

Dialectic Freedom By Maxine Greene

In Search of Music Education Estelle Ruth Jorgensen.1997 What is music education, and what ought it to be? By challenging narrow and inadequate conceptions of the field, Estelle Jorgensen raises the possibility of alternative views that can dignify the teacher's task, enrich and enliven the profession, and validate an exciting range of additional ways in which music education can be undertaken in the contemporary world. One of the most respected leaders in music education, Jorgensen emphasizes world music and ethnomusicology as equal partners alongside the more conventional sounds and styles that have dominated the classroom. Exemplifying sound scholarship, thorough research, and compelling argument, *In Search of Music Education* will be especially welcome wherever teachers strive to deal with requirements for responsible music education.

Art and Social Justice Education Therese M. Quinn,John Ploof,Lisa J. Hochtritt.2012-04-23 Art and Social Justice Education offers inspiration and tools for educators to craft critical, meaningful, and transformative arts education curriculum and arts integration projects. The images, descriptive texts, essays, and resources are grounded within a clear social justice framework and linked to ideas about culture as commons. Essays and a section written by and for teachers who have already incorporated contemporary artists and ideas into their curriculums help readers to imagine ways to use the content in their own settings. This book is enhanced by a Companion Website (www.routledge.com/cw/quinn) featuring artists and artworks, project examples, and dialogue threads for educators. Proposing that art can contribute in a wide range of ways to the work of envisioning and making a more just world, this imaginative, practical, and engaging sourcebook of contemporary artists' works and education resources advances the field of arts education, locally, nationally, and internationally, by moving beyond models of discipline-based or expressive art education. It will be welcomed by all educators seeking to include the arts and social justice in their curricula.

Existential Encounters for Teachers Maxine Greene.1967

Teaching Toward Freedom William Ayers.2004-09-10 In *Teaching toward Freedom*, William Ayers illuminates the hope as well as the conflict that characterizes the craft of education: how it can be used in authoritarian ways at the service of the state, the church, or a restrictive existing social order-or, as he envisions it, as a way for students to become more fully human, more engaged, more participatory, more free. Using examples from his own classroom experiences as well as from popular culture, film, and novels, Ayers redraws the lines concerning how we teach, why we teach, and the surprising things we uncover when we allow students to become visible, vocal authors of their own lives and stories. This lucid and inspiring book will help teachers at every level to realize that ideal.

Just Freedom: A Moral Compass for a Complex World Philip Pettit.2014-03-10 An esteemed philosopher offers a vision for the central role of one of our most cherished—and controversial—ideas. In this rigorous distillation of his political philosophy, Philip Pettit, author of the landmark work *Republicanism*, champions a simple standard for our most complex political judgments, offering a challenging ideal that nevertheless holds out a real prospect for social and democratic progress. Whereas many thinkers define freedom as the absence of interference—we are left alone to do as we please—Pettit demands that in their basic life choices free persons should not even be subject to a power of interference on the part of others. This notion of freedom as non-domination offers a yardstick for gauging social and democratic progress and provides a simple, unifying standard for analyzing our most entangled political quandaries. Pettit reaffirms the ideal, already present in the Roman Republic, of a free citizenry who enjoy equal status with one another, being individually protected by a law that they together control. After sketching a fresh history of freedom, he turns to the implications of the ideal for social, democratic, and international justice. Should the state erect systems for delivering mandatory healthcare coverage to its citizens? Should voting be a citizen's only means of influencing political leaders? Are the demands of the United Nations to be heeded when they betray the sovereignty of the state? Pettit shows how these and other questions should be resolved within a civic republican perspective. Concise and elegant in its rhetoric and ultimately radical in its reimagining of our social arrangements, *Just Freedom* is neither a theoretical treatise nor a practical manifesto, but rather an ardent attempt to elaborate the demands of freedom and justice in our time.

Why Are So Many Minority Students in Special Education? Beth Harry,Janette K. Klingner.2014-04-01 The second edition of this powerful book examines the disproportionate placement of Black and Hispanic students in special education. The authors present compelling, research-based stories representing the range of experiences faced by culturally and linguistically diverse students who fall in the liminal shadow of perceived disability. They examine the children's experiences, their families' interactions with school personnel, the teachers' and schools' estimation of the children and their families, and the school climate that influences decisions about referrals to special education. Based on the authors' 4 years of ethnographic research in a large, culturally diverse school district, the book concludes with recommendations for improving educational practice, teacher training, and policy renewal.

