

ROUTLEDGE REVIVALS

Educational Reform

A Desecrated Past

Douglas J. Simpson and Michael J. B. Jackson



Educational Reform A Deweyan Perspective

Douglas J. Simpson



Educational Reform A Deweyan Perspective:

Educational Reform Douglas J. Simpson, Michael J. B. Jackson, 2023-07-28 First published in 1997 This book illuminates contemporary educational reform discussions regarding teacher education programs and pre K 12 schools by providing a clear analysis and application of John Dewey's relevant educational writings and ideas The volume addresses issues of how future teachers should be liberally educated as well as prepared to be professional educators Pre K 12 education is evaluated through a Deweyan lens involving a discussion of such topics as the teacher's responsibilities charter schools a common curriculum professional development schools new curricula school administration and cooperative learning In the concluding chapter the authors point out many of the questions and concerns that those who are interested in educational reform are well advised to ask and discuss

Educational Reform Douglas J. Simpson, 2021 First published in 1997 This book illuminates contemporary educational reform discussions regarding teacher education programs and pre K 12 schools by providing a clear analysis and application of John Dewey's relevant educational writings and ideas The volume addresses issues of how future teachers should be liberally educated as well as prepared to be professional educators Pre K 12 education is evaluated through a Deweyan lens involving a discussion of such topics as the teacher's responsibilities charter schools a common curriculum professional development schools new curricula school administration and cooperative learning In the concluding chapter the authors point out many of the questions and concerns that those who are interested in educational reform are well advised to ask and discuss

John Dewey and the Art of Teaching Douglas J. Simpson, Michael J. B. Jackson, Judy C. Simpson, 2004-12-15 John Dewey and the Art of Teaching Toward Reflective and Imaginative Practice is an engaging and accessible introduction to the art of teaching as seen through the eyes of John Dewey Authors Douglas J Simpson Michael J B Jackson and Judy C Aycock provide a lucid interpretation of the complexities and art of teaching in contemporary classrooms In addition they discuss apply and question the practical implications of Dewey's ideas about the art of teaching for beginning and practicing teachers

[Dewey's Democracy and Education](#)
[Revisited](#) Patrick M. Jenlink, 2009-05-16 This book presents a collection of contemporary discourses that reconsider the relationship of democracy as a political ideology and American ideal i e Dewey's progressivist ideas and education as the foundation of preparing democratic citizens in America

John Dewey's Educational Philosophy in International Perspective Larry A. Hickman, Giuseppe Spadafora, 2009-04-24 This title examines the influence of American philosopher John Dewey 1859 1952 11 experts examine his work placing special emphasis on his influence in education in Italy Central and Eastern Europe and in Spain and South America His views on the ties between education and the democratic state and school and society are also examined

[John Dewey's Democracy and Education](#) Leonard J. Waks, Andrea R. English, 2017-05-02 John Dewey's Democracy and Education is the touchstone for a great deal of modern educational theory It covers a wide range of themes and issues relating to education including teaching learning educational environments

subject matter values and the nature of work and play This Handbook is designed to help experts and non experts to navigate Dewey s text The authors are specialists in the fields of philosophy and education their chapters offer readers expert insight into areas of Dewey work that they know well and have returned to time and time again throughout their careers The Handbook is divided into two parts Part I features short companion chapters corresponding to each of Dewey s chapters in Democracy and Education These serve to guide readers through the complex arguments developed in the book Part II features general articles placing the book into historical philosophical and practical contexts and highlighting its relevance today

Pragmatism and the Problem of Race Bill E. Lawson,Donald F. Koch,2004-04-21 A collection of essays examining a pragmatic approach to racism How should pragmatists respond to and contribute to the resolution of one of America s greatest and most enduring problems Given that the most important thinkers of the pragmatist movement Charles S Peirce William James John Dewey and George Herbert Mead said little about the problem of race how does their distinctly American way of thinking confront the hardship and brutality that characterizes the experience of many African Americans in this country In twelve thoughtful and provocative essays contemporary American pragmatists connect ideas with action and theory with practice to come to terms with this seemingly intractable problem Exploring themes such as racism and social change the value of the concept of race the role of education in ameliorating racism and the place of democracy in dealing with the tragedy of race the voices gathered in this volume consider how pragmatism can focus new attention on the problem of race Contributors are Michael Eldridge Eddie S Glaude Jr Judith M Green D Micah Hester Donald F Koch Bill E Lawson David E McClean Gregory F Pappas Scott L Pratt Alfred E Prettyman John R Shook Paul C Taylor and Cornel West

