



PHILOSOPHY & EDUCATION

Enhancing Humanity

*The Philosophical Foundations
of Humanistic Education*

Nimrod Aloni



Springer

Enhancing Humanity The Philosophical Foundations Of Humanistic Education Philosophy And Education

Paul Smeyers



Enhancing Humanity The Philosophical Foundations Of Humanistic Education Philosophy And Education:

Enhancing Humanity N. Aloni, 2007-10-01 In Jean Paul Sartre's Nausea Roquentin feels bound to listen to the sentimental ramblings about humanism and humanity by the Self Taught Man Is it my fault muses Roquentin in all he tells me I recognize the lack of the genuine article Is it my fault if as he speaks I see all the humanists I have known rise up I have known so many of them And then he lists the radical humanist the so called left humanist and Communist Humanist the Catholic humanist all claiming a passion for their fellow men But there are others a swarm of others the humanist philosopher who bends over his brothers like a wise older brother with a sense of his responsibility the humanist who loves men as they are the humanist who loves men as they ought to be the one who wants to save them with their consent and the one who will save them in spite of themselves Quite naturally the skeptical Roquentin ends by saying how they all hate each other as individuals not as men Fully aware of the misuse and false comfort in the use of the term Professor Aloni proceeds to restore meaning to the word as well as appropriate its educational significance There is a freshness in this book a restoration of a lost clarity a regaining of authentic commitment

Enhancing Values of Dignity, Democracy, and Diversity in Higher Education Tamar Ketko, Hana Bor, Khalid Arar, 2022-09-30 Contesting a gradual disregard for the values of Dignity Democracy and Diversity in higher education this volume explores best practices from universities and colleges in Israel and the USA to illustrate how these values can offer a holistic values framework for higher education globally Presenting a range of interdisciplinary chapters from fields including history philosophy memorial studies cultural political gender and religious studies the text considers how these values can be reflected in policy and practice across all areas of the university including teaching and learning admissions students affairs staff well being and institutional identity The volume highlights constructive theories experimental models and case studies that collectively inform a holistic framework for moral ethical and equitable higher education worldwide Offering key insights into the relevant discourse regarding local and global events that have impacted both Israelis and Americans this volume will appeal to researchers in the fields of higher education sociology of education and philosophy of education as well as postgraduates and scholars with interests in the transformation of higher education in light of contemporary times and challenges

The Palgrave International Handbook of Alternative Education Helen E. Lees, Nel Noddings, 2016-08-31 This state of the art comprehensive Handbook fully explores the field of alternative education on an international scale Alternatives to mainstream schooling and education are becoming increasingly recognised as pertinent and urgent for better understanding what really works in successfully educating children and adults today especially in light of the increased performance driven and managerially organised economic modelling of education that dominates For too long we have wondered what exactly education done otherwise might look like and here we meet individual examples as well as seeing what alternative education is when a collection becomes greater than the sum of parts The Handbook profiles numerous empirical examples from around the world of education being done in innovative and

excitingly democratic and autonomous ways from Forest Schools and Home Education through to new technologies neuroscience and the importance of solitude The book also sets out important theoretical perspectives to inform us why seeing education through an alternative lens is useful as well as urgently needed Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of Education Education Policy Sociology and Philosophy as well as educational practitioners

Philosophy of Education 2006 Ed. Cecilio D. Duka, 2006 *International Handbook of Philosophy of Education* Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg **Gallery of Scholars** Israel Scheffler, 2007-11-03 This volume offers a vivid personal account of eminent philosophers and educators with whom the author has interacted over the half century of his academic career at Harvard It recalls the personalities and ideas of landmark thinkers of the recent past thus counteracting the prevalent amnesia of research universities It reflects on the educational impact of the scholars styles of teaching as well as the varied approaches embodied in their academic practice In addition it affords insights into the human workings of universities and the varieties of scholarship in the continuing quest of shared understanding The book includes fourteen photographs of scholars portrayed in the book The book offers a rare glimpse from the inside of the most significant intellectual milieu of the Western world and

