

# Philosophical Foundations Of Education Ozmon

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the purpose of this volume is to show how philosophical ideas about education developed over time with due regard to historical influences and settings and with an emphasis on how

these ideas continue to have relevance for education and life this book was conceived as an introductory text in the philosophy of education but it leads students from simple to complex philosophical ideas

this custom edition is published for the university of canberra it is compiled from philosophical foundations of education 9th edition howard ozmon

this comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education psychology sociology philosophy law and medicine the book focuses on important themes in education and human development authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings the book also explores the people whose contributions have played a seminal role in the shaping of educational ideas institutions and organizations and includes entries on these institutions and organizations this work integrates numerous theoretical frameworks with field based applications from many areas in educational research

bridging the gap between interpretations of third way platonic scholarship and phenomenological ontological scholarship this book argues for a unique ontological hermeneutic interpretation of plato and plato s socrates reconceptualizing plato s socrates at the limit of education offers a re reading of plato and plato s socrates in terms of interpreting the practice of education as care for the soul through the conceptual lenses of phenomenology philosophical hermeneutics and ontological inquiry magrini contrasts his re reading with the views of plato and plato s socrates that dominate contemporary education which for the most part emerge through the rigid and reductive categorization of plato as both a realist and idealist in philosophical foundations texts teacher education programs this view also presents what he terms the questionable socrates as teacher model which grounds such contemporary educational movements as the paideia project which claims to incorporate through a scripted curriculum with socratic lesson plans the so called socratic method into the common core state standards curriculum as a technical skill that can be taught and learned as part of the students critical thinking skills after a careful reading incorporating what might be termed a third way of reading plato and plato s socrates following scholars from the continental tradition magrini concludes that a so called socratic

education would be nearly impossible to achieve and enact in the current educational milieu of standardization or neo taylorism social efficiency however despite this he argues in the affirmative that there is much educators can and must learn from this non doctrinal re reading and re characterization of plato and plato s socrates

ancillary package available upon adoption

the american teacher is a comprehensive education foundations text with an emphasis on the historical continuity of educational issues that empowers prospective teachers to channel their innate idealism into effective teaching practices

questions surrounding democracy governance and development especially in the view of africa have provoked acrimonious debates in the past few years it remains a perennial question why some decades after political independence in africa the continent continues experiencing bad governance lagging behind socioeconomically and its democracy questionable we admit that a plethora of theories and reasons including iniquitous and malicious ones have been conjured in an attempt to explain and answer the questions as to why africa seems to be lagging behind other continents in issues pertaining to good governance democracy and socio economic development yet none of the theories and reasons proffered so far seems to have provided enduring solutions to africa s diverse complex problems and predicaments this book dissects and critically examines the matrix of africa s multifaceted problems on governance democracy and development in an attempt to proffer enduring solutions to the continent s long standing political and socio economic dilemmas and setbacks

this is a core text for graduate level comparative education courses with its cross cultural issues oriented approach comparative education introduces k 12 educational systems worldwide readers are invited to consider current educational issues both at home and abroad while developing global perspectives and skills of comparative inquiry to use their own reflective classroom teaching chapters on theory in comparative education frameworks for analyzing educational issues and globalization s implications for education explore several key issues in depth purposes of schooling educational access and opportunity education accountability and authority and teacher professionalism this book takes an issues based approach rather than a country based approach a major purpose of this book is to widen the field of comparative education s influence by articulating the relevance of

comparative education to include a larger practitioner oriented audience

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