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Beknopte Theorie Paedagogiek

Paul Standish, Naoko Saito

Beknopte Theorie Paedagogiek:

Pedagogiek in meervoud. G.J.J. VAO/ Biesta, J.W.A. Berding, W. Pols, F. Beugelsdijk, C.R.M. vao/Souverein, B. Levering, H.J.M. van Oers, S. Miedema, VU, Fac. Psychologie en Pedagogiek, M.H van IJzendoorn, W.A.J. Meijer, 1997-06-23 De lezer wordt ingeleid in zeven benaderingen die ieder op eigen wijze inzicht proberen te geven in opvoedings en onderwijsprocessen Deze zeven zijn Geesteswetenschappelijke pedagogiek Empirisch analytische pedagogiek Kritische pedagogiek Cultuurhistorische pedagogiek Taalanalytische pedagogiek De opvoedingswetenschappen in Frankrijk Pragmatische pedagogiek Zij bepalen in meer of mindere mate het huidige gezicht van de Nederlandstalige pedagogiek Van elke benadering wordt een aantal aspecten besproken te weten een historisch overzicht de basisbegrippen gehanteerde methoden de Nederlandse situatie waardering en literatuursuggesties Door dit vaste stramien is Pedagogiek in meervoud een overzichtelijk studieboek Voor deze vijfde herziene druk is hoofdstuk 5 cultuurhistorische pedagogiek opnieuw geschreven De overige hoofdstukken zijn herzien Beknopte theoretische pedagogiek Martinus Jan Langeveld,1979 In de twee inleidingen wordt ingegaan op de opvoedingswetenschap als menswetenschap en op de aard taak en noodzaak van de theoretische pedagogiek Afgevraagd wordt wat opvoeden is Gezag en verantwoordelijkheid doel noodzaak en mogelijkheid der opvoeding komen aan de orde Welke grenzen en opvoedingsmiddelen zijn er Tot slot een aanhangsel met en opsomming van personen en publikaties van werken totstandkoming van stichtingen enz Vier grondleggers van de pedagogiek M.J. Langeveld, S. Strasser, H.W.F. Stellwag, Ph.A. Kohnstamm, 2018-01-26 Van de geschiedenis en van onze voorgangers leren we Althans dat wordt beweerd Toch lijken de psychologie pedagogiek en onderwijskunde steeds ahistorischer te worden Oudere bronnen dan van een jaar of vijf geleden worden in empirische artikelen zelden meer geciteerd met als gevolg dat psychologen pedagogen en onderwijskundigen geregeld het wiel opnieuw uitvinden Desalniettemin beweren velen van hen dat ze op de schouders staan van intellectuele reuzen Maar wie zijn die reuzen Dit boek is het derde deel van een meerdelige reeks over pioniers van de academische psychologie pedagogiek en onderwijskunde samengevat de gedragswetenschappen in Nederland een initiatief van het Archief en Documentatiecentrum Nederlandse Gedragswetenschappen adng De reeks wil informatie over die grondleggers op een toegankelijke wijze aanbieden aan hedendaagse beoefenaars van deze wetenschappen n aan een breder historisch wetenschappelijk ge nteresseerd publiek In dit deel staan de biografische schetsen centraal van vier grondleggers van de pedagogische wetenschappen Philipp Kohnstamm Universiteit van Amsterdam Martien Langeveld Universiteit Utrecht Willy Stellwag Universiteit van Amsterdam en Stephan Strasser Katholieke Universiteit Nijmegen De reeks Pioniers van de Nederlandse gedragswetenschappen staat onder redactie van dr Vittorio Busato prof em dr Mineke van Essen en prof dr Willem Koops samen het bestuur van het adng Encyclopedia of Educational Theory and Philosophy D. C. Phillips, 2014-05-19 Education is a field sometimes beset by theories of the day and with easy panaceas that overpromise the

