

# Access Free Department Of Education Gert Sibande Region Exam Papers March 2014 Free Download Pdf

Beautiful Risk of Education **World-Centred Education The Rediscovery of Teaching Beyond Learning** Good Education in an Age of Measurement **Beyond Learning Educational Research Derrida & Education** *Beyond Learning* **Philosophy of Education** *Making Sense of Education* **World-Centred Education The Rediscovery of Teaching** **Obstinate Education Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship** **Art, Artists and Pedagogy** **Complexity Theory and the Politics of Education** **Pragmatism and Educational Research** **Jacques Ranciere: Education, Truth, Emancipation** **Education and Political Subjectivities in Neoliberal Times and Places** **Rethinking Contexts for Learning and Teaching** Narrative Learning *Theory and Philosophy in Education Research* **Phenomenology and Educational Theory in Conversation** Religion and Education **Making a Difference in Theory** **The Wiley International Handbook of Educational Leadership** **Pragmatism and Educational Research** Transitions and Learning through the Lifecourse **Teacher Agency** *Improving Learning Cultures in Further Education* **Flip the System** *US Reinventing the Curriculum* *Rethinking Reflection and Ethics for Teachers* **Signs of Signification** **Toward an Imperfect Education** **Handbook on the History of Mathematics Education** Understanding and Using Challenging Educational Theories **Flip the System** **Australia Education, Democracy and the Moral Life**

Beautiful Risk of Education Nov 01 2022 This is a book about what many teachers know but are increasingly being prevented from talking about: that real education always involves a risk. The risk is there because, as W. B. Yeats has put it, education is not about filling a bucket but about lighting a fire. It is there because students are not to be seen as objects to be moulded and disciplined, but as subjects of action and responsibility. The Beautiful Risk of Education is organised around a critical discussion of seven key educational concepts: creativity, communication, teaching, learning, emancipation, democracy, and virtuosity. By opposing the risk aversion that characterises many contemporary educational policies and practices, Gert J.J. Biesta makes a strong argument for giving risk a central place in our educational endeavours and brings risk taking to the forefront of a critical pedagogical practice.

**Obstinate Education** Sep 18 2021 *Obstinate Education: Reconnecting School and Society* argues that education is not just there to give individuals, groups and societies what they want from it, but that education has a duty to resist.

**Pragmatism and Educational Research** Jul 05 2020 This work provides an overview of the pragmatic understanding of knowledge and the acquisition of knowledge, and its implications for the conduct of educational research. It focuses on the work of John Dewey, and examines the relationship between pragmatism and educational research.

Religion and Education Oct 08 2020 *Education, Education, Education: Reflections on a Missing Dimension* / Gert Biesta -- 'Buddhism Is Not a Religion, But Paganism Is: The Applicability of the Concept of 'Religion' to Dharmic and Nature-Based Traditions, and the Implications for Religious Education' / Denise Cush and Catherine Robinson -- *Reflections on the Seminar on Religion and Education: The Forgotten Dimensions of Religious Education* / Joyce Miller.

Good Education in an Age of Measurement Jun 27 2022 The widespread use of the measurement of educational outcomes in order to compare the performance of education within and across countries seems to express a real concern for the quality of education. This book argues that the focus on the measurement of educational outcomes has actually displaced questions about educational purpose. Biesta explores why the question as to what constitutes good education has become so much more difficult to ask and shows why this has been detrimental for the quality of education and for the level of democratic control over education. He provides concrete suggestions for engaging with the question of purpose in education in a new, more precise and more encompassing way, with explicit attention to the ethical, political and democratic dimensions of education.

*Beyond Learning* Feb 21 2022 Many educational practices are based upon ideas about what it means to be human. Thus education is conceived as the production of particular subjectivities and identities such as the rational person, the autonomous individual, or the democratic citizen. *Beyond Learning* asks what might happen to the ways in which we educate if we treat the question as to what it means to be human as a radically open question; a question that can only be answered by engaging in education rather than as a question that needs to be answered before we can educate. The book provides a different way to understand and approach education, one that focuses on the ways in which human beings come into the world as unique individuals through responsible responses to what and who is other and different. *Beyond Learning* raises important questions about pedagogy, community and educational responsibility, and helps educators of children and adults alike to understand what a commitment to a truly democratic education entails.

