Discipleship or Pilgrimage: Tony W. Johnson 1995-01-01 This interpretive history and critique of educational philosophy offers a reexamination and reconstruction of John Dewey's vision.

Leading, Teaching, and Making Disciples: Michael R. Mitchell 2010-06 "Whether parent, volunteer teacher, or experienced religious educator, a believing leader is in the vanguard of those commissioned with the exciting challenge of nurturing spiritual growth in others. Effectively accomplishing their mission, however, is dependent upon acquisition of the essential equipment and necessary training. Leading, Teaching, and Making Disciples makes a significant contribution to that preparation. It provides critical resources for both the novice and veteran Christian worker by offering a crucial collection of scholarly insights, personal experiences, and practical applications designed specifically for disciple-makers in the church, school, and home. Leading, Teaching, and Making Disciples chronicles author Michael Mitchell's educational pilgrimage and asserts his conviction that God has provided a design for making disciple-followers. Reflecting upon biblical wisdom affirmed by nearly four decades of frontline experience, he produces unique and practical models for teaching and leading. His work identifies and integrates the strategic ideas that promote excellence in discipleship and produce service that is truly great and global. Living out the principles and procedures laid out in Leading, Teaching, and Making Disciples will enable both emerging and seasoned Christian educators to become world-class servants. Here, readers will encounter the keys to effective missional ministry. They will also come to a better understanding of the content and context of education and how to separate the chaff from the wheat in the vast field of available information."

Handbook of Research on Catholic Education: Thomas C. Hunt 2001 The editors believe that the knowledge base that has undergirded Catholic education in the past and underlies Catholic educational practice today merits the attention of scholars and interested parties, both within and outside of the Catholic educational community. Their book offers a wealth of scholarly information on all areas of Catholic education, both school- and parish-based.

American Education and Corporations: Deron Boyles 2000 First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

Handbook of Research in the Social Foundations of Education: Steven Tozer 2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer, theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

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.

Catholic Education: Distinctive and Inclusive: J. Sullivan 2001-10-31 How coherent is the claim that Catholic education is both distinctive and inclusive? This question, so crucial, both for the adequate articulation of a raison d'être for Catholic schools all over the world and also for the promotion of their healthy functioning, has not hitherto been penetratingly analyzed and constructively resolved in a comprehensive treatment that integrates theological, philosophical and educational perspectives. The argument draws on wide-ranging scholarship, offering new insights into the relevance for Catholic education of thinkers whose work has been relatively neglected. The advance in understanding of how distinctiveness relates to inclusiveness is underpinned by the author's lengthy experience of teaching and leadership in Catholic schools; it is further informed by his extended and continuing dialogue with Catholic educators at all levels and in many different countries.

The Interdependence of Teaching and Learning: Bryant Griffith 2013-03-01 The varied chapters of this book seek to capture the complexities of teaching and learning in today's schools, and they share an interest in exploring the influences of knowledge construction in the moment and over time. Teaching and learning are human processes, interrelated and dynamic. We assembled this collection to unpack what it means to teach and to learn, teasing out some of the implications and challenges of such complicated educational processes that are often misconstrued as causal or linear. As educators currently residing in the United States, we find this a particularly pressing agenda, given the current focus on common core standards and reducing teaching and learning to conceptual and pedagogical step-by-step procedures. Our primary concern in putting together this book was to provide a conceptual and political foundation from which to construct and defend understandings and practices of teaching and learning that embody the complexity of educational endeavors and relationships. The isolation of teaching from learning, and the othering of both teachers and students, one from the other, suggests that knowledge is synonymous with information. This book challenges such assumptions. The project underlying this text can be seen as a means of rethinking how teachers' and students' perspectives of practice and curriculum are addressed. New opportunities are provided as part of an educational landscape with new teachers and new thinkers in the field of education demonstrate the ways in which teachers reformulate relationships between teaching and learning in school settings. Our second objective is to examine local constructions of knowledge over
time and how those constructions are consequential for teacher and student learning. By examining patterns of practice and processes of knowledge construction in elementary, secondary, and undergraduate classrooms, the authors of these chapters lay a foundation for examining commonalities and differences in the construction of knowledge and practices across educational levels, disciplines, and in-school and out-of-school settings.

The Routledge International Handbook of Philosophy for Children-Maughn Rollins Gregory 2016-12-01 This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children (P4C). P4C has become a significant educational and philosophical movement with growing impact on schools and educational policy. Its community of inquiry pedagogy has been taken up in community, adult, higher, further and informal educational settings around the world. The internationally sourced chapters offer research findings as well as insights into debates provoked by bringing children’s voices into moral and political arenas and to philosophy and the broader educational issues this raises, for example: historical perspectives on the field democratic participation and epistemic, pedagogical and political relationships philosophy as a subject and philosophy as a practice philosophical teaching across the curriculum embodied enquiry, emotions and space knowledge, truth and philosophical progress resources and texts for philosophical inquiry ethos and values of P4C practice and research. The Routledge International Handbook of Philosophy for Children will spark new discussions and identify emerging questions and themes in this diverse and controversial field. It is an accessible, engaging and provocative read for all students, researchers, academics and educators who have an interest in Philosophy for Children, its educational philosophy and its pedagogy.

