture in individual growth and collective life. Gill offers a comprehensive analysis of the rich cross-fertilization between educational and philosophical thought in the French Enlightenment. She begins by showing how in *Some Thoughts Concerning Education* John Locke set the stage for the French debate by transposing key themes from his philosophy into an educational context. Her treatment of the abbé Claude Fleury, the rector of the University of Paris Charles Rollin, and Swiss educator Jean-Pierre de Crousaz illustrates the extent to which early Enlightenment theorists reevaluated childhood and learning methods on the basis of sensationist psychology. Etienne-Gabriel Morelly, usually studied as a marginal thinker in the history of utopian thought, is here revealed as the most important precursor to Rousseau, and the first theorist to claim education as the vehicle through which individual liberation, social harmony and political unity could be achieved. Gill concludes with an analysis of the educational-philosophical dispute between Helvétius and Rousseau, and traces the influence of pedagogical theory on the political debate surrounding the expulsion of the Jesuits in 1762.

Social, Critical and Political Theories for Educational Leadership-Richard Niesche 2019-07-30 This book makes the case for the continued and expanded use of social, critical and political theories in the field of educational leadership. It helps readers understand educational leadership by introducing them to a wide variety of theoretical and philosophical approaches and positions. The book incorporates a rich blend of ideas and concepts, and compares and contrasts the approaches discussed. The content largely focuses on four educational thinkers: Michel Foucault, Judith Butler, Bernard Stiegler and Karen Barad. The chapters do not cover each thinker's oeuvre exhaustively, but instead provide a brief overview of his/her ideas, while also helping readers understand a particular aspect of the educational leadership discourse. Each chapter also provides supplementary reading recommendations for those interested in pursuing these ideas in more depth.

Trends in Education- 1975

Educational Thinkers Series- 196?

The Routledge Encyclopaedia of Educational Thinkers-Joy A. Palmer-Cooper 2016 The Routledge Encyclopaedia of Educational Thinkers analyses the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked.

John Dewey's Educational Philosophy in International Perspective-Larry A Hickman 2009-04-24 John Dewey's Educational Philosophy in International Perspective brings together eleven experts from around the globe to examine the international legacy of the famous philosopher. Placing special emphasis on Dewey's theories of education, Larry A. Hickman and Giuseppe Spadafora have gathered some of the world's most noted scholars of educational philosophy to present a thorough exploration of Dewey's enduring relevance and potential

as a tool for change in twenty-first-century political and social institutions. This collection offers close examinations of the global impact of Dewey's philosophies, both in his time and our own. Included are discussions of his reception as a much-respected yet criticized philosopher among European Catholics both before and after World War I; the utilization of his pragmatic theories in Italian education and the continuing quest to reinterpret them; his emergence as a source of inspiration to new democracies in Central and Eastern Europe; and his recently renewed popularity in the Hispanic world, particularly in South America and Spain. In addition, authors delve into Dewey's notion of democracy as a personal way of life and his views on the important ties between education and the democratic state. Also discussed are Dewey's philosophies regarding school and society, including the understanding of educational trends as reflections of their social context; the contrast between his methods of applying intelligence to ethical problems and the theory of orthodox utilitarianism; responses to criticisms of Dewey's controversial belief that the sciences can be applied directly to educational practices; and incisive queries into how he would have responded to the crucial role the Internet now plays in primary and secondary education. This well-rounded volume provides international insight into Dewey's philosophies and contains a wealth of information never before published in English, resulting in an indispensable resource for anyone interested in John Dewey and his lasting role in education around the world. Contributors Viviana Burza Franco Cambi Giorgio Chiosso Jim Garrison Jaime Nubiola Hilary Putnam Ruth Anna Putnam Giuseppe Spadafora Emil Višnovský Leonard J. Waks Krystyna Wilkoszewska

Edmond Holmes and Progressive Education-John Howlett 2016-08-12 Although considered a figure of great importance and influence by his contemporaries, Edmond Holmes has been consigned to relative obscurity in the progressive educational tradition. This book reinstates Holmes as a key figure in the history of progressive education, both as a school inspector and educational thinker, who was instrumental in forming a set of ideas and principles which continue to resonate in education today. Combining biographical detail and key critical analysis, *Edmond Holmes and Progressive Education* brings together the key ideas and aspects of Holmes' life and establishes his writings as amongst the most insightful ever produced by an educationalist. Throughout his inspectorial career, Holmes scorned mechanical obedience in the classroom and was appalled by the inability of teachers to allow pupils to express themselves freely and imaginatively. His seminal publications positioned him at the vanguard of educational reforms. His work, however, was not exclusively educational, and throughout his life Holmes published on religion, philosophy, poetry and literature, subsuming his educational viewpoint into a much wider 'philosophy of life'. His spiritual leanings and call for an improved education system, which would draw out the potential for development from within the child, inspired successive generations of progressive educators. In studying Edmond Holmes in detail, this book makes an important contribution to current debates surrounding creativity and the curriculum, in particular, the need for alternative educational voices within the state system of regulation. This book will be key reading for postgraduate students and researchers who are interested in progressive education, the history of education and educational policy and politics.

