Hannah Arendt And Education Renewing Our Common World
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International Handbook of Philosophy of Education
Philosophy of Education Hannah Arendt on Educational Thinking and Practice in Dark Times
Curriculum Theorizing and Teacher Education
Hannah Arendt And Education
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Philosophy of Education
In her renowned and provocative essay, The Crisis in Education, Hannah Arendt observed that a 'crisis becomes a disaster only when we respond to it with preformed judgments, that is, with prejudices'. Taken as a whole, Arendt’s work provides an enduring provocation to think and to make judgments about education and the issues that impact on it, such as political, economic and cultural uncertainty. Driven by her Arendtian ideas, this book explores the role and promise education can have in preparing the future generation to understand, to think about and to act within the world. Concluding the same essay on the crisis in education, Arendt declared education to be the point at which love for the world meets love for those who are in it – is vital for the improvement of education, and a prerequisite for more authentic relationships (on the micro level) and the maintenance of a stable and sustainable society."

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Imagination in Educational Theory and Practice The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the intentions, influences and features of each thinker. Each of the 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, yet detailed accounts of past and present educational thinkers. Each essay includes a chronology of the thinker's life; a short biography; their key 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 genders, ages, and different areas of educational thought, 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 provides a comprehensive and richly diverse exploration 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.

Hannah Arendt And Education Renewing Our Common Endeavours and brings risk taking to the forefront of a critical pedagogical practice. About lighting a fire. It is there because students are not to be seen as objects to be moulded and disciplined, but as subjects of action. Real education always involves a risk. The risk is there because, as W. B. Yeats has put it, education is not about filling a bucket but about lighting a fire. It opens up space for the possibility of framing the "problem" of teacher education at provincial, state and federal levels. The authors address questions on the theoretical foundation of Philosophy for Children, the application of philosophical methods, the community of inquiry, international and national didactical concepts as well as the evaluation of those concepts. A primary goal of this book is to enhance intercultural academic exchange and to encourage further research and practical work in this field.

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The Future of Action Research in Education This book explores the concept of reflection through a dramaturgical lens as practitioners in a wide range of disciplines hold up the mirror to their own practice using theatre and theatreality as a way of unpacking their individual and collective practice. Editors and authors consider the use of drama as the vehicle through which learning takes place for the leader, a great number of educators, or even the whole school. The book serves as both a reference and a guide to further work, The Future of Action Research in Education draws clear links between the past and future and maps bold new directions for this approach.

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The University Becoming While the action research community across Canada is a vibrant one, it remains scattered, dismissed as rootless and difficult to find. The University Becoming is a comprehensive, taking as its theme the "what" and "why" of university education by a wide array of scholars and practitioners. Reflecting an inclusive range of viewpoints from twenty-two scholars across the nation, chapters show without question that action research encompassing collaborative, iterative, and practice-based research is a growing field in Canada. Authors bring a range of experiences that speak to the many facets of this movement. They address questions on the theoretical foundation of Philosophy for Children, the application of philosophical methods, the community of inquiry, international and national didactical concepts as well as the evaluation of those concepts. A primary goal of this book is to enhance intercultural academic exchange and to encourage further research and practical work in this field.

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Children Philosopher Worldwide This is a book about what many teachers know but are increasingly being prevented from talking about: that real children can always involve a risk. The risk is there because, as W. B. Yeats has put it, education is not about filling a bucket but about lighting a fire. It is there because students are not to be seen as objects to be moulded and disciplined, but as subjects of action and political freedom and to concerns about the legitimacy of what we do in teacher education, in the name of Education. Anne Phelan demonstrates how curriculum theorising can serve such an educational project by engaging concerns about subjectivity (human agency and action) and political liberatory possibilities for teachers and students. Both of these insights are necessary for contemporary educational policies and practices, Gert J.J. Biesta makes a strong argument for giving risk a central place in our educational endeavours and brings risk taking to the forefront of a critical pedagogical practice.

Playing in a House of Mirrors Questioning Leadership offers a diverse mix of cutting-edge research in the field of educational leadership, with contributions from expert and emerging leadership scholars. It contextualizes school leadership within broader social and historical contexts and traces its influence on moral performance through time, from its relatively modest role within a systems theory paradigm to its growing influence from the 1980s onwards, as exercising leadership came to be perceived as being largely responsible for improving
democratization and growing social, economic, and educational inequality. This book presents new ways of thinking about democracy, locating the democratic life today as a practice thinking for and by others, not for the furthering of government interests or the personal relevance for educators, researchers, and policymakers who are interested in educational sociology, critical pedagogy, and democratic education.

Questioning Leadership Interpretative Pedagogies for Higher Education focuses on providing a humanistic perspective on leadership by relating it to the interpretive practices of particular public educators: thinkers and writers whose work has had an immeasurable impact on how we understand the world. The contributions open new understandings of political and educational leadership through the prism of four intellectuals each of whom reaches out to a wide public readership and develops our understanding regarding the nature of interpretative engagements in everyday life: Hannah Arendt's work on 'representative thinking', John Berger's injunction to ‘hold everything dear', Edward Said's 'democratic critique', and Jean Baudrillard's 'consequences in the intelligibility of the world'. These provide valuable perspectives on the nature and purpose of interpretation in everyday life. The implications of these perspectives for the development of a transformative pedagogy – and for the renewal of an educated public – are examined in relation to the current contexts of higher education within a knowledge society.

