

EDUCATIONAL PHILOSOPHY AND THEORY:
EDITOR'S CHOICE

Beyond the Philosophy of the Subject

An Educational Philosophy and Theory
Post-Structuralist Reader
Volume I

Edited by
Michael A. Peters and Marek Tesar



Beyond Philosophy Subject Educational Post Structuralist

Joacim Rocklöv



Beyond Philosophy Subject Educational Post Structuralist:

Beyond the Philosophy of the Subject Michael A. Peters, Marek Tesar, 2015-11-19 This first volume focuses on a collection of texts from the latter twenty years of Educational Philosophy and Theory selected for their critical status as turning points or important awakenings in post structural theory In the last twenty years the applications of the postmodern and poststructuralist perspectives have become less mono focused less narrowly concerned with technical questions and also less interested in epistemology and more interested in ethics This book covers questions of genealogy ontology the body and the institution giving examples of theoretical applications of post structural theory that testify to the generative and endlessly applicable potential of this work to different fields and avenues of thought While informed by Foucault s thinking of the political subjugation of docile bodies to individuals as self determining beings the chapters in this book culminate in amalgamations of different schools of educational philosophy which explore poststructuralist approaches to education Beyond the Philosophy of the Subject will be key reading for academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory post structural theory the policy and politics of education and the pedagogy of education

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Critical Readings in Teacher Education ,2008-01-01 Like other fields of study teacher education defines itself both by what it includes and by what it excludes Teacher educators and researchers have spent a great deal of time seeking and attempting to eradicate the flaws in existing structures and practices but significantly less time learning to perceive the absences The premise of this book is that until we can identify and begin to address what is absent teacher education will be constrained by a perennial recycling of concerns that have characterized so much of research policy and practice to date If teacher education is to have a different future we need to ask different and difficult questions This book with contributions from theorists in Australia Canada and the United States addresses the challenges we

face in establishing a more hopeful future for teacher education The authors provocative contributions identify what is missing in teacher education while providing critical counterpoints to existing frames of reference in the field In writing against the grain they open up new conceptual spaces and exciting trajectories for a different teacher education

Poststructuralism, Philosophy, Pedagogy J.D. Marshall, 2006-01-18 This book has been quite long in the making In its original format but with some different chapters and with the then publisher it foundered as did other volumes in the planned series At the in press stage when we obviously thought it was going ahead it was suddenly canned Quite distraught I closed it away in a desk drawer for a year or so But then Joy Carp of Kluwer Academic Publishers expressed an interest in it and we were in business again Most of the contributors to the original volume have stayed with it only to be delayed by myself for a variety of reasons but see the dedication I had been writing on Michel Foucault for a number of years but had become concerned about mis appropriations of his ideas and works in educational literature I was also concerned about the increasingly intemperate babble in that literature of the notion of postmodernism Indeed at one major educational conference in North America I listened to a person expounding postmodernism in terms of Destroy Destroy Destroy Like Michel Foucault I am not quite sure what postmodernism is but following Mark Poster s account of poststructuralism as merely a collective term to catch a number of French thinkers I thought that what we had to do in education was to look at what particular thinkers had said and not become involved in vapid discussion at an abstract level on isms Thus the book was conceived

Wellbeing, Education and Contemporary Schooling Malcolm Thorburn, 2017-08-08 Wellbeing Education and Contemporary Schooling examines the role of wellbeing in schools and argues that it should be integral to core policy objectives in health and education The whole school focus chosen is conducive to the review of wellbeing in schools and assists in better understanding the complex relationships between learners and teachers in policy contexts where every teacher has a responsibility for learners wellbeing By exploring a range of debates about the nature of wellbeing the book shows how a child s wellbeing is inseparable from their overall capacity to learn and achieve and to become confident self assured and active citizens Drawing on international curriculum developments it considers the ways in which wellbeing could reshape educational aims in areas such as outdoor learning and aesthetic imagination helping to inform programmes of professional learning for teachers Separated into six parts the book covers philosophical perspectives on wellbeing policy perspectives on wellbeing professional perspectives on wellbeing practice perspectives on wellbeing future prospects for wellbeing a personal perspective on wellbeing Examining ways in which wellbeing can become a central component of the ethos culture and environment of contemporary schools Wellbeing Education and Contemporary Schooling is an invaluable guide for all students teachers researchers and policy makers with an interest in learning teaching and children s wellbeing