From Plato To Piaget-William Cooney 1993-11-02 The authors of this book consult fifteen thinkers, from various fields, who have a profound understanding of the important role that education plays in our world. Each chapter opens with an Introduction and concludes with a discussion and questions.

Research on Education in Africa, the Caribbean, and the Middle East-Kagendo Mutua 2009-03-01

Perspectives of Indian Education-L. K. Oad 1975 Study of some basic issues in Indian education.

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The SAGE Handbook of Educational Action Research-Susan E Noffke 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally. Now a prominent methodology, Educational Action Research is well suited to exploring, developing and sustaining change processes both in classrooms and whole organisations such as schools, Departments of Education, and

many segments of universities. The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field. It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities. The Editors provide an introduction and conclusion, as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories. The handbook is organized into four sections, each beginning with a short introduction: - Action research methodology: diversity of rationales and practices - Professional: Knowledge production, staff development, and the status of educators - Personal: Self-awareness, development and identity - Political: Popular knowledge, difference, and frameworks for change

This is a key resource for scholars and graduate students at doctors and masters levels, as well as school leaders and administrators. Susan Noffke is Associate Professor of Curriculum & Instruction at the University of Illinois - Urbana/Champaign and co-editor with R.B. Stevenson of Educational Action Research (Teachers College Press, 1995). She taught at the primary school level for a decade, and has led masters and doctoral level courses in action research for the past 20 years. She continues to work with many collaborative projects with schools and school districts. Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University, UK. She is a founder editor of the Educational Action Research journal and has been a co-ordinator of the Collaborative Action Research Network (CARN) for many years. She is co-editor of Research Methods in the Social Sciences (SAGE: 2005) and author of Action Research: a Methodology for Change and Development (Open University Press: 2006).

What Is Education For?-Nicholas Tate 2015 Dr Nicholas Tate looks at the philosophies of 10 great thinkers from history and explains how their ideas put current education issues into a new perspective, while suggesting additional ones to be addressed. The aim is to show how engaging with interesting past minds can both help put current issues in a new perspective and suggest additional ones to be addressed.

Curriculum and the Teacher-Nigel Norris 2014-06-03 Even though the curriculum can be tightly specified and controlled by strong accountability mechanisms, it is teachers who decisively shape the educational experiences of children and young people at school. Bringing together seminal papers from the Cambridge Journal of Education around the theme of curriculum and the teacher, this book explores the changing conceptions of curriculum and teaching and the changing role of the teacher in curriculum development and delivery. The book is organised around three major themes: Taking its lead from Lawrence Stenhouse, Part One looks at 'defining the

curriculum problem' from a variety of perspectives and includes papers from some of the most influential curriculum theorists over the last thirty years. Part Two explores the framing of new orders of educational experience. It has papers from leading educational thinkers who have contributed to debates about how to make education more inclusive, humane, liberating, creative and educational. Part Three is focused on teachers and teaching. It offers a selection of papers from significant scholars in the field reflecting on the experience of teaching and how it is personally as well as socially constructed and theorised. The papers are drawn from important and eventful periods of educational history spanning the curriculum reform movement of the 1960s and 1970s to the present age of surveillance, accountability and control. A specially written Introduction contextualises the papers. Part of the Routledge Education Heritage series, Curriculum and the Teacher presents landmark texts from the Cambridge Journal of Education, offering a wealth of material for students and researchers in education.

Confucian Perspectives on Learning and Self-Transformation-Roland Reichenbach 2020-05-18 This book bridges the regions of East Asia and the West by offering a detailed and critical inquiry of educational concepts of the East Asian tradition. It provides educational thinkers and practitioners with alternative resources and perspectives for their educational thinking, to enrich their educational languages and to promote the recognition of educational thoughts from different cultures and traditions across a global world. The key notions of Confucian and Neo-Confucian philosophy directly concern the ideals, processes and challenges of learning, education and self-transformation, which can be seen as the western equivalences of liberal education, including the German concept of Bildung. All the topics in the book are of fundamental interest across diverse cultures, giving a voice to a set of long-lasting and yet differentiated cultural traditions of learning and education, and thereby creating a common space for critical philosophical reflection of one's own educational tradition and practice. The book is especially timely, given that the vocabularies in educational discourse today have been dominantly "West centred" for a long time, even while the whole world has become more and more diverse across races, religions and cultures. It offers a great opportunity to philosophers of education for their cross-cultural understanding and self-understanding of educational ideas and practices on both personal and institutional levels.