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KEY=AND - ALEX MATHEWS

ENCYCLOPEDIA OF EDUCATIONAL THEORY AND PHILOSOPHY

SAGE Publications **Education is a field sometimes beset by theories-of-the-day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions of key concepts, ideas, schools, and figures. Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries; a Reader's Guide groups entries thematically, and a master Bibliography facilitates further study. The Reader's Guide, detailed index, and cross references combine for strong search-and-browse capabilities in the electronic version. Available in a choice of print or electronic formats, Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory.**

ENCYCLOPEDIA OF EDUCATIONAL PHILOSOPHY AND THEORY

This encyclopaedia is a dynamic reference and study place for students, teachers, researchers and professionals in the field of education, philosophy and social sciences, offering both short and long entries on topics of theoretical and practical interest in educational theory and philosophy by authoritative world scholars representing the full ambit of education as a rapidly expanding global field of knowledge and expertise.

ENCYCLOPEDIA OF EDUCATIONAL THEORY AND PHILOSOPHY

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ENCYCLOPEDIA OF EDUCATIONAL THEORY AND PHILOSOPHY

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ENCYCLOPEDIA OF EDUCATION THEORY & PHILOSOPHY

PHILOSOPHY OF EDUCATION

AN ENCYCLOPEDIA

Routledge **First Published in 1996. This first of its kind Encyclopaedia charts the influence of philosophic ideas that have had the greatest influence on education from Ancient Greece to the present. It covers classical thinkers as Plato, Augustine, Hypatia, Locke and Rousseau, as well as recent figures such as Montessori, Heldegger, Du Bois and Dewey. It illuminates time-hounded ideas and concepts such as idealism, practical wisdom, scholasticism, tragedy and truth, as well as modern constructs as critical theory, existentialism, phenomenology, Marxism and post-Colonialism. The coverage consists of 228 articles by 184 contributors who survey the full spectrum of the philosophy of education.**

ENCYCLOPEDIA OF EDUCATIONAL PSYCHOLOGY

SAGE **The field of educational psychology draws from a variety of diverse disciplines including human development across the life span, measurement and statistics, learning and motivation, and teaching. And within these different disciplines, many other fields are featured including psychology, anthropology, education, sociology, public health, school psychology, counseling, history, and philosophy. In fact, when taught at the college or university level, educational psychology is an ambitious course that undertakes the presentation of many different topics all tied**

together by the theme of how the individual can best function in an "educational" setting, loosely defined as anything from pre-school through adult education. Educational psychology can be defined as the application of what we know about learning and motivation, development, and measurement and statistics to educational settings (both school- and community-based).

PHILOSOPHY OF EDUCATION

AN ENCYCLOPEDIA

[Taylor & Francis](#) First Published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.

ENCYCLOPEDIA OF EDUCATION AND HUMAN DEVELOPMENT

[Routledge](#) This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

ROUTLEDGE ENCYCLOPAEDIA OF EDUCATIONAL THINKERS

[Routledge](#) The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

ENCYCLOPEDIA OF THE SCIENCES OF LEARNING

[Springer Science & Business Media](#) Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and - as a result of the emergence of computer technologies - especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries

are written by a distinguished panel of researchers in the various fields of the learning sciences.

A COMPANION TO JOHN DEWEY'S "DEMOCRACY AND EDUCATION"

[University of Chicago Press](#) This year marks the centenary publication of John Dewey's magnum opus, *Democracy and Education*. Despite its profound importance as a foundational text in education, it is notoriously difficult and—dare we say it—a little dry. In this charming and often funny companion, noted philosopher of education D. C. Phillips goes chapter by chapter to bring Dewey to a twenty-first-century audience. Drawing on over fifty years of thinking about this book—and on his own experiences as an educator—he lends it renewed clarity and a personal touch that proves its lasting importance. Phillips bridges several critical pitfalls of *Democracy and Education* that often prevent contemporary readers from fully understanding it. Where Dewey sorely needs a detailed example to illustrate a point—and the times are many—Phillips steps in, presenting cases from his own classroom experiences. Where Dewey casually refers to the works of people like Hegel, Herbart, and Locke—common knowledge, apparently, in 1916—Phillips fills in the necessary background. And where Dewey gets convoluted or is even flat-out wrong, Phillips does what few other scholars would do: he takes Dewey to task. The result is a lively accompaniment that helps us celebrate and be enriched by some of the most important ideas ever offered in education.

