

1. Record Nr.	UNINA9910511631103321
Titolo	New perspectives in philosophy of education : ethics, politics and religion / / edited by David Lewin, Alex Guilherme, Morgan White
Pubbl/distr/stampa	London ; ; New York : , : Bloomsbury Academic, , 2014
ISBN	1-4725-1336-3 1-4742-8264-4 1-4725-9336-7 1-4725-1396-7
Descrizione fisica	1 online resource (257 p.)
Disciplina	371.001
Soggetti	Education - Philosophy Education - Social aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction, Alex Guilherme (Liverpool Hope University, UK), David Lewin (Liverpool Hope University, UK), and Morgan White (Liverpool Hope University, UK) -- Prelude -- 1. What's the Use of Philosophy of Education?, Paul Standish (Institute of Education, University of London, UK) -- Part One: Ethics -- 2. Technological Thinking in Education, David Lewin (Liverpool Hope University, UK) -- 3. Learning Analytics and the Education of the Human, David Lundie (Liverpool Hope University, UK) -- 4. The Personal and Impersonal in Moral Education, Adrian Skilbeck (Institute of Education, University of London, UK) -- 5. Rousseau's Pedagogical Hermeneutics and Some Implications for Moral Education, David Aldridge (Oxford Brookes University, UK) -- Part Two: Politics -- 6. Universities, Citizens, and the Public, Morgan White (Liverpool Hope University, UK) -- 7. The Interpretive Tradition and its Legacy, Jon Nixon (Hong Kong Institute of Education, Hong Kong) -- 8. An Epistemic Monoculture and the University of Reasons, Richard Smith (Durham University, UK) -- 9. Towards an Anarchist Philosophy of Education, Judith Suissa (Institute of Education, University of London, UK) -- Part Three: Religion -- 10. Buber, Religion, and Inclusion, Alex Guilherme (Liverpool Hope University, UK) -- 11. A Philosophical

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## Sommario/riassunto

"New Perspectives in Philosophy of Education seeks to build a bridge between philosophical reflection and socio-political action by developing a range of critical discussions in the areas of ethics, politics and religion. This v. brings together established authorities and a new generation of scholars to ask whether philosophy of education can contribute to political and social discourse, or whether it is destined to remain the marginal gadfly of mainstream ideology. The philosophy of education stands in danger of becoming a neglected field at precisely the moment we need to be able to reflect upon the increasingly apparent costs of the technocratic attitude to education. While many of the educational policy discussions of recent years seem far-reaching and radical, critical debate surrounding these initiatives remain largely at a populist level. New Perspectives in Philosophy of Education provides contemporary responses to philosophical issues that bear upon educational studies, policies and practices, contributing to the debate on the role of philosophy of education in an increasingly fractured intellectual milieu."--

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