

A Philosophy Of Curriculum The Cautionary Tale Of

The United States must restructure mathematics education--both what is learned and the way it is taught--if children are to develop the mathematical knowledge and skills they will need to be personally and professionally competent in the twenty-first century. Joining the recent reports that have opened a national dialogue on these issues, Reshaping School Mathematics focuses discussion on essential ideas that transcend details of current curricula or assessment results. It examines changing perspectives on the role of mathematics in society and changing practice in the use of technology--particularly calculators and computers--in mathematics education.

"The Christian concept of a god--the god as the patron of the sick, the god as a spinner of cobwebs, the god as a spirit--is one of the most corrupt concepts that has ever been set up in the world... In him nothingness is deified, and the will to nothingness is made holy." See Sharp Press; Tuscon, AZ -from The Anti-Christ. He's one of the most debated thinkers of the 19th century: Nietzsche and his works have been by turns vilified, lauded, and subjected to numerous contradictory interpretations, and yet he remains a figure of profound import, and his works a necessary component of a well-rounded education. The Anti-Christ, first published in German in 1895, is absolutely vital to any meaningful understanding of Nietzsche the man and Nietzsche the philosopher. An

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insightful and entertaining indictment of Christianity, it has enraged and inspired generations of readers, and this 1920 translation, by H. L. Mencken, considered the best available, is almost as controversial as the work itself, highlighting the darkest side of Mencken's cynicism. Also available from Cosimo Classics: Nietzsche's *The Use and Abuse of History*.

Can the syllabus constitute the curriculum? In this volume, Rocha explores curriculum theory through the lens of the syllabus. By critiquing curriculum studies and the entire field of education, overrun by the social sciences, Rocha provides an integrated vision of philosophy of education and curriculum theory, rooted in the humanities. Through an original reconceptualization, this text draws from a broad range of sources – ranging from Classical Antiquity to the present – offering a rich context for understanding curriculum as a philosophically salient concept, contained within the syllabus. *The Syllabus as Curriculum* features actual syllabi created and taught by the author in undergraduate and graduate courses at the University of British Columbia, Canada. These curated syllabi work as exemplars and media, supported by pedagogical commentary and context. Inspired by Augustine's *Confessions*, each part of the book culminates in a metaphorical "garden," which serves as a meditation on the syllabus in three senses: correspondence, essay, and outline. An original, powerful, and corrective contribution to the literature on curriculum studies, this work invites teachers and scholars from across the foundations of education, especially philosophy of education, art education, and

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those invested in curriculum theory, to see their contribution in more direct and integral ways.

Changing the Educational Landscape is a collection of the best-known and best-loved essays by the renowned feminist philosopher of education, Jane Roland Martin. Trained as an analytic philosopher at a time before women or feminist ideas were welcome in the field, Martin brought a philosopher's detachment to her earliest efforts at revolutionizing the curriculum. Her later essays on women and gender further showcase the tremendous intellectual energy she brought to the field of feminist educational theory. Martin explores the challenges and contradictions posed by the very concept of women's education, and also recognizes how the presence of women necessitates the rearticulation of not only the curriculum but also the standard ideologies in education. In this book, first published in 1978, Allen Brent sets out to explore some of the questions raised by theorists and philosophers regarding curriculum. He starts by investigating whether all knowledge is the product of social conditions of particular times or places, or whether there is some kind of universal framework implicit in the claims to knowledge which men make. He looks at the work of Plato, Newman, Freire and Hirt and how, each of them in a strikingly different way, they have tried to give us an objective basis for curriculum judgements and how the validity of that basis is attacked by contemporary sociologists of knowledge. This book is aimed primarily at students who are concentrating on the philosophy of education or curriculum theory.

The Importance of Philosophy in Teacher Education

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

Curriculum has become the new wonder word for our times. Even more, curriculum has become a concept, and an idea. This book provides a *speculum mentis*, a map of the mind, of modern curriculum theory to help

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trace the interactions between various forms of thought as they play out in contemporary schooling. This book is also about how the weaving of various forms of thought provides an umbrella of understanding about the nature of curriculum and perhaps a glimpse of human understanding.