TRUTH AND FALLACY IN EDUCATIONAL THEORY

[CUP Archive](#)

ENCYCLOPEDIA OF THE SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION

[SAGE Publications](#) More than any other field in education, the social and cultural foundations of education reflect many of the conflicts, tensions, and forces in American society. This is hardly surprising, since the area focuses on issues such as race, gender, socioeconomic class, the impact of technology on learning, what it means to be educated, and the role of teaching and learning in a societal context. The *Encyclopedia of the Social and Cultural Foundations of Education* provides a comprehensive introduction to the social and cultural foundations of education. With more than 400 entries, the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society. **Key Features** · Provides an interdisciplinary perspective from areas such as comparative education, educational anthropology, educational sociology, the history of education, and the philosophy of education · Presents essays on major movements in the field, including the Free School and Visual Instruction movements · Includes more than 130 biographical entries on important men and women in education · Offers interpretations of legal material including *Brown v. Board of Education* (1954) and the GI Bill of Rights · Explores theoretical debates fundamental to the field such as religion in the public school curriculum, rights of students and teachers, surveillance in schools, tracking and detracking, and many more · Contains a visual history of American education with nearly 350 images and an accompanying narrative **Key Themes** · Arts, Media, and Technology · Curriculum · Economic Issues · Equality and Social Stratification · Evaluation, Testing, and Research Methods · History of Education · Law and Public Policy · Literacy · Multiculturalism and Special Populations · Organizations, Schools, and Institutions · Religion and Social Values · School Governance · Sexuality and Gender · Teachers · Theories, Models, and Philosophical Perspectives · A Visual History of American Education

THE ROUTLEDGE INTERNATIONAL ENCYCLOPEDIA OF EDUCATION

[Routledge](#) The *Routledge International Encyclopedia of Education* is a unique and major resource for the field of education. It is a comprehensive, single-volume work, arranged alphabetically and comprising around 600 entries. The entries range from definitions of key educational concepts and terms to biographies of key educators and specially written substantial essays on major educational topics. The volume includes authoritative and critical commentary on historical and contemporary themes; examinations of continuities, changes and emerging issues; and discussions of the educational traditions and features of major countries and continents. The following special features are also included: Unrivalled coverage of education in a single volume Entries by leading international educational researchers Contributors drawn from all over the globe, including Australia, Brazil, Canada, China, Finland, India, Israel, Japan, New Zealand, South Africa, the United Kingdom and the United States A distinguished international advisory board Fully cross-referenced and indexed Suggestions for further reading Offering insight into the world of education in an interesting, informed and sometimes provocative way, The *Routledge International Encyclopedia of Education* is an invaluable work of reference for educators, students, researchers and policy makers in education and related fields internationally.

ENCYCLOPEDIA OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION

[SAGE](#) Focusing on educational leadership and school administration, offers over six hundred alphabetically arranged entries covering theories, terms, concepts, and histories.

GLOBALISATION, HUMAN RIGHTS EDUCATION AND REFORMS

[Springer](#) This book, the seventeenth instalment in the 24-volume series *Globalisation, Comparative Education and Policy Research*, explores the interrelationship between ideology, the state and human rights education reforms, setting it in a global context. The book examines major human rights education reforms and policy issues in a global culture. It focuses on the ambivalent and problematic relationship between the state, globalisation and human rights education discourses. Using a number of diverse paradigms, ranging from critical theory to historical-comparative research, the

authors examine the reasons for, and the outcomes of human rights education reforms and policy. The authors discuss discourses surrounding the major dimensions affecting the human rights education, namely national identity, democracy, and ideology. These dimensions are among the most critical and significant dimensions defining and contextualising the processes surrounding the nation-building, identity politics and human rights education globally. With this as its focus, the chapters represent hand-picked scholarly research on major discourses in the field of human rights education reforms. The book draws upon recent studies in the areas of globalisation, equality, and the role of the state in human rights education reforms. Furthermore, the perception of globalisation as dynamic and multi-faceted processes clearly necessitates a multiple-perspective approach in the study of human rights education. This book provides that perspective commendably. It also critiques current human rights education practices and policy reforms. It illustrates the way shifts in the relationship between the state and human rights education policy. In the book, the authors, who come from diverse backgrounds and regions, attempt insightfully to provide a worldview of current developments in research concerning human rights education, and citizenship education globally. The book contributes, in a very scholarly way, to a more holistic understanding of the nexus between nation-state, human rights education both locally and globally.

