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There are four different types of educational philosophies: Perennialism, Essentialism, Progressivism, and Social reconstructionism. There are also five classroom applications that help teachers decide which philosophies are used while they teach. They are educational goals, curriculum, teaching methods, learning environment and assessment.

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There are four broad philosophical schools of thought that apply to education today. They are idealism, realism, pragmatism and existentialism. Two of these general philosophies, idealism and realism, are derived from the ancient Greek philosophers, Plato and Aristotle.

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Assignment I have long held the view that education should be driven by the very same pursuits which drive us in all of life's important pursuits. Most particularly, as we move out into the world in search of knowledge, it should be with the respect and understanding of the vast spectrum of perspectives which create this somewhat hazily defined body called knowledge.

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Write a 350- to 750-word paper detailing your personal philosophy of education. Include a description of both your philosophy that connects to educational theory and your beliefs about teaching and learning. Include the following in your paper: Describe your education philosophy and how it relates to teaching and learning.

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Philosophy of Education. The term "philosophy of education" can be defined in two different ways. According to one definition, the philosophy of education carries out a fundamental philosophical analysis of the forms, methods, aims, meaning and importance of education. Another definition of the term describes or analyzes specific methods of pedagogy.

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Prepare: Read the article A Portrait of the Teacher as Friend and Artist: The Example of Jean-Jacques Rousseau by Hunter McEwan (2011) from the Ashford University Library. Reflect: As you take notes while reading this article, think about the importance of understanding the philosophy behind taking general education courses and how your courses have taught you to think more critically, build ...

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Philosophy of Education Philosophies of. View Full Essay Words: 968 Length: 3 Pages Document Type: Term Paper Paper #: 19546377. Education fulfills personal psychological needs: the innate desires for understanding and the acquisition of knowledge that facilitates understanding.

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Term Paper on My Philosophy of Education
Assignment Creativity is a term often applied to anybody who does something well, but this does not capture the scope of my meaning. Creativity, as I understand it, is more than the ability to paint a picture, play a piece on the piano, or think of a new game to play.

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He had "six main principles (a) the public schools and its problems, (b) education should be paid for, controlled, and sustained by the public, (c) education will be best provided in schools that embrace a variety of backgrounds, (d) education is non-sectarian,

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(e) education must be taught by the spirit, methods, and discipline...

~~Philosophy of Special Education — Term Paper~~

Philosophy of education is that branch of philosophy that addresses philosophical questions concerning the nature, aims, and problems of education. As a branch of practical philosophy, its practitioners look both inward to the parent discipline of philosophy and outward to educational practice, as well as to developmental psychology, cognitive science more generally, sociology, and other relevant disciplines.

~~Introduction: Philosophy of Education and Philosophy ...~~

Philosophy of Education ...My Personal Philosophy of Special Education Christina L. Richardson Grand Canyon University: SPE-529N November 18, 2012 My Personal Philosophy of Special Education As educators, we need a foundation for why we want to teach, where students with different disabilities fit in that foundation, a rationale for how we teach, and a principle that keeps us striving to be ...

~~Special Education Teaching Philosophy — Term Paper~~

An educational philosophy statement or teaching philosophy statement is a brief essay that all nearly prospective teachers are required to write. Vanderbilt University

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explains: "A teaching (philosophy) statement is a purposeful and reflective essay about the author's teaching beliefs and practices.

Philosophy and Theory in Educational Research: Writing in the margin explores the practices of reading and writing in educational philosophy and theory. Showing that there is no right way to approach research in educational philosophy, but illustrating its possibilities, this text invites an engagement with philosophy as a possibility and opening possibilities for educational research. Drawing on their own research and theoretical and philosophical sources, the authors investigate the important issue of what it means to read and write when there is no prescribed structure. Innovative in its contribution to the literature, this edited volume enlightens readers in three ways. The volume focuses on the practices of reading and writing that are central to research in educational philosophy, suggesting that these practices constitute the research, rather than simply reporting it. It is not a prescriptive guide and should not be read procedurally. Rather, it is intended to illustrate the possibilities for this kind of research, and to suggest starting points for those pursuing research projects. Finally, attention is given to the ways in which conducting

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educational philosophy can be educative in itself, both to the researcher in writing it, and to its audience in reading it. With contributions from international scholars in the field of educational philosophy, this book is a valuable guide for practitioner-researchers, taught postgraduate and doctoral students, and early career researchers in university education departments. Academic staff teaching research methods and seeking to introduce their students to philosophy-as-research without wishing to offer a prescriptive how to guide will also find this book of particular interest."

This book provides critical and reflective discussions of a wide range of issues arising in education at the interface between philosophy, research, policy and practice. It addresses epistemological questions about the intellectual resources that underpin educational research, explores the relationship between philosophy and educational research, and examines debates about truth and truthfulness in educational research. Furthermore, it looks at issues to do with the relationship between research, practice and policy, and discusses questions about ethics and educational research. Finally, the book delves into the deeply contested area of research quality assessment. The book is based on extensive engagement in empirically based educational research projects and in the institutional

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and professional management of research, as well as in philosophical work. It clarifies what is at stake in international debates around educational research and teases out the nature of the arguments, and, where argument permits, the conclusions to which these point. The book discusses these familiar themes using less predictable sources and points of reference, such as: codes of social obligation in contemporary Egypt and New Zealand; the 'Soviet', and the inspiration of the nineteenth-century philosopher, Abai in contemporary Kazakhstan; seventeenth-century France, Pascal, and the disputes between Jesuits and Jansenites; eighteenth-century Italy, Giambattista Vico, and la scienza nuova; 'educational magic' in traditional Ethiopia; and ends at a banquet with Socrates and dinner with wine and a conversation-loving Montaigne.

