

The Voice Of Liberal Learning Michael Oakeshott On Education

The Voice of Liberal Learning Education and the Voice of Michael Oakeshott Education and Conversation Education and Conversation The Voice of Liberal Learning Freedom, Play and Judgement Political Education Encyclopedia of Educational Theory and Philosophy The Cambridge Companion to Oakeshott Michael Oakeshott's Cold War Liberalism Dialogic: Education for the Internet Age Neoliberalizing the University: Implications for American Democracy Meaning-Centered Education Oakeshott on education Rethinking College Education Michael Oakeshott, the Ancient Greeks, and the Philosophical Study of Politics The School of Freedom The Journal of Education The Study of Education: End of an era? Michael Oakeshott, Philosophical Skepticism and Political Authority Michael Oakeshott Kevin Williams David Bakhurst David Bakhurst Michael Oakeshott Christopher Gibson Michael Oakeshott D. C. Phillips Efraim Podoksik T. Nardin Rupert Wegerif Sanford Schram Olga Kovbasyuk Richard Hunter George Allan Eric Steven Kos Anthony O'Hear Peter Gordon Steven Anthony Gerencser

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the work of michael oakeshott has retained a striking currency in philosophical discourse about education this is hardly surprising in view of his influence on paul hirst and richard peters two philosophers whose work had an enormous impact on educational thinking and practice in the english speaking world and although much of the detail in educational debate may change the fundamental underlying concerns regarding the conception of the person the nature of knowledge and the moral life and their expression in educational institutions and activities remain subject of disagreement in the light of this continuing interest and of oakeshott s extensive writing on so many aspects of education it is timely that a book be published on his thinking on the subject

since michael oakeshott spoke of education as initiation into the conversation of mankind more than fifty years ago the idea has inspired a diverse array of thinkers and continues to be invoked today by those seeking to resist the influence of managerialism and narrow instrumentalism in educational policy and practice education and conversation draws together papers written by scholars from both the analytic and continental philosophical traditions to offer a variety of perspectives on the implications of oakeshott s educational ideas the metaphor of the conversation of mankind is explored together with the roots of oakeshott s thinking in his early philosophical work the relevance of his ideas to the concept of bildung and the significance of his political conservatism in evaluating the seemingly progressive potential of his educational ideas in addition concepts prominent in oakeshott s thought are taken up and brought to bear on contemporary philosophical discussions about education learning and development including the nature of initiation the phenomenology of listening and the value of the liberal arts tradition education and conversation shows how the idea of conversation illuminates both the character and the ends of education yielding insight into the scope and limits of the philosophy of education and the character of philosophical inquiry more generally

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to those weary and wary of the cacophony about what's wrong with education in america and what ought to be done about it oakeshott's voice beckons as usual his approach to the subject is subtle comprehensive and radical in the sense of summoning readers to the root of the matter that root oakeshott believed is the very nature of learning itself and concomitantly the means as distinct from the method by which the life of learning is discovered cultivated and pursued as oakeshott has written this then is what we are concerned with adventures in human self understanding not the bare protestation that a human being is a self conscious reflective intelligence and that he does not live by bread alone but the actual enquiries utterances and actions in which human beings have expressed their understanding of the human condition this is the stuff of what has come to be called a liberal education liberal because it is liberated from the distracting business of satisfying contingent wants includes a foreword by timothy fuller that reiterates the timelessness of oakeshott's reflections amid the continuing clamour that characterises discourse about liberal education

this dissertation is a study of the works of michael oakeshott citing in particular his understandings of the way we learn to interpret the world around us his views on the aesthetic and the moral and his arguments against what he perceives as an overemphasis on rationalism central to this dissertation is the overlooked portion of the works of oakeshott his view of a human life as something to be enjoyed a predicament in which we ought as much as possible to delight the paper begins with oakeshott's critique of the post enlightenment celebration of and subsequent reliance on rationalism it then discusses oakeshott's ideas on how we come to understand this world of ideas and examines his argument for the pre eminence of a

liberal education it turns next to a consideration of oakeshott s ideas on the aesthetic and the moral and the kind of life he finds most admirable one in which play and poetry supersede the serious and the ideological this latter concept is one that has so far been ignored oakeshott is discussed not as a conservative elitist or anachronism but as a man who saw life as a brief adventure a chance to enjoy the trivial the poetic the humorous the serious and the absurd accepting above all that we should wear our lives lightly this study concludes that oakeshott s preference for a liberal education flows naturally from his predilection for a life that values the individual over the ideological

