

CLASSIC REPRINT SERIES

THE LOGICAL BASIS OF EDUCATIONAL,
THEORY FROM THE STANDPOINT, OF
INSTRUMENTAL LOGIC A DISSERTATION
SUBMITTED TO THE FACULTY OF THE
GRADUATE SCHOOL OF ARTS AND
LITERATURE IN CANDIDACY FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY,
(DEPARTMENT OF EDUCATION)



by
Daniel Ambrose Tear

Forgotten Books

Educational Standpoint Instrumental Dissertation Philosophy

Jin-Ying Zhang



Educational Standpoint Instrumental Dissertation Philosophy:

The Logical Basis of Educational Theory from the Standpoint of "instrumental" Logic Daniel Ambrose Tear, 1908

The Oxford Handbook of Social Justice in Music Education Cathy Benedict, Patrick Schmidt, Gary Spruce, Paul

Woodford, 2015-11-27 Music education has historically had a tense relationship with social justice. On the one hand, educators concerned with music practices have long preoccupied themselves with ideas of open participation and the potentially transformative capacity that musical interaction fosters. On the other hand, they have often done so while promoting and privileging a particular set of musical practices, traditions, and forms of musical knowledge which has in turn alienated and even excluded many children from music education opportunities. The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of the major themes and issues relating to social justice in musical and educational practice worldwide. The first section of the handbook conceptualizes social justice while framing its pursuit within broader contexts and concerns. Authors in the succeeding sections of the handbook fill out what social justice entails for music teaching and learning in the home, school, university, and wider community as they grapple with cycles of injustice that might be perpetuated by music pedagogy. The concluding section of the handbook offers specific practical examples of social justice in action through a variety of educational and social projects and pedagogical practices that will inspire and guide those wishing to confront and attempt to ameliorate musical or other inequity and injustice. Consisting of 42 chapters by authors from across the globe, the handbook will be of interest to anyone who wishes to better understand what social justice is and why its pursuit in and through music education matters. *Proceedings of the 2022 6th International Seminar on Education, Management and Social Sciences (ISEMSS 2022)* Ghaffar Ali, Mehmet Cüneyt

Birkök, Intakhab Alam Khan, 2023-09-16 This is an open access book. The aim of the 2022 6th International Seminar on Education Management and Social Sciences (ISEMSS 2022) is to bring together innovative academics and industrial experts in the field of Education Management and Social Sciences to a common forum. The primary goal of the conference is to promote research and developmental activities in Education Management and Social Sciences, and another goal is to promote scientific information interchange between researchers, developers, students, and practitioners working all around the world. The conference will be held every year to make it an ideal platform for people to share views and experiences in Education Management and Social Sciences and related areas.

The New Handbook of Research on Music Teaching and Learning Richard Colwell, Carol Richardson, 2002-04-18

Featuring chapters by the world's foremost scholars in music education and cognition, this handbook is a convenient collection of current research on music teaching and learning. This comprehensive work includes sections on arts advocacy, music and medicine, teacher education, and studio instruction, among other subjects, making it an essential reference for music education programs. The original Handbook of Research on Music Teaching and Learning, published in 1992 with the sponsorship of the Music Educators National Conference (MENC), was

hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field. This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade. Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education, gender issues in music education and non musical outcomes of music education. Other chapters offer practical information on maintaining musicians health, training music teachers and evaluating music education programs. Philosophical issues such as musical cognition, the philosophy of research, theory, curriculum and educating musically are also explored in relationship to policy issues. In addition to surveying the literature, each chapter considers the significance of the research and provides suggestions for future study. Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation, this handbook is an invaluable resource for music teachers, researchers and scholars.

