

Stefan Ramaekers, Naomi Hodgson

Conceptions of Islamic Education Yusef Waghid,2011 Conceptions of Islamic Education Pedagogical Framings argues that mad ris Muslim schools cannot exclusively be held responsible for the cultivation of extremism Islamic education can most appropriately be framed according to three interrelated concepts tarbiyyah rearing or nurturing talm learning instruction and tad b good action These three phenomena are explored along the lines of a minimalist maximalist continuum that guides practices and institutions differently A minimalist understanding of Islamic education does not necessarily produce uncritical citizens but a maximalist understanding engenders an ethical democratic community and cosmopolitan beings concerned about their responsibility towards others By looking specifically at South African Muslim schools Conceptions of Islamic Education undermines the misconception that such schools perpetuate Islamic radicalism

Philosophy and the Study of Education Tom Feldges, 2019-03-26 Combining contributions from international academics and practitioners this new text develops students ability to philosophise as well as learn about philosophy and education It considers issues concerned with the interface between education and wider society but goes beyond this to explore education and philosophy at a micro level the teacher learner relationship It challenges and empowers students to use philosophy as a tool within education as a set of theories to understand education and as a potential means to develop solutions to problems as they occur within practice Assuming no pre existing philosophical background Philosophy and the Study of Education explores complex topics including encouraging young people to criticise and challenge all authority the limits of a religious based education the desire for alternative facts or truths the second class status of vocational pursuits the inherent struggle in the teacher student relationship the relationship between emotion morality and autonomy in teaching Including discussion questions and further recommended reading this thought providing book will support and inspire all those on Education Studies Childhood Studies and Youth Studies courses in developing a critical perspective and understanding the true value of philosophy within education **Dialogical Thought and Identity** Ephraim Meir, 2013-11-27 In discussion with Martin Buber Franz Rosenzweig Abraham Joshua Heschel Franz Fischer and Emmanuel Levinas Ephraim Meir outlines a novel conception of a selfhood that is grounded in dialogical thought He focuses on the shaping of identity in present day societies and offers a new view on identity around the concepts of self transcendence self difference and trans difference Subjectivity is seen as the concrete possibility of relating to an open identity which receives and hosts alterity Self difference is the crown upon the I it is the result of a dialogical life a life of passing to the other The religious I is perceived as in dialogue with secularity with its own past and with other persons It is suggested that with a dialogical approach one may discover what unites people in pluralist societies **Interreligious Theology** Ephraim Meir, 2015-08-17 This book is the first greater attempt to construct a dialogical theology from a Jewish point of view It contributes to an emerging new theology that promotes the interrelatedness of religions in which encounter openness hospitality and permanent learning are central The

monograph is about the self and the other inner and outer own and strange about borders and crossing borders and about the sublime activities of passing and translating Meir analyses and critically discusses the writings of great contemporary Jewish dialogical thinkers and argues that the values of interreligious theology are moored in their thoughts In his view interreligious dialogue supposes attentive listening humility a critical attitude towards oneself and others a good amount of self relativism and humor It is about proximity dialogical reading engagement and interconnectedness <u>Islamic Education</u> Mujadad Zaman, Nadeem A. Memon, 2016-03-31 The study of Islamic education has hitherto remained a tangential inquiry in the broader focus of Islamic Studies In the wake of this neglect a renaissance of sorts has occurred in recent years reconfiguring the importance of Islam's attitudes to knowledge learning and education as paramount in the study and appreciation of Islamic civilization Philosophies of Islamic Education stands in tandem to this call and takes a pioneering step in establishing the importance of its study for the educationalist academic and student alike Broken into four sections it deals with theological pedagogic institutional and contemporary issues reflecting the diverse and often competing notions and practices of Islamic education As a unique international collaboration bringing into conversation theologians historians philosophers teachers and sociologists of education Philosophies of Islamic Education intends to provide fresh means for conversing with contemporary debates in ethics secularization theory child psychology multiculturalism interfaith dialogue and moral education In doing so it hopes to offer an important and timely contribution to educational studies as well as give new insight for academia in terms of conceiving learning and education Global Perspectives on Teaching and Learning Paths in Islamic Education Huda, Miftachul, Safar, Jimaain, Mohamed, Ahmad Kilani, Jasmi, Kamarul Azmi, Basiron, Bushrah, 2019-07-26 The process of curriculum enhancement through various educational approaches aims to enhance quality assurance in the educational process itself In Islamic education traditional educational trends are enhanced by expanding the embodiment process on experiential learning to evaluate the achievement in creating outcomes that balance not only spirituality and morality but also quality of cognitive analytical performances Global Perspectives on Teaching and Learning Paths in Islamic Education is a comprehensive scholarly book that provides broad coverage on integrating emerging trends and technologies for developing learning paths within Islamic education Highlighting a wide range of topics such as digital ethics psychology and vocational education this book is ideal for instructors administrators principals curriculum designers professionals researchers academicians and students 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 Muslim Institutions of Higher Education in Postcolonial Africa Mbaye Lo, Muhammed Haron, 2016-01-26 Muslim Institutions of Higher Education in Postcolonial Africa examines the colonial discriminatory practices against Muslim education through control and dismissal and discusses the education reform movement of the post colonial experience The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood Ruth Wills, Marian de Souza, Jennifer Mata-McMahon, Mukhlis Abu Bakar, Cornelia Roux, 2021-07-15 How do children determine which identity becomes paramount as they grow into adolescence and early adulthood Which identity results in patterns of behaviour as they develop To whom or to which group do they feel a sense of belonging How might children adolescents and young adults negotiate the gap between their own sense of identity and the values promoted by external influences The contributors explore the impact of globalization and pluralism on the way most children and adolescents grow into early adulthood They look at the influences of media and technology that can be felt within the living spaces of their homes competing with the religious and cultural influences of family and community and consider the ways many children and adolescents have developed multiple and virtual identities which help them to respond to different circumstances and contexts They discuss the ways that many children find themselves in a perpetual state of shifting identities without ever being firmly grounded in one potentially leading to tension and confusion particularly when there is conflict between one identity and another This can result in increased anxiety and diminished self esteem This book explores how parents educators and social and health workers might have a raised awareness of the issues generated by plural identities and the overpowering human need to belong so that they can address associated issues and nurture a sense of wholeness in children and adolescents as they grow into early adulthood Citizenship Education around the World John Petrovic, Aaron

