

The Dialectic Of Freedom John Dewey Series

John Dewey Lecture

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The Public and Its Problems - John Dewey
1954

In *The Public and Its Problems*, a classic of social and political philosophy, John Dewey exhibits his strong faith in the potential of

human intelligence to solve the public's problems. In his characteristic provocative style, Dewey clarifies the meaning and implications of such concepts as "the public," "the state," "government," and "political democracy." He

distinguishes his a posterior reasoning from a priori reasoning, which, he argues permeates less meaningful discussion of basic concepts. Dewey repeatedly demonstrates the interrelationships between fact and theory.

Narratives on Teaching and Teacher Education - A. Mattos 2009-07-06

This book brings in an international perspective on a much debated area, namely teacher education. Through narrative research, the chapters in this collection provide a wide variety of stories of discovery, transformation and hope in teaching and learning to teach.

The African and Conscientization - Christian C. Anyanwu 2012-01-10

The withdrawal of imperial colonizers from Africa in the second half of the 20th century precipitated the need for newly independent African nations to establish political, economic, and social structures that would ensure the development of cohesive, stable, and functional nations. While Africans yearned for

independence, once granted, the challenges of nation-building became apparent immediately. Nigeria, like many African nations, has stumbled through the early postcolonial period with no clear post-colonial direction, dashing the hopes of its people and undermining confidence in its future. This book makes the case that the protracted decades of underdevelopment in Africa, and especially Nigeria, is traceable to a crisis of leadership that has crystallized in the institutionalization of organized corruption as part of its professional ethos. It argues that as a direct consequence of such practices over several decades, the population has been dehumanized. The situation of Africa in general, and Nigeria in particular, has been deemed so inimical and colossal that Justice Oputas panel advised a program of moral action from kindergarten right through to the entire polity (Report of the Human Rights Violations Investigation Commission, 2002). This is an indictment on the Nigerian population, and

rightly so because for more than 40 years after independence, the country has been through a spiraling crisis in leadership and corruption such that massive looting of the national treasure is unprecedented in the history of developing countries. So many attempts have been made in search of national ideology that might spur development. This writer is proposing, in this vein, the implementation of a Conscientization philosophy similar to Paulo Freires as a viable ideology that would arrest and reverse the deteriorating situation. Freires thought was influenced largely by socio Economic and political situations in Brazil. These same ugly and dehumanizing conditions are now generally characteristic of Nigeria. Hence, Freires education as practice of freedom is very relevant to the Nigerian situation. This dissertation elaborates how to develop and implement the Conscientization philosophy and shows why it would be extraordinarily appropriate in Nigeria in such a way as to contribute to the good

society.

Course Syllabi in Faculties of Education -

André Elias Mazawi 2020-06-11

Course Syllabi in Faculties of Education problematizes one of the least researched phenomena in teacher education, the design of course syllabi, using critical and decolonial approaches. This book looks at the struggles that scholars, policy makers, and educators from a diverse range of countries including Australia, Canada, India, Iran, Palestine, Qatar, Saudi Arabia, the USA, and Zambia face as they design course syllabi in higher education settings. The chapter authors argue that course syllabi are political constructions, representing intense sites of struggles over visions of teacher education and visions of society. As such, they are deeply immersed in what Walter Mignolo calls the “geopolitics of knowledge”. Authors also show how syllabi have become akin to contractual documents that define relations between instructors and students Based on a set

of empirically grounded studies that are compared and contrasted, the chapters offer a clearer picture of how course syllabi function within distinct socio-political, economic, and historical contexts of practice and teacher education.