Explicating Maxine Greene's Notion of Naming and Becoming: "I Am ... Not Yet" Christine Debelak Neider.2021-09-06 This volume suggests an ontological framework for teacher praxis according to Maxine Greene's concept of Naming and Becoming.

Learning Power Jeannie Oakes,John Rogers.2006-04-24 In cities across the nation, low-income African-American and Latino parents hope their children's education will bring a better life. But their schools, typically, are overcrowded, ill equipped, and shamefully under-staffed. This work offers a radical approach to school reform that stresses grassroots public activism.

Maxine Greene and the Pedagogy of Social Imagination Hannah Spector,Robert Lake,Tricia M. Kress.2019-12-18 Devoted to and inspired by the late Maxine Greene, a champion of education and advocator of the arts, this book recognizes the importance of Greene's scholarship by revisiting her oeuvre in the context of the intellectual historicity that shaped its formation. As a scholar, Greene dialogued with philosophers, social theorists, writers, musicians, and artists. These conversations reveal the ways in which the arts, just like philosophy and science, allow for the facilitation of wide-awakeness, a term that is central to Greene's pedagogy. Amidst contemporary trends of neoliberal, one-size-fits-all curriculum reforms in which the arts are typically squeezed out or pushed aside, Greene's work reminds us that the social imagination is stunted without the arts. Artistic ways of knowing allow for people to see beyond their own worlds and beyond what is into other worlds of what was and what might be some day. This volume demonstrates Maxine Greene's profound ability to illuminate the importance of the artistic world and the imaginary for development of the self in the world and for encouraging a wide-awakeness reflective of an emerging political awareness and a longing for a democratic world that is not yet. This book was originally published as a Special Issue of *The Review of Education, Pedagogy and Cultural Studies*.

The Passionate Mind of Maxine Greene William F. Pinar.2005-08-08 This collection of work is an analysis and investigation into Maxine Greene, the most important philosopher of education in the United States today. The book opens and concludes with Greene's own autobiographical statements.

Landscapes of Learning Maxine Greene.1978 Special 2018 Edition From the new Introduction by Janet L. Miller, Teachers College, Columbia University: Maxine Greene never claimed to be a visionary thinker. But forty years later, her trepidations detailed throughout 1978's *Landscapes of Learning* now appear unnervingly prescient. Witness and treasure *Landscapes* as evidence of her matchless abilities to inspire myriad educators and students worldwide. "I would suggest that there must always be a place in teacher education for 'foundations' people, whose fundamental concern is with opening new perspectives on the many faces of the human world." —Maxine Greene The essays in this volume demonstrate clearly that Maxine Greene is herself an example of the kind of "foundations" specialist she hopes to see: someone who can stimulate, inform,

and bring new insights to teachers, students, curriculum planners, administrators, policymakers—indeed all those concerned with education in its broadest sense. These essays, a number of them based on lectures presented to various professional organizations, reveals her dedication to learning and teaching, as it reveals her belief in the potential of each individual person. A philosopher whose orientation is largely existential and phenomenological, she seeks to demystify aspects of today's technological society, to question taken-for-granted notions of social justice and equality, and to elucidate conflicts between youth and age, the poor and the middle class, minorities and Whites, male and female. As a humanist, she calls for self-reflectiveness, wide-awakeness, and personal transformation within the context of each person's own lived world—each one's particular landscape of work, experience, and aspiration. Recognizing the multiple realities that compose experience, the many landscapes against which sense-making proceeds, the essays are grouped in four sections: intellectual and moral components of emancipatory education; social issues and their implications for approaches to pedagogy; artistic-aesthetic considerations in the making of curriculum; and the cultural significance of women's predicaments today. All are richly illuminated by examples; all are written with grace and passion; all will help readers achieve greater self-understanding and critical consciousness. "This is a significant book."—Phi Delta Kappan "Maxine Greene forces us to consider what we can do even in a limited way and to begin to understand where we have failed." —Cross Currents

Cultural Politics and Education Michael W. Apple.1996-06-15 Michael Apple offers a powerful analysis of current debates and a compelling indictment of rightist proposals for change. Apple presents the causes and effects of further integrating schools into the corporate agenda, as well as current calls for a national curriculum and national testing, privatization and voucher plans, and fundamentalist religious pressures to censor textbooks. He demonstrates who will be the winners and losers culturally and economically as the conservative restoration gains in strength, bringing with it an even greater restratification of knowledge and students in terms of race, class, and gender.

