

KIERKEGAARD AS EDUCATOR

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Kierkegaard As Educator

Julia Watkin



Kierkegaard As Educator:

Kierkegaard as Educator Ronald J. Manheimer, 1977-01-01 *Philosophy of Education* Joseph James Chambliss, 1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company **Kierkegaard's Metaphors** Jamie Lorentzen, 2001 Kierkegaard's Metaphors offers an explanation of a more accessible way to understand Kierkegaard by analyzing his persistent use of metaphors Kierkegaard on Dialogical Education Anna Strelis Soderquist, 2016-07-14 Kierkegaard on Dialogical Education Vulnerable Freedom examines a unique conception of freedom that underscores the productive role of human vulnerability as found in the work of Søren Kierkegaard Anna Strelis Soderquist uncovers Kierkegaard's method of indirect communication as a formative and dialogical approach to education that guides a person in becoming not only free and independent but also receptive and empathetic This approach bestows upon a human being the dignity that comes from being both capable and humble It emphasizes the need for trust and courage alike in our dialogical relations freeing us to receive and respond to the other both in our need and through our own choosing Freedom's secret is that it is at the same time self empowered and vulnerable self giving and receptive independent and dependent Kierkegaard's method in both form and content hinges upon the narrativity of human experience No human being is immune to the seductive force of stories Kierkegaard recognizes the power of a story to captivate and to change us to empower and to humble us and he makes use of them as formative teachers with whom we enter into dialogue Through its examination of indirect formation in Kierkegaard through poetry and storytelling Kierkegaard on Dialogical Education explores the reaches and limits of narrative imagination and inquires into the dialogical and narrative struggle inherent in the formation of identity This book will be of interest to philosophers and educators as well as those who meet at the crossroads of philosophy education and art **Søren Kierkegaard** Søren Harnow Klausen, 2018-02-01 This book is a succinct guide to Søren Kierkegaard's contribution to educational thought Kierkegaard is not usually known as an educational thinker but the book shows how his key notions and ideas are nevertheless highly relevant to educational theory and practice It places them within the context of Kierkegaard's philosophy and the philosophy of his time while also exploring their significance to issues of contemporary concern like the question of how far education should aim at fostering useful skills or support more ambitious goals The central topics are Kierkegaard's diagnosis of the limitations of objective knowledge and his corresponding emphasis on know how personal appropriation and subjective attitude his analysis of more or less successful forms of self realization his ideas about fostering personal development through indirect communication and dialogue and the elements strengths and shortcomings of the ideal of self cultivation German Bildung Kierkegaard Bibliography Peter Šajda, 2017 Philosophy of Education J.J. Chambliss, 2013-07-04 First Published in 1996 This first of its kind Encyclopaedia charts the influence of philosophic ideas that have had the greatest influence on education from Ancient Greece to the present It covers classical thinkers as Plato Augustine Hypatia Locke and Rousseau as well as recent figures such as

Montessori Heldegger Du Bois and Dewey It illuminates time hounded ideas and concepts such as idealism practical wisdom scholasticism tragedy and truth as well as modern constructs as critical theory existentialism phenomenology Marxism and post Colonialism The coverage consists of 228 articles by 184 contributors who survey the full spectrum of the philosophy of education The A to Z of Kierkegaard's Philosophy Julia Watkin,2010-03-23 The A to Z of Kierkegaard s Philosophy provides a contextual introduction to Kierkegaard s 19th century world of Copenhagen a chronology of events and key figures in his life as well as definitions of the key systems of his thought theology existentialism literature and psychology The extensive bibliographical section covers secondary literature and electronic materials of help to researchers The appendix includes detailed information on his writings along with a list of his pseudonyms This book is useful not only as a guide for experienced scholars but also as an introduction to new students of Kierkegaard s Philosophy *Kierkegaard's International Reception* Jon Stewart,2009 Tome I covers the reception of Kierkegaard in Northern and Western Europe The articles on Denmark Norway Sweden Finland and Iceland can be said to trace Kierkegaard s influence in its more or less native Nordic Protestant context Since the authors in these countries with the exception of Finland were not dependent on translations or other intermediaries this represents the earliest tradition of Kierkegaard reception The early German translations of his works opened the door for the next phase of the reception which expanded beyond the borders of the Nordic countries The articles in the section on Western Europe trace his influence in Great Britain the Netherlands and Flanders Germany and Austria and France All of these countries and linguistic groups have their own extensive tradition of Kierkegaard reception