Encyclopedia of Education and Human Development-Stephen J. Farenga 2015-07-17 This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

Philosophy in Schools-Sara Goering 2013 All of us ponder the big and enduring human questions—Who am I? Am I free? What should I do? What is good? Is there justice? Is life meaningful?—but this kind of philosophical interrogation is rarely carefully explored or even taken seriously in most primary and secondary school settings. However, introducing philosophy to young people well before they get to college can help to develop and deepen critical and creative thinking, foster social and behavioral skills, and increase philosophical awareness. Philosophy in Schools: An Introduction Philosophers and Teachers is an invaluable resource for students and practitioners who wish to learn about the philosophy for children movement, and how to work its principles into their own classroom activities. The volume provides a wealth of practical information, including how to train educators to incorporate philosophy into their daily lessons, best practices and activity ideas for every grade level, and assessment strategies. With contributions from some of the best practitioners of philosophy for children, Philosophy in Schools is a must-have resource for students of philosophy and education alike.

Educational Reform-Douglas J. Simpson 1997 This collection of essays and reviews represents the most significant and comprehensive writing on Shakespeare's A Comedy of Errors. Miola's edited work also features a comprehensive critical history, coupled with a full bibliography and photographs of major productions of the play from around the world. In the collection, there are five previously unpublished essays. The topics covered in these new essays are women in the play, the play's debt to contemporary theater, its critical and performance histories in Germany and Japan, the metrical variety of the play, and the distinctly modern perspective on the play as containing dark and disturbing elements. To compliment these new essays, the collection features significant scholarship and commentary on The Comedy of Errors that is published in obscure and difficulty accessible journals, newspapers, and other sources. This collection brings together these essays for the first time.

John Dewey-Douglas J. Simpson 2006 This book lucidly and brilliantly demonstrates John Dewey's ongoing significance as an educational critic. After providing a fresh and provocative personal and intellectual biography of Dewey, this primer focuses on the relevance of his views of reflective thinking for both educational practice and theoriting about issues concerning curriculum, teaching, knowledge, ethics, moral education, constructivism, and perspectivism. This book also shows the crucial differences between reflective and dogmatic thinking and their implications for schooling, teaching, and learning. This work is a primer designed for courses in educational issues, educational foundations, introduction to education, and philosophy of education.

Taboo-2000

Taboo-2000

Education that is Christian-Lois E. Lebar 1998-08-04 Essential reading for anyone involved in Christian education, this classic bestseller outlines a strategic vision for education that is designed to produce Christ-like people.

Practicing Pilgrimage-Brett Webb-Mitchell 2016-11-09 Practicing Pilgrimage: On Being and Becoming God's Pilgrim People explores both the theological, cultural, and spiritual roots of Christian pilgrimage, and is a "how-to" book on doing pilgrimage in our suburban backyards, city streets, rural roads, churches, retreat centers, and our everyday life. Brett Webb-Mitchell takes the practice of Christian pilgrimage and applies it to our contemporary lives.

For Life Abundant-Dorothy C. Bass 2000-04-29 "Bass and Dykstra have written extensively and collaboratively on Christian Practices, arguing that the what Christians have done faithfully over time constitutes a life-giving way of life, and that this living of Christianity is more primary to what it means to be Christian than doctrinal confession, that our confessions spring from faithful living rather than the other way around. This book contains numerous essays that take up the question of Christian Practices and ministry—the preparation of ministers, theological education, etc. in a post-Enlightenment understanding of the relationship of practice and head knowledge. Because the book is the result of a community conversation, it doesn’t have a clear thesis, but it models its conviction that reflection on theology arises from community conversation around our life in discipleship together. An extremely helpful beginning to a conversation about ministry, practices of faith, clergy preparation, etc., as the time has come to integrate the kind of learning that comes in the classroom with the kind that only comes from living the faith with others"—Amazon.com.