Follow the Rabbit-Proof Fence Doris Pilkington.2013-05-01 This extraordinary story of courage and faith is based on the actual experiences of three girls who fled from the repressive life of Moore River Native Settlement, following along the rabbit-proof fence back to their homelands. Assimilationist policy dictated that these girls be taken from their kin and their homes in order to be made white. Settlement life was unbearable with its chains and padlocks, barred windows, hard cold beds, and horrible food. Solitary confinement was doled out as regular punishment. The girls were not even allowed to speak their language. Of all the journeys made since white people set foot on Australian soil, the journey made by these girls born of Aboriginal mothers and white fathers speaks something to everyone.

The Teacher and the World David T. Hansen.2017-07-20 Winner of the 2013 American Educational Studies Association's 2013 Critics Choice Award! Teachers the world over are seeking creative ways to respond to the problems and possibilities generated by globalization. Many of them work with children and youth from increasingly varied backgrounds, with diverse needs and capabilities. Others work with homogeneous populations and yet are aware that their students will encounter many cultural changes in their lifetimes. All struggle with the contemporary conditions of teaching: endless top-down measures to manipulate what they do, rapid economic turns and inequality in supportive resources that affect their lives and those of their students, a torrent of media stimuli that distract educational focus, and growth as well as shifts in population. In *The Teacher and the World*, David T. Hansen provides teachers with a way to reconstruct their philosophies of education in light of these conditions. He describes an orientation toward education that can help them to address both the challenges and opportunities thrown their way by a globalized world. Hansen builds his approach around cosmopolitanism, an ancient idea with an ever-present and ever-beautiful meaning for educators. The idea pivots around educating for what the author calls reflective openness to new people and new ideas, and reflective loyalty toward local values, interests, and commitments. The book shows how this orientation applies to teachers at all levels of the system, from primary through university. Hansen deploys many examples to illustrate how its core value, a balance of reflective openness to the new and reflective loyalty to the known, can be cultivated while teaching different subjects in different kinds of settings. The author draws widely on the work of educators, scholars in the humanities and social sciences, novelists, artists, travellers and others from both the present and past, as well as from around the world. These diverse figures illuminate the promise in a cosmopolitan outlook on education in our time. In this pioneering book, Hansen has provided teachers, heads of school, teacher educators, researchers, and policy-makers a generative way to respond creatively to the pressure and the promise of a globalizing world.

Pedagogy Out of Bounds Yusef Waghid.2014-04-03 The focus of this book is on building on current liberal understandings of democratic education as espoused in the ideas of Seyla Benhabib, Eamonn Callan, Martha Nussbaum, Iris Marion Young and Amy Gutmann, and then examines its implications for pedagogical encounters, more specifically teaching and learning. In other words, pedagogical encounters premised on the idea of iterations (talking back) and reasonable and compassionate action are not enough to engender forms of human engagement that can open up new possibilities and perspectives. Drawing on the works of poststructuralist theorists, in particular the seminal thoughts of Jacques Derrida, Jacques Rancière, Giorgio Agamben, Jacques Lacan, Stanley Cavell, Maxine Greene, Giles Deleuze and Felix Guattari, and Judith Butler, it is argued that a democratic education in becoming has the potential to rupture pedagogical encounters towards new beginnings on the basis that teachers and students can never know with certainty and completeness. Consequently, it is argued that teaching and learning ought to be associated with pedagogical activities in the making, more specifically a pedagogy out of bounds, in terms of which speech and action would remain positively free, sceptically critical, and responsibly vigilant - a matter of making teaching and learning more authentic so that students and teachers are provoked to see things as they could be otherwise through an enhanced form of ethical and political imagination. It is through pedagogical encounters out of bounds that relations between teachers and students stand a better chance of dealing with the strangeness and mysteries of unexpected, unfamiliar, and improbable action.

