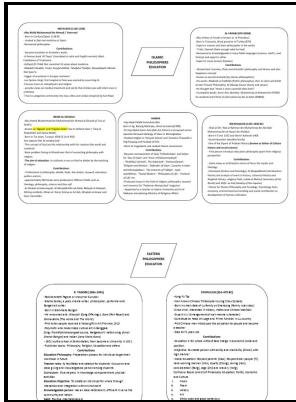


# History of philosophy and philosophical education

Marquette University Press - History of philosophy and philosophical education : Gilson, Etienne, 1884



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Thomas, -- Aquinas, Saint, -- 1225?-1274. History of philosophy and philosophical education

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## Introduction: Philosophy of Education and Philosophy

That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be metadisciplinary in the sense of being concerned with the concepts, aims, and methods of the discipline.

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As noted, for a field that tends to resist and argue over every attempt to define it, such caution is probably prudent, but it has an added benefit as well. Other important problems involve the authority of the state and of teachers, and the rights of students and parents; the character of purported educational ideals such as critical thinking, and of purportedly undesirable phenomena such as indoctrination; the best way to understand and conduct moral education; a range of questions concerning teaching, learning, and curriculum; and many others.

## UI Press

The major development here has been the revival of virtue ethics as an alternative to the deontological and consequentialist theories that dominated discussion for much of the twentieth century. Is the justification that is given for teaching Economics in some schools coherent and convincing? Still, our actions qua deliberative citizen must be grounded in such reciprocity if political cooperation on terms acceptable to us as diverse morally motivated citizens is to be possible at all.

## Introduction: Philosophy of Education and Philosophy

A philosopher may also work out a fully developed educational philosophy of his own and start an experimental school in which to put it into practice, as John Dewey did; like Dewey, too, he may even try to persuade his entire society to adopt it. Education also has the task of fostering open-mindedness and an appreciation of our fallibility: All the theorists mentioned thus far, especially those in the critical thinking and intellectual virtue camps, urge their importance. No one kind of premise is always necessary in 2 in every educational context.

## Philosophy and History of Education

Where the critical impulse differs from the others is in its conception of the contribution philosophy can play in serving these ends. Selected Readings in the Philosophy of Education, 3rd edition. Suffice it to say that some philosophers, as well as focusing inward on the abstract philosophical issues that concern them, are drawn outwards to discuss or comment on issues that are more commonly regarded as falling within the purview of professional educators, educational researchers, policy-makers and the like.

### **Introduction: Philosophy of Education and Philosophy**

Denis Phillips assesses extant philosophical critiques of educational research and discusses the scientific status, current state, and future promise of such research. The Prescriptive Impulse The first impulse is prescriptive. Although it does not seek to tell us what dispositions we should form, it does analyze and criticize the concepts, arguments, and methods employed in any study of or reflection upon education.

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