Kuntz, 2014-04-24 Though certainly not a new idea citizenship education manifests in unique and often unpredictable ways in our contemporary neoliberal era The question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines This edited volume offers an international perspective on citizenship education enacted in specific socio political contexts Each chapter includes a pointed conceptualization of citizenship education a philosophical framework that is then applied to specific national cases across Europe Asia Canada and more Chapters emphasize how such frameworks are implemented within local contexts encouraging particular pedagogical curricular practices even as they constrain others Chapters conclude with suggestions for productive change and how educators might usefully engage contemporary contexts through citizenship education Handbook of Learning, Teaching and Leading in Faith-Based Schools Judith D. Chapman, Sue McNamara, Michael J. Reiss, Yusef Waghid, 2014-07-10 The International Handbook on Learning Teaching and Leading in Faith Based Schools is international in scope It is addressed to policy makers academics education professionals and members of the wider community The book is divided into three sections 1 The Educational Historical Social and Cultural Context which aims to Identify the educational historical social and cultural bases and contexts for the development of learning teaching and leadership in faith based schools across a range of international settings Consider the current trends issues and controversies facing the provision and nature of education in faith based schools Examine the challenges faced by faith based schools and their role and responses to current debates concerning science and religion in society and its institutions 2 The Nature Aims and Values of Education in Faith based Schools which aims to Identify and explore the distinctive philosophies characteristics and guiding principles values concepts and concerns underpinning learning teaching and leadership in faith based schools Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning teaching and leadership in various ways 3 Current Practice and Future Possibilities which aims to Provide evidence of current educational practices that might help to inform and shape innovative and successful policies initiatives and strategies for the development of quality learning teaching and leadership in faith based schools Examine the ways in which the professional learning of teachers and educational leaders in faith based settings might be articulated and developed Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity beliefs and the commitments of faith based schools Examine what international experience shows about the place of faith based schools in culturally rich and diverse communities and the implications of faith based schooling for societies of the future **Engaging Higher** Education Curricula Elmarie Costandius, 2015-06-30 The authors aim to stimulate discussion about the nature and purposes of critical citizenship education in higher education Rather than promoting a blueprint for change the authors

thoughtfully consider a generative research agenda for transformative higher education and focus on how this orientation in higher education plays out on the ground This book together with its Coda that takes the conversation beyond critical citizenship education to include responsible citizenship provides compelling reasons and sound suggestions for a way forward Investing in our Education Alison Taysum, Stephen Rayner, 2014-10-31 This book is an edited collection of chapters from academic leaders and doctoral researchers in the field that records a coherent journey through the purposes pedagogies and impact of doctoral study as a key contributing force in managing education for the public good