Encyclopedia of Christian Education George Thomas Kurian,Mark A. Lamport,2015-05-07 Christianity regards teaching as one of the most foundational and critically sustaining ministries of the Church As a result Christian education remains one of the largest and oldest continuously functioning educational systems in the world comprising both formal day schools and higher education institutions as well as informal church study groups and parachurch ministries in more than 140 countries In The Encyclopedia of Christian Education contributors explore the many facets of Christian education in terms of its impact on curriculum literacy teacher training outcomes and professional standards This encyclopedia is the first reference work devoted exclusively to chronicling the unique history of Christian education across the globe illustrating how Christian educators pioneered such educational institutions and reforms as universal literacy home schooling Sunday schools women s education graded schools compulsory education of the deaf and blind and kindergarten With an editorial advisory board of more than 30 distinguished scholars and five consulting editors TheEncyclopedia of Christian Education contains more than 1 200 entries by 400 contributors from 75 countries These volumes covers a vast range of topics from Christian education History spanning from the church s founding through the Middle Ages to the modern day Denominational and institutional profiles Intellectual traditions in Christian educationBiblical and theological frameworks curricula missions adolescent and higher education theological training and Christian pedagogy Biographies of distinguished Christian

educators This work is ideal for scholars of both the history of Christianity and education as well as researchers and students of contemporary Christianity and modern religious education

Volume 8, Tome I: Kierkegaard's International Reception - Northern and Western Europe Jon Stewart, 2016-12-05 Although Kierkegaard's reception was initially more or less limited to Scandinavia it has for a long time now been a highly international affair As his writings were translated into different languages his reputation spread and he became read more and more by people increasingly distant from his native Denmark While in Scandinavia the attack on the Church in the last years of his life became something of a cause célèbre later many different aspects of his work became the object of serious scholarly investigation well beyond the original northern borders As his reputation grew he was co-opted by a number of different philosophical and religious movements in different contexts throughout the world The three tomes of this volume attempt to record the history of this reception according to national and linguistic categories Tome I covers the reception of Kierkegaard in Northern and Western Europe The articles on Denmark Norway Sweden Finland and Iceland can be said to trace Kierkegaard's influence in its more or less native Nordic Protestant context Since the authors in these countries with the exception of Finland were not dependent on translations or other intermediaries this represents the earliest tradition of Kierkegaard reception The early German translations of his works opened the door for the next phase of the reception which expanded beyond the borders of the Nordic countries The articles in the section on Western Europe trace his influence in Great Britain the Netherlands and Flanders Germany and Austria and France All of these countries and linguistic groups have their own extensive tradition of Kierkegaard reception

Kierkegaard's Influence on Theology: German Protestant theology Jon Bartley Stewart, 2012 Tome I is dedicated to the reception of Kierkegaard among German Protestant theologians and religious thinkers The writings of some of these figures turned out to be instrumental for Kierkegaard's breakthrough internationally shortly after the turn of the twentieth century Leading figures of the movement of dialectical theology such as Karl Barth Emil Brunner Paul Tillich and Rudolf Bultmann spawned a steadily growing awareness of and interest in Kierkegaard's thought among generations of German theology students Emanuel Hirsch was greatly influenced by Kierkegaard and proved instrumental in disseminating his thought by producing the first complete German edition of Kierkegaard's published works Both Barth and Hirsch established unique ways of reading and appropriating Kierkegaard which to a certain degree determined the direction and course of Kierkegaard studies right up to our own times

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Despite this he has been a source of inspiration for numerous religious writers from different denominations and traditions

Tome I is dedicated to the reception of Kierkegaard among German Protestant theologians and religious thinkers The writings of some of these figures turned out to be instrumental for Kierkegaard's breakthrough internationally shortly after the turn of the twentieth century Leading figures of the movement of dialectical theology such as Karl Barth Emil Brunner Paul Tillich and Rudolf Bultmann spawned a steadily growing awareness of and interest in Kierkegaard's thought among generations of German theology students Emanuel Hirsch was greatly influenced by Kierkegaard and proved instrumental in disseminating his thought by producing the first complete German edition of Kierkegaard's published works Both Barth and Hirsch established unique ways of reading and appropriating Kierkegaard which to a certain degree determined the direction and course of Kierkegaard studies right up to our own times