The Meanings of Discipleship-Andrew Hayes 2021-10-29 Discipleship is a foundational concept of Christian life which has become a popular and ubiquitous description of belonging and growth in early 21st ecclesiastical language. Discipleship courses and popular writings abound and the term is used liberally in official church documents and strategies for growth and development, particular in a western context. But does recent use of the word risk reducing the wide range of meanings of discipleship to something less rich and inclusive than is warranted? With contributions from an array of leading thinkers, scholars and theologians, including Rachel Mann, Kirsteen Kim and Anthony Reddie, this book argues that there is need for more clarity, precision and depth in defining what meaningfully and constructively is construed as discipleship. Beginning with an overview of how the concept of discipleship has been understood in history, the volume goes on to consider some of the key figures who have shaped our understanding of the concept, and finally to reflect on what discipleship might look like in contemporary society.
Pilgrim Practices-Kristopher Norris 2012-03-19 Despite a wealth of literature on the "missional church" and "missional living," few resources help Christians and churches think through what it means to be disciples of Jesus Christ and what specific practices help cultivate lives of discipleship. Written, from, with, and for the church, Pilgrim Practices: Discipleship for a Missional Church introduces Christian practices from the Letter of James to help guide Christians and churches in their journey of discipleship. This book frames discipleship in a way that has been largely abandoned in modern congregational literature, as fundamentally an issue of identity--an identity that is necessarily formed and practiced in and with the church community. It is a lifestyle that cannot be lived on one’s own. Discipleship ultimately means engaging with others on a journey of faith sustained and cultivated through certain practices--pilgrim practices. The practices examined in this book develop and direct the risky pilgrim journey of Christians, transforming pilgrims into disciples--as the Body of Christ--who participate with God in God’s mission in the world. In this time of transitive identities, individualist impulses, and fleeting commitments, this book offers specific practices to help Christians form their identity as disciples and to help Christian communities live their calling as the pilgrim Body of Christ in the world.

Being Christian in Education-Hazel Bryan 2015-10-30 Experienced practitioners, theologians and academicians reflect on the Christian voice as it engages in education today. At a time of national uncertainty for RE, questions about faith-based schools and the place of religious belief in the public arena, this volume is a resource for school and university teachers, head chaplains, governors, diocesan officers, concerned parents educationalists. It offers: • a frank discussion about the tensions in bringing faith into the open in current educational contexts • theological reflection of Christian engagement in the public place • a creative exploration of the future for Christian engagement in education. It also considers the tensions inherent in practising Christian faith within a secular context and in multi-faith contexts. It aims to generate new confidence that will encourage the practice and contribution of faith-based thinking in schools.

Crazy Christians-Michael B. Curry 2013-08-07 Explores the author's invitation to be "crazy enough to love like Jesus, to give like Jesus, to forgive like Jesus, to do justice, love mercy, walk humbly with God like Jesus. Crazy enough to dare to change the world from the nightmare it often is into something close to the dream that God dreams for it"--Amazon.com.

Philosophical Scaffolding for the Construction of Critical Democratic Education-Richard A. Broso 2000 (social foundations of education, Ball State U.) describes and analyzes a number of philosophies that can provide a solid framework for the construction of critical, democratic educational theory and practice. Theorists discussed include the classical Greek thinkers, Marx, Dewey, the existentialists, liberationists, Freire, politics of identity thinkers, and postmodernists. Annotation copyrighted by Book News, Inc., Portland, OR.

The Life of the Swami Vivekananda, by His Eastern and Western Disciples, the Advaita Ashrama, Himalayas-Advaita Ashrama 1915

Western Admirers of Ramakrishna and His Disciples-Gopal Stavig 2010-10-02 This classic work of research published by Advaita Ashrama, a Publication centre of Ramakrishna Math, Belur Math, India, brings under a single volume around 600 persons inspired by the ideals of Sri Ramakrishna and his disciples. Notable personalities whose connection with the Vedanta Movement in the West is delineated include Aldous Huxley, Arnold Toynbee, Albert Einstein, Ralph Waldo Emerson, Carl Jung, Mark Twain, J D Salinger and Joseph Campbell among others. For the scholars it is a mine of information presented precisely, and for the devotees of Ramakrishna, it is an inspiring account of western admiration for Ramakrishna and his disciples. (Pdf version).

Islamic Education in the Soviet Union and Its Successor States-Michael Kemper 2009-11-09 This book provides a comparative history of Islamic education in the Soviet Union and the post-Soviet countries. Case studies on Ukraine, Azerbaijan, Kazakhstan, Uzbekistan, and Tajikistan and on two regions of the Russian Federation, Tatarstan and Daghestan, highlight the importance which Muslim communities in all parts of the Soviet Union attached to their formal and informal institutions of Islamic instruction. New light is shed on the continuity of pre-revolutionary educational traditions -- including Judaidist ethics and teaching methods -- throughout the New Economic Policy period (1921-1928), on Muslim efforts to maintain their religious schools under Stalinist repression, and on the complete institutional breakdown of the Islamic educational sector by the late 1930s. A second focus of the book is on the remarkable boom of Islamic education in the post-Soviet republics after 1991. Contrary to general assumptions on the overwhelming influence of foreign missionary activities on this revival, this study stresses the primary role of the Soviet Islamic institutions which were developed during and after the Second World War, and of the persisting regional and even international networks of Islamic teachers and muftis. Throughout the book, special attention is paid to the specific regional traditions of Islamic learning and to the teachers' affiliations with Islamic legal schools and Sufi brotherhoods. The book thus testifies to the astounding dynamics of Islamic education under rapidly changing and oftentimes extremely harsh political conditions.