**Flip the System Australia** Jul 25 2019 This is a book by educators, for educators. It grapples with the complexities, the humanity and the possibilities in education. In a climate of competing accountabilities and measurement mechanisms; corporate solutions to education 'problems'; and narratives of 'failing' schools, 'underperforming' teachers and 'disengaged' students; this book asks 'What matters?'

or 'What should matter?' in education. Based in the unique Australian context, this book situates Australian education policy, research and practice within the international education narrative. It argues that professionals within schools should be supported, empowered and welcomed into policy discourse, not dictated to by top-down bureaucracy. It advocates for a flipping, flattening and democratising of the education system, in Australia and around the world. *Flip the System Australia: What matters in education* brings together the voices of teachers, school leaders and scholars in order to offer diverse perspectives, important challenges and hopeful alternatives to the current education system.

**Educational Research** Apr 25 2022 With so much technical information about research methods it is easy to lose sight of the bigger picture of why we carry out educational research and where and how research might contribute to the improvement of education. *Educational Research: An Unorthodox Introduction* steps you through the wider social and political contexts of educational research, focusing on fundamental questions such as what education actually 'is' and what it is for. In doing so, the book raises questions that more 'orthodox' introductions to the theory and practice of educational research often leave aside. Gert Biesta covers a range of key issues which permeate any educational research project, including the roles of theory in research, what it means and takes to improve education, the nature of educational practice, the history of educational research and scholarship, the connection between research, professionalism and democracy and what the social and political dimensions of academic publishing are. Each chapter includes a set of questions to stimulate further discussion.

**Education and Political Subjectivities in Neoliberal Times and Places** Mar 13 2021 *Education and Political Subjectivities in Neoliberal Times and Places* investigates the conditions and possibilities for political subjectivities to emerge in international educational contexts, where neoliberal norms are repeated, performed and transformed. Through demonstrating the possibility of political subjectivities, this book argues that neoliberalism should neither be considered post-political, nor a natural law by which educational practices have to abide. This book considers how political subjectivities are made possible in education in spite of dominant neoliberal norms. Chapters address key theoretical discussions surrounding these different, sometimes contradicting, norms and their relationship to education, economy and politics. This innovative approach considers diverse educational and political initiatives in the wake of new public management, postcolonial perspectives on neoliberal education, and educational practices and critical possibilities. The book advocates understanding and enacting democracy as an experiment, based on the conception that democracy is constantly constructed and constitutes a transformative process in society in general as well as in education. This book advances the argument that there is still room for political subjectivity in spite of the dominance of neoliberal educational governance. It will appeal to researchers, academics and postgraduate students in the fields of higher education, education policy and politics, sociology of education and comparative and

international education, as well as those interested in neoliberalism, new public management, and inequality.

*Rethinking Reflection and Ethics for Teachers* Dec 30 2019 This book reexamines reflection and ethics for teachers, and argues the case for ensuring teaching practices are educational and professional rather than simply technical or clinical. Demonstrating that theory is indispensable when it comes to professional deliberation and educational practice, the authors draw on their experience to provide insights for teachers that will enable them to become better professional educators. This collection of research chapters, written by established researchers and educators in the field who are familiar with a variety of teaching contexts and are conversant with the current teaching standards and policies relating to teaching and teacher education, is a valuable resource for practicing teachers, researchers, policy-makers as well as for final-year student-teachers in Initial Teacher Education programs. Further, it enables early career teachers to meet their professional responsibilities in a more critically informed and capable manner.

**The Rediscovery of Teaching** Aug 30 2022 The Rediscovery of Teaching presents the innovative claim that teaching does not necessarily have to be perceived as an act of control but can be understood and configured as a way of activating possibilities for students to exist as subjects. By framing teaching as an act of dissensus, that is, as an interruption of egological ways of being, this book positions teaching at the progressive end of the educational spectrum, where it can be reconnected with the emancipatory ambitions of education. In conversation with the works of Emmanuel Levinas, Paulo Freire, Jacques Rancière, and other theorists, Gert Biesta shows how students' existence as subjects hinges on the creation of existential possibilities, through which students can assert their "grown-up" place in the world. Written for researchers and students in the areas of philosophy of education, educational theory, curriculum theory, teaching, and teacher education, The Rediscovery of Teaching demonstrates the important role of teachers and teaching in the project of education as emancipation towards grown-up ways of being in the world.

