
Wittgenstein’s Education: ‘A Picture Held Us Captive’

Quality of Human Resources: Education - Volume II In this book, Janet Alsup reports and theorizes a multi-layered study of teacher identity development. The study, which followed six pre-service English education students, was designed to investigate her hypothesis that forming (or failing to form) a professional identity is central in the process of becoming an effective teacher. This work addresses the intersection of various types of discourse within the process of professional development, and identifies that intersection of the personal and professional in teacher identity formation is more complex than is acknowledged in typical methods classes, and acccents the need for teacher educators to take steps to facilitate such integration. Specific suggestions for methods courses are presented that teacher educators can use as is or adapt to their own contexts. Teacher Identity Discourses: Negotiating Personal and Professional Spaces speaks eloquently to faculty, researchers, and graduate students across the field of teacher education.

History, Philosophy and Science Teaching
Israel Scheffler is the pre-eminent philosopher of education in the English-speaking world today. This volume collects seventeen original, invited papers on Scheffler’s philosophy of education by scholars across the world. The range of topics that Scheffler’s work in philosophy of education has addressed, including the aims of education, cognition and emotion, teaching, the language of education, science education, moral education, religious education, and human potential. Each paper is followed by a response from Scheffler himself. The collection is essential reading for anyone concerned with contemporary scholarship in philosophy of education, or with the place of this singularly important author in it.

New Essays in Political and Social Philosophy
Racism is still very prevalent and pervasive in all aspects of the P-12 educational experience in the United States. Far too many teachers and administrators continue to respond to this challenge by applying colorblind principles and approaches. This edited volume provides a broad and comprehensive critique of colorblindness in various educational contexts. In an attempt to advocate for a more color-conscious approach to education, this book deals with a wide range of issues related to teaching, learning, curriculum, creativity, assessment, discipline, implicit bias, and teacher education. There are three distinct features that make this book so important and relevant given the current social and racial climate in U.S. schools today. First, each chapter in this book draws from a plethora of different theoretical perspectives related to race and racism. In this sense, readers are equipped with a variety of robust theoretical perspectives to better understand this complicated issue of racism in schools. Second, this book communicates issues of race and racism through multiple voices. Unlike other books on race and racism where the central voice is that of a researcher or scholar, this book centralizes the voices and narratives of researchers themselves. As a result, the voices of researchers are heard to understand issues of race and racism in schools from a more nuanced perspective. Finally, unlike other books related to race and racism in schools, this book provides readers with practical strategies for combating racism in their respective educational contexts.

Physical Education
Research in Education
Resources in Education This text offers a unique philosophical and historical inquiry into the educational vision of Luis Emilio Recabarren, and his pivotal role in securing independent education for Chile’s working classes in the early 20th century. Through close analysis of the textual archives and press writings, The Educational Philosophy of Luis Emilio Recabarren offers comprehensive insight into Recabarren’s belief in education as essential to the empowerment, emancipation, and political independence of the working class, and emphasises the importance he placed on the education of workers through experiential learning in their organizations and press. By situating his work amongst broader political and educational movements occurring in Latin America in an era of imperialism, the text also demonstrates the progressive nature of Recabarren’s work and maps the development of his philosophy amid Socialist, Marxist, and Communist movements. Making an important contribution to our understanding of the aims and value of adult education in light of neoliberalism today, this text will be of interest to scholars, researchers, activists, and post-graduate students with an interest in education, social movements, and Latin America. The text also addresses key issues raised in studies of Recabarren and the history of education in Chile.

Concepts of Indocentrism (International Library of the Philosophy of Education Volume 20) The educational writings of John Macmurray, one of the finest 20th century philosophers of his generation, have a special relevance for us today. In similar circumstances of international crisis he argued for the central importance of education addressing fundamental issues of human purpose - how we lead good lives together, the emphasis on wisdom rather than knowledge alone, the advancement of a truly democratic culture, and the overriding importance of community in human flourishing. This remarkable collection of articles from leading international scholars includes the hitherto unpublished John Macmurray lecture - Learning to be Human – and brings together invited contributions from a range of fields and disciplines (e.g. philosophy of education, moral philosophy, care ethics, history of education, theology, religious education, future studies and learning technologies) and a number of countries across the world (e.g. Australia, the UK and the USA). Countering overemphasis on technique and its typical separation from wider human purposes emblematic of much of our current malaise, this book asks what it might mean to take the education of persons seriously and how such
a perspective helps us to form judgments about the nature and worth of contemporary education policy and practice. This book was originally published as a special issue of the Oxford Review of Education.