Inquiry in Music Education Carol Frierson-Campbell, Hildegard C. Froehlich, 2022-03-17. *Inquiry in Music Education: Concepts and Methods for the Beginning Researcher*, Second Edition introduces research and scholarship in music education as an ongoing spiral of inquiry. Exploring research conventions that are applicable beyond music to the other arts and humanities as well, it offers a sequential approach to topic formulation, information literacy, reading and evaluating research studies and planning and conducting original studies within accepted guidelines. Following the legacy begun by Edward Rainbow and Hildegard C. Froehlich, this book expands what is meant by music education and research, teaching tangible skills for music educators with diverse instructional goals and career aspirations. The second edition addresses the changes in methods due to technological advances, a proliferation of new scholarship and an awareness of the impact of place and culture on researchers and research participants. This edition features the most current information on research tools, strategies to remain up to date and expanded supplemental online materials (see inquiryinmusiceducation.com), case studies that reflect recent research and discuss issues of gender, race and culture previously absent from mainstream scholarship, an acknowledgment of the assessment demands of contemporary K-12 schooling, a chapter devoted to mixed methods, arts based and practitioner inquiry assignments and other resources designed to be friendly for online course delivery. Chapters from contributing authors Debbie Rohwer and Marie McCarthy bring additional depth and perspective. *Inquiry in Music Education* provides students with the language skills and protocols necessary to succeed in today's competitive markets of grant writing, arts advocacy and public outreach as contributing members of the community of music educators.

Handbook of Music and Emotion Patrik N. Juslin, John Sloboda, 2011-03-17. A successor to the acclaimed *Music and Emotion: The Handbook of Music and Emotion*, provides comprehensive coverage of the field in all its breadth and depth. As well as summarizing what is currently known about music and emotion, it will also stimulate further research in promising directions that have been little studied.

Education, Music, and the Lives of Undergraduates Roger Mantie, Brent C. Talbot, 2020-12-10. The

undergraduate years are a special time of life for many students They are a time for study yes but also a time for making independent decisions over what to do beyond formal education This book is based on a nine year study of collegiate a cappella a socio musical practice that has exploded on college campuses since the 1990s A defining feature of collegiate a cappella is that it is a student run leisure activity undertaken by undergraduate students at institutions both large and small prestigious and lower status With rare exceptions participants are not music majors yet many participants interviewed had previous musical experience both in and out of school settings Motivations for staying musically involved varied considerably from those who felt they could not imagine life without a musical outlet to those who joined on a whim Collegiate a cappella is about much more than singing cover songs It sustains multiple forms of inequality through its audition practices and its performative enactment of gender and heteronormativity This book sheds light on how undergraduates conceptualize vocation and avocation within the context of formal education holding implications for educators at all levels

Music, Informal Learning and the School Lucy Green, 2009 This pioneering book reveals how the music classroom can draw upon the world of popular musicians informal learning practices so as to recognize and foster a range of musical skills and knowledge that have long been overlooked within music education It investigates how far informal learning practices are possible and desirable in a classroom context how they can affect young teenagers musical skill and knowledge acquisition

Music Education for Social Change Juliet Hess, 2019-05-22 Music Education for Social Change Constructing an Activist Music Education develops an activist music education rooted in principles of social justice and anti oppression Based on the interviews of 20 activist musicians across the United States and Canada the book explores the common themes perceptions and philosophies among them positioning these activist musicians as catalysts for change in music education while raising the question amidst racism and violence targeted at people who embody difference how can music education contribute to changing the social climate Music has long played a role in activism and resistance By drawing upon this rich tradition educators can position activist music education as part of a long term response to events as a crucial initiative to respond to ongoing oppression and as an opportunity for youth to develop collective expressive and critical thinking skills This emergent activist music education like activism pushing toward social change focuses on bringing people together expressing experiences and identifying and challenging oppressions Grounded in practice with examples integrated throughout the text Music Education for Social Change is an imperative and urgent consideration of what may be possible through music and music education

Education in a Catholic Perspective John Sullivan, 2016-04-29 A distance is opening up between Catholic education and the rich intellectual heritage of the Catholic Church Education in a Catholic Perspective explores Catholic philosophical and theological foundations for both education per se and for Catholic education in particular With contributions spanning the theological foundations of Catholic education the interplay of theology and education and discussions of the social and missional dimensions of education this book will be of considerable interest to

educators and students of Catholic education to academics in the fields of applied theology and philosophy and to those with an interest in the foundations of education *Research Methodologies in Music Education* Kay Ann Hartwig, 2014-06-26
 This volume provides an understanding of various research methodologies that have been used in music education projects. These methodologies include historical research, quantitative research, narrative inquiry, action research, ethnography, case study, interpretative phenomenological analysis, arts-based methods, and mixed methods. Each of these research methodologies is detailed before examples of music education projects that have used these methodologies are described. A separate chapter is devoted to each methodology and each chapter has been written by a researcher with extensive experience and knowledge of the methodology in question. The book project is an initiative of the Australian and New Zealand Association for Research in Music Education (ANZARME). This association is the peak body for music research across the two countries. ANZARME promotes and supports all styles of research in all avenues of music education. The book will assist all those who are undertaking research in music education, particularly future researchers in music education such as postgraduate research students. The text will assist researchers in understanding the many available research methods and will provide clarity in choosing the most appropriate method for their particular research. *Technical Report*, 1985