**Derrida & Education** Mar 25 2022 Bringing together the work of international experts in the field, and two interviews with Derrida himself, this book provides a key to the reflections that Derrida's work has prompted on all aspects of educational studies. The contributors address fundamental educational issues from a Derridian perspective to demonstrate the relevance of his work in contemporary, multicultural societies.

**Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship** Aug 18 2021 This book explores the relationships between education, lifelong learning and democratic citizenship. It emphasises the importance of the democratic quality of the processes and practices that make up the everyday lives of children, young people and adults for their ongoing formation as democratic citizens. The book combines theoretical and historical work with critical analysis of policies and wider developments in the field of citizenship education and civic

learning. The book urges educators, educationalists, policy makers and politicians to move beyond an exclusive focus on the teaching of citizenship towards an outlook that acknowledges the ongoing processes and practices of civic learning in school and society. This is not only important in order to understand the complexities of such learning. It can also help to formulate more realistic expectations about what schools and other educational institutions can contribute to the promotion of democratic citizenship. The book is particularly suited for students, researchers and policy makers who have an interest in citizenship education, civic learning and the relationships between education, lifelong learning and democratic citizenship. Gert Biesta ([www.gertbiesta.com](http://www.gertbiesta.com)) is Professor of Education at the School of Education, University of Stirling, UK.

**World-Centred Education** Nov 20 2021 This book makes an intervention in a long-standing discussion by arguing that education should be world-centred rather than child-centred or curriculum-centred. It demonstrates, not only to academics, but also to students, teachers, school administrators, and teacher educators, the urgency of a world-centred orientation for education today.

Narrative Learning Jan 11 2021 What is the role of narrative in how people learn throughout their lives? Are there different patterns and forms of narrativity? How do they influence learning? Based on data gathered for the Learning Lives project, which sought to understand learning by questioning individuals about their life stories, this book seeks to define a new learning theory which focuses on the role of narrative and narration in learning. Through a number of detailed case-studies based on longitudinal interviews conducted over three and four-year periods with a wide range of life story informants, Narrative Learning highlights the role of narrative and narration in an individual's learning and understanding of how they act in the world. The authors explore a domain of learning and human subjectivity which is vital but currently unexplored in learning and teaching and seek to re-position learning within the ongoing preoccupation with identity and agency. The 'interior conversations' whereby a person defines their personal thoughts and courses of action and creates their own stories and life missions, is situated at the heart of a person's map of learning and understanding of their place in the world. The insights presented seek to show that most people spend a significant amount of time rehearsing and recounting their life-story, which becomes a strong influence on their actions and agency, and an important site of learning in itself. Narrative Learning seeks to shift the focus of learning from the prescriptivism of a strongly defined curriculum to accommodate personal narrative styles and thereby encourage engagement and motivation in the learning process. Hence the book has radical and far-reaching implications for existing Governmental policies on school curriculum. The book will be of particular interest to professionals, educational researchers, policy-makers, undergraduate and postgraduate learners and all of those involved with education theory, CPD, adult education and lifelong learning.

**Jacques Ranciere: Education, Truth, Emancipation** Apr 13 2021 Demonstrates the importance of Rancière's educational thought and how educational theory needs to be

informed by his philosophical project.

**Signs of Signification** Nov 28 2019 This book discusses a significant area of mathematics education research in the last two decades and presents the types of semiotic theories that are employed in mathematics education. Following on the summary of significant issues presented in the Topical Survey, *Semiotics in Mathematics Education*, this book not only introduces readers to semiotics as the science of signs, but it also elaborates on issues that were highlighted in the Topical Survey. In addition to an introduction and a closing chapter, it presents 17 chapters based on presentations from Topic Study Group 54 at the ICME-13 (13th International Congress on Mathematical Education). The chapters are divided into four major sections, each of which has a distinct focus. After a brief introduction, each section starts with a chapter or chapters of a theoretical nature, followed by others that highlight the significance and usefulness of the relevant theory in empirical research.