Educational Perspectives on Mediality and Subjectivation Patrick Bettinger, 2021-10-22 This open access book examines the complex relationship between education media and power Exploring the entanglement of education media and power

structures the contributions use various examples and case studies to demonstrate how subjectivation processes and digital structures interact with one another The book asks which modes of subjectivation can be identified with current media cultures how subjects deal with the challenges and potential of digitality and how coping and empowerment strategies are developed By addressing theoretical as well as empirical evidence the chapters illuminate these connections and the subsequent significance for media education more widely

Poststructuralism and Educational Research Michael A. Peters, Nicholas C. Burbules, 2004-10-26 Poststructuralism and its implications for something called postmodernism is a major topic of discussion in social theory and research generally including educational research The works of the major authors in this tradition Foucault Lyotard Cixous Derrida Haraway to name a few are challenging and difficult Yet more and more theorists and researchers in educational scholarship use this term to describe their work What does poststructuralism mean for these authors and what significance does it have for educational inquiry This book takes on these central questions and explores the impact of poststructuralism in language that makes the basic issues at stake accessible for a broad readership Michael Peters and Nicholas C Burbules highlight the implications of a poststructuralist stance for the conception of the research subject and examine its standards of validity and methods of investigation They also lay out the distinguishing characteristics of this approach to educational inquiry using as examples the particular ways in which writers including Giroux McLaren Lather and Ball have tried to incorporate the poststructuralist perspective into their investigations of educational issues The emphasis throughout this book will be on making these complex theoretical issues tangible and salient for the educational researcher

Philosophical Perspectives on Compulsory Education Marianna

Papastephanou, 2013-09-12 From antiquity to the present schools of some form have in one way or other been involved in the material and symbolic reproduction of societies Such diachronic resilience along with the synchronic omnipresence of schooling often makes schools appear as natural self evident and unavoidable This naturalization of schooling is then extended to its modern specification as compulsory in a universalist fashion This book does not only seek to explore what is left of older debates on compulsory education in the years hindsight but also to associate the discussion of schooling with new theoretical developments and new emphases It contains a first part which operates primarily at the conceptual and justificatory level and reserves a more or less qualified welcome to a revisited notion of compulsory And it supplements this first part with a second more applied one that focuses on specific aspects of compulsory schooling and or education From Luther down to John Stuart Mill and John Dewey compulsory education has been heralded either as a vehicle of social coordination and individual well being or as a vehicle of democratization and progress or as a means for protecting the rights of the young and of society and so on and so forth But there have also been periods of challenge and denaturalization of compulsory education producing a range of interesting and spirited debates not only on matters of educational legality but also on matters that boil down to broader philosophical questions about the self and the world Without neglecting the lasting

significance of older debates argumentation over schooling its character and its scope can be recast in the light of current philosophical educational debates Given the fact that failure adequately to mine such connections leads to a lack in philosophical educational engagement with one of the most central pedagogical practices of the contemporary world namely the school the book aspires to remedy this lack and to put together work that addresses those connections through the highly original and innovative work of its contributors The subtext in all contributions is a vision of educational transformation in one way or other All chapters from the most theoretical to the most practice related promote a version of a recast or redirected compulsory schooling

Beyond Critique Bradley A. Levinson, Jacob P. K. Gross, Christopher Hanks, Julia Heimer Dadds, Kafi Kumasi, Joseph Link, 2015-12-03 This book introduces educational practitioners students and scholars to the people concepts questions and concerns that make up the field of critical social theory It guides readers into a lively conversation about how education can and does contribute to reinforcing or challenging relations of domination in the modern era Written by a group of experienced educators and scholars in an engaging style Critical Social Theories and Education introduces and explains the preeminent thinkers and traditions in critical social theory and discusses the primary strands of educational research and thought that have been informed and influenced by them

Feminist Critique of Education Christine Skelton, Becky Francis, 2005-11-18 This book provides a valuable route map to the development of thinking in gender and education over the last fifteen years It includes over thirty five seminal articles from the journal Gender and Education written by many of the leading authors in the field from the UK the USA Australia and Europe Compiled by the current editors of the journal to show the development of the field the book is divided into six sections Gender Identities Theory and Method Policy and Management Sexuality Ethnicity Social Class The specially written introduction by the editors contextualises the selection and introduces students to the main issues and current thinking in the field Available in one easy to access place this authoritative reference book provides a collection of articles that have lead the field It should find a place in every library and on every departmental bookshelf

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