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Nota di contenuto	THE PHILOSOPHY OF EDUCATION An Introduction ROUTLEDGE; Copyright; The Philosophy of Education An Introduction; Original Copyright; Acknowledgements; Contents; AUTHOR'S PREFACE; CHAPTER 1 The Meaning and Function of Philosophy and Educational Philosophy; The origin of the word 'philosophy' and a definition; The process of asking questions; Theoretical and empirical questions; The ancient and modern tasks of philosophy; Philosophy and philosophizing; Philosophical Analysis. The problem of language; Need to avoid narrowness of outlook; The Approach to Concepts in the remaining chapters logicalgeographyNotes and references for Chapter 1; THE FIRST TRILOGY: EDUCATION: TRAINING: CHILD-CENTREDNESS; CHAPTER 2 The Concept 'Education'; Definitions and their function; Attempts to define 'Education'; Different types of definition: descriptive and stipulative definitions; Criteria for the process of education; Definition and criteria compared for effectiveness; Education as initiation; Notes and references for Chapter 2; CHAPTER 3 The Concept 'Training';

'Training' qualified by different adjectives; Training and Instruction; Drill as a feature of instruction and training
The relationship between education and trainingTeacher training and Teacher education; Notes and references for Chapter 3; CHAPTER 4 The Concept 'Child-centred'; Many related ideas but little clarity; 'Child-centred' a term of protest; The danger of centredness; centredness and centration; Nature, Naturalism, Education according to Nature; Instruction and learning by experience or discovery; Needs and the needs curriculum; Child-centredness and awareness; Awareness in Higher Education; Notes and references for Chapter 4; LINK CHAPTER; CHAPTER 5 The Concept 'Aims'
Aims related to education and curriculumFour statements of aim(s) examined by linguistic analysis; External aims or internal processes?; Analysis of the metaphorical idea of aim as a target; O'Connor's five aims of education; Notes and references for Chapter 5; THE SECOND TRILOGY: CULTURE: CURRICULUM: LIBERAL EDUCATION; CHAPTER 6 The Concept 'Culture'; 'Culture': 'Education': 'The Cultured Man': 'The Educated Man'; Culture and Excellence; The Sociological definition of 'culture'; The relationship between the two interpretations of culture; Implications of culture for curriculum
Cultural elements which influence thinking tremendouslyFurther thoughts on academic culture and culture as a way of life; Notes and references for Chapter 6; CHAPTER 7 The Concept 'Curriculum'; Curriculum and specific curricula; Criteria for Curriculum; James's curriculum criteria and O'Connor's aims of education; Curriculum content and method; Curriculum and Culture; Academic versus Practical: The problem of excellence and curriculum; Curriculum determined by 'Eleven Plus' and University requirements; Curriculum no longer a sacred inheritance
James's Curriculum ideas and the Newsom Report compared

Sommario/riassunto

There are many students who find philosophy of education difficult, because they have never received teaching in the basic essentials of general philosophy. This book begins by asking the basic question 'what is philosophy?' and examines a number of possible answers. Step by step the reader is introduced to the modern techniques of linguistic and concept analysis. Whenever a technical term is used it is explained and illustrated by reference to familiar situations in everyday life.