**Making a Difference in Theory** Sep 06 2020 *Making a Difference in Theory* brings together original work from an international group of authors on the roles of theory in educational research and practice. The book discusses the different roles theory plays, can play and should play, both from a historical perspective and in light of contemporary discussions and developments. Particular attention is paid to the question of whether there are or should be distinctively educational forms of theory and theorising. The double engagement with the theory question in education and the education question in theory and theorising provides original insights in what theory does, might do or should do in educational research and practice. With contributions from internationally renowned authors in the field of educational theory, research and practice, the book will be of value to academics, researchers and postgraduate students in education.

**Beyond Learning** Jul 29 2022 Many educational practices are based upon ideas about what it means to be human. Thus education is conceived as the production of particular subjectivities and identities such as the rational person, the autonomous individual, or the democratic citizen. *Beyond Learning* asks what might happen to the ways in which we educate if we treat the question as to what it means to be human as a radically open question; a question that can only be answered by engaging in education rather than as a question that needs to be answered before we can educate. The book provides a different way to understand and approach education, one that focuses on the ways in which human beings come into the world as unique individuals through responsible responses to what and who is other and different. *Beyond Learning* raises important questions about pedagogy, community and educational responsibility, and helps educators of children and adults alike to understand what a commitment to a truly democratic education entails.

**World-Centred Education** Sep 30 2022 This book makes an intervention in a long-standing discussion by arguing that education should be world-centred rather than child-centred or curriculum-centred. This is not just because education should provide students with the knowledge and skills to act effectively in the world, but is first and

foremost because the world is the place where our existence as human beings takes place. In the seven chapters in this book Gert Biesta explores in detail what an existential orientation to education entails and why this should be an urgent concern for education today. He highlights the importance of teaching, not understood as the transmission of knowledge and skills but as an act of (re)directing the attention of students to the world, so that they may encounter what the world is asking from them. The book thus shows why teaching matters for education. It also highlights the unique position of the school as the place where the new generation is given the time to meet the world and meet themselves in relation to the world. The extent to which society is still willing to make this time available, is an important indicator of its democratic quality. This important text demonstrates, not only to academics, but also to students, teachers, school administrators, and teacher educators, the urgency of a world-centred orientation for education today.

*Reinventing the Curriculum* Jan 29 2020 An analysis of modern curricular policy trends, drawing upon Scotland's Curriculum for Excellence, and featuring inputs from acknowledged experts in the field.

**Art, Artists and Pedagogy** Jul 17 2021 This volume has been brought together to generate new ideas and provoke discussion about what constitutes arts education in the twenty-first century, both within the institution and beyond. *Art, Artists and Pedagogy* is intended for educators who teach the arts from early childhood to tertiary level, artists working in the community, or those studying arts in education from undergraduate to Masters or PhD level. From the outset, this book is not only about arts in practice but also about what distinguishes the 'arts' in education. Exploring two different philosophies of education, the book asks what the purpose of the arts is in education in the twenty-first century. With specific reference to the work of Gert Biesta, questions are asked as to the relation of the arts to the world and what kind of society we may wish to envisage. The second philosophical set of ideas comes from Deleuze and Guattari, looking in more depth at how we configure art, the artist and the role played by the state and global capital in deciding on what art education has become. This book provides educators with new ways to engage with arts, focusing specifically on art, music, dance, drama and film studies. At a time when many teachers are looking for a means to re-assert the role of the arts in education this text provides many answers with reference to case studies and in-depth arguments from some of the world's leading academics in the arts, philosophy and education.

