



JOHN DEWEY'S EDUCATION THEORY: MAIN PRINCIPLES AND IDEAS

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Theory Of Education

John Adams



Theory Of Education:

Educational Theory T. W. Moore, 2011 This book comes strongly to the defence of educational theory and shows that it has a structure and integrity of its own The author argues that the validity of educational theory may best be judged in terms of the various assumptions made in it His argument is illustrated by a review and critique of some particularly influential theories of education those of Plato Rousseau James Mill and John Dewey He stresses the need for an on going contemporary general theory of education and examines the ways in which the disciplines of psychology sociology and philosophy can contribute to a general theory of this kind

Making Sense of Education David Carr, 2005-07-08 Making Sense of Education provides a contemporary introduction to the key issues in educational philosophy and theory Exploring major past and present conceptions of education teaching and learning this book makes philosophy of education relevant to the professional practice of teachers and student teachers as well of interest to those studying education as an academic subject The book is divided into three parts education teaching and professional practice issues concerning education the role of the teacher the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning knowledge and curriculum issues concerning behaviourist and cognitive theories of learning knowledge and meaning curriculum aims and content and evaluation and assessment schooling society and culture issues of the wider social and political context of education concerning liberalism and communitarianism justice and equality differentiation authority and discipline This timely and up to date introduction assists all those studying and or working in education to appreciate the main philosophical sources of and influences on present day thinking about education teaching and learning

Theory for Education Greg Dimitriadis, George Kamberelis, 2006-03-24 Theory for Education provides a concise and clear introduction to key contemporary theorists including their lives major works and ideas Written for the student in need of a quick introduction or for the scholar brushing up on details this new volume in the theory4 series presents major thinkers whose work and ideas have shaped critical thinking in our time Greg Dimitriadis and George Kamberelis underscore the particular relevance of these thinkers for the field of education their work on education how others in education have used them and possible future directions for teachers and researchers Theory for Education s ease of use clarity and comprehensive scope will be invaluable for those entering the field Adapted from Theory for Religious Studies by William E Deal and Timothy K Beal

The Theory of Education Ira Woods Howerth, 1926 *Theory of Knowledge and Problems of Education* Donald Vandenberg, 1969 *The Evolution of Educational Theory* John Adams, 1912 [New Directions in Social Theory, Education and Embodiment](#) John Evans, Brian Davies, 2014-10-29 This book exemplifies the nurturing spirit of inter discursive debate with a view to opening up new theoretical and empirical insights understanding and engagement with debates on issues relating to pedagogy policy equity and embodiment From a variety of social science perspectives an international force of contributors apply a multitude of concepts to research agendas which illustrate the multiple ways in which the body both

impacts culture and is simultaneously and seamlessly positioned and shaped by it maintaining social reproduction of class and cultural hierarchies and social regulation and control They attest that once we begin to trace the flow of knowledge and discourses across continents countries regions and communities by registering their re contextualisation both within various popular pedagogies e g newspapers film TV web pages IT and the formal and informal practices of schools families and peers we are compelled to appreciate the bewildering complexity of subjectivity and the ways in which it is embodied Indeed the chapters suggest that no matter how hegemonic or ubiquitous discursive practices may be they inevitably tend to generate both intended and unexpected affects and effects people and populations cannot easily be determined suppressed or controlled This book was originally published as a special issue of Sport Education and Society [Making a Difference in Theory](#) Gert Biesta,Julie Allan,Richard Edwards,2013-07-18 Making a Difference in Theory brings together original work from an international group of authors on the roles of theory in educational research and practice The book discusses the different roles theory plays can play and should play both from a historical perspective and in light of contemporary discussions and developments Particular attention is paid to the question of whether there are or should be distinctively educational forms of theory and theorising The double engagement with the theory question in education and the education question in theory and theorising provides original insights in what theory does might do or should do in educational research and practice With contributions from internationally renowned authors in the field of educational theory research and practice the book will be of value to academics researchers and postgraduate students in education

Education and Theory Gary Thomas,2007-04-16 This is an exceptional book and one that should be essential reading for anyone seriously thinking about educational practice for two reasons First it is one of the few books on thinking about education which is written with the wit and humour which makes compulsive reading Second the approach to theory or thinking systematically philosophically and evidentially is through the author s own attempt to understand what appears to many as a mystery In this personal journey the author provides a comprehensive and critical review of different theoretical positions Professor Richard Pring University of Oxford What is the role of theory in education Does the pursuit of theory in education always lead to improvements in practice What is the alternative to theory Theory holds a central place in educational inquiry tutors urge students to embed their work in it funding bodies demand that research proposals be located in But in an important new analysis Gary Thomas suggests that the pursuit of theory in education is the pursuit of a chimera This compelling book examines what theory means for both student and researcher and questions whether the confidence in educational theory is justified It begins by looking at what theory is and what use it has in education and examines some theoretically significant influences on educational thought and practice in the twentieth century Challenging the idea that the practice of education should be based on theory the author offers alternative simpler frameworks for conducting inquiry without the constraints of existing theory contending that it is time for a discussion about how values evidence and ideas can more straightforwardly

guide educational practice Education and Theory is stimulating reading for academics researchers teachers and students of education