the insights of one of Harvard philosophy's most distinguished members. As such, it will be of great interest to readers both from within and outside the academy. Harvey Siegel, Department of Philosophy, University of Miami, Coral Gables, FL, USA. Professor Scheffler writes wonderfully about an impressive array of famous scholars. His portraits are vivid, detailed, exact, often quite amusing, and just right in terms of length and range. David Hansen, Teachers College, Columbia University, NY, USA. This is the work of a gifted writer, an important contribution to the fields of philosophy and philosophy of education on both sides of the Atlantic. The strongest aspects of the work are the weaving together of personalities and ideas in a quasi-historical narrative together with a look back at what the life of the mind meant in one professional's work. Steve Tozer, UIC College of Education, Chicago, IL, USA.

Beyond Bystanders Nimrod Aloni, Lori Weintrob, 2017-04-17. *Beyond Bystanders* calls for a shift in the professional self-image of teachers from agents of socialization to active advocates of human flourishing, social justice, and world betterment. The editors propose that it is irresponsible for teachers to posit themselves as bystanders and to conceive of globalization as something happening to them. Their role as educators in all disciplines must be to establish educational leadership that would empower students to critically evaluate developing global realities: mass migrations, socioeconomic inequalities, global warming, and the dehumanizing effects of submission to social media and consumerism, and achieve the overarching goals of humanization and facilitation of the fulfilling life. A shared commitment to humanist ethics, pedagogical activism, and social engagement at Kibbutzim College of Education, Tel Aviv, and Wagner College, New York, sparked this collaboration. The authors of the book include educational thinkers such as Nel Noddings, Michael Apple, David Hansen, Pasi Sahlberg, and Wiel Veugelers, as well as scholars and practitioners from six different countries and diverse professional and cultural backgrounds. An essential part of our educational enterprise must involve promoting intercultural opportunities, confronting cultural ills, and ensuring that civic engagement is more attuned to political realities. Educators in all disciplines can reframe their teaching and schools to be more cooperative and civic-minded and challenge views of marginalized immigrant, undocumented, and refugee communities as strangers. Education is not only about teaching people to read and to write. It is about teaching human rights and cultural diversity, nourishing peace, and fostering inclusive and sustainable development. I wish to commend Kibbutzim College of Education and Wagner College for joining forces to compile this volume to inspire readers in crafting new models of intellectual and intercultural understanding. Irina Bokova, Director General of UNESCO, from the Foreword.

The Wiley Blackwell Handbook of Humanism Andrew Copson, A. C. Grayling, 2015-04-27. *The Wiley Blackwell Handbook of Humanism* presents an edited collection of essays that explore the nature of Humanism as an approach to life and a philosophical analysis of the key humanist propositions from naturalism and science to morality and meaning. Represents the first book of its kind to look at Humanism not just in terms of its theoretical underpinnings but also its consequences and its diverse manifestations. Features contributions from international and emerging scholars plus renowned figures such as Stephen Law, Charles Freeman, and Jeaneane Fowler.

Presents Humanism as a positive alternative to theism Brings together the world's leading Humanist academics in one reference work *Internationalisation of Educational Administration and Leadership Curriculum* Eugenie A. Samier, Eman A. Elkaleh, Waheed Hammad, 2021-08-23 In light of a new wave of cultural mobility how must educational leaders respond to the challenges of internationalising their curricula and accommodating diversity This timely project bridges a gap in the field of educational administration by showcasing the development of curricular internationalisation across several countries