Hannah Arendt And Education Mordechai Gordon,2018-03-05 Hannah Arendt And Education Renewing Our Common World is the first book to bring together a collection of essays on Hannah Arendt and education The contributors contend that Arendt offers a unique perspective one which enhances the liberal and critical traditions call for transforming education so that it can foster the values of democratic citizenship and social justice They focus on a wide array of Arendtian concepts such as natality action freedom public space authority and judgment which are particularly relevant for education in a democratic society Teachers educators and citizens in general who are interested in democratic or civic education would benefit from reading this book

Dewey and European Education Jürgen Oelkers,Heinz Rahn,2012-12-06 Although John Dewey s ideas have been of central interest in Anglo Saxon philosophy and history of education it is only recently that similar interest has developed in continental Europe Deweyan philosophy of education has had to pass through national filters which meant that it was received in national contexts of reform The German Dewey was differently construed to the French Italian or English Dewey This seems to change after 1989 and the fall of socialist education when interest in Dewey increased The new political and philosophical interest in Dewey has to do with the lost alternative socialism and thus with the opening of Eastern Europe and the new problems of education within a worldwide community This volume stresses two points The

original interest of European education in Dewey will be presented in case studies concerning different national contexts and thus different Dewey's. What can be called the renewal of interest will be argued from different sides. It is our intention to show that today's interest in Dewey is not the remake of the reception within the different camps of progressive education. This volume will be of interest to philosophers of education, historians of education, and people engaged in the philosophy of education and the reception of Dewey.

Dewey and Education Walter Feinberg, 2018-06-12. Dewey and Education presents Dewey's perspectives on moral psychology and development, human nature, and democratic community building as they inform the influential philosopher's deep commitment to educational reform. In this personal yet far-reaching account, Walter Feinberg relates Dewey's work both to contemporary social and political affairs and to his own philosophical and political commitments. Written for scholars and students of the Philosophy of Education, Educational Policy Studies, and Political Theory, this book is indispensable as a guide to Dewey's influence on democratic education.

Works about John Dewey, 1886-1995 Barbara Levine, 1996. Although she has devised a new format for this bibliography, Barbara Levine has included most of the materials published in the two editions of the Checklist of Writings about John Dewey. Material new to this volume includes recently discovered items published during the ninety years covered by the Checklist, as well as items published since 1977. Because certain studies at best have only marginal value or because they can be obtained through ordinary library research tools, Levine has deleted some classes of material that appeared in the 1974 and 1978 Checklist editions: primary sources with only brief references to Dewey; the entire section entitled Unpublished Works about Dewey, which included theses, dissertations, and papers presented at meetings; and Educational Resources Information Center (ERIC) documents. Levine has included all of the material published about Dewey during the 108 years between 1886 and 1994 and has included many 1995 items as well. She has verified all items and, whenever possible, obtained copies. She has discovered hundreds of items omitted from the second edition of the Checklist and has augmented the current bibliography by nearly two thousand items published since 1977. The bibliography is divided into four parts. The first, Books and Articles about Dewey, lists works alphabetically by author. Replies and responses to articles immediately follow the work cited. The Reviews of Dewey's Works lists titles alphabetically. Reviews are grouped alphabetically by journal under the Dewey work reviewed. The Author Index includes multiple authors and editors, authors of replies and responses, and reviewers of works both by and about Dewey. The Title/Key Word Index lists key words from most titles and subtitles. The CD-ROM version of Works about John Dewey contains both Windows and Macintosh formats and provides increased search capabilities.

Resources in Education, 1997.