Democratic Teacher Education John Novak.1994-07-01 This book captures the spirit, richness, and diversity of democratic teacher educators as they put their ideas into practice in creative and persistent ways. Using a diverse group of democratic educational projects from throughout North America, this volume taps into varied ways teacher educators from large state institutions, small rural colleges, urban private universities, new academic programs, special teacher development centers, and public voluntary citizen organizations are working to create the resources and opportunities for teachers to develop the skills and confidence necessary to promote sustained democratic processes.

The Dialectic of Freedom Maxine Greene.1988 Special 2018 Edition From the new Introduction by Michelle Fine, Graduate Center, CUNY : Why now, you may ask, should I return to a book written in 1988? Because, in Maxine's words: 'When freedom is the question, it is always time to begin.' In *The Dialectic of Freedom*, Maxine Greene argues that freedom must be achieved through continuing resistance to the forces that limit, condition, determine, and—too frequently—oppress. Examining the interrelationship between freedom, possibility, and imagination in American education, Greene taps the fields of philosophy, history, educational theory, and literature in order to discuss the many struggles that have characterized Americans' quests for freedom in the midst of what is conceived to be a free society. Accounts of the lives of women, immigrants, and minority groups highlight the ways in which Americans have gone in search of openings in their lived situations, learned to look at things as if they could be otherwise, and taken action on what they found. Greene presents a unique overview of American concepts and images of freedom from Jefferson's time to the present. She examines the ways in which the disenfranchised have historically understood and acted on their freedom—or lack of it—in dealing with perceived and real obstacles to expression and empowerment. Strong emphasis is placed on the focal role of the arts and art experience in releasing human imagination and enabling the young to reach toward their vision of the possible. The author concludes with suggestions for approaches to teaching and learning that can provoke both educators and students to take initiatives, to transcend limits, and to pursue freedom—not in solitude, but in reciprocity with others, not in privacy, but in a public space.

Variations on a Blue Guitar Maxine Greene.2001 For 25 years, Maxine Greene has been the philosopher-in-residence at the innovative Lincoln Center Institute, where her work forms the foundation of the Institute's aesthetic education practice. Each summer she addresses teachers from across the country, representing all grade levels, through LCI's intensive professional development sessions. *Variations on a Blue Guitar* contains

a selection of these never-before-published lectures touching on the topics of aesthetic education, imagination and transformation, educational renewal and reform, excellence, standards, and cultural diversity, powerful ideas for today's educators.

Imagining Dewey .2020-11-09 Features productive (re)interpretations of 21st century experience using the lens of Dewey's Art as Experience, through putting an array of international philosophers, educators, and artists-researchers in transactional dialogue and on equal footing in an academic text.

Philosophy of Education Nel Noddings.2011-07-26 The first edition of Nel Noddings' *Philosophy of Education* was acclaimed as the "best overview in the field" by the journal *Teaching Philosophy* and predicted to become "the standard textbook in philosophy of education" by *Educational Theory*. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. Features of the third edition include a new chapter on multiculturalism and cosmopolitanism in education, as well as updates on the latest work in care ethics. *Philosophy of Education* introduces students to the evolution of educational thought, from the founding fathers to contemporary theorists, with consideration of both analytic and continental traditions. This is an essential text not only for teachers and future teachers, but also for anyone needing a survey of contemporary trends in philosophy of education.

The Public School and the Private Vision Maxine Greene.2007 Maxine Greene, one of the leading educational philosophers of the past fifty years, remains an idol to thousands of educators, according to the *New York Times*. In *The Public School and the Private Vision*, first published in 1965 but out of print for many years, Greene traces the complex interplay of literature and public education from the 1830s to the 1960s--and now, in a new preface, to the present. With rare eloquence she affirms the values that lie at the root of public education and makes an impassioned call for decency in difficult times, once again a key theme in education circles. A new foreword by Herbert Kohl shows how the work resonates for contemporary teachers, students, and parents.