Fundamentals of Piano Pedagogy Merlin B. Thompson, 2017-09-04 How can piano teachers successfully foster student participation and growth from the outset How can teachers prepare and sustain their influential work with beginner student musicians This book presents answers to these questions by making important connections with current music education research masters of the performance world music philosophers and the author's 30 year career as a piano pedagogy instructor in Canada the USA Australia New Zealand and Japan It investigates the multilayered role piano teachers play right from the very beginning the formative first four to five years during which teachers empower students to explore and expand their own emerging musical foundations This book offers a humane emancipatory and generous approach to teaching by grappling with some of the most fundamental issues behind and consequences of studio music teaching More experiential than abstract and cerebral it demonstrates how teaching beginner piano students involves an attentiveness to musical concerns like our connection to music learning to play by ear and by reading caring for music the importance of tone and technique and helping students develop fluency through their accumulated repertoire Teaching beginner students also draws on personal aspects like independence and authenticity the moral and ethical dignity associated with democratic relationships and meaningful conversations with parents Further another layer of teaching beginners acknowledges both sides of the coin in terms of growth and rest teaching what is and what might be as well as supporting and challenging student development In this view how teachers fuel authentic student musicians from the beginning is intimately connected to the knowledge beliefs and values that permeate their thoughts and actions in everyday life *Fundamentals of Piano Pedagogy* stands out as a much needed instructional resource with immense personal practical social philosophical educational and cultural relevance for today's studio music teachers Its humanistic and holistic approach invites teachers to consider not only who they are and what music means to them but also what they have yet to imagine about themselves about music their students and life Closing Methodological Divides K.R. Howe, 2006-04-18 The issues I treat in this book qualitative versus quantitative methods facts versus values science versus politics subjectivity versus objectivity postmodernism versus pragmatism to name a few are at the core of a lively sometimes divisive conversation that has been unfolding in the theory and practice of educational research for some time These issues fall squarely within the province of philosophy and thus philosophical investigation has an especially useful contribution to make But these issues are by no means the exclusive province of philosophy they are ones in which a diverse group of educational theorists have had a keen interest and

about which they have had important things to say The conversation I hope to join and to move forward is this broad and inclusive one Philosophy of education is at its best when it dives headlong into the fray The book borrows liberally from my previously published work but is far from a simple compilation The ideas developed in Chapter 7 On the Threat of Epistemological Bias are new The ideas developed in Chapter 9 Toward Democratic Educational Research are a significant extension of the application of similar ideas to evaluation research The ideas developed in Chapter 4 The Persistence of the Fact Value Dogma are in a form and at a level of detail not published before Finally Chapter 1 Introduction and Overview weaves together my thinking on a large array of issues on educational research methodology that had only been loosely connected before

Embodiment and Education Marjorie O'Loughlin, 2006-03-10 This book brings together some of the most important philosophical works on the body These are then subjected to a critical analysis of what bodies do and have done to them in contemporary social life and particularly in education The author acknowledges the importance of discursive bodies while focusing attention on the active experiencing body and its anchoring in the creatural Thinking in these terms the author argues can better situate human beings in their environment thus emphasizing a kind of ecological notion of subjectivity in which place based existence is understood anew

Handbook of Research on Learner-Centered Approaches to Teaching in an Age of Transformational Change Bromer, Billi L., Crawford, Caroline M., 2022-06-24 Institutions of education are in an age of transformational change in which learning has a wider scope of understanding and long term impact than ever before Those involved in teaching and learning require additional training and subject matter support towards developing a broader and more profoundly complex understanding of the learners affected by evolving sociological events and associated needs More than ever a broader understanding of the learner is needed inclusive of a learner centered approach to both teaching and learner cognitive engagement The Handbook of Research on Learner Centered Approaches to Teaching in an Age of Transformational Change examines the abundant transformational changes that have occurred and provide strategies to understand and address them It draws from a wide range of experts and provides a burgeoning understanding of the effects of these rapidly moving transformational changes that are occurring in the processes of teaching and learning Exploring a wide range of issues such as community engagement scholarship motivation driven assignment design and trauma informed practices this major reference work is an invaluable resource for educators of K 12 and higher education educational faculty and administration pre service teachers government officials non profit organizations sociologists libraries researchers and academicians