Empowering Disciples-William R. Adamson 1990 An excellent resource for pastors, teachers, theology students, and key people in a parish or congregation.


Envisioning the Congregation, Practicing the Gospel-John W. Stewart 2015-06-13 This accessible and instructive book is designed to equip lay leaders of Protestant churches to better envision and practice gospel-driven ministry and mission in contemporary society. Seasoned pastor and practical theologian John Stewart presents and explains five biblically mandated, foundational practices for being and nurturing the church: fellowship, discipleship, witness, service, and worship. Stewart argues that these five practices are normative, indispensable, and doable for congregations that seek to remain faithful to their risen Lord, and he offers memorable, achievable models of ways they are already being used in current mainline congregations.

Philosophy of Education-Philosophy of Education Society (U.S.) 1998

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Friendship and Moral Education - Ronald F. Reed 1999 "Friendship and Moral Education" introduces both educators and philosophers to a unique, international blend of philosophy, education, and children. Philosophy for Children has often been touted as a critical thinking skills program, but it is much, much more. By tracing the roots of Philosophy for Children and by explaining its emergence in the social, philosophical, and educational context of the second half of the twentieth century, the authors tease out how and why Philosophy for Children is grounded in the ideals of moral education and friendship.

Theological Education - Andrew M. Bain 2018-01-08 This volume draws upon historical and theological sources and empirical research to provide a unique and diverse perspective on theological education in the twenty-first century. The volume develops and promulgates the best thinking about theological education by drawing upon the breadth of expertise represented by the faculty of colleges within the Australian College of Theology. This volume not only produces crucial insights for the future of theological education around the world but gives the Australian theological sector a voice to make its own unique contribution to the global dialogue about theological education.

John Ruskin and Nineteenth-Century Education - Valerie Purton 2018-06-14 An art historian, cultural critic and political theorist, John Ruskin was, above all, a great educator. The inspiration behind William Morris, Leo Tolstoy, Marcel Proust and Mahatma Gandhi, Ruskin's influence can be felt increasingly in every sphere education today. John Ruskin and Nineteenth-Century Education brings together top international Ruskin scholars, exploring Ruskin's many-faceted writings, pointing to some of the key educational issues raised by his work, and concluding with a powerful rereading of his ecological writing and apocalyptic vision of the earth’s future. In anticipation of the bicentennial of Ruskin's birth in 2019, this volume makes a fresh and significant contribution to Victorian studies in the twenty-first century. It is dedicated to Dinah Birch, a much-loved Victorian specialist and authority on John Ruskin.

Islamic Education in Africa - Robert Launay 2016-10-03 Writing boards and blackboards are emblematic of two radically different styles of education in Islam. The essays in this lively volume address various aspects of the expanding and evolving range of educational choices available to Muslims in sub-Saharan Africa. Contributors from the United States, Europe, and Africa evaluate classical Islamic education in Africa from colonial times to the present, including changes in pedagogical methods—from sitting to standing, from individual to collective learning, from recitation to analysis. Also discussed are the differences between British, French, Belgian, and Portuguese education in Africa and between mission schools and Qur'anic schools; changes to the classical Islamic curriculum; the changing intent of Islamic education; the modernization of pedagogical styles and tools; hybrid forms of religious and secular education; the inclusion of women in Qur'anic schools; and the changing notion of what it means to be an educated person in Africa. A new view of the role of Islamic education, especially its politics and controversies in today's age of terrorism, emerges from this broadly comparative volume.

The Future of Educational Studies - George W. Noblit 2003 Annotation This book represents a millennial point of reflection in the history of educational studies and its future. The trajectory of educational studies is especially interesting due to shifts that have occurred concerning knowledge and identity—particularly how they encounter one another. The chapters are largely drawn from presentations made at the American Educational Studies Association. They reflect educational studies "la" on the ground as practiced by members in the field and represent the future of educational studies—the redefinition of disciplines, the link between ideas and practice, and a critique of the assumptions within taken-for-granted knowledge. "The Future of Educational Studies provides an excellent overview of educational studies and current examples of the range of work being done in the field.

Prospects - 1997

Listening for God's Call - Susan H. Jones 2014-11-24 The Learning Church series offers a range of short and accessible introductions on some of the key themes in Christian theology and discipleship. This book discusses the basic Christian belief that God has a purpose and plan for the World and that God calls us to work with God to bring that purpose and plan to fruition. In contemporary Christian thinking God’s call is to discipleship and ministry. This book is designed to help readers grasp the theology of call and of vocation and to discern God’s call to them.