The Philosophy of Education: An Introduction encourages the reader to actively engage with the philosophy of education and the carefully selected contributors bring the philosophy of education to life for the reader. Each chapter: focuses on a particular area of debate and explains the main concepts includes extracts from philosophical writing, followed by questions that guide the reader to critically and actively engage with the text guides the reader towards further reading and suggests next steps and more challenging sources or counter-pointed arguments. The Philosophy of Education: An Introduction is essential reading for education students and for trainee teachers on undergraduate and postgraduate programmes. It will also appeal to practicing teachers and educationalists who wish to engage with philosophical approaches to contemporary educational issues.

This handbook for educators and parents discusses the need to include philosophy in the elementary classroom. The authors point out that as a question-raising discipline, philosophy is appropriate to guide children's natural inquisitiveness through the educational process. It encourages intellectual resourcefulness and flexibility which can enable

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children and teachers alike to cope with the disconnectedness and fragmentation of existing curricula. It can help develop sound reasoning and ethics. The first six chapters discuss reasons for including philosophy in the curriculum, aims and objectives of the philosophy for children program, and methods of teaching and guiding philosophical discussions. The point is made that children frequently are not satisfied with simplified answers to their questions, and that their minds should be trained at an early, receptive age to consider metaphysical, moral, and logical issues. Chapter seven presents an argument for the use of formal and nonformal logic in teaching children to think constructively and learning to make inferences and deductions on their own. In chapter eight, the authors explore the following question: can moral education be divorced from philosophical education? The interrelationship of logic and morality indicates that the answer is no. See SO 009 951 for a philosophical reader for junior high students.

(Author/AV)

Ethics for the Very Young presents a unique fusion of Philosophy, Developmental Psychology and best practices in Early Education.

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

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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 This book addresses the most important questions asked about higher education: What should its content be? What should we educate for, and why? What constitutes a meaningful liberal education, as distinct from mere training for a vocation? These and many other questions are addressed by Reuben Abel, M.H. Abrams, Robert L. Bartley, Ronald Berman, Also S. Bernardo, Wm. Theodore deBary,

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Gray Dorsey, Joseph Dunner, Nathan Glazer, Feliks Gross, Gertrude Himmelfarb, Gerald Holton, Sidney Hook, Charles Issawi, Montimer R. Kadish, Paul Oscar Krissteller, Paul Kurtz, Herbert I. London, Ernest Nagel, Henry R. Novotny, Frederick A. Olafson, Michael Rabin, Howard B. Radest, Joseph J. Schwab, Robert F. Sexton, Thomas Sowell, John B. Stephenson, and Miro M. Todorovich.

This carefully crafted ebook: "DEMOCRACY & EDUCATION - Premium Collection: The Philosophy of Education, Schools Of To-morrow, Moral Principles in Education, Health and Sex in Higher Education, The Child and the Curriculum..." is formatted for your eReader with a functional and detailed table of contents. "The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits." (Democracy and Education) Table of Contents: Democracy and Education: An Introduction to the Philosophy of Education The Child and the Curriculum The School and Society Schools Of To-morrow The Schools of Utopia Moral Principles in Education Interest and Effort in Education Health and Sex in Higher Education My Pedagogic Creed John Dewey (1859-1952) is one of the primary figures associated with the philosophy of

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pragmatism and is considered one of the founders of functional psychology. His ideas have been influential in education and social reform. Known for his advocacy of democracy, Dewey considered two fundamental elements—schools and civil society—to be major topics needing attention and reconstruction to encourage experimental intelligence and plurality. *Philosophy of Education in Action* is an innovative, inquiry-based introductory text that invites readers to study philosophy of education through the lens of their own observations and experiences. Structured according to a "Wonder Model of Inquiry," each chapter begins by posing a fundamental What if question about curriculum, pedagogy, and the role of the school before investigating the various philosophical perspectives that guide and influence educational practices. Classroom vignettes and examples of actual schools and educational programs help to ground philosophical perspectives in real-world scenarios, while the book's unique inquiry-based approach leads students to both think critically about philosophical questions and apply the concepts to their own teaching. Features of the text include: What if questions that structure each chapter to pique students' curiosity, stimulate creativity, and promote critical thinking. Authentic classroom vignettes that encourage students to analyze what it means to "do" philosophy and to reflect upon their own practices, examine their role in