Poststructuralism, Philosophy, Pedagogy J.D. Marshall, 2006-01-18 This book has been quite long in the making In its original format but with some different chapters and with the then publisher it foundered as did other volumes in the planned series At the in press stage when we obviously thought it was going ahead it was suddenly canned Quite distraught I closed it away in a desk drawer for a year or so But then Joy Carp of Kluwer Academic Publishers expressed an interest in it and we were in business again Most of the contributors to the

original volume have stayed with it only to be delayed by myself for a variety of reasons but see the dedication I had been writing on Michel Foucault for a number of years but had become concerned about mis appropriations of his ideas and works in educational literature I was also concerned about the increasingly intemperate babble in that literature of the notion of postmodernism Indeed at one major educational conference in North America I listened to a person expounding postmodernism in terms of Destroy Destroy Destroy Like Michel Foucault I am not quite sure what postmodernism is but following Mark Poster s account of poststructuralism as merely a collective term to catch a number of French thinkers I thought that what we had to do in education was to look at what particular thinkers had said and not become involved in vapid discussion at an abstract level on isms Thus the book was conceived

The Teacher and the World David Hansen, 2017-07-20 Winner of the 2013 American Educational Studies Association s 2013 Critics Choice Award Teachers the world over are seeking creative ways to respond to the problems and possibilities generated by globalization Many of them work with children and youth from increasingly varied backgrounds with diverse needs and capabilities Others work with homogeneous populations and yet are aware that their students will encounter many cultural changes in their lifetimes All struggle with the contemporary conditions of teaching endless top down measures to manipulate what they do rapid economic turns and inequality in supportive resources that affect their lives and those of their students a torrent of media stimuli that distract educational focus and growth as well as shifts in population In *The Teacher and the World* David T Hansen provides teachers with a way to reconstruct their philosophies of education in light of these conditions He describes an orientation toward education that can help them to address both the challenges and opportunities thrown their way by a globalized world Hansen builds his approach around cosmopolitanism an ancient idea with an ever present and ever beautiful meaning for educators The idea pivots around educating for what the author calls reflective openness to new people and new ideas and reflective loyalty toward local values interests and commitments The book shows how this orientation applies to teachers at all levels of the system from primary through university Hansen deploys many examples to illustrate how its core value a balance of reflective openness to the new and reflective loyalty to the known can be cultivated while teaching different subjects in different kinds of settings The author draws widely on the work of educators scholars in the humanities and social sciences novelists artists travellers and others from both the present and past as well as from around the world These diverse figures illuminate the promise in a cosmopolitan outlook on education in our time In this pioneering book Hansen has provided teachers heads of school teacher educators researchers and policy makers a generative way to respond creatively to the pressure and the promise of a globalizing world

Understanding the Educational Experiences of Imprisoned Men Helen Nichols, 2021-02-28 *Understanding the Educational Experiences of Imprisoned Men* explores how adult male prisoners interpret and give value to their experiences of education presenting an opportunity to consider how education can be beneficial to prisoners including and beyond the enhancement of employability skills While the primary aim

for education in prison has been to increase employability skills to prevent reoffending further attention needs to be given to the broader outcomes of educational experiences and the importance of the development of other personal attributes including self confidence empowerment and the ability to engage in positive relationships This book considers how education is also used by men in prison to cope with prison life to reconsider their identity and to develop and maintain relationships It also discusses the relationships that prisoners have with their teachers and other prison staff as well as the relationships that different types of prison staff have between each other In addition the role that education can play in the process of desistance from crime is discussed to provide an understanding of what changes occur in men who participate in educational courses This book will be of interest to not only students and scholars with an interest in imprisonment rehabilitation and criminal justice practice but also educationalists those who work in the prison setting and in social work It may also appeal to those involved in community development programmes and broader sociological research