NATION-BUILDING AND HISTORY EDUCATION IN A GLOBAL CULTURE

Springer This book examines the nexus between nation-building and history education globally and the implication for cultural diversity and social justice. It studies some of the major education reforms and policy issues in history education in a global culture, and regards them in the light of recent shifts in history education and policy research. In doing so, the volume provides a comprehensive picture of the intersecting and diverse discourses of globalisation, history education and policy-driven reforms. It makes clear that the impact of globalisation on education policy and reforms is a strategically significant issue for us all. The book focuses on the importance of nation-building and patriotism in history education, and presents up-to-date research on global trends in history education reforms and policy research. It provides an easily accessible, practical yet scholarly source of information about the international concerns in the field of globalisation, history education and policy research.

GLOBALISATION AND HIGHER EDUCATION REFORMS

Springer This volume explores the interrelationship between ideology, the state and higher education reforms, setting it in a global context. It examines some of the major higher education reforms and policy issues in a global culture, particularly in the light of recent shifts in quality and standards-driven education and policy research. In doing so, the book provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy-driven reforms in higher education. Representing scholarly research on major discourses in the field of higher education reforms, the book draws upon recent studies in the areas of globalisation, equality, and the role of the state in higher education reforms. It critiques the neo-liberal ideological imperatives of current higher education and policy reforms, and illustrates the way that shifts in the relationship between the state and higher education policy affect current trends in higher education reforms. Individual chapters critically assess the dominant discourses and debates on higher education and policy reforms. Using diverse comparative education paradigms from critical theory to historical-comparative research, the chapters focus on globalisation, ideology and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change. "Anyone who has been involved in higher education over the past few decades cannot fail to be affected by the impact of globalisation and neo-liberal policies on universities and society at large. In 'Globalisation and Higher Education Reforms', the 15th volume of the series 'Globalisation, Comparative Education and Policy Research', Joseph Zajda and Val Rust present chapters on education reform in the USA and in international contexts that highlight the inroads that neo-liberalism has made into policy making at higher education institutions. The chapters also illustrate the way universities have been reinventing themselves to meet the demands of a knowledge society in which corporate values of efficiency, performance and managerialism drive the agenda. What are the effects of internationalisation on higher education in the universities of today? With chapters from internationally respected scholars from around the globe, this book seeks to address the many issues of the new reality in higher education. This is a welcome, accessible volume for all those concerned with research, policy-making and curriculum development." Professor Suzanne Majhanovich, Western University

THE INTERNATIONAL ENCYCLOPEDIA OF COMMUNICATION THEORY AND PHILOSOPHY, 4 VOLUME SET

John Wiley & Sons The International Encyclopedia of Communication Theory and Philosophy is the definitive single-source reference work on the subject, with state-of-the-art and in-depth scholarly reflection on key issues from leading international experts. It is available both online and in print. A state-of-the-art and in-depth scholarly reflection on the key issues raised by communication, covering the history, systematics, and practical potential of communication theory. Articles by leading experts offer an unprecedented level of accuracy and balance. Provides comprehensive, clear entries which are both cross-national and cross-disciplinary in nature. The Encyclopedia presents a truly international perspective with authors and positions representing not just Europe and North America, but also Latin America and Asia. Published both online and in print. Part of The Wiley Blackwell-ICA International Encyclopedias of Communication series, published in conjunction with the International Communication Association.