Rethinking Language Arts Nina Zaragoza, 2013-12-02. In *Rethinking Language Arts: Passion and Practice*, Second Edition, author Nina Zaragoza uses the form of letters to her students to engage pre-service teachers in reevaluating teaching practices, thus bringing to life a vision of an alternative classroom environment in which the teacher is the prime mover and creative leader. Zaragoza discusses and explains the need for teachers to be decision makers, reflective thinkers,

political beings and agents of social change in order to create a positive and inclusive classroom setting This book is both a critical text that deconstructs the way language arts are traditionally taught in our schools as well as a visionary text with clear no nonsense directions on how to provide much needed change in our schools

The Contemporary Relevance of John Dewey's Theories on Teaching and Learning JuliAnna Ávila, AG Rud, Leonard Waks, Emer Ring, 2021-10-26 Through expert analysis this text proves that John Dewey's views on efficiency in education are as relevant as ever By exploring Deweyan theories of teaching and learning the volume illustrates how they can aid educators in navigating the theoretical and practical implications of accountability standardization and assessment The Contemporary Relevance of John Dewey's Theories on Teaching and Learning deconstructs issues regarding accountability mechanisms uniform assessment systems and standardization processes through a Deweyan lens Connecting the zeitgeist of the era from which Dewey's ideas emerged and current global political social and economic contexts the book emphasizes the importance of resilient systems in reconciliating the tension between standardized assessments and individual student development Contributors provide insights from a range of settings across Pre K primary secondary and higher education and address topics including teacher agency voice leadership and democracy The volume will be of interest to scholars researchers and academics with an interest in philosophy of education education policy and the impact of neoliberal agendas as well as teaching and learning more broadly

Works about John Dewey, 1886-2012 Barbara Levine, 2013-11-05 Works of John Dewey 1886 2012 is an invaluable and meticulously compiled resource for the growing number of scholars and researchers seeking a deeper understanding of the work of the prominent American philosopher psychologist and educational reformer Dewey 1859 1952 an influential philosopher credited with the founding of pragmatism and also recognized as a pioneer in functional psychology and the progressive moment in education was hailed by Life magazine in 1990 as one of the one hundred most important Americans of the twentieth century This rich and continually expanding compendium of historical and more recent essays research and references is a testament to the growing interest in Dewey's intellectual work and his measurable impact in the United States and throughout the world In Works of John Dewey 1886 2012 some four thousand new entries are presented in ebook format in addition to those from earlier print and electronic editions dating back to 1995 Copies of most of the works have been obtained and are stored at the Center for Dewey Studies For the first time users can access all items from all editions in one user friendly format Jump links to alphabetical sections facilitate movement through the vast collection of entries Users can search by keyword and author

Transactional Perspectives on Occupation Malcolm P. Cutchin, Virginia A. Dickie, 2012-07-26 An occupation is most simply put any activity we participate in that engages occupies our attention interests and or expectations at any point throughout the life course This book offers an emerging and innovative perspective on occupation based in the work of American philosopher John Dewey and other pragmatists that challenges accepted ideas Each chapter presents a lively and multifaceted dialogue on transactional perspectives on

occupation Scholars from Europe North America and Australasia have written a diverse set of arguments and case studies about occupation covering theoretical methodological and applied issues relevant to the topic In addition contributors make connections with significant authors from various disciplines that make clearer the roles of occupation and occupational science across many cultures and contexts The transactional perspectives articulated in this book both implicitly and explicitly suggest that occupations are forms of activity that create and re create a multitude of our relationships with the world Often taken for granted by some academic disciplines occupation is a core element of human life This book is a provocative and critical analysis of the focal concept for occupational therapy and science

When Confucius "Encounters" John Dewey James Zhixiang Yang, 2024-01-01 John Dewey's sojourn to China created a historical moment between the United States and China Therefore some of the recent scholarship on the topic aims to uncover the social and historical implications behind Dewey's Chinese trip centering on how intercultural conversations occurred between Confucius and John Dewey during the period of May Fourth New Culture Movement Much research also reflects an attempt to synthesize and unify Western and Eastern education This book spotlights a cross cultural encounter between Confucius and John Dewey by studying the four well known Chinese scholars Hu Shih Liang Shuming Tao Xingzhi and Jiang Menglin who exerted a profound impact on many aspects of Chinese society during the May Fourth New Culture Movement period The study explores answers to a crucial question What motivated Dewey's Chinese disciples to forge a synthesis of Confucian traditions and Deweyan ideas to pursue the goals of Chinese educational and cultural reformation Simultaneously based on an in depth historical philosophical and cultural analysis of Dewey's visit to China this study aims to disclose how our education has evolved in the context of cultural pluralism The book seeks to contribute provocative ideas to today's educators any school of thought can renew and update itself if it maintains an open dialogue with a different civilization Dynamic and transparent intercultural communication enables us to develop a sense of understanding and respect for cultural diversity all of which are of great benefit to the construction of a stable and healthy international order