Media Models to Foster Collective Human Coherence in the PSYCHecology Schafer, Stephen Brock, 2019-06-14 Modern populations are superficially aware of media potentials and paraphernalia but recent events have emphasized the general ignorance of the sentient media Advertising has long been suspected of cognitive manipulation but emergent issues of political hacking false news disinformation campaigns lies neuromarketing misuse of social media pervasive surveillance and cyber warfare are presently challenging the world as we know it *Media Models to Foster Collective Human Coherence in the PSYCHecology* is an assemblage of pioneering research on the methods and applications of video games designed as a new genre of dream analogs Highlighting topics including virtual reality personality profiling and dream structure this book is ideally designed for professionals researchers academicians psychologists psychiatrists sociologists media specialists game designers and students hoping for the creation of sustainable social patterns in the emergent reality of energy and information

The Formation of Character in Education James Arthur, 2019-08-29 *The Formation of Character From Aristotle to the 21st Century* offers an introduction to the foundations practices policies and issues of character formation historically Following a chronological order it charts the idea of character formation in the Western tradition by critically examining its precursors origins development meanings and uses The book is based on the premise that current conditions and debates around character formation cannot be fully understood without knowledge of the historical background It introduces many of the debates character formation has generated in order to offer different perspectives and possibilities and uses Aristotle as a lens to gain a better understanding of some of these positions particularly the theoretical goals of character formation Chapters explore character education from the classical period through the medieval early modern enlightenment and Victorian eras to 20th century influences ending with a discussion of contemporary policies and themes relating to character education This book will appeal to academics researchers and post graduate students in the fields of character and virtue education as well as the history of education

Re-envisioning Chinese Education Guoping Zhao, Zongyi

Deng, 2015-10-30 Maintaining education as a pedagogical space for human formation this book is distinctive in looking at the crisis rather than the success of Chinese education The editors and contributors mostly overseas and mainland Chinese scholars argue that modern Chinese education has been built upon a superficial and instrumental embrace of Western modernity and a fragmented appropriation of Chinese cultural heritage They call for a rethinking and re envisioning of Chinese education grounded in and enriched by various cultural traditions and cross cultural dialogues Drawing on Chinese history and culture Western and Chinese philosophies curriculum and pedagogical theories the collected volume analyzes 1 why education as person making has failed to take root in contemporary China 2 how the purpose of education has changed during the process of China s modernization and 3 what a rediscovery of the meaning of person making implies for rethinking and re envisioning Chinese education in the current age of globalization and social change Re envisioning Chinese Education The meaning of person making in a new age discusses among other issues China s Historical Encounter with the West and Modern Chinese Education Rediscover Lasting Values Confucian Cultural Learning Models in the Twenty first Century Rethinking and Re envisioning Chinese Didactics Implications from the German Didaktik Tradition The New Basic Education and the Development of Human Subjectivity A Chinese Experience This book will be relevant for scholars researchers and policy makers everywhere who seek a more balanced more sophisticated and philosophically better grounded understanding of Chinese education Global Values Education Joseph Zajda, Holger Daun, 2009-08-11 Global Values Education Teaching Democracy and Peace which is the seventh volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses in values education globally It provides an easily accessible practical yet scholarly source of information about the international concern in the field of globalisation and comparative education Above all the book offers the latest findings to the critical issues concerning major discourses in comparative education in values education in the global culture It is a sourcebook of ideas for researchers practitioners and policy makers in values education multiculturalism and moral education It offers a timely overview of current issues affecting values education comparative education and education policy research in the global culture It provides directions in values education and policy research relevant to transformational educational reforms in the twenty first century see also Zajda Rust 2009 This book critically examines the overall interplay between values education globalisation dominant ideologies and implications for policy research see also Apple 2004 It draws upon recent studies in the areas of globalisation equity social justice and the role of the State Zajda Biraimah Gaudelli 2008 It explores conceptual frameworks and methodological approaches applicable in the research covering values education globalisation equity and multicultural education Various book chapters critique the dominant discourses and debates pertaining to values education multiculturalism and relevant comparative education discourses

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