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Summary For Philosophical Foundations of Education, Introduction/Foundations of Education, or Social Foundations of Education courses. Presenting breadth and depth of coverage in a highly-readable style, the seventh edition of this popular survey text again provides balanced treatment of all of the major schools of thought about education.

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Description. Now in its ninth edition, Philosophical Foundations of Education provides readers with comprehensive knowledge about the various schools of thought that have comprised the philosophy of education throughout history. Highly readable, this chronological text gives insight into the individuals who helped develop various philosophies of education and provides historical information about how they lived and how they learned.

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Overview This highly readable text provides readers with a solid foundation regarding the philosophy of education, using helpful primary sources and other features to help students learn each concept.

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Now in its ninth edition, *Philosophical Foundations of Education* provides readers with comprehensive knowledge about the various schools of thought that have comprised the philosophy of education throughout history. Highly readable, this chronological text gives insight into the individuals who helped develop various philosophies of education and provides historical information about how they lived and how they learned. In addition, each chapter covers each philosophy's aims, methods, curriculums, teaching roles, advantages, and disadvantages. Covering not only how each philosophy evolved over time but also how these philosophies influenced subsequent educational practice, this popular textbook also challenges readers to apply what they have learned in their own profession and develop their own philosophies about education, instruction, and schooling.

Presenting breadth and depth of coverage in a highly readable style, the seventh edition of this popular survey book again provides balanced treatment of all the major schools of thought about education. The authors address how philosophical ideas about education developed over time—arranging their coverage in chronological order—and paying close attention to historical context, while emphasizing each philosophy's continuing relevance to education today. For each philosophy, they show its application in aims, curriculum, methods, and teaching. Additionally, they critically assess each philosophy, and examine how numerous other scholars view it. Thorough revision throughout brings every aspect of the coverage as up-to-date as possible, particularly in coverage of Idealism, Eastern philosophy, Pragmatism, and Postmodernism. For today's educators and philosophers.

This survey of the various philosophies of education offers a balanced, critical treatment of each philosophy -- demonstrating its uses in, and affects on, educational practices. Discusses each philosophy individually -- Idealism, Realism, Eastern Philosophy, Religion, Pragmatism, Reconstructionism, Behaviorism, Existentialism, Phenomenology, Analytic Philosophy, Marxism, Postmodernism -- exploring the historical development, current status, influence on education, leading ideas, and selected readings of major philosophers for each. Covers significant new developments in philosophy -- particularly in realism, pragmatism, Marxism, and Post Modernism. Integrates information on the role of the teacher throughout. For educators at all levels.

Organized around the major problems facing contemporary American education, each chapter focuses on a core issue, including race, gender, equal opportunities & school governance.

This custom edition is published for the University of Canberra. It is compiled from *Philosophical Foundations of Education*, 9th Edition, Howard Ozmon.

Appropriate to all levels of professional development for educational leaders, this brief book emphasizes the practical application of contrasting philosophical and ethical concepts to realistic educational leadership challenges. Recognizing that educational administrators are required to make decisions in problem situations without ideal solutions, the major purpose of the book is to provide a philosophical and theoretical base along with practical suggestions and activities to use that foundation in making the best decisions possible in difficult situations. Throughout this book five main objectives are presented to guide the student, emphasizing the practical uses of philosophy and ethics by educational leaders.

This text offers practical information and vicarious practice for both beginning as well as veteran teachers to become more knowledgeable, skilled, and effective in their work. Through study, application of what has been studied, and the analysis and evaluation of the end result of this application, teachers who care to improve can improve. And, teachers who are already successful in their teaching can be even more successful. Effective teachers are active learners themselves. This text therefore provides a specific context and focus for this active learning in the areas of student motivation and classroom management which are considered critical for best practice in teaching in classrooms today. The book

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reviews appropriate strategies when responding to specific types of student misbehavior and also discusses zero tolerance policies, expulsion, teaching special students, addressing diversity, violence, school uniforms, and drug abuse as related to management and motivation. It is highlighted with supporting case study examples, question and activity sections by chapter, and a helpful glossary. Also provided is an overview of ten popular models for classroom management with the theorists associated with their development. By reading this book, teachers will get their students to achieve at high levels in demonstrating what they have learned through the application of the most important, intertwined areas of motivation and classroom management.

The papers in this book have emerged from a conference which was organized in Zurich in 2003 by the Pestalozzianum Research Institute for the History of Education and the Educational Institute of the University of Zurich. The conference was organized in light of the increasing internationalization of educational discussion within the last ten to twenty years and the topic was the relation between pragmatism and educational theory.

This book covers the philosophical and ethical foundations of the professional practice of health education in school, community, work site and hospital settings, as well as in health promotion consultant activities. Designed to be flexible, readers are prompted to develop their own philosophical and ethical approach(s) to the field after becoming familiar with the literature related to the discipline. It provides a state-of-the-art, conceptual framework and is targeted for health education majors who seek careers in health education and to provide other health science and health-related majors, who need to gain clear, succinct philosophical principles.

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