This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical, curricular and pedagogical issues in the teaching of science and mathematics. It is contributed to by 130 researchers from 30 countries; it provides a logically structured, fully referenced guide to the ways in which science and mathematics education is, informed by the history and philosophy of these disciplines, as well as by the philosophy of education more generally. The first handbook to cover the

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field, it lays down a much-needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject. The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education, attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects. There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science; this handbook is uniquely positioned as a locus for the discussion. The handbook features sections on pedagogical, theoretical, national, and biographical research, setting the literature of each tradition in its historical context. It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching, and that lessons can be learnt from these engagements for the resolution of current theoretical, curricular and pedagogical questions that face teachers and administrators. Science educators will be grateful for this unique, encyclopaedic handbook, Gerald Holton, Physics Department, Harvard University This handbook gathers the fruits of over thirty years' research by a growing international and cosmopolitan community Fabio Bevilacqua, Physics Department, University of Pavia

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The Importance of Philosophy in Teacher Education maps the gradual decline of philosophy as a central, integrated part of educational studies. Chapters consider how this decline has impacted teacher education and practice, offering new directions for the reintegration of philosophical thinking in teacher preparation and development. Touching on key points in history, this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education. Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching, learning, and education systems contribute in meaningful ways to being a good teacher, and trace the consequences of a decline in philosophy on individuals' professional development and on the evolution of the teaching profession more broadly. With this in mind, the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today. This book will be of great interest to graduate, postgraduate students as well as research scholars in the field of educational philosophy and history of education. In addition, it will be useful for

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those involved in teacher education, and in particular, course, module and program development.

Design is about the creation of meaningful connections to solve problems and advance human wellbeing; the discipline has always explored the beneficial links between form and function, technology and meaning, beauty and utility, people and artefacts and problems and solutions, among others. This book focuses on the crucial connection between design research and design education. Contemporary society grows increasingly hyper-complex and globally competitive. This state of affairs raises fundamental questions for both Design Education and Design Research: Should research skills be integrated into undergraduate courses? How can we modify design courses without compromising the positive aspects of the educational studio experience? Can the three cycles of higher education in design be combined into a creative and inquisitive educational continuum? To examine the relationship between research and education in Design we must address the topic of knowledge, keeping in mind that the development and dissemination of new and useful knowledge is the core purpose of a University. If we agree that design has its own things to know and ways to find out about them, then design

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knowledge resides in people, processes, products, and philosophy. This book explores the intersection of these four areas with the aim of uncovering insights to advance the current state of the design discipline.

Daisaku Ikeda (b. 1928) is an international Buddhist leader, peacebuilder, prolific author, and the founder of the secular Soka kindergartens, elementary and secondary schools, women's college and universities in seven countries across Asia and the Americas. He has emerged as an important educational philosopher and practitioner whose perspectives on dialogue, value-creation (soka), global citizenship, and the deep inner transformation he calls "human revolution" have informed the curriculum and instruction of thousands of teachers not only at the Soka schools, but also at numerous non-Soka schools and universities around the world. This volume brings together, for the first time in English, international scholars' empirical and theoretical analyses of Ikeda's contributions to language and education in a global context. This book was awarded the Critics Choice Book Award by the American Educational Studies Association in 2015. This book was originally published as a special issue of *Critical Inquiry in Language Studies*.

This classic text in educational research literature has been thoroughly updated to

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take into account new philosophical theories and the current political context for educational research. Remaining, however, are the three, key central themes: the nature of social science in general; the nature of educational enquiry in particular; and the links between the language and concepts of research, on the one hand, and those of practice and policy on the other. In analyzing and interrelating these themes, Richard Pring shows their relationship to such central philosophical concepts as meaning, truth, and objectivity.

Philosophy of Physical Activity Education (Including Educational Sport) is designed to help you develop an early philosophic perspective of physical activity education, including educational sport. In the process you will also come to understand selected aspects of the field's historical background as a developing academic field and discipline. The field is called sport and physical education in the United States currently. However, as we move along in the 21st century, it is still designated as physical and health education in Canada. The term used most often to name the field worldwide is physical education and sport. Despite its obvious importance, there has been a gradual decline of physical activity education philosophy, including educational sport, within the professional curricula of physical activity educators and coaches. This

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appears to have taken place since the adoption in the 1970s of an almost pure analytic philosophical approach to the detriment of almost any applied philosophic endeavor. As you develop an understanding about your chosen life work, the author hopes that you, as a prospective professional educator, will be stimulated to examine yourself and your beliefs more carefully than ever before. If you will do this conscientiously, the result will be an undergirding personal philosophy that is sound, consistent, and logical.

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