Landscapes of Learning - Maxine Greene 1978 Special 2018 Edition From the new Introduction by Janet L. Miller, Teachers College, Columbia University: "Maxine Greene never claimed to be a visionary thinker. But forty years later, her trepidations detailed throughout 1978's *Landscapes of Learning* now appear unnervingly prescient. Witness and treasure *Landscapes* as evidence of her matchless abilities to inspire myriad educators and students worldwide." "I would suggest that there must always be a place in teacher education for 'foundations' people, whose fundamental concern is with opening new perspectives on the many faces of the human world." —Maxine Greene The essays in this volume demonstrate clearly that Maxine Greene

is herself an example of the kind of "foundations" specialist she hopes to see: someone who can stimulate, inform, and bring new insights to teachers, students, curriculum planners, administrators, policymakers—indeed all those concerned with education in its broadest sense. These essays, a number of them based on lectures presented to various professional organizations, reveals her dedication to learning and teaching, as it reveals her belief in the potential of each individual person. A philosopher whose orientation is largely existential and phenomenological, she seeks to demystify aspects of today's technological society, to question taken-for-granted notions of social justice and equality, and to elucidate conflicts between youth and age, the poor and the middle class, minorities and Whites, male and female. As a humanist, she calls for self-reflectiveness, wide-awakeness, and personal transformation within the context of each person's own lived world—each one's

particular landscape of work, experience, and aspiration. Recognizing the multiple realities that compose experience, the many landscapes against which sense-making proceeds, the essays are grouped in four sections: intellectual and moral components of emancipatory education; social issues and their implications for approaches to pedagogy; artistic-aesthetic considerations in the making of curriculum; and the cultural significance of women's predicaments today. All are richly illuminated by examples; all are written with grace and passion; all will help readers achieve greater self-understanding and critical consciousness. "This is a significant book."—Phi Delta Kappan
"Maxine Greene forces us to consider what we can do even in a limited way and to begin to understand where we have failed." —Cross Currents

Democracy and Education - John Dewey 1916
In this book, Dewey tries to criticize and expand on the educational philosophies of Rousseau and

Plato. Dewey's ideas were seldom adopted in America's public schools, although a number of his prescriptions have been continually advocated by those who have had to teach in them.

Freedom and Culture - John Dewey 1963

The Dialectic of Freedom - Maxine Greene 1988
Special 2018 Edition From the new Introduction by Michelle Fine, Graduate Center, CUNY :
"Why now, you may ask, should I return to a book written in 1988? Because, in Maxine's words: 'When freedom is the question, it is always time to begin.'" In *The Dialectic of Freedom*, Maxine Greene argues that freedom must be achieved through continuing resistance to the forces that limit, condition, determine, and—too frequently—oppress. Examining the interrelationship between freedom, possibility, and imagination in American education, Greene taps the fields of philosophy, history, educational theory, and literature in order to discuss the

many struggles that have characterized Americans' quests for freedom in the midst of what is conceived to be a free society. Accounts of the lives of women, immigrants, and minority groups highlight the ways in which Americans have gone in search of openings in their lived situations, learned to look at things as if they could be otherwise, and taken action on what they found. Greene presents a unique overview of American concepts and images of freedom from Jefferson's time to the present. She examines the ways in which the disenfranchised have historically understood and acted on their freedom—or lack of it—in dealing with perceived and real obstacles to expression and empowerment. Strong emphasis is placed on the focal role of the arts and art experience in releasing human imagination and enabling the young to reach toward their vision of the possible. The author concludes with suggestions for approaches to teaching and learning that can provoke both educators and students to take

initiatives, to transcend limits, and to pursue freedom—not in solitude, but in reciprocity with others, not in privacy, but in a public space. "Greene triumphs in her search for a critical aesthetic to inform education." —Harvard Educational Review "It is a book that deserves to be read by all who teach." —Journal of Aesthetic Education