Ethical Silence Sergia Hay, 2022-05-09 Ethical Silence Kierkegaard on Communication Education and Humility examines a new area of Kierkegaard scholarship the ethical value of silence Through exegesis of Kierkegaard's later writings works in what is known as his second authorship Sergia Hay argues that silence is an essential element of his Christian ethics Starting with an overview of Kierkegaard's ideas concerning ethics and communication Hay builds a case for a Kierkegaardian notion of ethical silence by showing how silence contributes to the fulfillment of ethical imperatives by halting chatter setting the fundamental tone for ethical activity curbing excessive self love and providing another mode for educating and expressing love Most importantly silence can be used to humble the self and elevate the neighbor creating conditions of Christian equality Ethical silence is not the silence of the ineffable or what cannot be said this is the silence of what can be said but should not

Levinas and Education Denise Egéa-Kuehne, 2008-04-02 This first book length collection on Levinas and education gathers new texts written especially for this volume providing an introduction to some of Levinas's major themes of ethics justice hope hospitality forgiveness and more

Kierkegaard and Kant Ronald Michael Green, Professor for the Study of Ethics and Human Values Ronald M Green, 1992-01-01

Historical Dictionary of Kierkegaard's Philosophy Julia Watkin, 2000-12-06 Watkin provides a contextual introduction to Kierkegaard's 19th century world of Copenhagen a chronology of events and key figures in his life as well as definitions of the key systems of his thought_ theology existentialism literature and psychology The extensive bibliographical section covers secondary literature and electronic materials of help to researchers The appendix includes detailed information on his writings along with a list of his pseudonyms This book is useful not only as a guide for experienced scholars but also as an introduction to new students of Kierkegaard's Philosophy

Indirect Education Herner Saeverot, 2022-01-02 Indirect Education discusses direct and indirect pedagogies and the complexities of these concepts within the field of education practice and research It addresses the question of when it is most beneficial to be indirect with regard to teaching and educational research The book offers an original approach to education in how it reasserts our right to a sense of ownership and agency in educational explorations It argues that there should be space for

indirect ways of teaching and communication when matters without clear answers and objectives enter the educational sphere Bringing together a mix of empirical studies presented with a degree of storytelling the book explores the literature of educational theory to make a novel and relatable argument for making space for indirectness in learning contexts Putting forward a compelling case that is necessary for education in the difficult times that we are living in the book will appeal to academics researchers and students in the fields of educational theory pedagogy leadership studies and educational practice The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

The Bloomsbury Handbook of Continental Philosophy of Education John Baldacchino, Herner Saeverot, 2024-07-11 This handbook is the first reference work to explore and define what continental philosophy of education is or could be and what its boundaries are serving as a point of entry for those who need an overview of the ideas in the field The book includes 34 chapters written by leading scholars based in Belgium Canada China Croatia Cyprus Denmark Finland Germany Hong Kong Iceland Ireland Israel Lithuania the Netherlands Norway New Zealand Sweden Taiwan the UK and the USA It is subdivided into three sections covering the metaphysics ethics and aesthetics of education and the chapters focus on philosophical concepts such as otherness empathy and personhood and problems including political influences on education and the limits of education The contributors discuss a range of continental thinkers and look at how their work has influenced the wider field of philosophy of education

VALUE EDUCATION KHRITISH SWARGIARY, 2024-08-01 Value education is a cornerstone of holistic development providing the foundation upon which individuals build their ethical moral and civic virtues In an era marked by rapid technological advancements social upheavals and environmental challenges the need for a robust value education framework has never been more critical This book aims to offer a comprehensive exploration of value education addressing its theoretical underpinnings practical applications and the myriad challenges and opportunities that lie ahead The concept of value education is not new Ancient civilizations have long recognized the importance of imparting values to younger generations From the teachings of Socrates and Confucius to the moral philosophies of Mahatma Gandhi history is replete with examples of thought leaders who emphasized the importance of values in personal and societal development However as societies evolve so too must our approaches to value education This book is structured to provide a holistic view of value education We begin with an exploration of its definitions and historical perspectives setting the stage for a deeper understanding of its importance in contemporary society The theoretical foundations are then examined drawing from various philosophical psychological and sociocultural perspectives

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