GLOBALISATION AND HISTORIOGRAPHY OF NATIONAL LEADERS

SYMBOLIC REPRESENTATIONS IN SCHOOL TEXTBOOKS

[Springer](#) **Globalisation and Historiography of National Leaders: Symbolic Representations in School Textbooks**, the 18th book in the 24-volume book series **Globalisation, Comparative Education and Policy Research**, explores the interrelationship between ideology, national identity, national history and historical heroes, setting it in a global context. Based on this focus, the chapters represent hand-picked scholarly research on major discourses in the field of history textbooks and symbolic representations of national heroes, and draw upon recent studies in the areas of globalisation, history textbooks, and national leaders. A number of researchers have written on the importance of teaching national history in order to foster national identity and a sense of belonging to a certain society, state, and people among the younger generation. Some nations prefer to create national heroes out of their political leaders who are still in power, and whose lives and reputation are portrayed as being eminently spotless. Using diverse comparative education paradigms from critical theory, social semiotics, and historical-comparative research, the authors analyse the unpacking of the ideological agenda hidden behind the choice and lionization (or silencing) of the preferred national heroes. They provide an informed critique of various historical narratives depicting national leaders and national heroes. The book provides an easily accessible, practical yet scholarly source of information on international concerns in the field of globalisation, history education and policy research. Offering an essential sourcebook of ideas for researchers, history educators, practitioners and policymakers in the fields of globalisation and history education, it also provides a timely overview of current changes in politically correct history education narratives in history textbooks.

ENCYCLOPEDIA OF TEACHER EDUCATION

[Springer](#) This encyclopaedia is a dynamic and living reference that student teachers, teacher educators, researchers and professionals in the field of education with an accent on all aspects of teacher education, including: teaching practice; initial teacher education; teacher induction; teacher development; professional learning; teacher education policies; quality assurance; professional knowledge, standards and organisations; teacher ethics; and research on teacher education, among other issues. The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions, the global policy convergence and counter-practices relating to the teacher education profession. The accent will be equally on teaching practice and practitioner knowledge, skills and understanding as well as current research, models and approaches to teacher education.

DISCOURSES OF GLOBALISATION AND EDUCATION REFORMS

OVERCOMING DISCRIMINATION

[Springer Nature](#)

AN ENCYCLOPEDIA OF PHILOSOPHY

[Routledge](#) * Presents a broad survey of philosophical thought * Each chapter explores, and places in context, a major area of philosophical enquiry - including the theory of meaning and of truth, the theory of knowledge, the philosophies of mathematics, science and metaphysics, the philosophy of mind, moral and political philosophy, aesthetics, and religion * Annotated bibliographies for each chapter and indexes of names and subjects * Glossary of commonly-used philosophical terms * Chronological table of the history of philosophy from 1600 `It is a fine achievement and deserves the warmest praise ... Anyone interested in learning what contemporary philosophical debate is about will find this book invaluable ... for a book of this size and quality of content the cover price is modest. Every public library as well as every university, college and school library should have a copy on its shelves.' - Times Higher Education Supplement `A stimulating collection.' - Reference Reviews

DISCOURSES OF GLOBALISATION, IDEOLOGY, EDUCATION AND POLICY REFORMS

[Springer Nature](#) This book presents a global overview of discourses of globalization, current research in education and education policy reforms. It first examines globalisation, education and policy research and reforms in education, including coverage of main trends in education and policy reforms globally, as well as specific policy issues such as equity, inclusive schooling and quality education for all. Next, it offers a comparative perspective in evaluating the ambivalent and problematic relationship between globalisation, ideology, the state and education reforms globally. One significant impact of globalization on education policy and reforms is the competitive comparison of education systems. These comparisons are usually based on common achievement tests such as TIMSS, PIRLS and PISA. Major policy reforms are frequently justified with reference to these achievement data. The book features coverage of education reforms globally, and academic achievement syndrome. Not only do the chapters offer a timely analysis of current issues shaping education policy research, but the book also contains ideas concerning the future directions that education and policy reforms could take, to offer more democratic and equitable education. Respective chapters critically assess the dominant discourses and debates on education and policy reforms. By doing so, it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy-driven reforms in education.

EDUCATION AND THE COMMON GOOD

ESSAYS IN HONOR OF ROBIN BARROW

[Routledge](#) Robin Barrow has been one of the leading philosophers of education for more than forty years. This book is a

critical but appreciative examination of his work by some of the leading philosophers of education at work today, with responses from Professor Barrow. It will focus on his work on curriculum, the analytic tradition in philosophy, education and schooling, and his use of Greek philosophy to enrich current debates in the subject. This work will be of interest to all those who have been influenced by his contributions to educational and philosophical debate.