degree to which they can alleviate pressing educational problems The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses In addition to interpretations of long established theories this work offers essays on cutting edge research and concise to the point definitions of key concepts ideas schools and figures Features Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished general editor and an international editorial board Entries are followed by cross references and further reading suggestions A Reader's Guide groups entries thematically The Reader's Guide detailed index and cross references combine for strong search and browse capabilities in the electronic version Available in a choice of print or electronic formats Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory Key Themes Aims of Education Classic Premodern Philosophers Theories and Theorists Curriculum Educational Research Evaluation and Testing Equity Rights Social Stratification and Citizenship Higher Education Learners Learning and Teaching Liberal Education Moral Religious Spiritual and Social Cultural Values Multiculturalism and Special Populations Organization of Schooling Philosophy of Science Sociology of Science and Epistemology Philosophy of Education Feminist Perspectives Philosophy of Education Nonwestern Traditions Philosophy of Education The Analytic Tradition Philosophy of Education The Continental Traditions Philosophy of Education The Political Theory Tradition Philosophy of Education The Pragmatic Tradition Progressive Education Psychological Orientation in Educational Theory Social Sciences Orientation in Educational Theory **Education and the Kyoto School of Philosophy** Paul Standish, Naoko Saito, 2012-07-04 The work of the Kyoto School represents one of the few streams of philosophy that originate in Japan Following the cultural renaissance of the Meiji Restoration after Japan's period of closure to the outside world 1600 1868 this distinctly Japanese thought found expression especially in the work of Kitaro Nishida Keiji Nishitani and Hajime Tanabe Above all this is a philosophy of experience of human becoming and of transformation In pursuit of these themes it brings an inheritance of Western philosophy that encompasses William James Hume Kant and Husserl as well as the psychology of Wilhelm Wundt into conjunction with Eastern thought and practice Yet the legacy and continuing reception of the Kyoto School have not been easy in part because of the coincidence of its prominence with the rise of Japanese fascism In light of this then the School's ongoing relationship to the thought of Heidegger has an added salience And yet this remains a rich philosophical line of thought with remarkable salience for educational practice. The present collection focuses on the Kyoto School in three unique ways First it concentrates on the School's distinctive account of human becoming Second it examines the way that in the work of its principal exponents diverse traditions of thought in philosophy and education are

encountered and fused Third and with a broader canvas it considers why the rich implications of the Kyoto School for for philosophy and education have not been more widely appreciated and it seeks to remedy this The first part of the book introduces the historical and philosophical background of the Kyoto School illustrating its importance especially for aesthetic education while the second part looks beyond this to explore the convergence of relevant streams of philosophy East and West ranging from the Noh play and Buddhist practices to American transcendentalism and post structuralism

Wijsgerige pedagogiek Joris Vlieghe,2023-08-22 Wat is het fundament van opvoeden Op welke manier geven we het best onderwijs Dit soort vragen zijn niet recent ontstaan maar kennen een eeuwenlange geschiedenis Door te kijken naar de wijze waarop deze begrippen vroeger werden gezien komen we niet alleen tot een beter begrip van deze termen Tegelijk vertelt het ons over hoe die oude idee n tot op vandaag doorwerken in de manier waarop we nadenken over pedagogische kwesties Dit boek geeft een gedetailleerd historisch overzicht van de belangrijkste stromingen en denkers binnen de traditie van de westerse wijsgerige pedagogiek Daarbij wordt de nadruk gelegd op belangrijke breukmomenten in deze rijke geschiedenis

Pedagogiek van zingeving Jaap G. Schaap,2001 The SAGE Handbook of Educational Action Research Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of Educational Action Research Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the Educational Action Research journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of Research Methods in the Social Sciences SAGE 2005 and author of Action

Research a Methodology for Change and Development Open University Press 2006 Pedagogical Tact Max van Manen, 2016-07-11 Internationally known educator Max van Manen provides phenomenological guidance on how teachers parents and other child care workers can act pedagogically with sensitivity tact respect and attentiveness to create a positive influence that is felt throughout the young person s life and adulthood The Blackwell Guide to the Philosophy of Education Nigel Blake, Paul Smeyers, Richard D. Smith, Paul Standish, 2008-04-15 In this important survey an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant questions for its future Presents a definitive introduction to the core areas of philosophy of education Contains 20 newly commissioned articles all of which are written by internationally distinguished scholars Each chapter reviews a problem examines the current state of the discipline with respect to the topic and discusses possible futures of the field Provides a solid foundation for further study

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