

EDUCATION *and the* POSTMODERN CONDITION



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CRITICAL STUDIES IN EDUCATION
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Education And The Postmodern Condition

Kenneth Wain



Education And The Postmodern Condition:

Education and the Postmodern Condition Michael A. Peters, 1995-01-30 This collection of essays brings together a number of contributions on Lyotard's work made by philosophers educationalists and sociologists around the special focus of education Their intent is to examine Lyotard's notion of the postmodern condition and its relevance to education

Curriculum in the Postmodern Condition Alicia de Alba, 2000 Annotation This book examines the ways that postmodernism has impacted curriculum formulation changing the ways that people think about knowledge how they participate in work and civic life and how humans interact with technology It approaches topics such as cultural contact postmodern science critical literacy and new technologies and the professionalization of environmental educators The authors have all taught in departments of education and are currently working in Mexico and New Zealand Annotation c Book News Inc Portland OR booknews.com

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Postmodernism and Education Richard Edwards, Robin Usher, 2002-11 This book shows the impact of postmodernism upon the theory and practice of education and how it challenges the existing concepts structures and hierarchies

Adult Education and the Postmodern Challenge Ian Bryant, Rennie Johnston, Robin Usher, 2004-08-02 This book offers some suggestions as to ways forward from this dilemma Drawing on the new intellectual frameworks of critical pedagogy feminism and postmodernism and their impact upon educational theory practice and research the book focuses on the changing contexts of adult education By building on the notion of going beyond the limits of certain current adult education orthodoxies the authors try to provide alternatives for practice The final three chapters deal with research focusing on a critical macro analysis of mainstream paradigms a review of alternative approaches and a more micro analysis centering on the role of the socially located self in the research process

Routledge Encyclopaedia of Educational Thinkers Joy A. Palmer Cooper, 2016-05-20 The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important influential innovative and interesting thinkers on education of all time Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social historical and political contexts in which the thinker worked Ranging from Confucius and Montessori to Dewey and Edward de Bono the entries form concise accessible summaries of the greatest or most influential educational thinkers of past and present times Each essay includes the following features concise biographical information on the individual an outline of the individual's key achievements and activities an assessment of their impact and influence a list of their major writings suggested further reading Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this substantial volume provides a unique

history and overview of figures who have shaped education and educational thinking throughout the world Combining and building upon two internationally renowned volumes this collection is deliberately broad in scope crossing centuries boundaries and disciplines The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom this Encyclopaedia is an invaluable reference guide for all students of education including undergraduates and post graduates in education or teacher training and students of related disciplines

The Learning Society in a Postmodern World Kenneth Wain, 2004 Lifelong learning has become a key concern as the focus of educational policy has shifted from mass schooling toward the learning society The shift started in the mid 1960s and early 1970s under the impetus of a group of writers and adult educators gravitating around UNESCO with a humanist philosophy and a leftist agenda The vocabulary of that movement was appropriated in the 1990s by other interests with a very different performativist agenda emphasizing effectiveness and economic outcomes This change of interest described in the book has signified the death of education The Learning Society in a Postmodern World explores different theoretical resources to respond to this situation mainly those that propose some restoration of an educated public or to the contrary individual self creation and uses the works of a broad range of philosophers and thinkers notably MacIntyre Habermas Foucault Derrida Rorty and Baudrillard In addition it raises important questions about postmodern and poststructuralist responses to education in the postmodern world Its comprehensiveness and historical background make it an essential textbook for theoretical courses in lifelong learning and in educational theory in general A broad range of interests and subject matter make it important reading for educators policy specialists media specialists researchers on the subject of lifelong learning and on the relation between education and the postmodern world political theorists philosophers and philosophers of education

What Comes After Postmodernism in Educational Theory? Michael A. Peters, Marek Tesar, Liz Jackson, Tina Besley, 2020-06-09 Marking the fiftieth anniversary of the Educational Philosophy and Theory journal this book brings together the work of over 200 international scholars who seek to address the question What happened to postmodernism in educational theory after its alleged demise Declarations of the death knell of postmodernism are now quite commonplace Scholars in various disciplines have suggested that if anything postmodernism is at an end and has been dead and buried for some time An age dominated by playfulness hybridity relativism and the fragmentary self has given way to something else as yet undefined The lifecycle of postmodernism started with Derrida's 1966 seminal paper Structure Sign and Play in the Discourse of the Human Sciences its peak years were 1973 1989 followed by uncertainty and reorientation in the 1990s and the aftermath and beyond McHale 2015 What happened after 2001 This collection provides responses by over 200 scholars to this question who also focus on what comes after postmodernism in educational theory This book was originally published as a special issue of the journal Educational Philosophy and Theory