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Social Studies Curriculum, The, Fourth Edition E. Wayne Ross.2014-11-01 This fully revised and updated edition includes twelve new chapters on contemporary topics such as ecological democracy, Native studies, inquiry teaching, and Islamophobia. *The Social Studies Curriculum, Fourth Edition* updates the definitive overview of the issues teachers face when creating learning experiences for students in social studies. The book connects the diverse elements of the social studies curriculum[civic, global, social issues]offering a unique and critical perspective that separates it from other texts. Completely updated, this book includes twelve new chapters on the history of the social studies; democratic social studies; citizenship education; anarchist inspired transformative social studies; patriotism; ecological democracy; Native studies; inquiry teaching; Islamophobia; capitalism and class struggle; gender, sex, sexuality, and youth experiences in school; and critical media literacy. All the chapters from the previous edition have been thoroughly revised and updated, including those on teaching social studies in the age of curriculum standardization and high-stakes testing, critical multicultural social studies, prejudice and racism, assessment, and teaching democracy. Readers are encouraged to reconsider their assumptions and understanding about the origins, purposes, nature, and possibilities of the social studies curriculum.

The Handbook of Dewey's Educational Theory and Practice Charles L. Lowery,Patrick M. Jenlink.2019-08-05 *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.

Black Intellectual Thought in Education Carl A. Grant,Keffrelyn D. Brown,Anthony L. Brown.2015-09-25 *Black Intellectual Thought in Education* celebrates the exceptional academic contributions of African-American education scholars Anna Julia Cooper, Carter G. Woodson, and Alain Leroy Locke to the causes of social science, education, and democracy in America. By focusing on the lives and projects of these three figures specifically, it offers a powerful counter-narrative to the dominant, established discourse in education and critical social theory--helping to better serve the population that critical theory seeks to advocate. Rather than attempting to rescue a few African American scholars from obscurity or marginalization, this powerful volume instead highlights ideas that must be probed and critically examined in order to deal with prevailing contemporary educational issues. Cooper, Woodson, and Locke's history of engagement with race, democracy, education, gender and life is a dynamic, demanding, and authentic narrative for those engaged with these important issues.

Education and Social Justice J. Zajda,S. Majhanovich,V. Rust,E. Martín Sabina.2006-09-09 This book explores the problematic relationship between education, social justice and the State, against the background of comparative education research. The book critiques the status quo of stratified school systems, and the unequal distribution of cultural capital and value added schooling. The authors address one of today's most pressing questions: Are social, economic and cultural divisions between the nations, between school sectors, between schools and between students growing or declining?

A Light in Dark Times Maxine Greene,William Ayers,Janet L. Miller.1998 *A Light in Dark Times: Maxine Greene and the Unfinished Conversation* features a list of extraordinary contributors who have been deeply influenced by Professor Greene's progressive philosophies. While Maxine Greene is the focus for this collection, each chapter is an encounter with her ideas by an educator concerned with his or her own works and projects. In essence, each featured author takes off from Maxine Greene and then moves forward. Just as Maxine Greene herself has, this unique and fascinating collection of essays will influence a wide range of worlds: arts and aesthetics, literature and literacy studies, cultural studies, school change and improvement, the teaching of literacy, teacher education, peace and social justice, women's studies, and civil rights.

Teacher as Stranger Maxine Greene.1973

Curriculum Theorizing William F. Pinar.1975

Curriculum Wesley Null.2011-03-16 *Curriculum: From Theory to Practice* introduces readers to curriculum theory and how it relates to classroom practice. Wesley Null provides a unique organization of the curriculum field into five traditions: systematic, existential, radical, pragmatic, and deliberative. He discusses the philosophical foundations of curriculum as well as historical and contemporary figures who have shaped each curriculum tradition. Additionally, after a chapter on each of the five perspectives, Null presents case studies that describe realistic and specific curriculum problems that commonly arise within elementary schools, middle schools, high schools, and universities. Scholars and practitioners alike are given opportunities to practice resolving curriculum problems through deliberation. Each case study focuses on a critical issue such as

the implementation of state curriculum standards, the attempt to reform core curriculum within universities, and the complex practice of curriculum making.