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the educational process, and articulate their own philosophical beliefs. A concluding section asking readers to imagine and design their own hypothetical school or classroom as a project-based means of analyzing, synthesizing, and evaluating the different philosophies discussed. Accessible and thought-provoking, *Philosophy of Education in Action* provides a dynamic learning experience for readers to understand and apply philosophy in educational practice.

Philosophy written in Arabic and in the Islamic world represents one of the great traditions of Western philosophy. Inspired by Greek philosophical works and the indigenous ideas of Islamic theology, Arabic philosophers from the ninth century onwards put forward ideas of great philosophical and historical importance. This collection of essays, by some of the leading scholars in Arabic philosophy, provides an introduction to the field by way of chapters devoted to individual thinkers (such as al-Farabi, Avicenna and Averroes) or groups, especially during the 'classical' period from the ninth to the twelfth centuries. It also includes chapters on areas of philosophical inquiry across the tradition, such as ethics and metaphysics. Finally, it includes chapters on later Islamic thought, and on the connections between Arabic philosophy and Greek, Jewish, and Latin philosophy. The volume also includes a useful bibliography and a chronology of the most important

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Arabic thinkers.

The Christian School represents a break with humanistic education, but, too often in leaving the state school, the Christian educator has carried the state's humanism with him. A curriculum is not neutral: it is either a course in humanism or training in a God-centered faith and life. The liberal arts curriculum means literally that course which trains students in the arts of freedom. This raises the key question: is freedom in and of man or Christ? The Christian art of freedom, that is, the Christian liberal arts curriculum, is emphatically not the same as the humanistic one. It is urgently necessary for Christian educators to rethink the meaning and nature of the curriculum. It should be clear then that whether history, science, mathematics, grammar, literature, ecology, civic duty, or law, every aspect of curriculum must be reconstructed along Biblical lines. The overall objective is for Christian families to prepare and equip themselves for service in the Kingdom of God, and this cannot be done without a rethinking of the philosophy of the Christian curriculum. In this study, Rousas John Rushdoony develops the philosophy of the Christian curriculum. It is the pioneering study in this field, and it is important reading for all Christian educators.

Philosophy of Education and the Curriculum is a six-chapter book that first elucidates the forms of knowledge argument and religious education. Subsequent chapters detail the

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mathematics, natural science, and history forms of knowledge. Moral philosophy and moral education are then explained. The last chapter provides an explanation of learning.

Nursing Education provides a strategic guide and practical focus to curriculum planning and development. It will help all those involved in the provision of nursing education to understand the issues involved at the different stages of preparing a nursing curriculum which: - meets both professional and academic requirements; - integrates theory and practice; - enables students to achieve the skills and competencies they need for professional practice; - includes different methods of teaching and learning; - provides clear guidance for student selection and assessment. Balancing theoretical principles with practical application, and linked closely to the NMC's 2010 standards for pre-registration nursing, Jennifer Boore and Pat Deeny illustrate clearly and accessibly how to develop tailored education programmes so that nurse educators and clinicians in practice can enable their students to provide up-to-date and appropriate patient care.

The Second Edition of Curriculum Theory: Conflicting Visions and Enduring Concerns by Michael Stephen Schiro presents a clear, unbiased, and rigorous description of the major curriculum philosophies that have influenced educators and schooling over the last century. The author analyzes four educational visions—Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction—to enable readers to reflect on their own educational beliefs and more productively interact with educators who might hold different beliefs.