The Dialectic of Freedom - Maxine Greene
1988

Special 2018 Edition From the new Introduction by Michelle Fine, Graduate Center, CUNY : "Why now, you may ask, should I return to a book written in 1988? Because, in Maxine's words: 'When freedom is the question, it is always time to begin.'" In *The Dialectic of Freedom*, Maxine Greene argues that freedom must be achieved through continuing resistance to the forces that limit, condition, determine, and—too frequently—oppress. Examining the interrelationship between freedom, possibility, and imagination in American education, Greene

taps the fields of philosophy, history, educational theory, and literature in order to discuss the many struggles that have characterized Americans' quests for freedom in the midst of what is conceived to be a free society. Accounts of the lives of women, immigrants, and minority groups highlight the ways in which Americans have gone in search of openings in their lived situations, learned to look at things as if they could be otherwise, and taken action on what they found. Greene presents a unique overview of American concepts and images of freedom from Jefferson's time to the present. She examines the ways in which the disenfranchised have historically understood and acted on their freedom—or lack of it—in dealing with perceived and real obstacles to expression and empowerment. Strong emphasis is placed on the focal role of the arts and art experience in releasing human imagination and enabling the young to reach toward their vision of the possible. The author concludes with suggestions

for approaches to teaching and learning that can provoke both educators and students to take initiatives, to transcend limits, and to pursue freedom—not in solitude, but in reciprocity with others, not in privacy, but in a public space.

Philosophy, a School of Freedom - Unesco 2007

Originally published in French as "La Philosophie, une Ecole de la Liberte. Enseignement de la philosophie et apprentissage du philosophe : Etat des lieux et regards pour l'avenir." - This study is dedicated to all those who engaged themselves, with vigour and conviction, in the defence of the teaching of philosophy a fertile guarantor of liberty and autonomy. This publication is also dedicated to the young spirits of today, bound to become the active citizens of tomorrow.

Conflict Resolution and Peace Education in Africa - Ernest E. Uwazie 2003

Africa today suffers from too much political unrest and violent conflict. The contributors to

this edited collection recognize a missing link in efforts to foster democracy, and with it political stability and peace, in Africa's developing countries: Democracy can be sustained only where effective means for resolving citizens' disputes exist both within and outside the formal legal system. The writers whose articles appear here--scholars, practitioners, and peace advocates--present their varied knowledge of conflict and war in Africa and strategies for introducing and implementing mediation, from Sierra Leone to South Africa. This volume is a model exchange of insights and ideas in the important field of conflict resolution as applied to Africa.

Philosophy of Education - Nel Noddings

2018-04-17

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.

Variations on a Blue Guitar - Maxine Greene
2001

For 25 years, Maxine Greene has been the philosopher-in-residence at the innovative Lincoln Center Institute, where her work forms

the foundation of the Institute's aesthetic education practice. Each summer she addresses teachers from across the country, representing all grade levels, through LCI's intensive professional development sessions. Variations on a Blue Guitar contains a selection of these never-before-published lectures touching on the topics of aesthetic education, imagination and transformation, educational renewal and reform, excellence, standards, and cultural diversity, powerful ideas for today's educators.

The Dialectic in Journalism - Carter R. Bryan
1993-08-01

“A main intent of this book is to show how freedom relates to ethics in journalism and at the same time to discuss how a number of other contraries or antinomies are unsuitable in the real world of journalism. I also hope to demonstrate how a synthesis—a position near the Aristotelian Golden Mean—is the best solution to many of the problems of mass communication. We need to form the habit of

thinking dialectically about many of our journalistic problems realizing that a clash of opposing positions is not harmful but useful in the constantly changing world of journalism.”
—From the Introduction Over the past thirty years, John C. Merrill has produced what many critics consider an essential body of writing on the relatedness of journalism and philosophy. He speaks with authority for a growing group of scholars who are looking behind the product of journalism for the ideologies that create them. His latest work, The Dialectic in Journalism, is an ambitious and comprehensive examination of the forces at work throughout the press. The book focuses on two important and timely issues: journalistic license and social control, or in a larger sense, freedom and responsibility. What are the just limits of the press? Where may libertarians and statisticians of the press find common ground? How do journalists convert the world into the word? Merrill places sweeping questions such as these in the context of the