PHILOSOPHY OF EDUCATION

Routledge 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.

GLOBALISATION AND COMPARATIVE EDUCATION

CHANGING PARADIGMS

Springer Nature This book focuses on discourses of globalisation in comparative education research and the politics of education reforms. It analyses and evaluates the shifts in methodological approaches to globalisation and education reforms, as reflected in comparative education research and their impact on education policy and pedagogy. The book covers topics such as globalisation and comparative education, globalisation as a multidimensional construct, methods and methodologies in comparative education, the moral face of post-structuralism, and school reforms in the age of globalisation. It offers a critical analysis of education policy reforms. The book demonstrates a complex nexus between globalisation, ideology and education reforms. On one hand, democratisation and progressive pedagogy is equated with equality, inclusion, equity, tolerance and human rights, while on the other hand, globalisation is perceived - by some critics at least - to be a totalising force that is widening the socio-economic status (SES) gap and cultural and economic capital between the rich and the poor, and bringing power, domination and control by corporate bodies and powerful political, economic and educational organisations. The perception of globalisation as dynamic and multi-faceted processes clearly necessitates a multiple perspective approach in the study of comparative education globally. This book contributes in a very scholarly way, to a more holistic understanding of the nexus between globalisation, comparative education research and education reforms.

GLOBALISATION, CULTURAL IDENTITY AND NATION-BUILDING

THE CHANGING PARADIGMS

Springer Nature This book critiques dominant discourses and debates pertaining to cultural identity, set against the current backdrop of growing social stratification and unequal access to quality education. It addresses current discourses concerning globalisation, ideologies and the state, as well as approaches to constructing national, ethnic and religious identities in the global culture. It explores the ambivalent and problematic connections between the state, globalisation, the construction of cultural identity, and the nation-building process - also in connection with history education and the history textbooks used in schools. The book also explores conceptual frameworks and methodological approaches applicable to research on the state, globalisation, nation-building and identity politics. Drawing on diverse paradigms, ranging from critical theory to globalisation, the book, by focusing on globalisation, ideology and cultural identity, critically examines recent research in history education and its impact of identity politics, as well as the most significant dimensions defining and contextualising the processes surrounding nation-building and identity politics globally. Given the need for a multiple perspective approach, the authors, who have diverse backgrounds and hail from different countries and regions, offer a wealth of insights, contributing to a more holistic understanding of the nexus between the nation-state and national identity.

THE OXFORD ENCYCLOPEDIA OF PHILOSOPHY OF EDUCATION

"This edited collection provides a comprehensive, global, invitational, and accessible overview of contemporary issues in the field of philosophy of education. It includes a wide range topics, ideas, and diverse perspectives from around the world. Each chapter is an in-depth exploration of a philosophic topic or issue relevant to teaching, education, pedagogy, and/or schooling. Authors include well-known and emerging scholars who write in invitational ways to a non-specialist audience. Taken together, the chapter authors illuminate the kinds of questions that philosophers ask about education and schooling, and the tools and resources they bring to bear on these questions. They show the ways in which educational philosophers uncover fundamental assumptions, describe relationships among ideas, analyze concepts, unpack taken-for-granted claims, connect disparate viewpoints, identify the validity and consistency of claims, unsettle commonsense, propose hypothetical experiments, provide critical commentary on ideas, render givens as contingent, explore the interactions of ideas and experience, and offer alternative possibilities"--

ENCYCLOPEDIA OF PHILOSOPHY

GADAMER - JUST WAR THEORY. 4

THE SAGE ENCYCLOPEDIA OF THEORY IN PSYCHOLOGY

SAGE Drawing together a team of international scholars, The SAGE Encyclopedia of Theory in Psychology examines the contemporary landscape of all the key theories and theorists, presenting them in the context needed to understand their strengths and weaknesses. Key features include: · Approximately 300 signed entries fill two volumes · Entries are followed by Cross-References and Further Readings · A Reader's Guide in the front matter groups entries thematically · A detailed Index and the Cross-References provide for effective search-and-browse in the electronic version · Back matter includes a Chronology of theory within the field of psychology, a Master Bibliography, and an annotated Resource Guide to classic books in this field, journals, associations, and their websites The SAGE Encyclopedia of Theory in Psychology is an exceptional and scholarly source for researching the theory of psychology, making it a must-have reference for all academic libraries.

