

1. Record Nr.	UNINA9910780103303321
Titolo	Methods in philosophy of education // edited by Frieda Heyting, Dieter Lenzen, and John White
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2001
ISBN	1-134-54673-4 1-134-54674-2 0-415-75844-0 1-280-40435-3 0-585-46114-7
Descrizione fisica	1 online resource (198 p.)
Collana	Routledge international studies in the philosophy of education ; ; 13
Altri autori (Persone)	HeytingFrieda LenzenDieter WhiteJohn <1934 Nov. 7->
Disciplina	370.1 370/.1
Soggetti	Education - Philosophy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Contents; Notes on contributors; Preface; Methodological traditions in philosophy of education: introduction; An analytical perspective on education and children's rights; Reflective equilibrium as a method of philosophy of education: justifying an ethical conception of children's sexual rights; An analytic approach in philosophy of education: the case of children's rights; The problematic employment of Reason in philosophy of Bildung and education Philosophy of education as foundational analysis and critique: conflicting liberal views on the right to an education for autonomyOn the structuralist philosophy of education: an analysis of the rights of the child; Antifoundationalist foundational research: analysing discourse on children's rights to decide; How can philosophy of education be critical? How critical can philosophy of education be? Deconstructive reflections on children's rights; Children's rights and education: a hermeneutic approach; Rights of children and future adults: a cultural educational perspective; Index

Sommario/riassunto

This important new book presents a 'dual strand' argument: Firstly, it gives a comprehensive account of methods in philosophy of education, with leading international figures in the field of writing from a variety of methodological and epistemological perspectives. Secondly, it examines their application in the 'real world' of education, using the topical area of children's rights as a basis for investigation. It will therefore be of interest to philosophers and educationalists alike.