Western intellectual tradition. Beginning with the Heraclitean observation that reality is constantly changing, he traces the development of the dialectic through Plato and Aristotle to Rousseau, Spinoza, Nietzsche, and Hegel. Merrill connects these thinkers with many of the problems facing the journalistic community today. He uses the Hegelian dialectic to suggest that a moderating force is at work in the contemporary journalism. He shows that the tensions created between the concept of freedom of expression and necessity of restraint resolve themselves in a synthesis of "social responsibility." Readers familiar with Merrill's earlier works will find in this new book the same strong concern for the ethical foundations of journalism. *The Dialectic in Journalism* is sufficiently rigorous philosophically that it sustains a close critical reading, and yet the general reader will find it straightforward and lucid. Journalists will want to read this book to gain new insight into the frequently unexamined

philosophy of their trade, and the public will profit from a broader understanding of the force that plays a central role in shaping our view of the world.

Releasing the Imagination - Maxine Greene
2000-02-02

"This remarkable set of essays defines the role of imagination in general education, arts education, aesthetics, literature, and the social and multicultural context.... The author argues for schools to be restructured as places where students reach out for meanings and where the previously silenced or unheard may have a voice. She invites readers to develop processes to enhance and cultivate their own visions through the application of imagination and the arts. *Releasing the Imagination* should be required reading for all educators, particularly those in teacher education, and for general and academic readers." —Choice "Maxine Greene, with her customary eloquence, makes an impassioned argument for using the arts as a tool for opening

minds and for breaking down the barriers to imagining the realities of worlds other than our own familiar cultures.... There is a strong rhythm to the thoughts, the arguments, and the entire sequence of essays presented here." —American Journal of Education "Releasing the Imagination gives us a vivid portrait of the possibilities of human experience and education's role in its realization. It is a welcome corrective to current pressures for educational conformity." —Elliot W. Eisner, professor of education and art, Stanford University "Releasing the Imagination challenges all the cant and cliché littering the field of education today. It breaks through the routine, the frozen, the numbing, the unexamined; it shocks the reader into new awareness." —William Ayers, associate professor, College of Education, University of Illinois, Chicago

Creative in the Image of God - Katherine M. Douglass 2020-03-02

The declining religious participation among

young adults, or "Rise of the Nones," has signaled alarms across American Christianity. A closer look into the faith lives of thirty young adults who are, or were at one time, connected with a church, however, shows an articulate and aesthetically embodied faith life that seeks out connection with others, expression of their identity, and an openness to encountering God. Young adults see themselves, and all people in this pluralistic world, as bearing the image of God. They see creativity, in their own lives and in the lives of others, as evidence of this identity. This book is not an appeal to put more art into congregations, but rather an invitation to attend to aesthetic, embodied ways of knowing that exist among all people.

Introduction to Critical Reflection and Action for Teacher Researchers - Bernie Sullivan 2016-04-28

Introduction to Critical Reflection and Action for Teacher Researchers provides crucial direction for educators looking to improve their teaching

and maximise learning. While many students can grasp the basic elements of researching their practice and can write about practitioner research, some need guidance and assistance to reflect meaningfully on their teaching practice so as to articulate their educational values. This book provides this guidance. By exploring how to engage in an authentic, practical and personalised framework, the book encourages critical reflection and action on educational practice. Moving through the process of reflecting on practice, engaging in critical thinking and planning and taking action, it helps the reader to subsequently generate educational theory from their own personal learning. Examples from the authors' experiences illustrate the issues raised in each section, with 'Pause and Reflect' activities, guidelines for conducting a research project and annotated further reading available for every chapter. Introduction to Critical Reflection and Action for Teacher Researchers is based on the idea that

reflection is in itself a deliberate action and something we must live - it is key to understanding our practice and is a core component of action research. This book is a valuable guide for teachers, trainee teachers and researchers interested in reflecting on and enhancing their teaching practice.