Existentialism: A Very Short Introduction Thomas Flynn.2006-10-12 Existentialism was one of the leading philosophical movements of the twentieth century. Focusing on its seven leading figures, Sartre, Nietzsche, Heidegger, Kierkegaard, de Beauvoir, Merleau-Ponty and Camus, this Very Short Introduction provides a clear account of the key themes of the movement which emphasized individuality, free will, and personal responsibility in the modern world. Drawing in the movement's varied relationships with the arts, humanism, and politics, this book clarifies the philosophy and original meaning of 'existentialism' - which has tended to be obscured by misappropriation. Placing it in its historical context, Thomas Flynn also highlights how existentialism is still relevant to us today. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

Writing Literature Reviews Jose L. Galvan,Melisa C. Galvan.2017-04-05 Guideline 12: If the Results of Previous Studies Are Inconsistent or Widely Varying, Cite Them Separately

Releasing the Imagination Maxine Greene.2000-02-02 This remarkable set of essays defines the role of imagination in general education, arts education, aesthetics, literature, and the social and multicultural context.... The author argues for schools to be restructured as places where students reach out for meanings and where the previously silenced or unheard may have a voice. She invites readers to develop processes to enhance and cultivate their own visions through the application of imagination and the arts. Releasing the Imagination should be required reading for all educators, particularly those in teacher education, and for general and academic readers. —Choice Maxine Greene, with her customary eloquence, makes an impassioned argument for using the arts as a tool for opening minds and for breaking down the barriers to imagining the realities of worlds other than our own familiar cultures... There is a strong rhythm to the thoughts, the arguments, and the entire sequence of essays presented here. —American Journal of Education Releasing the Imagination gives us a vivid portrait of the possibilities of human experience and education's role in its realization. It is a welcome corrective to current pressures for educational conformity. —Elliot W. Eisner, professor of education and art, Stanford University Releasing the Imagination challenges all the cant and cliché littering the field of education today. It breaks through the routine, the frozen, the numbing, the unexamined; it shocks the reader into new awareness. —William Ayers, associate professor, College of Education, University of Illinois, Chicago

Ethical Visions of Education David T. Hansen.2019-09-06 Putting good ideas into practice is one of the greatest challenges facing any educator. Eminent thinkers—John Dewey, Jane Addams, and others—dedicated their lives to producing ways of thinking about education and human welfare that have influenced many persons' lives. At the same time, these renowned thinkers were also trying to solve problems that every classroom teacher faces, namely, how to help children grow and learn as global citizens in a complex world. This pathbreaking book edited by David T. Hansen provides readers with a collection of insights drawn from a diverse array of thinkers that proves there is nothing quite as practical as a good educational philosophy. It will challenge readers to articulate their own working vision of how to integrate the “big ideas” about education into daily practice. “Fascinating and readable accounts of great educational philosophies from all over the world. It is a major contribution to both philosophy of education and global education.” —Nel Noddings, Lee L. Jacks Professor of Child Education Emerita, Stanford University “Provides a moral counterweight to the forces of standardization, commercialization, and politicization that increasingly threaten our schools. This book should be read, and read again, by everyone who takes education seriously.” —Larry Hickman, Director of The Center for Dewey Studies, Southern Illinois University at Carbondale “A dynamic, moving exploration of educational philosophy. This is the kind of book, a kind of approach to philosophy, that the field of education in general and the field of philosophy of education in particular needs. The book truly sparkles.” —Dale T. Snauwaert, Director, Center for Nonviolence and Democratic Education, Judith Herb College of Education, University of Toledo “An inspiring intellectual companion for concerned educators who are committed to transforming powerful educational ideas into socially responsive pedagogical actions.” —Huey-li Li, Professor of Education, Department Educational Foundations and Leadership, University of Akron

The Need for Story Anne Haas Dyson,Celia Genishi.1994 Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