A COMPANION TO JOHN DEWEY'S "DEMOCRACY AND EDUCATION"

University of Chicago Press Despite its profound importance as a foundational text in education, John Dewey's magnum opus, *Democracy and Education*, is notoriously difficult and - dare we say it - a little dry. In this charming and often funny companion, noted philosopher of education D. C. Phillips goes chapter by chapter to bring Dewey to a twenty-first-century audience. Drawing on over fifty years of thinking about this book - and on his own experiences as an educator - he lends it renewed clarity and a personal touch, offering a lively accompaniment that helps us celebrate and be enriched by some of the most treasured ideas ever offered in education.

THE OXFORD ENCYCLOPEDIA OF PHILOSOPHY OF EDUCATION

Oxford University Press, USA The Oxford Encyclopedia of Philosophy of Education provides a comprehensive, global, invitational, and accessible overview of contemporary issues in the field of philosophy of education. It includes a wide range of topics, ideas, and diverse perspectives from around the world, and features an editorial board composed entirely of women. Each chapter is an in-depth exploration of a philosophical topic or issue relevant to teaching, education, pedagogy, and/or schooling. Authors include well-known and emerging scholars who write in invitational ways to a non-specialist audience. Taken together, the Encyclopedia's authors illuminate the kinds of questions that philosophers ask about education and schooling, and the tools and resources they bring to bear on these questions. They show the ways in which educational philosophers uncover fundamental assumptions, describe relationships among ideas, analyze concepts, unpack taken-for-granted claims, connect disparate viewpoints, identify the validity and consistency of claims, unsettle "common sense," propose hypothetical experiments, provide critical commentary on ideas, render givens as contingent, explore the interactions of ideas and experience, and offer alternative possibilities. The Oxford Encyclopedia of Philosophy of Education is organized into ten sections: philosophical traditions and explorations in education; non-Western, indigenous, and post/decolonial philosophies of education; race, gender, sexuality, and marginalized perspectives; globalization, democracy, and citizenship education; ethics, justice, morality, and character education; philosophical issues in research and educational practice; philosophical issues and controversies in K-12 education; philosophy of childhood, parenting, upbringing, and formation; philosophical issues in arts and aesthetics in education; and contemporary topics and issues in philosophy of education. This combination of breadth and depth makes The Oxford Encyclopedia of Philosophy of Education an important and essential guide to the complex philosophical issues informing all facets of education today.

GLOBALISATION AND NATIONAL IDENTITY IN HISTORY TEXTBOOKS

THE RUSSIAN FEDERATION

Springer *Globalisation and National Identity in History Textbooks: The Russian Federation*, the 16th book in the 24-volume book series *Globalisation, Comparative Education and Policy Research*, discusses trends in dominant discourses of identity politics, and nation-building in school history textbooks in the Russian Federation (RF). The book addresses one of the most profound examples of the re-writing of history following a geo-political change. Various book chapters examine debates pertaining to national identity, patriotism, and the nation-building process. The book discusses the way in which a new sense of patriotism and nationalism is documented in prescribed Russian history textbooks, and in the Russian media debate on history textbooks. It explores the ambivalent and problematic relationship between the state, globalisation and the construction of cultural identity in prescribed school history textbooks. By focusing on ideology, identity politics, and nation-building, the book examines history teachers' responses to the content of history textbooks and how teachers depict key moments in modern Russian history. This book, an essential sourcebook of ideas for researchers, practitioners and policymakers in the fields of globalisation and history education, provides timely information on history teachers' attitudes towards historical knowledge and historical understanding in prescribed Russian history textbooks.