Because Teaching Matters Because Teaching Matters provides teachers with a realistic depiction of today's classrooms while highlighting the enormous impact they have on everyday lives. The second edition presents material around a framework of five professional commitments that allows them to make sense of what it means to be a teacher. A new critical-thinking framework helps them retain moral and ethical principles while drawing on a wide sweep of multidisciplinary literature. Not only does Jorgensen demonstrate an analytical and dialectical philosophical approach to examining values, but she also seeks to show how theoretical and practical issues are interconnected. An important addition to the field of music education, Values and Music Education highlights values that have been forgotten or marginalized, underscores those that seem perennial, and illustrates how values can be double-edged swords.

Philosophy of Education R. M. Hare is one of the most widely discussed of today's moral philosophers. In this volume he has collected his most important essays in the related fields of religion and education, some newly published and others now inaccessible. The book starts with an exposition of his ideas on the meaning of religious language. There follow several essays, theoretical and practical, on the relations between religion and morality, which have deep implications for moral education. The central question addressed in the rest of the volume is how children can be educated to think for themselves, freely but rationally, about moral questions, and the effects of society of failure to do so. The essays are interspersed with many personal vignettes about those early days in Oxford, and with extended discussions of the effect of resigning from a vital educational task. Attitudes to euthanasia and to equality of educational opportunity are taken as examples of how our thinking can go wrong.

Philosophy of STEM Education Introduction to Teaching: Making a Difference in Student Learning, Second Edition is the ideal text for aspiring teachers. Acclaimed authors Gene Hall, Linda Quinn, and Donna Gollnick thoroughly prepare teacher education candidates to make a difference as teachers, presenting first-hand stories and evidence-based practices while offering a student-centered approach to learning. The authors target one of the biggest challenges facing many of today's schools—making sure that all students are learning—and help teachers make student learning the primary focus in all that they do. From true-to-life challenges that teachers will face (high-stakes testing, student learning assessments, low teacher retention, Common Core Standards) to the inspiration and joy they will discover throughout their teaching careers, this text paints a realistic picture of the real life of a teacher.

Essays in the Philosophy of Education Indoctrination is an important concept in educational philosophy. It bears on many areas of study, including ethics, epistemology and philosophy of science, and opens up new paths of investigation into such questions as classroom method and the rights of parents and their children. This book brings together a number of key articles which discuss indoctrination in relation to aspects of religion and morals, duties and moral responsibility. This volume combines both American and English interpretations of a crucial idea in the philosophy of education and helps bridge the gap between the teaching of the subject in the USA and the UK.

ERIC Clearinghouse Publications Personal Epistemology and Teacher Education, edited by Joanne Brownlee, Gregg Schraw and Donna Berthelsen, provides an international perspective on teachers' personal epistemology, or beliefs about the nature and limits of knowledge. The United States, Canada, Norway, and Taiwan is presented to provide diverse viewpoints on personal epistemology for early childhood, primary, secondary and tertiary teaching contexts. The text provides a platform for cutting-edge theory and research about how personal epistemology can be applied to the context of teacher education, thereby making explicit the connection between personal epistemology and teaching and students' learning outcomes. Topics include: Cultural differences in teacher epistemology and the impact on students' learning Teachers' epistemological beliefs and inclusion Teachers' epistemology and reading lessons, citizenship education, and teaching science. Epistemology in a social context Teachers' epistemological beliefs and student autonomy Teacher education and analysis of preservice and practicing teachers Implications of teachers' epistemological beliefs Connections to future practice Teacher education and teacher behaviours are foregrounded across the topics, with an emphasis on the origin and composition of teachers' epistemological beliefs and how universities motivate change through formal teacher education. Teaching behaviours are discussed in relation to how teachers' beliefs are related to the curricular and pedagogical choices that they make in their classrooms, assessment of learning outcomes, and classroom management practices.