Markets, Managers and Theory in Education John Halliday,2018-05-11 Originally published in 1990 This book is concerned with the logic of the relationship between educational theory and practice It is a fundamental examination of three ideas Vocationalism the idea that the central purpose of education is to prepare people for work Managerialism the idea that this preparation can be managed by those not intimately concerned with the practice of teaching Consumerism the idea that education should be led by the demands of the market Halliday argues that promoters of these ideas share a mistaken belief in the value of pursuing a supposed ideal of objective precision in education He traces the theoretical origins of this ideal and its practical consequences In particular he argues that educational development is likely to remain ossified within a particular theoretical framework unless competing developments are allowed to flourish alongside one another He concludes by outlining the ways in which this competition might be managed

Theory & Principles of Education, 13th Edition Aggarwal J.C.,2010 Theory and Principles of Education discusses the latest trends and current educational thoughts This thoroughly revised edition covers a wide range of issues and themes relating to the philosophical and sociological basis of education All possible efforts have been made to include the latest trends on the theory and principles of education Theory and Principles Of Education provides an exhaustive treatment of the subject in a very lucid and cogent manner to enable all students to grasp the subject matter easily The book is essentially student centered and examination oriented It is primarily written for the students of B Ed M Ed M Phil and MA Education It will be equally useful in the Middle East and also the South East Asian countries because of its authoritative coverage of the subject By virtue of its extensive coverage and exposition of the subject it will be very useful to students preparing for teacher training courses It should also serve as a reliable handbook for in service teachers The only book of its kind on the subject that discusses the latest educational trends and covers a wide range of issues and themes relating to the philosophical and sociological basis of education

The Limitations of the Educational Theory of John Locke, Especially for the Christian Teacher sister Mary Louise Cuff,1920 **1001**

Questions and Answers on the Theory and Practice of Teaching Benjamin Adams Hathaway,1886 Toward a Theory of Instruction Jerome Bruner,1966 Instruction is an effort to assist or to shape growth In devising instruction for the young one would be ill advised indeed to ignore what is known about growth its constraints and opportunities And a theory of instruction and this book is a series of exercises in such a theory is in effect a theory of how growth and development are assisted by diverse means

The Nature of Educational Theories Tone Kvernbekk,2021-06-16 This important book offers a meta theoretical account of educational theories and how they work It offers a classification scheme of distinct types of educational theory in which the account developed can inform the work of educational theorists and practitioners Kvernbekk observes throughout how meta theoretical knowledge of the structure of theory types will improve the understanding and representation of educational phenomena and enhance theorists and practitioners ability to change those

phenomena for the better She explains how philosophical accounts of scientific theories can help us understand the nature of educational theories by applying two influential but different theory conceptions the Received View and the Semantic Conception to the field of education Kvernbekk argues that educational theories like other scientific theories are representational devices that allow us to understand describe and explain phenomena and when desired to change them The classification scheme offered allows us to discriminate distinct types of educational theory goal directed equivalence and interlevel theories Examples of all three types are discussed explaining their structure what they say about the phenomena and how they say it The book also offers a critical overview of different conceptions of practice and different understandings of the theory practice relationship Encouraging a strong understanding of what theories say about the phenomena they represent this book will be of interest to educational researchers and postgraduate students in the fields of philosophy of education education theory and education policy and to philosophers of science and philosophers working on practical philosophical issues

The Evolution of Educational Theory John Adams,1912

The Handbook of Educational Theories Beverly J. Irby,Genevieve Brown,Rafael Lara-Aiecio,Shirley Jackson,2013-01-17 This Handbook consolidates influential educational theories into a single volume making it an accessible reference for researchers and practitioners It covers traditional and emerging theories with practical examples and an appendix of associated instruments

The Handbook of Dewey's Educational Theory and Practice Charles L. Lowery,Patrick M. Jenlink,2019-08-05 In the last twenty five years there has been a great deal of scholarship about John Dewey s work as well as continued appraisal of his relevance for our time especially in his contributions to pragmatism and progressivism in teaching learning and school learning The Handbook of Dewey s Educational Theory and Practice provides a comprehensive accessible richly theoretical yet practical guide to the educational theories ideals and pragmatic implications of the work of John Dewey America s preeminent philosopher of education Edited by a multidisciplinary team with a wide range of perspectives and experience this volume will serve as a state of the art reference to the hugely consequential implications of Dewey s work for education and schooling in the 21st century Organized around a series of concentric circles ranging from the purposes of education to appropriate policies principles of schooling at the organizational and administrative level and pedagogical practice in Deweyan classrooms the chapters will connect Dewey s theoretical ideas to their pragmatic implications

Theory of Education David A. Turner,2005-09-01 To date theory in Education Studies has been dominated by a particular view of what should count as scientific theory David Turner argues that this approach does not necessarily provide a firm foundation for policy planning and professional activity Using examples from linear programming game theory decision theory and chaos theory he demonstrates how certain insights from modern developments in for example the social sciences can be used to stimulate more rewarding debate amongst educational researchers

The Political Theory of State-supported Elementary Education in England, 1750-1833 Henrietta Cooper Jennings,1928

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