Transitions and Learning through the Lifecourse Jun 03 2020 Like many ideas that inform policy, practice and research, 'transition' has many meanings. Children make a transition to adulthood, pupils move from primary to secondary school, and there is then a movement from school to work, training or further education. Transitions can lead to profound and positive change and be an impetus for new learning for some individuals and be unsettling, difficult and unproductive for others. Transitions have become a key concern for policy makers and the subject of numerous policy changes over the past ten years. They are also of interest to researchers and professionals

working with different groups. **Transitions and Learning Through the Lifecourse** examines transitions across a range of education, life and work settings. It explores the claim that successful transitions are essential for educational inclusion, social achievement, and economic prosperity and that individuals and institutions need to manage them more effectively. Aimed primarily at academic researchers and students at all levels of study across a range of disciplines, including education, careers studies, sociology, feminist and cultural studies, this book is the first systematic attempt to bring together and evaluate insights about educational, life and work transitions from a range of different fields of research. Contributions include: The transition between home and school The effects of gender, class and age Transitions to further and higher education Transitions for students with disabilities Transitions into the workplace Learning within the workplace Approaches to managing transitions

**The Rediscovery of Teaching** Oct 20 2021 The Rediscovery of Teaching presents the innovative claim that teaching does not necessarily have to be perceived as an act of control but can be understood and configured as a way of activating possibilities for students to exist as subjects. By framing teaching as an act of dissensus, that is, as an interruption of egological ways of being, this book positions teaching at the progressive end of the educational spectrum, where it can be reconnected with the emancipatory ambitions of education. In conversation with the works of Emmanuel Levinas, Paulo Freire, Jacques Ranci•, and other theorists, Gert Biesta shows how students• existence as subjects hinges on the creation of existential possibilities, through which students can assert their "grown-up" place in the world. Written for researchers and students in the areas of philosophy of education, educational theory, curriculum theory, teaching, and teacher education, The Rediscovery of Teaching demonstrates the important role of teachers and teaching in the project of education as emancipation towards grown-up ways of being in the world.

**Handbook on the History of Mathematics Education** Sep 26 2019 This is the first comprehensive International Handbook on the History of Mathematics Education, covering a wide spectrum of epochs and civilizations, countries and cultures. Until now, much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars, not least because it has been written in the language, and for readers, of an individual country. And yet a historical overview, however brief, has become an indispensable element of nearly every dissertation and scholarly article. This handbook provides, for the first time, a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education, not only in their own countries, but globally as well. Although written primarily for mathematics educators, this handbook will also be of interest to researchers of the history of education in general, as well as specialists in cultural and even social history.

**Teacher Agency** May 03 2020 Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum. Academic literature has analyzed changes in how teacher professionalism is conceived

in policy and in practice but Teacher Agency provides a fresh perspective on this issue, drawing upon an ecological theory of agency. Using this model for understanding agency, Mark Priestley, Gert Biesta and Sarah Robinson explore empirical findings from the 'Teacher Agency and Curriculum Change' project, funded by the UK-based Economic and Social Research Council (ESRC). Drawing together this research with the authors' international experiences and perspectives, Teacher Agency addresses theoretical and practical issues of international significance. The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers, but also in respect of the cultures and structures of schooling.

*Making Sense of Education* Dec 22 2021 This volume gives educational theorists the chance to let rip and say what they really want to say. In doing so it sends a blast of fresh air through the dusty halls of academe. The vast majority of the literature in education theory and philosophy follows the conventions of academic writing, and rightly so. Yet its formal, abstract and objective style, which focuses on the careful presentation of theoretical and philosophical arguments, doesn't always give us insights into what motivates and drives the authors—while for academic neophytes it can be dense and arcane. Here, those same theorists and philosophers have been given the chance to expound at length on the topics that most exercise them. What concerns them, what gets them up in the morning, and what really matters most to them? Readers will discover what happens when these thinkers are explicitly invited to go beyond academic conventions and experiment with form, style and content. Featuring collected essays from leading educationalists from Norway, Sweden, Denmark, the USA, Canada, Israel Germany, Belgium and the UK, these essays provide vital insights into their work as well as being a compelling introduction to contemporary attempts to make sense of education through theory and philosophy. All these authors have made key contributions to the field, and their unique 'manifestos' make a fascinating read for any student or practitioner in education.

Understanding and Using Challenging Educational Theories Aug 25 2019 A comprehensive primer on major educational theorists, building on Aubrey & Riley's main book and offering a practical, theoretical and critical overview of more challenging theorists, including many with a strong sociological focus.