THE EMERGENCE OF COMPLEXITY

RETHINKING EDUCATION AS A SOCIAL SCIENCE

[Springer Nature](#) This book centres on a broadened view of complexity that will enrich engagement with complexity in the social sciences. The key idea is to employ complexity theory to develop a holistic account of practice, agency and expertise. In doing so, the book acknowledges and builds upon the relational character of reductive accounts. It draws upon recent theoretical work on complexity, emergence and relationality to develop a novel account of practice, agency and expertise in and for workplaces. Biological, psychological and social aspects of these are integrated. This novel account overcomes problems in current views of practice, agency and expertise, which suffer from reductive, or fragmented, analyses, based upon individuals, groups, or networks. In retrieving the experiential richness of human activity - often esteemed as the basis of generative and creative life - this book shows how complexity both emerges from, and is, a non-reductive feature of, human experience, especially in daily work. "...an ambitiously wide-ranging volume, questioning the key tenets of respected approaches and offering 'novel accounts', which draw on features of complexity thinking.... ...But they go further than any of us in their argument that: 'whatever reductive moves are made, they 'flow' from holistic accounts of relationality which have already affectively engaged the purposes of a co-present group.' This is the intellectual contribution that is built consistently and persuasively across the chapters." Professor Emerita Anne Edwards, Oxford University "Hager and Beckett have written a book that will challenge more commonly held notions of agency, practice, skills, and learning. Centering their argument on complexity theory or, as they prefer, complexity thinking, Hager and Beckett argue that it is through relations that we raise questions about, gather data from, and make working sense of the complexity that surrounds us. Groups then, particularly small groups, hold and implement agentive power. And what the authors call co-present groups—ones in which holistic relationality occurs socially, and affectively in distinctive places—"draw us closer to each other, and harness our normativity by enabling negotiability and reason-giving." If your field of study involves anything remotely sociocultural in nature or if you are just interested in the complex ways we engage as humans with our worlds, you should find a place for this book in your library." Bob Fecho, Teachers College, Columbia University, New York NY, USA

KNOWLEDGE SOCIALISM

THE RISE OF PEER PRODUCTION: COLLEGIALLY, COLLABORATION, AND COLLECTIVE INTELLIGENCE

[Springer Nature](#) This is the first collection focusing on knowledge socialism, a particularly apt term used to describe a Chinese socialist mode of production and socialist approach to development and modernity based around the rise of peer production, new forms of collaboration and collective intelligence. Making the case for knowledge socialism, the book is intended for students, teacher, scholars and policy theorists in the field of knowledge economy.

GLOBALISATION AND EDUCATION REFORMS

PARADIGMS AND IDEOLOGIES

[Springer](#) This book explores the interrelationship between ideology, the state, and education reforms, placing it in a global context. It examines some of the major education reforms and policy issues in a global culture, particularly in light of recent shifts in quality and standards-driven education, and policy research. The book critiques the neo-liberal ideological imperatives of current education and policy reforms, and illustrates the way the shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally. With this as its focus, the book's individual chapters highlight hand-picked scholarly research on major discourses in the field of comparative education. A compendium of the very latest thinking on the subject, the book - like the other volumes in the series - offers a state-of-the-art sourcebook for researchers, practitioners and policymakers alike. Not only do the chapters offer a timely overview of current issues affecting comparative education and education policy research in what is now a global educational culture; they also outline future directions that education and policy reforms could take. By doing so, they provide a comprehensive picture of the intersecting and diverse discourses of globalisation and policy-driven reforms in education. Individual chapters critically assess the dominant discourses and debates on education and policy reforms. Using diverse comparative education paradigms from critical theory to historical-comparative research, they address globalisation, ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change. As such, they provide an informed critique of models of quality and standards-driven education reforms that are informed by Western dominant ideologies and social values.

ENCYCLOPEDIA OF POLITICAL THEORY

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SAGE

THE WILEY BLACKWELL ENCYCLOPEDIA OF SOCIAL THEORY, 5 VOLUME SET

[John Wiley & Sons](#) The Wiley Blackwell Encyclopedia of Social Theory presents a comprehensive, interdisciplinary compendium of original entries focusing on the origins, evolution, and global development of contemporary social theory. Presents a comprehensive, interdisciplinary overview and analysis of all aspects of social theory Features more than 850 in-depth, original entries contributed by international experts Includes all major theories, theorists, schools of thought, disciplines, debates, doctrines, developments, epistemologies, and methodologies relating to the development of modern social theory Brings in concepts from contemporary cultural studies, feminism, post-

secularism, and postmodernism Explores controversial contemporary debates relating to the clash of civilization, environmentalism, post-colonialism, post-humanism, cyborgs, and the life-extension project