International Handbook of Philosophy of Education Paul Smeyers.2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic, and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics: Voices from the present and the past deals with 36 major figures that philosophers of education rely on; Schools of thought addresses 14 stances including Eastern, Indigenous, and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic; Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present, for example care and justice, democracy, and the curriculum; New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience, videogames, and radicalization. The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training. Moreover, it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub-discipline. Combined with different conceptions of the purpose of philosophy, it discusses various aspects, using diverse perspectives to do so. Contributing Editors: Section 1: Voices from the Present and the Past: Nuraan Davids Section 2: Schools of Thought: Christiane Thompson and Joris Vlieghe Section 3: Revisiting Enduring Debates: Ann Chinnery, Naomi Hodgson, and Viktor Johansson Section 4: New Areas and Developments: Kai Horsthemke, Dirk Willem Postma, and Claudia Ruitenberg

Feminisms and Critical Pedagogy Carmen Luke,Jennifer Gore.2014-02-04 Feminisms and Critical Pedagogy centres around the theoretical effort to construct a feminist pedagogy which will democratize gender relations in the classroom, and practical ways to implement a truly feminist pedagogy.

How We Think John Dewey.1910 Our schools are troubled with a multiplication of studies, each in turn having its own multiplication of materials and principles. Our teachers find their tasks made heavier in that they have come to deal with pupils individually and not merely in mass. Unless these steps in advance are to end in distraction, some clew of unity, some principle that makes for simplification, must be found. This book represents the conviction that the needed steadying and centralizing factor is found in adopting as the end of endeavor that attitude of mind, that habit of thought, which we call scientific. This scientific attitude of mind might, conceivably, be quite irrelevant to teaching children and youth. But this book also represents the conviction that such is not the case; that the native and unspoiled attitude of childhood, marked by ardent curiosity, fertile imagination, and love of experimental inquiry, is near, very near, to the attitude of the scientific mind. If these pages assist any to appreciate this kinship and to consider seriously how its recognition in educational practice would make for individual happiness and the reduction of social waste, the book will amply have served its purpose. It is hardly necessary to enumerate the authors to whom I am indebted. My fundamental indebtedness is to my wife, by whom the ideas of this book were inspired, and through whose work in connection with the Laboratory School, existing in Chicago between 1896 and 1903, the ideas attained such concreteness as comes from embodiment and testing in practice. It is a pleasure, also, to acknowledge indebtedness to the intelligence and sympathy of those who coöperated as teachers and supervisors in the conduct of that school, and especially to Mrs. Ella Flagg Young, then a colleague in the University, and now Superintendent of the Schools of Chicago.

Maxine Greene and the Pedagogy of Social Imagination Hannah Spector,Robert Lake,Tricia M. Kress.2020-05 Devoted to and inspired by the late Maxine Greene, a champion of education and advocator of the arts, this book recognizes the importance of Greene's scholarship by revisiting her oeuvre in the context of the intellectual historicity that shaped its formation. As a scholar, Greene dialogued with philosophers, social theorists,

writers, musicians, and artists. These conversations reveal the ways in which the arts, just like philosophy and science, allow for the facilitation of wide-awakeness, a term that is central to Greene's pedagogy. Amidst contemporary trends of neoliberal, one-size-fits-all curriculum reforms in which the arts are typically squeezed out or pushed aside, Greene's work reminds us that the social imagination is stunted without the arts. Artistic ways of knowing allow for people to see beyond their own worlds and beyond what is into other worlds of what was and what might be some day. This volume demonstrates Maxine Greene's profound ability to illuminate the importance of the artistic world and the imaginary for development of the self in the world and for encouraging a wide-awakeness reflective of an emerging political awareness and a longing for a democratic world that is not yet. This book was originally published as a Special Issue of The Review of Education, Pedagogy and Cultural Studies.

Releasing the Imagination Maxine Greene.1995-07-13 Now in Paperback This remarkable set of essays defines the role of imagination in general education, arts education, aesthetics, literature, and the social and multicultural context.... The author argues for schools to be restructured as places where students reach out for meanings and where the previously silenced or unheard may have a voice. She invites readers to develop processes to enhance and cultivate their own visions through the application of imagination and the arts. Releasing the Imagination should be required reading for all educators, particularly those in teacher education, and for general and academic readers. --Choice Maxine Greene, with her customary eloquence, makes an impassioned argument for using the arts as a tool for opening minds and for breaking down the barriers to imagining the realities of worlds other than our own familiar cultures.... There is a strong rhythm to the thoughts, the arguments, and the entire sequence of essays presented here. --American Journal of Education

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