Restructured Resistance - Jeff Roche 1998

In the spring of 1960, unprecedented public hearings were held on segregation and the future of public education. These hearings, held by John Sibley and the Georgia General Assembly Committee on Schools, offered a rare glimpse into the reactions of southerners--black and white--to the changes wrought by the civil rights movement. Restructured Resistance uses newly opened private papers, public records, newspaper reports, and oral history interviews to examine how the desegregation of public schools in Georgia reflected the evolution of southern society, economics, and politics. In the midst of crisis over segregation as a symbol of

southern distinctiveness, the state legislature accepted the inevitable, adopted the Sibley Commission's proposals, and created a deliberate and more utilitarian form of defiance--a restructured resistance--rooted in contemporary practicality and corporate pragmatism.

Progressivism's Aesthetic Education - Jesse Raber 2018-06-29

During the Progressive Era in the United States, as teaching became professionalized and compulsory attendance laws were passed, the public school emerged as a cultural authority. What did accepting this authority mean for Americans' conception of self-government and their freedom of thought? And what did it mean for the role of artists and intellectuals within democratic society? Jesse Raber argues that the bildungsroman negotiated this tension between democratic autonomy and cultural authority, reprising an old role for the genre in a new social and intellectual context. Considering

novels by Abraham Cahan, Willa Cather, and Charlotte Perkins Gilman alongside the educational thought of John Dewey, the Montessorians, the American Herbartians, and the social efficiency educators, Raber traces the development of an aesthetics of social action. Richly sourced and vividly narrated, this book is a creative intervention in the fields of literary criticism, pragmatic philosophy, aesthetic theory, and the history of education.

Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole - Benjamin R. Barber 2008-03-17

"Powerful and disturbing. No one who cares about the future of our public life can afford to ignore this book." —Jackson Lears A powerful sequel to Benjamin R. Barber's best-selling *Jihad vs. McWorld*, *Consumed* offers a vivid portrait of an overproducing global economy that targets children as consumers in a market where there are never enough shoppers and where the primary goal is no longer to manufacture goods

but needs. To explain how and why this has come about, Barber brings together extensive empirical research with an original theoretical framework for understanding our contemporary predicament. He asserts that in place of the Protestant ethic once associated with capitalism—encouraging self-restraint, preparing for the future, protecting and self-sacrificing for children and community, and other characteristics of adulthood—we are constantly being seduced into an "infantilist" ethic of consumption.

John Dewey and the High Tide of American Liberalism - Alan Ryan 1997

"[A] brilliant intellectual biography. . . . Ryan submits incisive, compressed accounts of Dewey's important works and, with considerable flair, describes the major political debates into which Dewey entered. Ryan has an expert historian's grasp on the major events of the century and weaves them skillfully through Dewey's life story." --Mark Edmundson,

Washington Post Book World

In Praise of Education - John I. Goodlad
1997-06-15

What is the nature and role of education in a democracy? In this thought-provoking and eloquent volume by the author of "A Place Called School", John Goodlad speaks to everyone faced with making critical choices for our nation's children, whether it be in the election area, our local schools, or within the personal setting of the family.

The Later Works of John Dewey, 1925 - 1953
- John Dewey

Consumed - Benjamin R. Barber 2007

An examination of the effects of capitalism on American culture and society reveals how consumer capitalism overproduces goods, targets children as consumers, and replaces public goods with private commodities.

Dewey and Power - Randy Hewitt 2007-01-01
Dewey and Power develops out of criticism that

John Dewey's work lacks a sufficient concept of power, thus rendering his faith in an amelioristic sense of experience and a democratic ideal untenable.

Freedom's Right - Axel Honneth 2014-03-11

The theory of justice is one of the most intensely debated areas of contemporary philosophy. Most theories of justice, however, have only attained their high level of justification at great cost. By focusing on purely normative, abstract principles, they become detached from the sphere that constitutes their "field of application" - namely, social reality. Axel Honneth proposes a different approach. He seeks to derive the currently definitive criteria of social justice directly from the normative claims that have developed within Western liberal democratic societies. These criteria and these claims together make up what he terms "democratic ethical life": a system of morally legitimate norms that are not only legally anchored, but also institutionally established.