**Toward an Imperfect Education** Oct 27 2019 The theory of cosmopolitanism is built on a paradoxical commitment to a universal idea of humanity and to a respect for human pluralism. *Toward an Imperfect Education* critiques the assumed "goodness" of humans that underwrites the idea of humanity and explores how antagonistic human interactions such as conflict, violence, and suffering are a fundamental aspect of life in a pluralistic world. This book proposes that the inescapable difference between humans compels our ethical and political observations in education. Todd persuasively argues that facing humanity in all its complexity and imperfection ought to be a central element of the cosmopolitan project to create a more just and humane education. Informed primarily by poststructural philosophy and feminist theory, she focuses on how sexual, cultural, and religious difference intersect with universal claims made in

the name of humanity. Individual chapters develop a novel framework for dealing with antagonism in relation to human rights, democracy, citizenship, and cross-cultural understanding.

*Improving Learning Cultures in Further Education* Apr 01 2020 Through its unique theoretical framework - a cultural understanding of teaching and learning – this book develops a new way of understanding educational improvement, one which focuses on the formation and transformation of the practices through which students learn. Based on detailed ethnographic research of seventeen learning sites in further education colleges, this book generates a unique insight into a wide variety of practices of teaching and learning. Illustrated by case studies, it is structured around three key questions: what do learning cultures in FE look like and how do they transform over time? how do learning cultures transform people? how can people (tutors, managers, policy makers, but also students) transform learning cultures for the better? Through a combination of theory and analysis, *Improving Learning Cultures in Further Education* makes a strong case for the importance of a cultural approach to the improvement of teaching and learning in further education, and provides practical guidance for researchers, policymakers and practitioners for implementing change for the better.

**Flip the System US** Mar 01 2020 This powerful and honest book uncovers how we can flip the system, building a more democratic, equitable, and cohesive society where teacher expertise drives solutions to education challenges. Editor Michael Soskil brings together a team of diverse voices to highlight solutions, spark positive change, and show us the path forward towards a more civil and more peaceful America. In each chapter, inspiring educators describe how we can create lasting and meaningful change by elevating teacher expertise; educating the whole child; increasing teacher morale; and fighting for all of our children to have equitable opportunity and quality schools.

**Phenomenology and Educational Theory in Conversation** Nov 08 2020

*Phenomenology and Educational Theory in Conversation* challenges the abstract-technical understanding of education to orient the reader to the importance of relationality, intersubjectivity, and otherness to renew and reclaim the educational project. This book treats education as a matter of existence, relationality, and common human concerns. It offers readers an alternative language to reveal and challenge the humanistic encounters that often disappear in the shadows of neoliberalism. The phenomenologists, and educational theorists featured here, offer insights that connect fully and concretely with the everyday lives of educators and students. They offer another language by which to understand education that is counter to the objectifying, instrumentalist language prevalent in neoliberal discourse. This book will be of great interest for academics, researchers, and post-graduate students in the fields of pedagogy, phenomenology, educational theory, and progressive education.

**Education, Democracy and the Moral Life** Jun 23 2019 This volume has its origin in the Francis T. Villemain Memorial lectures at San Jose State University – a lecture series established in 1992 to honor the memory of 1 Dean Francis T. Villemain. All the essays in this volume, with the exception of those by Gert Biesta, Susan Verducci, and

Michael Katz, were developed from lectures given as part of the series. The general rubric of the lectures was “democracy, education, and the moral life” – a title reflecting Villemain’s lifelong love of the work of John Dewey whose preface to his famous work in 1916, *Democracy and Education*, suggested that the purpose of education was to develop democratic citizens, citizens infused with the spirit of democracy and the capacity to think and act intelligently within democratic settings. Of course, for Dewey, democracy was not to be conceived of as merely a political form of government, but as a shared form of social life, one that was inclusive rather than exclusive and one that was capable of adapting to the changing features of contemporary social and political reality. Francis T. Villemain’s appreciation for the intersections of the values of democracy, education, and the moral life was heightened by his doctoral work at Teachers College, Columbia University in the 1950s – where Dewey’s legacy remained a powerful one. But it also continued during his career at Southern Illinois University where he collaborated in compiling and editing the collected works of John Dewey.