education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems the two volume encyclopedia of educational theory and philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses in addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures features over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished general editor and an international editorial board entries are followed by cross references and further reading suggestions a reader s guide groups entries thematically the reader s guide detailed index and cross references combine for strong search and browse capabilities in the electronic version available in a choice of print or electronic formats encyclopedia of educational theory and philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory key themes aims of education classic premodern philosophers theories and theorists curriculum educational research evaluation and testing equity rights social stratification and citizenship higher education learners learning and teaching liberal education moral religious spiritual and social cultural values multiculturalism and special populations organization of schooling philosophy of science sociology of science and epistemology philosophy of education feminist perspectives philosophy of education nonwestern traditions philosophy of education the analytic tradition

philosophy of education the continental traditions philosophy of education the political theory tradition philosophy of education the pragmatic tradition progressive education psychological orientation in educational theory social sciences orientation in educational theory

a systematic and accessible presentation of the ideas of one of the leading british philosophers of the twentieth century

in this book leading scholars from east asia and beyond debate michael oakeshott s views on liberal democracy and totalitarianism and their implications for east asia today his ideas on rationality in politics the nature of liberal democracy and how democracy can defeat anti liberal politics are explored in ten penetrating essays

dialogic education for the internet age argues that despite rapid advances in communications technology most teaching still relies on traditional approaches to education built upon the logic of print and dependent on the notion that there is a single true representation of reality in practice the use of the internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple this new logic of education is dialogic and characterises education as learning to learn think and thrive in the context of working with multiple perspectives and ultimate uncertainty the book builds upon the simple contrast between observing dialogue from an outside point of view and participating in a dialogue from the inside before pinpointing an essential feature of dialogic the gap or difference between voices in dialogue which is understood as an irreducible source of meaning each chapter of the book applies this dialogic thinking to a specific challenge facing education re thinking the challenge and revealing a new theory of education areas covered in the book include dialogical learning and cognition dialogical learning and emotional intelligence educational technology dialogic spaces and consciousness global dialogue and global citizenship dialogic theories of science and maths education the challenge identified in wegerif s text is the growing need to develop a new understanding of education that holds the potential to transform educational policy and pedagogy in order to meet the realities of the digital age dialogic education for the internet age draws upon the latest research in dialogic theory creativity and technology and is essential reading for advanced students and researchers in educational psychology technology and policy

this collection brings together essays to address the crisis of higher education today focusing on its neoliberalization higher education has been under assault for several decades as neoliberalism's preference for market based reforms sweeps across the us political economy the recent push for neoliberalizing the academy comes at a time when it is ripe for change especially as it continues to confront growing financial pressure particularly in the public sector the resulting cutbacks in public funding especially to state universities led to a variety of debilitating changes increases in tuition growing student debt more students combining working and schooling declining graduation rates for minorities and low income students increased reliance on adjuncts and temporary faculty and most recently growing interest in mass processing of students via online instruction while many serious questions arise once we begin to examine what is happening in higher education today one particularly critical question concerns the implications of these changes on the relationship of education to as yet still unrealized democratic ideals the 12 essays collected in this volume create important resources for students faculty citizens and policymakers who want to find ways to address contemporary threats to the higher education democracy connection this book was originally published as a special issue of new political science

in a time of globally changing environments and economic challenges many institutions of higher education are attempting to reform by promoting standardization approaches meaning centered education explores the counter tide for an alternative vision of education where students and instructors engage in open meaning making processes and self organizing educational practices in one contributed volume meaning centered education provides a comprehensive introduction to current scholarship and pedagogical practice on meaning centered education international contributors explore how modern educational scholars and practitioners all around the world are implementing a comprehensive framework that supports meaning making in a classroom this edited collection is a valuable resource for higher education faculty and scholars interested in renewing the deep purposes of higher education

not a method of turning your degree back in and having your loans forgiven but an argument that by becoming vocational schools measured by reduced cost and efficient production colleges and universities are neglecting their essential purpose the reason for college education says allan is to provide an environment within which

students can absorb the moral practices that determine how they can acquire and evaluate knowledge best conduct their lives and become responsible adults he maintains that such learning requires imagination dialogue conversation and cultured intercourse annotation copyrighted by book news inc portland or

this work addresses a question fundamental for oakshott throughout his life what do people do when they read and discuss memorable work in the history of political thought

liberal education is not a theory it is the tradition by which western civilisation has preserved and enriched its inheritance for two and a half thousand years yet liberal education is a term that has fallen from use in britain its traditional meaning now freely confused with its opposite this book is intended to correct that misapprehension through the presentation of original source material from the high points in the liberal education tradition with particular focus on the british experience section 1 origins c 450 bc to c 450 ad section 2 the british tradition c 750 to 1950 section 3 after tradition 1950 onward section 4 liberal education redux america

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