Ethics for the Very Young A Philosophy Curriculum for Early Childhood Education Rowman & Littlefield

This is the type of book many teachers will keep on their desk

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and use the exercises very regularly; for me it is up there with Geoff Petty's 'Evidence-Based Teaching' and Paul Ginnis's 'The Teacher's Toolkit' as an essential resource. Worley is an excellent clear writer, who communicates very complex ideas very well." Francis Gilbert [<http://www.francisgilbert.co.uk/>], teacher, teacher trainer and author of 'I'm a Teacher, Get Me Out of Here' Inspire your class to think more deeply about curriculum subjects and get them actively taking part in exciting philosophy experiments today! This new book by bestselling author and founder of The Philosophy Foundation Peter Worley is a collection of practical lesson and activity plans to use in the primary classroom to get children thinking philosophically and creatively around different curriculum areas. The sessions - called thought adventures - use thought experiments, stories and poems to get children discussing and understanding topics more deeply. Each session is explained step-by-step, with everything you need to 'do' and 'say' spelled out, and all the equipment you need listed with instructions on how to set up each session. You can implement the sessions in the classroom either as a complete lesson or as an activity within another lesson. All the sessions are tried and tested by Peter and his colleagues at The Philosophy Foundation who work with primary schools on a regular basis.

A collection of scholarly essays, Complexity Theory and the Philosophy of Education provides an accessible theoretical introduction to the topic of complexity theory while considering its broader implications for educational change. Explains the contributions of complexity theory to philosophy of education, curriculum, and educational research Brings together new research by an international team of contributors Debates issues ranging from the culture of curriculum, to the implications of work of key philosophers such as Foucault and John Dewey for educational change

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Demonstrates how social scientists and social and education policy makers are drawing on complexity theory to answer questions such as: why is it that education decision-makers are so resistant to change; how does change in education happen; and what does it take to make these changes sustainable? Considers changes in use of complexity theory; developed principally in the fields of physics, biology, chemistry, and economics, and now being applied more broadly to the social sciences and to the study of education

Annotation Learning how to be critical and think for one's self are key development steps in the education process.

Developing critical thinking is vital for supporting children to become independent learners. This fun, practical book is very easy to use in the classroom and is designed to help children: Understand key critical thinking concepts. Develop critical thinking skills. Understand different types of reasoning and knowledge in all areas of the curriculum. Draw on their natural wonder and curiosity to engage in philosophical discussion. Develop reasoning skills in relation to moral dilemmas and the choices of every day life. The authors present original beautifully illustrated children's stories that take abstract ideas, philosophical questions and critical skills as their central themes. They make the unfamiliar and complex ideas concrete and easily understandable. Drawing on the stories and additional photocopiable resources, each chapter then offers a wealth of learning activities. These are designed to help you develop children's critical thinking and practice relevant tools such as asking good questions, giving good reasons or categorising material. The activities and resources include both subject specific and cross-curricular links and are differentiated for Key Stage 1 and 2. There are also extension activities for enthusiastic, gifted and talented children

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Offers a coherent philosophical study of a group of important and pressing educational issues such as the selection of objectives for less able children, the fundamental characteristics of teaching and the integration of the curriculum.

"Addressing specific questions of what should be learned, the nature of the learner, and the learning process, Learning to Learn offers a fresh perspective on basic issues in philosophy of education. The special thrust of this book is to establish a theory of cognitive activity before taking up issues of curriculum and human nature. The author's approach, which is grounded in the insights of Michael Polanyi, Maurice Merleau-Ponty, and the later Ludwig Wittgenstein, focuses on learning as mediated through tacit and participatory processes in relational contexts." "Jerry Gill first discusses the nature of cognitive activity (the knowing) from an epistemological perspective, and then moves on to a consideration of human nature (the knower) and of curriculum (the known). The book's three parts each begin with a survey of the ideas of four major educational theorists, A. N. Whitehead, John Dewey, Paulo Freire, and Carl Rogers.