Honneth justifies this far-reaching endeavour by demonstrating that all essential spheres of action in Western societies share a single feature, as they all claim to realize a specific aspect of individual freedom. In the spirit of Hegel's Philosophy of Right and guided by the theory of recognition, Honneth shows how principles of individual freedom are generated which constitute the standard of justice in various concrete social spheres: personal relationships, economic activity in the market, and the political public sphere. Honneth seeks thereby to realize a very ambitious aim: to renew the theory of justice as an analysis of society.

How We Think - John Dewey 1910

Our schools are troubled with a multiplication of studies, each in turn having its own multiplication of materials and principles. Our teachers find their tasks made heavier in that they have come to deal with pupils individually and not merely in mass. Unless these steps in advance are to end in distraction, some clew of

unity, some principle that makes for simplification, must be found. This book represents the conviction that the needed steadying and centralizing factor is found in adopting as the end of endeavor that attitude of mind, that habit of thought, which we call scientific. This scientific attitude of mind might, conceivably, be quite irrelevant to teaching children and youth. But this book also represents the conviction that such is not the case; that the native and unspoiled attitude of childhood, marked by ardent curiosity, fertile imagination, and love of experimental inquiry, is near, very near, to the attitude of the scientific mind. If these pages assist any to appreciate this kinship and to consider seriously how its recognition in educational practice would make for individual happiness and the reduction of social waste, the book will amply have served its purpose. It is hardly necessary to enumerate the authors to whom I am indebted. My fundamental indebtedness is to my wife, by whom the ideas of

this book were inspired, and through whose work in connection with the Laboratory School, existing in Chicago between 1896 and 1903, the ideas attained such concreteness as comes from embodiment and testing in practice. It is a pleasure, also, to acknowledge indebtedness to the intelligence and sympathy of those who coöperated as teachers and supervisors in the conduct of that school, and especially to Mrs. Ella Flagg Young, then a colleague in the University, and now Superintendent of the Schools of Chicago.

Teaching for Dissent - Sarah Marie Stitzlein
2015-11-17

Teaching for Dissent looks at the implications of new forms of dissent for educational practice. The reappearance of dissent in political meetings and street protests opens new possibilities for improved democratic life and citizen participation. This book argues that this possibility will not be fulfilled if schools do not cultivate the skills necessary for our citizens to

engage in political dissent. The authors look at how practices in schools, such as the testing regime and the 'hidden curriculum', suppress students' ability to voice ideas that stand in opposition to the status quo. Teaching for Dissent calls for a realignment of the curriculum and the practices of schooling with a guiding vision of democratic participation.

Learning Power - Jeannie Oakes 2006-04-24

In cities across the nation, low-income African-American and Latino parents hope their children's education will bring a better life. But their schools, typically, are overcrowded, ill equipped, and shamefully under-staffed. This work offers a radical approach to school reform that stresses grassroots public activism.

Experience and Nature - John Dewey 1958

This is an enlarged, revised edition of the Paul Carus lectures which John Dewey delivered in 1925. It covers Dewey's basic formulation of the problem of knowledge, with both a full discussion of theories and resolutions

propounded by other systems, and a detailing of Dewey's own concepts upon the relationship of the external world, the minds, and knowledge. Starting with a thorough examination of philosophical method, Dewey examines the interrelationship of experience and nature, and upon the basis of empirical naturalism analyzes experience, the formulation of law, the role of language and social factors in knowledge, the nature of mind, and the final interrelation of mind and matter. Dewey, as in his other mature philosophy, attempts to replace the traditional separation of nature and experience with the idea of continuity, using the traditional separation of nature and experience with the idea of continuity, using the concept of language as the bridge. Dewey's treatment of central problems in philosophy and philosophy of science is profound, yet extremely easy to follow. His range of subject matter is very wide, from the anthropology of Malinowski to gravity, evolution, and the role of art, and his insights

are clear and valuable. Scientists, philosophers of science, philosophers, and students of American history of thought will all find this one of the most profitable works by a great 20th-century thinker.