Curriculum, Pedagogy and Educational Research Dedicated to educators who are not philosophy specialists, this book offers an overview of the connections between Wittgenstein's later philosophy and his own training and practice as an educator. Arguing for the centrality of education to Wittgenstein's life and works, the authors resist any reduction of Wittgenstein's thought to a life's philosophy or a philosophy of education and emphasize the current controversy surrounding the role of training in the enculturation process. Significant events in his education and life are examined as the background for successful interpretation, without lending biographical details explanatory force. The book discusses the importance of Wittgenstein's training and dismissal as an elementary teacher (1920-26) in light of his later, frequent use (1930s-40s) of many 'scenes of instruction' in his Cambridge lectures and notebooks. These depictions contribute to his now famous Philosophical Investigations -- a counter to his earlier philosophy in the Tractatus. Wittgenstein came to distinguish between empirical inquiries into how education, language or mathematics might ideally work, from grammatical studies of how we learn on the rough ground to normatively go on as others do -- often without explicit rules and with considerable degrees of ambiguity, for instance, in implementing new guidelines during a curriculum reform or in evaluating teachers. This book argues that Wittgenstein's reflections on education -- spanning free mathematics training to the acquisition of language and cultivation of aesthetic appreciation -- are of central significance to both the man and his pedagogical style of philosophy.

Fiction Written Under Oath? 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.

Reason and Education
Disability Matters

Personal Epistemology and Teacher Education This survey provides a brief and selective overview of research in the philosophy of mathematics education. It asks what makes up the philosophy of mathematics education, what it means, what questions it asks and answers, and what is its overall importance and use? It provides overviews of critical mathematics education, and the most relevant modern movements in the philosophy of mathematics. A case study is provided: research in mathematics education in Brazil. This illustrates one orientation towards research inquiry in the philosophy of mathematics education. It is part of a broader practice of ‘philosophical archaeology’: the uncovering of hidden assumptions and buried ideologies within the concepts and methods of research and practice in mathematics education. An extensive bibliography is also included.

Secularizing the Sacred Quality of Human Resources: Education is a component of Encyclopedia of Human Resources Policy, Development and Management which is part of the global Encyclopedia of Life Support Systems (EOLSS), an integrated compendium of twenty one Encyclopedias. The Theme is organized into five different topics which represent the main scientific areas for the theme: Education and Knowledge of Educational Systems; Educational Systems: Case Studies and Educational Indices; Education for Sustainable Development. Each of these consists of a topic chapter emphasizing the general aspects and various subject articles explaining the back ground, theory and practice of a specific type of education which is a very important factor in human development and awareness for achieving global sustainable development. These three volumes are aimed at the following five major target audiences: University and College Students, Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers, and Decision Makers and NGOs.

Philosophy of Education: Society and education Western culture has come to secularize the sacred, while at the same time sacralizing the secular. This book shows the debilitating effects that this paradox has had on the foundations of Christian worship with special reference to the changing worship patterns the Presbyterian Church in Australia.

Education and Expertise

32 UGC NET Previous Papers (Teaching & Research Aptitude Paper-1) From the critique of ‘the medical model’ of disability undertaken during the early and mid-1990s, a ‘social model’ emerged, particularly in the caring professions and those trying to shape policy and practice for people with disability. In education and schooling, it was a period of cementing inclusive practices and the ‘integration’ and inclusion of disability into ‘mainstream’. What was lacking in the debates around the social model, however, were the challenges to ableness that were being grappled with in the routine and pragmatics of self-care by people with disabilities, their families, carers and caseworkers. Outside the academy, new forms of activity and new questions were circulating. Challenges to ableness flourished in the arts and constituted the lived experience of many disability activists. Disability Matters engages with the cultural politics of the body, exploring this fascinating and dynamic topic through the arts, teaching, research and varied encounters with ‘disability’ ranging from the very personal to the professional. Chapters in this collection are drawn from scholars responding in various registers and contexts to questions of disability, pedagogy, affect, sensation and education.

Understanding and Evaluating Research Indoctrination is an important concept in educational philosophy. It bears on many areas, including personalist and constructivist approaches, the philosophy of science, and, of course, epistemology and personal epistemology. It is part of a broader practice of ‘philosophical archaeology’: the uncovering of hidden assumptions and buried ideologies within the concepts and methods of research and practice in mathematics education. An extensive bibliography is also included.

Learning to be Human: The Educational Legacy of John MacMurray The essays bring to contemporary debates about educational research both a first hand familiarity with the practices and arguments of the educational research community and a clear grasp of the ways in which philosophical sources and analysis can inform them. They are both measured and passionate - sparked by an intense personal curiosity, which takes Bridges into unexpected resources and territory (such as the insights of museology into debates on educational research as narrative fiction) as well as more familiar material relating to, for example, issues about the assessment of quality of educational research and the concern for its relevance. The book makes an articulate case, by its own example as well as in its argument, for the continuing contribution of philosophical thinking to the development and critique of educational research. It will be essential reading for researchers already engaged in this development and for masters and doctoral students who are coming to terms with educational research, and it offers a contribution to the literature in philosophy of education which is richly grounded in the wider field of educational research.