Professor Gill then presents his own angle of approach and concludes with a discussion of practical classroom principles and practices, especially at the college and university level."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

The discipline area of physical education has historically struggled for legitimacy, sometimes being seen as a non-serious pursuit in educational terms compared to other subjects within the school curriculum. This book represents the first attempt in nearly thirty years to offer a coherent philosophical defence and conceptualisation of physical education and sport as subjects of educational value, and to provide a philosophically sound justification for their inclusion

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in the curriculum. The book argues that rather than relegating the body to “un-thinking” learning, a person’s essential being is not confined to their rationality but involves an embodied dimension. It traces the changing conceptions of the body, in philosophy and theology, that have influenced our understanding of physical education and sport, and investigates the important role that embodiment and movement play in learning about, through and in physical education. Physical education is defended as a vital and necessary part of education because the whole person goes to school, not just the mind, but the thinking, feeling and acting facets of a person. It is argued that physical education has the potential to provide a multitude of experiences and opportunities for students to become aware of their embodiment, explore alternative modes of awareness and to develop insights into and new modes of being not available elsewhere in the curriculum, and to influence moral character through the support of a moral community that is committed to that practice. Representing a sophisticated and spirited defence of the educational significance and philosophical value of physical education and sport, this book will be fascinating reading for any advanced student or researcher with an interest in physical education, the philosophy of sport or the philosophy of education.

This updated second edition of *Curriculum: From Theory to Practice* provides an introduction to curriculum theory and how it relates to classroom practice. Wesley Null builds upon recent developments while at the same time continuing to provide a unique organization of the curriculum field into five traditions: systematic, existential, radical, pragmatic, and deliberative. Null discusses the philosophical foundations of curriculum as well as historical and contemporary figures who have shaped each curriculum tradition. To ensure breadth and scope, Null has expanded this second edition to include

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figures not present in the first. 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 educational institutions at all levels. 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 curriculum standards, the attempt to reform core curriculum within universities, and the complex practice of curriculum making. In the final chapter, Null offers a vision for the curriculum field that connects curriculum deliberation with recent developments in moral philosophy.

This book, appropriately titled *Decolonisation, Africanisation and the Philosophy Curriculum*, signposts and captures issues about philosophy, the philosophy curriculum, and its decolonisation and Africanisation. This topic is of critical importance at present for the discipline of philosophy, not the least because philosophy and the current philosophical canons are perceived to be improvised by virtue of their historical marginalisation and exclusion of other valuable and important philosophical traditions and perspectives. The continued marginalisation and exclusion of one such philosophical tradition and perspective, i.e. African philosophy connects to issues of space contestations and raise questions of justice. The chapters in this book engage with all of these issues, and they also attempt to make sense of what it will mean for philosophy and the philosophy curriculum to be decolonised and Africanised; how to go about achieving this task; and what the challenges and problems are that confront efforts to decolonise and Africanise the philosophy curriculum. Furthermore, the contributors initiate discussions on the value and importance of non-western philosophical traditions and perspectives, and by so doing challenge the dormant and triumphant narrative and hegemony of Western

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philosophy, as well as the centrality accorded to it in philosophical discourse. The chapters in this book were originally published as articles in the South African Journal of Philosophy.

Music and Music Education as Social Praxis is a brief introduction to a praxial theory of music education, defined by author. It is grounded in an interdisciplinary approach, for undergraduate and graduate students in music education. Drawing upon scholarship from a range of disciplines, including philosophy and sociology, the book emphasizes and highlights thinking of music as an active social practice and offers an alternative to existing approaches to music education. This text advocates for an alternative approach to teaching music, rooted in the social practice of music, and will supplement Foundations or Methods courses in the Music Education curriculum.

The papers in this volume provide a coherent philosophical study of a group of important and pressing educational issues such as the selection of objectives for less able children, the fundamental characteristics of teaching and the integration of the curriculum. A thesis on the necessary differentiation of knowledge into logically distinct forms is outlined, and is defended against recent philosophical criticisms. Its implications for curriculum planning are examined, with particular reference to the urgent problems of adequately characterizing liberal education and those forms of moral and religious education that are appropriate in maintained schools.