Postmodern Education Stanley

Aronowitz,1991 *The Routledge Companion to Education* James Arthur,Andrew Peterson,2013-07-23 The Routledge Companion to Education presents the most comprehensive up to date guide available to the major topics and theories in education Forty specially commissioned chapters covering all aspects of education introduce you to the key thinkers events ideas research and issues that have shaped the field of education [Fifty Modern Thinkers on Education](#) Liora Bresler,David Cooper,Joy Palmer,2002-09-11 Fifty Modern Thinkers on Education looks at fifty of the twentieth century s most significant contributors to the debate on education Among those included are Pierre Bourdieu Elliot Eisner Hans J Eysenck Michel Foucault Henry Giroux Jurgen Habermas Susan Isaacs A S Neill Herbert Read Simone Weill Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking Each essay gives key biographical information an outline of the individual s principal achievements and activities an assessment of his or her impact and influence and a list of their major writings and suggested further reading **A Companion to the Philosophy of Education** Randall Curren,2008-04-15 A Companion to the Philosophy of Education is a comprehensive guide to philosophical thinking about education Offers a state of the art account of current and controversial issues in education including issues pertaining to multiculturalism special education sex education and academic freedom Written by an international team of leading experts who are directly engaged with these profound and complex educational problems Serves as an indispensable guide to the field of philosophy of education *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 *Lifelong Learning - Signs, Discourses, Practices* Robin Usher,Richard Edwards,2007-05-22 This text explores the different ways in which the various social practices in which people participate becomes signed as learning how and why that occurs and with what consequences It takes seriously the linguistic turn in social theory to draw upon semiotics and poststructuralism through which to explore the significance of lifelong learning as an emerging discourse in education The text explores the different ways in which learning conveys meaning and is given meaning Given this lifelong learning therefore is a way and a significant way in which learning is fashioned The text then explores the notion that if learning is lifelong and lifewide what precisely is learning as distinct from other social practices and how those practices are given meaning as learning *Marxism Against Postmodernism in Educational Theory* Dave Hill,2002-01-01 Written by renowned British and American educational theorists *Marxism Against Postmodernism in Educational Theory* a substantially revised edition of the original 1999 work examines the infusion of postmodernism and

theories of postmodernity into educational theory policy and research *Education and Cultural Citizenship* Nick Stevenson, 2011-05-12 Nick Stevenson skilfully draws upon a welter of leading thinkers from the liberal socialist critical theory and multiculturalist canons in developing his argument that leading ideas about education are umbilically tied to notions of the good society The pluralistic and undogmatic manner in which he sifts these accounts and his insistence upon the centrality of democratic citizenship make this a timely and important contribution to current debates about the nature and purpose of schools Michael Kenny University of Sheffield In *Education and Cultural Citizenship* Nick Stevenson presents a powerful argument concerning how education can and should promote democracy accompanied by critiques of how all too often education fails to do so Full of strong ideas arguments engagement with key thinkers Stevenson's book should be of great interest to all concerned with the nexus of democracy and education Douglas Kellner UCLA This dynamic book systematically brings together the major developments in the social and political theory of education It offers a global introduction to the major debates within the field and provides a sustained argument for a democratic and normative view of education Nick Stevenson provides a comprehensive view of the major disputes within social cultural and political approaches to education Drawing upon varied critical traditions the book helpfully connects these diverse threads of debate whilst exploring the work of key theorists Areas explored include democratic notions of education cosmopolitanism multiculturalism pragmatism critical pedagogy democratic socialism liberalism politics of fear Clearly written and passionately argued this book will be essential reading for all those interested in exploring education's changing place in society *Educational Philosophy and Post-Apocalyptic Survival* Michael A. Peters, Tina Besley, 2023-10-27 This collection concerns educational philosophy and post apocalyptic survival This 14th volume in the Editor's Choice series provides insights into the philosophy of education as it relates to the concepts of civilizational collapse discourses of decline educating for survival amid climate emergency cultural apocalypse and the pandemic It is based on a series of editorials and articles published in the *Educational Philosophy and Theory* journal through its 55 year history The articles written by Editor Michael Peters and colleagues explore the concept of global apocalypse from the educational philosophy lens It will be of interest to scholars in philosophy of education and anyone who is working in the field of post apocalyptic studies **Education, Philosophy and Politics** Michael A. Peters, 2013-06-17 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Michael A Peters has spent the last 30 years researching thinking and writing about some of the key and enduring issues in education He has contributed over 60 books authored co authored and edited and 500 articles to the field In *Education Philosophy and Politics* Michael A Peters brings together 15 of his key writings in one place including chapters from his best selling books and articles from leading journals Starting with a specially written Introduction which gives an

overview of Michael's career and contextualises his selection the essays are then arranged thematically to create a pathway of a way of thinking in philosophy of education which is forward looking but takes account of tradition and the past The subjects of the chapters include Wittgenstein Studies Philosophical Critique of Modernity French Poststructuralism Jean Francois Lyotard Foucault Deleuze Derrida American Pragmatism Rorty Cavell Philosophy and racism Through this book readers can follow the themes and strands that Michael A Peters has written about for over three decades and clearly see his important contribution to the field of 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

Lifelong Learning Jim Crowther, Peter Sutherland, 2008-03-25 Lifelong learning has developed enormously as a distinct area of study within education in recent years not least because numerous governments and educational strategists have become very vocal supporters of new ways of learning throughout all stages of life This guide to the topic brings together new writing from some of the leading thinkers in the field to offer a broad ranging and detailed snapshot of the position to date The book provides a critical summary of current developments in understanding adult learning and the social context in which they are located This provides a background for the framing of issues and the problems that emerge in institutional and non formal contexts of lifelong learning Students undertaking courses of study in this area as well as a wide range of undergraduate and postgraduate students in a variety of professional areas will find the material essential reading

Unveiling the Power of Verbal Artistry: An Psychological Sojourn through **Education And The Postmodern Condition**

In a global inundated with screens and the cacophony of instantaneous communication, the profound power and emotional resonance of verbal beauty often diminish into obscurity, eclipsed by the regular onslaught of sound and distractions.

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