**Pragmatism and Educational Research** May 15 2021 This volume offers an overview of the pragmatic understanding of knowledge and the acquisition of knowledge, and its implications for the conduct of educational research. *Pragmatism and Educational Research* focuses primarily on the work of John Dewey, and examines the relationship between pragmatism and educational research both in relation to research methodology and to a pragmatic educational theory. Biesta and Burbules provide examples of characteristic research questions and research methods and approaches, as informed by a pragmatist outlook. Further, they argue that the major benefit of a pragmatic approach to educational research lies in the possibility of promoting intelligent and reflective action by educational practitioners.

**Philosophy of Education** Jan 23 2022 Never before published, this book features George Herbert Mead's illuminating lectures on the Philosophy of Education at the University of Chicago during the early 20th century. These lectures provide unique insight into Mead's educational thought and reveal how his early psychological writings on the social character of meaning and the social origin of reflective consciousness was central in the development of what Mead referred to as his social conception of education. The introduction to the book provides an overview of Mead's educational thought and places it against the wider social, intellectual, and historical background of modern educational concepts.

**The Wiley International Handbook of Educational Leadership** Aug 06 2020 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-educators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International

Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco?justice, advocacy, Big Data and technology, neoliberalism, emerging philosophies and theories, critical democracy, gender and radical feminism, political economies, emotions, postcolonialism, and new directions in higher education. A must-read for teachers, researchers, scholars, and policy makers, this Handbook: Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social, economic, and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological, cultural, and methodological concepts of education and educational leadership Explores the field's historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

**Complexity Theory and the Politics of Education** Jun 15 2021 Complexity theory has become a major influence in discussions about the theory and practice of education. This book focuses on a question which so far has received relatively little attention in such discussions, which is the question of the politics of complexity.

*Theory and Philosophy in Education Research* Dec 10 2020 The issue of methodology is a fundamental concern for all who engage in educational research. Presenting a series of methodological dialogues between eminent education researchers including Michael Apple, Gert Biesta, Penny Enslin, John Hattie, Nel Noddings, Michael Peters, Richard Pring and Paul Smeyers, this book explores the ways in which they have chosen and developed research methods to style their investigations and frame their arguments. These dialogues address the specialized and technical aspects of conducting educational research, conceptualize the relationship between methodology and theory, and provide in-depth discussion of concerns including falsifiability, openness, interpretation and researcher judgement. Foregrounding the researchers' first-hand experience and knowledge, this book will provide future and current researchers with a deeper comprehension of the place of theory in education research. An illuminating resource for undergraduate and postgraduate researchers alike, *Theory and Philosophy in Education Research* confronts the intricate complexities of conducting education research in a highly engaging and accessible way.

**Beyond Learning** May 27 2022 Many educational practices are based upon ideas about what it means to be human. Thus education is conceived as the production of particular subjectivities and identities such as the rational person, the autonomous individual, or the democratic citizen. *Beyond Learning* asks what might happen to the ways in which we educate if we treat the question as to what it means to be human as a radically open question; a question that can only be answered by engaging in education rather than as a question that needs to be answered before we can educate. The book provides a different way to understand and approach education, one that focuses on the ways in which human beings come into the world as unique individuals through

responsible responses to what and who is other and different. Beyond Learning raises important questions about pedagogy, community and educational responsibility, and helps educators of children and adults alike to understand what a commitment to a truly democratic education entails.

**Rethinking Contexts for Learning and Teaching** Feb 09 2021 Now that learning is seen as lifelong and lifewide, what specifically makes a learning context? What are the resultant consequences for teaching practices when working in specific contexts? Drawing upon a variety of academic disciplines, *Rethinking Contexts for Learning and Teaching* explores some of the different means of understanding teaching and learning, both in and across contexts, the issues they raise and their implications for pedagogy and research. It specifically addresses What constitutes a context for learning? How do we engage the full resources of learners for learning? What are the relationships between different learning contexts? What forms of teaching can most effectively mobilise learning across contexts? How do we methodologically and theoretically conceptualise contexts for learning? Drawing upon practical examples and the UK's TLRP, this book brings together a number of leading researchers to examine the assumptions about context embedded within specific teaching and learning practices. It considers how they might be developed to extend opportunity by drawing upon learning from a range of contexts, including schools, colleges, universities and workplaces.