Feminist Interpretations of John Dewey Charlene Haddock Seigfried, 2010-11-01 This is the first collection of essays to evaluate John Dewey's pragmatist philosophy from a feminist perspective The variety of feminist interpretations offered here ranges from Jane Addams's praise for his collegial efforts to resolve the problems of the inner city to contemporary comparisons of his approach with Addams's own critique of capitalism as patriarchal In between are essays assessing Dewey's contributions to feminist theory and practice both in his lifetime and in regard to contemporary feminist approaches to education subjectivity objectivity and truth and social and political philosophy At a time when feminists are questioning and developing alternatives to the scientific value free inquiry advocated by logical positivism the myth of detached observation informing the epistemological turn rationalistic ethics and the model of an unattached nonrelational subject this book reminds us of Dewey's early and passionate opposition to the same assumptions and his reconstruction of philosophy as a method of moral and

political diagnoses and prognosis It has often been remarked that Dewey s pragmatism provides a genuine alternative to the usual masculinist biases of Western philosophy and the various essays in this book develop this claim more extensively Contributors besides the editor are Jane Addams Ana M Mart nez Alem n Paula Droege Marilyn Fischer Eugenie Gatens Robinson Judith M Green Lisa Heldke Ellen Condliffe Lagemann Erin McKenna Marjorie C Miller Elizabeth Kamarck Minnich and Shannon Sullivan

Ethical Dilemmas in Schools Douglas J. Simpson, Donal M. Sackin, 2020-11-05 This work investigates the complexity of ethics as a field of inquiry and practice across a principal s career Fully contextualized and thus carrying the contradictions and requirements of any school the issues realistically do not usually lead to a single beat all answer as any solution will likely have positive and negative consequences Drawn from the authors experiences and studies of schools over decades the central figure is a fictional principal of a magnet school whose dilemmas reflect the questions educators must be prepared for Each decision takes into account the principal s and staff s identities and values because they are all human and their opinions influence the outcomes The work injects analytic virtue feminist care deontological and critical theory insights as Deweyan ethics provides a lens for examining dilemmas This accessible work blends reflective theory the ordinary worlds of schools and engaging pedagogical practice to guide those planning to enter the education sector

Perspectives on the Ideas of Gregory Bateson, Ecological Intelligence, and Educational Reforms C. A. Bowers, 2011 It is widely acknowledged that Gregory Bateson s ideas have been influential in a number of fields Unfortunately the importance of his ideas for understanding why public schools and universities continue to perpetuate ecologically unsustainable ways of thinking has not been adequately recognized Given the deepening ecological and economic crises this book is particularly timely as it clarifies how Bateson s five key ideas when taken as a whole provides the conceptual framework for introducing educational reforms that address both problems That is he explains why educators unconsciously continue to perpetuate the deep cultural assumptions that were constituted before there was an awareness of environmental limits and how the emphasis on a possessive form of individualism and endless material progress undermines traditions of self reliance within the world s diversity of communities His contributions to making substantive educational reforms include 1 Rethinking social justice issues in ways that take account of how the ecological crisis impacts the most vulnerable people 2 How to make the transition to exercising ecological intelligence in the areas of democratic decision making and moral values 3 Clarifying how computer mediated learning perpetuates abstract thinking and the deep cultural assumptions that are at the cultural roots of the ecological and economic crises The chapter on pedagogical and curricular decisions that foster ecological intelligence provides practical suggestions for how public school teachers and university professors can begin to make the transition to an ethnically diverse and ecologically sustainable future Comments about the book We need an ecological consciousness which in Gregory Bateson s words is aware of the patterns that connect Chet Bowers leads us into that unmapped territory with a compass which helps Wes Jackson President The Land Institute author

of Consulting the Genius of Place and Rooted in the Land Essays on Community and Place Chet Bowers philosophical reflections on Bateson s thought and its implications for education are thought provoking challenging and very inspiring Fritjof Capra author of The Web of Life and The Hidden Connections

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