Philosophy of Music Education Review, 2005 *Critical Mathematics Education: Past, Present and Future*, 2010-01-01
 Critical mathematics education brings together a series of concerns related to mathematics and its role in society, the practices of teaching and learning of mathematics in educational settings, and the practices of researching mathematics education. The work of Ole Skovsmose has provided a seminal contribution to the shaping of those concerns in the international community of mathematics educators and mathematics education researchers. This book gathers contributions of researchers from five continents for whom critical mathematics education has been an inspiration to think about many different topics such as the dialogical and political dimensions of teacher education, mathematical modeling, the philosophy of mathematics from social and political perspectives, teaching practices in classrooms, the connection between mathematics and society, the scope and limits of critical thinking in relation to mathematics and mathematics education, and the political dimension of researching mathematics education. The book is not only a tribute to Ole Skovsmose's long academic career; it is also a way of providing an overview of the roots of the critical mathematics education concerns, their current developments in different parts of the world, and their future directions. With a diversity of styles and forms of texts, this book is addressed to all those teachers and researchers who would like to be introduced or would like to go deeper into the types of insights that critical mathematics education offers. *The Journal of Philosophy*, 1916
 Covers topics in philosophy, psychology, and scientific methods. Vols 31 include A Bibliography of philosophy 1933. *The Journal of Philosophy, Psychology, and Scientific Methods* Frederick James Eugene Woodbridge, Wendell T. Bush, 1916 *The Journal of Philosophy, Psychology and Scientific Methods*, 1916 **Taking a Learner-Centred Approach to Music Education**

Laura Huhtinen-Hildén, Jessica Pitt, 2018-05-08 Adopting a fresh approach to the assumptions and concepts which underlie musical learning *Taking a Learner Centred Approach to Music Education* provides comprehensive guidance on professional and pedagogical aspects of learner centred practice This essential companion offers a pedagogy which is at once informed by theoretical understandings and is underpinned by experience practical examples case studies and self reflection Initial chapters explore the theoretical dimensions of learner centred music education touching on aspects including collaborative learning the learning environment and pedagogical sensitivity Latter chapters delve deeper into the practical application of these teaching strategies and methods The book invites its reader to reflect on topics including music emotions and interaction the voice and body as instruments making music visible and tangible improvising and learning music with instruments working with groups in creative activities the music pedagogue as a sensitive and creative instrument *Taking a Learner Centred Approach to Music Education* will deepen understanding facilitate reflection and inspire new approaches to teaching in the field of music It is essential reading for current and future practitioners involved in music education early childhood music practice community music music therapy and special needs education *Oxford Handbook of Music Psychology* Susan Hallam, Ian Cross, Michael Thaut, 2009 The *Oxford Handbook of Music Psychology* is the definitive comprehensive and authoritative text on this burgeoning field With contributions from over 50 experts in the field the range and depth of coverage is unequalled It will be an essential resource for students and researchers in psychology **Music for Life** C. Victor Fung, Lisa J. Lehmborg, 2016-04-01 *Music for Life Music Participation and Quality of Life of Senior Citizens* presents a fresh new exploration of the impact of musical experiences on the quality of life of senior citizens and charts a new direction in the facilitation of the musical lives of people of all ages Authors Fung and Lehmborg clearly define the issues surrounding music education music participation quality of life and senior citizens discussing the most relevant research from the fields of music education adult learning lifelong learning gerontology medicine music therapy and interdisciplinary studies At the heart of the book is Evergreen Town a retirement community in the southeastern U S A that serves as the backdrop for three original research studies The first of these is in two phases a survey and a focus group interview that examines the histories and rationales for the music participations and non participations of community residents The second and third case studies take an in depth look at a church choir and a bluegrass group two prominent musical groups in the community and include the perspectives of the authors themselves as group members and participant observers Fung and Lehmborg conclude with a challenge for the profession of music education to act on this research and on the current advances in the field to enable all people to benefit from the richness of music as a substantial contributor to quality of life

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