Empathic Communities Bearing with Strangers looks at inclusion in education in a new way, regarding education as a discipline with practical and ideological implications for democracy and the public domain. The contributions open new perspectives on educational leadership and the capacity for action of the community. Drawing on the work of Hannah Arendt, the book offers a novel and critical perspective on inclusive education, as well as a contribution to a growing literature re-engaging didactic and pedagogical conceptions of teaching and the role of the teacher. How might we understand and frame these insights? Bearing with strangers is a journey into the world of understanding and of opening up a world of new understandings and of opening up new possibilities for the future. Strangers is a book that is particularly relevant for education in a democratic society. Teachers, educators, and citizens in general who are interested in democratic education, professional relationship. Building on the inherent potential for relationality, professionals engaging empathy bring respectful humility to their encounters with others that can facilitate intercultural understanding in a world diversifying and complexing.

Resisting Educational Inequality Like other fields of study, teacher education defines itself both by what it includes and by what it excludes. Teacher educators and researchers have spent a great deal of time seeking and attempting to eradicate the flaws in existing structures and practices, but significantly less time learning to perceive the absences. Concepts and ideas, as well as physical spaces, are central to the nature of teacher education. In many cases, they are not yet mainstream in the field of education. The book opens innovative areas of thinking about the social issues surrounding educational practice and policy. By exploring different explanations for teacher education, policy and practice, this book moves systematically and insightfully through damage towards hope. In combining pedagogy, policy and experience, Resisting Educational Inequality will be a valuable resource for all researchers and students, policymakers and education practitioners.

New Perspectives on Education for Democracy Hannah Arendt And Education: Renewing Our Common World is the first book to bring together more than 30 leaders in the field of educational theory. An engaging exploration of the ideas and trends shaping education in today’s classrooms, Philosophy of Education includes topics on high-stakes testing, consumerism in education, and social justice issues in the classroom. How can we raise students moral values while avoiding indoctrination? How should a teacher deal with controversial issues in the classroom? What role should standards play in education, and who develops those standards? And why is the link between theory and practice in the classroom important in the first place? Philosophy of Education provides students, teachers, and administrators with a lively and accessible introduction to the central debates and issues in education today.

In the devalued society of today, where social science and educational theory is increasingly ignored or marginalized, questions of equity, access, and social justice are as crucial as ever. The activity of schooling offers the possibility of becoming attentive toward what is common while learning to bear with that which is strange and those who are strangers. The book points to valuable metaphors and ideas – referred to in the book as ‘pearls’ – that are available to us across generations. It's a book that is meant to be a base for further research, policy and practice.

Bearing with Strangers Empathy is generally considered a useful skill for professionals in the helping professions, such as medicine, nursing, teaching, and clergy. This book examines the pedagogical and curricular implications of educating for empathy. Empathy is described as consisting of both cognitive and affective elements. Students may demonstrate empathic abilities on a continuum from an empathic deficit to empathic overload. Mentoring, reflection, journaling, and an understanding of spiritual formation can be helpful to professional students in learning how to engage empathy. For both the professional and the client, empathy can enhance the encounter and the professional. For building relationality, professionals engaging empathy bring respectful humility to their encounters with others that can facilitate intercultural understanding in a world diversifying and complexing.

The Conservative Case for Education The relationship between education and democracy has been a growing theme in debates focused upon public education, but there has been little work that has directly related educational leadership to wider issues of freedom, political negotiation and public cultures. Educators think the world is in need of public cultures that are democratic and liberal. Arendt produced texts that challenged notions of freedom and politics, and not only examined the lives of people, ideas and historical events in ways that are pertinent to the purposes and practices of education. This significant volume examines the main texts in the Arendt library of political and philosophical thinkers, Trevor Norris goes on to closely examine the distinction between the public and the private sphere through the lens of twentieth-century intellectuals Hannah Arendt and Jean Baudrillard. Through Arendt’s account of the human activities of labour, work, and action, and the critique of the public realm and Baudrillard’s consideration of the visual character of consumerism, Norris examines how school commercialism has been critically engaged by in-class activities such as media literacy programs and educational policies regulating school-business partnerships.

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intellectual work, with a view to developing perspectives on the responsibility for research and ideas. The book will be of value to all those working and researching in the field of Educational Leadership, Management and Administration.

Wonder and Education This volume wholeheartedly engages with the current climate in higher education and provides not only a thorough analysis of the foundational elements constituting higher education but also a critical discussion of possible connections to societal and cultural domains and policy debates. Today, higher education institutions and programs are beset with multiple, and often conflicting, pressures and demands. Higher education is regarded by societies in general, and at the political level in particular, as a pathway to securing continued economic growth and ensuring cultural growth in surrounding societal contexts. Future academics are expected to become experts within their disciplines and at the same time to acquire and develop generic competences and transferable skills directly translatable into job market and professional contexts. These conflicting and fragmented policy approaches to higher education leaves academic leaders, teacher, researchers, and students with an incoherent curriculum and a confused and eroded academic identity and societal outlook. Much literature within higher education research that engages with similar topics are dominated by a backwards-looking and heavy critique of current political and educational conditions for the university and higher education. This volume suggests a new tack that is defined by openness and optimism towards possibilities for a transformative higher education curriculum— that at the same time stays firmly rooted within the foundational academic soil. By drawing on, and contributing to, the emerging research field the philosophy and theory of higher education, the book combine critique with a constructive and future-oriented approach and outlook on higher education. Further, it combines and links philosophical discussions on the idea of the future university with societal responsibility and a curricular and formational awareness.

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