Contents: Philosophy in the Educational Arena, Application of Philosophies of Education, A History of Philosophical Perspectives, Recent Philosophies of Education, Philosophy of Measurement and Evaluation, Issues in Education, Objectives in the Curriculum, Designing the Curriculum, Learning Activities, Philosophy, and the Curriculum,

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Innovations in the Curriculum, Philosophical Deliberations and the Curriculum.

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. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards. *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.

Contemporary education is held captive by an obsession with assessment. The culture of 'teaching-to-the-test' and 'spoon-feeding' has distorted the purpose of teaching and destroyed the joy of free enquiry. This book offers practical advice on how to use philosophy as the cornerstone of a new approach to teaching and learning, with the central aim of developing students' capacity for deeper, freer thought. Drawing on his experience of innovative curriculum development work, the author explains how philosophical questions provide an excellent vehicle for engaging students and drawing them into analytical, creative and independent ways of

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thinking. Think Again provides: • activities for encouraging critical and creative thinking, • examples of 'entry points' for integrating philosophy in a formal curriculum; and • practical guidance on using philosophy to enliven learning in a range of subjects. The author emphasizes the significant opportunity that project work provides for enabling students to develop their research and analytical skills, and suggests how the 13+ curriculum could be developed to bring a philosophical dimension to learning in all subject areas.

Philosophy for Children (P4C) is an approach to learning and teaching that aims to develop reasoning and judgement. Students learn to listen to and respect their peers' opinions, think creatively and work together to develop a deeper understanding of concepts central to their own lives and the subjects they are studying. With the teacher adopting the role of facilitator, a true community develops in which rich and meaningful dialogue results in enquiry of the highest order. Each chapter is written by a leading P4C expert and provides an introduction to the relationship between P4C and the subject area, lesson stimuli and activities for extending and deepening students' thinking. The book includes: • guidance on how to embed P4C in curriculum subjects in a crowded and demanding secondary curriculum timetable • troubleshooting advice for the teacher-turned-facilitator • a companion website containing useful links, downloadable resources and material to display on your interactive whiteboard. Edited and collated by the UK's leading P4C organisation, this book introduces a rationale for using and adapting P4C in the secondary

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curriculum.

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains. Philosophical Inquiry shows how to use the tools of philosophy for educational purposes. It is a practical guide to the philosophical arts of questioning, conceptual exploration and reasoning, with wide application across the school curriculum. It provides educators with an effective means of teaching students to think critically and creatively, to use their knowledge to solve problems, to deal with issues, to explore possibilities and work with ideas. These are the skills and abilities that young people need in order to thrive socially and economically in the world today. Drawing on educational and psychological theory, Philosophical Inquiry emphasizes the use of collaborative learning, through class discussion, working with a partner, and small group work. This approach teaches students to think in socially responsible ways. It means that students become not only thinking individuals but also good team-players, with benefits that extend beyond the classroom and the school to community life and the world of work. Curriculum decisions are the foundation of education. They determine the knowledge, understandings, skills, attitudes, and values deemed necessary for today's students. Beyond musical competencies, a curriculum is, therefore, the most important responsibility facing music educatorsone that goes well beyond the skills of simply

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delivering an individual lesson and accounts for beneficial outcomes for individual students, graduates, and ultimately the world of music. Oddly, however, curriculum theory and design for music education have been left to the sidelines in undergraduate music education. And it is usually no more on the radar of in-service teachers, despite the fact that the U.S. politics governing school curriculum are constantly in public view (e.g., U.S. "No child left behind," "Common Core"). Curriculum Philosophy and Theory for Music Education Praxis remedies this with a practical overview of curriculum basics and their implications for music education. Mindful of traditional philosophical roots of curriculum-foundations that still impact contemporary strategy, author Thomas A. Regelski offers a model curriculum based on recent praxis theory in which musical and educational benefits are evident to students, administrators, and taxpayers who ultimately fund music programs.

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