Comparative Education

The Philosophy of Mathematics Education

Theories of Mathematics Education ‘For any student of physical education, Physical Education provides an excellent springboard from which to explore theoretical aspects of their subject. The list of authors reads like a who’s who of PE and the extensive list of references provides opportunities to investigate areas of interest in more depth’ - John Matthews, Chief Executive PEA UK ‘Distinguished authors who provide critical analyses of key contemporary issues in physical education: a core text. Required reading for anybody seeking insight into the key issues of the day in physical education’ - Dr Dick Fisher, Vice Principal of St. Mary’s University College and Honorary President of the European Physical Education Association. Physical Education is an essential textbook for students on Higher Education. Aimed at undergraduate and postgraduate students, this book consists of a collection of essential readings, covering a breadth of salient and enduring themes, as well as contemporary issues. Many of the authors are distinguished figures who have, over the last two decades, made substantial and distinctive contributions to our understanding of the process of physical education. Themes explored include: the nature and values of physical education; the relationship between the subject and physical activity and health; the growth of examinations in physical education and innovations and developments in teaching styles and
forms. The study of physical education has increasingly become multi-disciplinary and inter-disciplinary and the book reflects this, incorporating philosophical, sociological, pedagogical and comparative perspectives. This book will give readers, both in the UK and internationally, and at all levels of education, a greater understanding of the subject.

Resources in Vocational Education

Teacher Identity Discourses This anthology opens new perspectives in the domain of history, philosophy, and science teaching research. Its four sections are: first, science, culture and education; second, the teaching and learning of science; third, curriculum development and justification; and fourth, indoctrination. The first group of essays deal with the neglected topic of science education and the Enlightenment tradition. These essays show that many core commitments of modern science education have their roots in this tradition, and consequently all can benefit from a more informed awareness of its strengths and weaknesses. Other essays address research on learning and teaching from the perspectives of social epistemology and educational psychology. Included here is the first ever English translation of Ernst Mach’s most influential 1890 paper on ‘The Psychological and Logical Moment in Natural Science Teaching’. This paper launched the influential Machian tradition in education. Other essays address concrete cases of the utilisation of Machian philosophy in the classroom. These essays explore the philosophical and educational implications of Mach’s philosophy, the supportive relation of HPS&ST research to curriculum theorising. Finally, two essays address the topic of Indoctrination in science education, a subject long-discussed in philosophy of education, but inadequately in science education. This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science. From major traditions for reading Enlightenment to the curiosions around cultural studies of science, the book provides a comprehensive context for the scientific endeavour, drawing on curriculum and instructional examples. Sibel Erdogan, University of Oxford, UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters. This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or science education. Jonathan Osborne, Stanford University USA This volume presents new and updated perspectives in the field, such as the Enlightenment Tradition, Cultural Studies, Indocronation in Science Education, and Nature of Science. Highly recommended. Mansoor Niaz, Universidad de Oriente, Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science. Michael J. Reiss, University College London, UK Leaders in Philosophy of Education Comparative Education: The Dialectic of the Global and the Local, Third Edition brings together many of the outstanding scholars in the field of comparative and international education to provide new perspectives on the dynamic international forces that shape the global/local dynamics of educational systems in specific contexts. Various chapters in the book call for a rethinking of the nation-state as the basic unit for analyzing school-society relations; provide new ways of conceptualizing equality of educational opportunity and outcomes; call attention to the need to study social movements in relation to educational reform; emphasize the value of feminist, postcolonial, and culturally sensitive perspectives to comparative inquiry into the limitations as well as potential of education systems to contribute to individual development and social change; and provide detailed critical accounts of how various international financial and technical assistance agencies shape educational policy and practice in specific regions of the world.