Rethinking Madrasah Education in a Globalised World Mukhlis Abu Bakar, 2017-12-06 Why is there a need to rethink madrasah education What is the positioning of Muslims in contemporary society and how are they prepared What is the role of the ulama in the reform process This book explores these questions from the perspective of madrasah education and analyses curricular and pedagogic innovations in Islamic faith based education in response to the changing place of Islam in a globalised world It argues for the need for madrasahs to reconceptualise education for Muslim children Specifically it explores the problems and challenges that come with new knowledge biotechnological advancement and societal transformation facing Muslims and to identify the processes towards reformation that impinge on the philosophies both Western and Islamic religious traditions and spirituality learning principles curriculum and pedagogy This book offers glimpses into the reform process at work through contemporary examples in selected countries Special Religious Education in Australia and its Value to Contemporary Society Zehavit Gross, Suzanne D. Rutland, 2021-02-22 This book explores the advantages of and challenges concerning Special Religious Education SRE in multicultural Australia and argues for the need for General Religious Education GRE as well Through the lens of the most recent scholarship and drawing on an in depth qualitative study and specific case studies the book examines the current debate on the role of religious education within government schools It addresses key concepts of values education spirituality health and wellbeing and cultural and religious identity It analyses why it is important to retain SRE together with GRE as government policy It explores highly relevant controversial and contested issues regarding SRE including the 30% of Australia s population who declare themselves as having no religion and brings fresh insights to the table While secularization has increased in both the national and international spheres there has also been an increase in fundamentalism within religious beliefs Events such as the September 11 terror attacks and the more recent mass shootings by white supremacists and eco fascists in Christchurch New Zealand and Pittsburgh and San Diego in the USA are reminders that religion is still a major actor in the twenty first century This poses new challenges for the relationship between church and state and demonstrates the need to revisit the role of religious education within government schools While the importance of GRE is generally acknowledged SRE has increasingly come under attack by some researchers and teacher and parent bodies as being inappropriate and contradictory to the values of the postmodern world On the other hand the key stakeholders from all the faith traditions in Australia wish to retain the SRE classes in government schools The book addresses this burning issue and shows that it is relevant not only for Australia but also globally Past, Present, and Future Possibilities for Philosophy and History of Education Stefan Ramaekers, Naomi Hodgson, 2018-08-17 On the occasion of the retirement of Paul Smeyers this book considers the state and status of the philosophy and history of education today Over the last 20 years the conditions in which research takes place have changed considerably They have done so in ways that are often less than favourable to disciplines such as history and philosophy of education and the space and time for the practices that constitute these disciplines of reading of writing of collegiality is increasingly under pressure During this time the Research Community on the History and Philosophy of Educational Research has convened annually to bring its critical lenses to bear on these emergent conditions and to suggest ways that educational research might or ought to be done otherwise As co founder and co convenor of the Research Community this volume explores and recounts Paul Smeyers development of Wittgensteinian scholarship and its legacy in education his formative role in the development of philosophy of education as an international field his many international collaborations the useless educational philosophical deepening of concepts and the wider educational philosophical import of this This gives rise to consideration of the failure of these fields to halt the changes in the governance and status of the university that threatens them and those practices that remain and that are emerging in academia that we wish to protect to pass on to the next generation of researchers in these fields **Education Transformation in Muslim Societies Ilham** Nasser, 2022-09-06 Hope is a complex concept one academics use to accept the unknown while also expressing optimism However it can also be an action oriented framework with measurable outcomes In Education Transformation in Muslim Societies scholars from around the world offer a wealth of perspectives for incorporating hope in the education of students from kindergarten through university to stimulate change dialogue and transformation in their communities For instance though progress has been made in Muslim societies on early education and girls enrollment it is not well documented By examining effective educational initiatives and analyzing how they work educators policymakers and government officials can create a catalyst for positive educational reform and transformation Adopting strength based educational discourse contributors to Education Transformation in Muslim Societies reveal how critical the whole person approach is for enriching the brain and the spirit and instilling hope back into the teaching and learning spaces of many Muslim societies and communities Education Transformation in Muslim Societies is a copub with the International Institute of Islamic Thought חחחחם חחם, חחחחחם חחחם, חחחחם חחחחם, חחחחם חחחחם חחחם , חחחם חחחם, חחחחם חחחם, חחחחם חחחחם חחחחם, חחחחחם 01-06-2011, ПППП ППП ПППП Reimagining the Landscape of Religious Education Zehavit Gross, 2023-03-13 This book brings together new thinking and research on religious education's complex and evolving role in the multicultural diverse postmodern era It facilitates new realism and understanding of the current situation from empirical and reflective accounts

relating to a variety of countries and political contexts as well as providing innovative methodological approaches to the study of education and religion In different contexts around the world at different levels of education and from different theoretical lenses religious education occupies a contested space The ongoing changing nature of the world due to increasing secularization rapid technological change mass immigration globalization processes conflict and challenging security issues from inter to intra state levels and with shifting geopolitical power balances generates the need to reconceptualize where religious education is positioned It claims that religious education on its own can be an agent of moral social and spiritual transformation are disputed There is significant controversy about whether special religious education that is in faith education still has a role within the post modern world Supporting Modern Teaching in Islamic Schools Ismail Hussein Amzat.2022-03-31 Supporting Modern Teaching in Islamic Schools Pedagogical Best Practice for Teachers advocates the revamp of the madrasah system and a review of the Islamic curriculum across Muslim countries and emphasises training needs for Islamic teachers for modern instructional practice Islamic schools across Muslim countries face 21st century challenges and teachers need continuing professional development to help them keep abreast of modern teaching practice Books papers educators and parents have consistently called for curriculum change to transform teaching and learning in Islamic schools Divided into three unique parts Part 1 of the volume focusses on content knowledge pedagogy and teaching methods Part 2 highlights professional development responsibilities and lifelong learning and Part 3 comprises chapters on Islamic curriculum review reform and Islamisation of knowledge Scholars from the United States United Kingdom Europe Canada Australia New Zealand Asia and Africa review the Islamic curriculum to highlight areas for further improvement and provide modern techniques and methods of teaching for pedagogical best practices and effective outcomes in Islamic schools With these contributions this volume will be of interest to OIC countries Islamic student teachers and Islamic teachers who work in international and local settings

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