Cultural Politics and Education - Michael W. Apple 1996-06-15

Michael Apple offers a powerful analysis of current debates and a compelling indictment of rightist proposals for change. Apple presents the causes and effects of further integrating schools into the corporate agenda, as well as current calls for a national curriculum and national testing, privatization and voucher plans, and fundamentalist religious pressures to censor textbooks. He demonstrates who will be the winners and losers culturally and economically as the conservative restoration gains in strength, bringing with it an even greater re-stratification of knowledge and students in terms of race, class, and gender.

[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.

The Passionate Mind of Maxine Greene -

William F. Pinar 2005-08-08

Maxine Greene is the most important philosopher of education in the United States today. The author of *Teacher as Stranger* (1973), *Landscapes of Learning* (1978), *Dialectic of Freedom* (1988), and *Releasing the Imagination* (1995), Greene has influenced tens of thousands of teachers in North America as well as her colleagues in philosophy of education, teacher education, and curriculum studies. While widely cited, Greene has not - until now - been the subject of sustained scholarly analysis and

investigation. William F. Pinar has organized a systematic study of Greene's contribution from several points of view: studies of the four books; studies of the intellectual and aesthetic influences upon her theory; and her influence on the various specializations within the broad field of education: the teaching of English, arts education, philosophy of education, curriculum studies, religious education, cognitive theory, and theory of teaching. The book opens and concludes with Maxine Greene's own autobiographical statements.

John Dewey's Democracy and Education -

Leonard J. Waks 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.

Teacher as Stranger - Maxine Greene 1973

The Handbook of Dewey's Educational Theory and Practice - Charles L. Lowery

2019-08-05

The Handbook of Dewey's Educational Theory and Practice provides a comprehensive, accessible, richly theoretical yet practical guide

to the educational theories, ideals, and pragmatic implications of the work of John Dewey, America's preeminent philosopher of education.

Democratic Teacher Education - John Novak
1994-07-01

This book captures the spirit, richness, and diversity of democratic teacher educators as they put their ideas into practice in creative and persistent ways. Using a diverse group of democratic educational projects from throughout North America, this volume taps into varied ways teacher educators from large state institutions, small rural colleges, urban private universities, new academic programs, special teacher development centers, and public voluntary citizen organizations are working to create the resources and opportunities for teachers to develop the skills and confidence necessary to promote sustained democratic processes.

The Later Works, 1925-1953: 1925 - John

Dewey 2008

The meticulously edited text published here as the first volume in the series *The Later Works of John Dewey, 1925-1953* spans that entire period in Dewey's thought by including two important and previously unpublished documents from the book's history: Dewey's unfinished new introduction written between 1947 and 1949, edited by the late Joseph Ratner, and Dewey's unedited final draft of that introduction written the year before his death.

Enhancing Practice through Classroom

Research - Caitriona McDonagh 2013-06-17

Enhancing Practice through Classroom Research is an accessible introduction to understanding and improving teaching and learning through a process of reflection, research and action.

Written by teachers for teachers, it offers a straightforward guide to classroom research and considers issues central to effective professional development. Including questions for reflection and illustrated with case studies and vignettes of

the authors' own experiences of undertaking classroom research, it offers a step-by-step guide to beginning your own research: identifying an area of professional concern or interest articulating your own educational values developing a better understanding of your practice thinking critically about educational practices depicting practice as it is and as it evolves finding a research methodology providing evidence of improved practice developing theory from practice. Acknowledging the busy nature of classroom teaching and focussing on personalising professional development, this friendly, sensible text offers support and guidance for all student and practising teachers interested in research either for your own professional development or to pursue postgraduate studies in your area of interest.

The Later Works of John Dewey, Volume 13, 1925 - 1953 - John Dewey 2008

This volume includes all Dewey's writings for

1938 except for Logic: The Theory of Inquiry (Volume 12 of The Later Works), as well as his 1939 Freedom and Culture, Theory of Valuation, and two items from Intelligence in the Modern

World. Freedom and Culture presents, as Steven M. Cahn points out, the essence of his philosophical position: a commitment to a free society, critical intelligence, and the education required for their advance.