Essays on Religion and Education 32 UGC NET Previous Papers (Teaching & Research Aptitude Paper-1) Keywords: KVS Madaan, 01 UGC NET Economics Previous Papers, 02 UGC NET Political Science Previous Papers, 03 UGC NET Philosophy Previous Papers, 04 UGC NET Psychology Previous Papers, 05 UGC NET Sociology Previous Papers, 06 UGC NET History Previous Papers, 07 UGC NET Anthropology Previous Papers, 08 UGC NET Commerce Previous Papers, 09 UGC NET Education Previous Papers, 10 UGC NET Social work Previous Papers, 11 UGC NET Sociology Previous Papers, 12 UGC NET Home Science Previous Papers, 14 UGC NET Public Administration Previous Papers, 15 UGC NET Population Studies Previous Papers, 16 UGC NET Music Previous Papers, 17 UGC NET Management Previous Papers, 18 UGC NET Mathilvi Previous Papers, 19 UGC NET Bengali Previous Papers, 20 UGC NET Hindi Previous Papers, 21 UGC NET Kannada Previous Papers, 22 UGC NET Malayalam Previous Papers, 23 UGC NET Odia Previous Papers, 24 UGC NET Punjabi Previous Papers, 25 UGC NET Sanskrit Previous Papers, 26 UGC NET Telugu Previous Papers, 28 UGC NET Urdu Previous Papers, 29 UGC NET Arabic Previous Papers, 30 UGC NET English Previous Papers, 31 UGC NET Linguistics Previous Papers, 32 UGC NET Chinese Previous Papers, 33 UGC NET Dogri Previous Papers, 34 UGC NET Nepali Previous Papers, 35 UGC NET Manipuri Previous Papers, 36 UGC NET Assamese Previous Papers, 37 UGC NET Gujarati Previous Papers, 38 UGC NET Marathi Previous Papers, 39 UGC NET French Previous Papers, 40 UGC NET Spanish Previous Papers, 41 UGC NET Russian Previous Papers, 42 UGC NET Persian Previous Papers, 43 UGC NET Rajasthani Previous Papers, 44 UGC NET German Previous Papers, 45 UGC NET Japanese Previous Papers, 46 UGC NET Adult Education/ Continuing Education/ Andragogy/ Non Formal Education Previous Papers, 47 UGC NET Physical Education Previous Papers, 49 UGC NET Arab Culture and Islamic Studies Previous Papers, 50 UGC NET Indian Culture Previous Papers, 55 UGC NET Labour Welfare/Personnel Management/Industrial Relations/ Labour and Social Welfare/ Human Resource Management Previous Papers, 56 UGC NET Law Previous Papers, 57 UGC NET Library and Information Science Previous Papers, 60 UGC NET Buddhist, Jain, Gandhian and Peace Studies Previous Papers, 62 UGC NET Comparative Study of Religions Previous Papers, 63 UGC NET Mass Communication and Journalism Previous Papers, 65 UGC NET Performing Arts & Dance/Drama/Theatre Previous Papers, 66 UGC NET Museology & Conservation Previous Papers, 67 UGC NET Archaeology Previous Papers, 68 UGC NET Criminology Previous Papers, 70 UGC NET Tribal and Regional Language/Literature Previous Papers, 71 UGC NET Folk Literature Previous Papers, 72 UGC NET Comparative Literature Previous Papers, 73 UGC NET Sanskrit Traditional Subjects (including Jyotisha/Sidhanta Jyotisha/ Navya Vyakaran/ Vyakarna/ Mimamsa/ Navya Nyaya/ Sankhya Yoga/ Tulanatmak Daarsana/ Shukla Jyurveda/ Madhva Vedanta/ Dharma Sastra/ Sahitya Sastra/ Agama/Agyena) Previous Papers, 74 UGC NET Women’s ** Previous Papers, 75 UGC NET Visual Arts (including Drawing & Painting/Sculpture/ Graphics/ AppliedArt/History of Art) Previous Papers, 80 UGC NET Geography Previous Papers, 81 UGC NET Social Medicine & Community Health Previous Papers, 82 UGC NET Forensic Science Previous Papers, 83 UGC NET Pali Previous Papers, 84 UGC NET Kashmiri Previous Papers, 85 UGC NET Konkani Previous Papers, 87 UGC NET Computer Science and Applications Previous Papers, 88 UGC NET Electronic Science Previous Papers, 89 UGC NET Environmental Sciences Previous Papers, 90 UGC NET International and Area Studies Previous Papers, 91 UGC NET Prakrit Previous Papers, 92 UGC NET Human Rights and Duties Previous Papers, 93 UGC NET Tourism Administration and Management Previous Papers, 94 UGC NET Bodo Previous Papers, 95 UGC NET Santali Previous Papers, ,

Discussions on Philosophy and Literature, Education and University Reform

The Good Writing Guide for Education Students This accessible guide to writing academically is based on the author’s many years of experience helping students to improve their writing and get better marks in assignments. The advice works for any writing; in what tutors and students’ write up is what you get there. New to this Third Edition: - increased coverage of plagiarism (and how to avoid it) - how to show critical reflection and judgement - turning useful notes from lectures and readings into powerful written arguments - updated material on citations and references - new examples of students’ work - developing an academic voice’. The book is packed with practical advice on how to read widely, search for reading materials, structure your writing and use language effectively. With plenty of tips and don’ts, this is a perfect guide for students studying at all levels. Dominic Myse
is Professor of Early Years and Primary Education at the Institute of Education, University of London. SAGE Study Skills are essential study guides for students of all levels. From how to write great essays and succeeding at university, to writing your undergraduate dissertation and doing postgraduate research, SAGE Study Skills help you get the best from your time at university. Visit the SAGE Study Skills website for tips, quizzes and videos on study success!

The Educational Philosophy of Luis Emilio Recabarren Whether it is a result of nature, the consequence of a choice to escape the state of nature, or the outcome of some other process of deliberation, the fact of human association gives rise to recurrent themes in political and social philosophy. The character and requirements of justice, the profile of political legitimacy, and the relationship between the powers of government and the rights of the governed are some of the subjects of ongoing consideration and debate in the disciplines of philosophy, political theory, economics, and law. This volume represents a contribution to the investigation of these issues of perennial interest and import, featuring essays whose authors hope to extend, deepen, and, in some cases, move in new directions, the current state of discussion.

Values and Music Education 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.

Concepts of Indoctrination (International Library of the Philosophy of Education Volume 20) Advances in Mathematics Education is a new and innovative book series published by Springer that builds on the success and the rich history of ZDM—The International Journal on Mathematics Education (formerly known as Zentralblatt für didaktik der Mathematik). One characteristic of ZDM since its inception in 1969 has been the publication of themed issues that aim to bring the state-of-the-art on core sub-domains within mathematics education. The published issues include a rich variety of topics and contributions that continue to be of relevance today. The newly established monograph series aims to integrate, synthesize and extend papers from previously published themed issues of importance today, by orienting these issues towards the future state of the art. The main idea is to move the field forward with a book series that looks to the future by building on the past by carefully choosing viable ideas that can fruitfully mutate and inspire the next generations. Taking inspiration from Henri Poincaré (1854–1912), who said “To create consists precisely in not making useless combinations and in making those which are useful and which are only a small minority.”

But I Don’t See Color Lawrence Stenhouse was one of the most distinguished, original and influential educationalists of his generation. His theories about curriculum, curriculum development, pedagogy, teacher research, and research as a basis for teaching remain compelling and fresh and continue to be a counterpoint to instrumental and technocratic thinking in education. In this book, renowned educationalists describe Stenhouse’s contribution to education, explore the contemporary relevance of his thinking and bring his work and legacy to the attention of a wide range of students, teachers, teacher educators and others involved in education. Stenhouse saw the primary aim of education as the development of individuality through a creative and critical engagement with culture. He was an early advocate of inclusive education and was committed to making available to all pupils an education that was challenging and empowering. For Stenhouse, many of the problems of education stemmed not so much from its content as from the terms and conditions under which students were required to access it. Consequently he pioneered an approach to curriculum reform that stressed the quality of the educational process and the values that defined it, as opposed to ‘rational curriculum planning’, which stressed the pre-specification of measurable learning outcomes. Stenhouse devised the curriculum reform movement’s most ambitious strategy, the ‘process model’, and was its principal theorist. His idea of ‘the teacher as researcher’ lay at the heart of this strategy as the means by which the values that define a worthwhile educational process could be progressively realized by teachers in concrete forms of action within their classrooms and schools. What marked out Stenhouse’s unique contribution to the field of curriculum was his distinctive conceptualisation of the relationship between the teacher (authority), the learner (autonomy) and the subject matter (understanding). Founded on his epistemological scepticism and forged in his encounters with expertly discerning teachers who valued and nurtured the intellectual independence of students, Stenhouse acquired an acute appreciation of the ways in which teaching enhances or inhibits, develops or displaces the potential for autonomous thinking of students. He changed the relationship between curriculum theory, educational research and teachers; placing teachers right at the heart of the curriculum development process and the teacher as researcher at the heart of teacher professionalism.

Introduction to Teaching n this book, 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field.