

Educational philosophy

4 pages | 819 words

I believe that education is an individual, unique experience for every student who enters a classroom. In order for children to benefit from what schools offer, I think that teachers must fully understand the importance of their job. First, I believe that teachers must consider teaching to be a lifestyle, not a mere forty-hour-a-week job, because a teacher's goals for his/her students encompass much more than relaying out-of-context facts to passive students. As professionals entrusted with the education of young minds, teachers must facilitate learning and growth academically, personally, and ethically.

By providing a quality education to each individual in one's classroom, a teacher equips children with the tools necessary for success in life. In order to accomplish these lofty goals, I think it is important first to establish a mutually respectful, honest rapport with students — a relationship in which communication is of the highest priority. Through this relationship, a fair, democratic environment based on trust and caring can be established in the classroom, making it possible to interact confidently and safely in an academic setting.

Once this foundation is established, the educator has already accomplished a major goal: the ethical characteristics of equality; open, honest communication; and trust have been emphasized and put into practice without having to preach to students. Demonstrating these ethically correct behaviors in the classroom and expecting students to model them prepares them for adult interaction and survival in the future. Academic learning must begin with motivation and inspiration. Students deserve an educator's passion for both the subject at hand and learning as a whole.

Teaching and learning become a simultaneous journey for both the teacher and students when students' energy is aroused by a teacher's genuine intensity for learning, because everyone is ready and willing to participate in active learning. To achieve active learning, a teacher must demonstrate enthusiasm and express confidence in the students' abilities to learn and be successful. Employing constructivist methods of teaching in one's classroom forces students to take an active role in their education by making choices and assuming responsibility for intelligent inquiry and discovery.

For instance, discussions, projects, and experiments ensure student achievement and allow students and the teacher to discover individual student's preferences and strengths. This approach facilitates differentiated activities for each student's distinctive ambitions, making the subject more relevant to every student's life. Personal growth is accomplished when a teacher adopts a mentoring role. Displaying warmth and compassion shows students that teachers love them and are empathic, feeling human beings.

One-on-one mentoring involves personal conversations about goals, and taking time to share ideas and experiences. To be a mentor to every student, a teacher must project positivity, exhibit flexibility and confidence, set high expectations for oneself, and demonstrate fairness and consistency. In doing so, students can see appropriate adult behaviors first-hand and begin to emulate them as they mature. I believe that all children have the ability to learn and the right to a quality education.

All youths, regardless of gender, race, ethnicity, and capabilities should have the opportunity to learn...

Term Papers Educational Philosophy

Gilbert Burgh, Simone Thornton



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Resources in Education ,2001 **Disciplines of Education** John Furlong,Martin Lawn,2010-09-13 Is there a crisis in the disciplines of education In this book leading scholars explore how the changing epistemological and political debates of the last 20 years have resulted in the progressive demise of the disciplines in relation to the study of education Finally the book asks whether the disciplines have a place in education in the 21st century **Educational Administration & Supervision** ,1929 **APAIS 1991: Australian public affairs information service** , **Philosophers in the Classroom** Steven M. Cahn,Alexandra Bradner,Andrew P. Mills,2018-09-15 In these essays 24 of our most celebrated professors of philosophy address the problem of how to teach philosophy today how to make philosophy interesting and relevant how to bring classic texts to life how to serve all students and how to align philosophy with more practical pursuits Selected and introduced by three leaders in the world of philosophical education the insights contained in this inspiring collection illuminate the challenges and possibilities of teaching the academy s oldest discipline **Inquiry-Based Learning - Undergraduate Research** Harald A. Mieg,2019-04-12 This open access book provides a systematic overview of experiences with Inquiry Based Learning IBL and undergraduate research UR in German universities covering both research universities Universit ten and universities of applied sciences Fachhochschulen Divided into three parts the book starts with the principles and common practices of IBL UR at all universities Part Two discusses the implementation of IBL UR for twenty one individual disciplines ranging from architecture to theology Part Three discusses the potential of IBL UR in relation to several topics including diversity digitalisation different forms of universities and the national job market The book summarises the project of the German network of UR comprising approximately 50 universities and results of a national initiative called Qualit tspakt Lehre which is intended to improve teaching at German universities Today IBL and UR are essential parts of high impact education strategies for universities around the world In his university reform plans of the early 19th century Wilhelm von Humboldt introduced Inquiry Based Teaching and Learning as the core principle of the modern research university in Germany as well as worldwide IBL was re discovered in the German university reform initiatives of the 1960s Since then IBL has been applied in teachers education in German universities The book presents IBL UR experience as complementary to what is usually presented in English speaking academia In Germany IBL UR is applied broadly throughout the social sciences and planning but not in the core sciences whereas in the US undergraduate research is common in the sciences but less so in the social sciences Moreover in Germany IBL UR is often linked to applied and community oriented research something that is just emerging in the US [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

Handbook of Teaching and Learning Social Research Methods Melanie Nind,2023-09-06 This comprehensive Handbook illustrates the wide range of approaches to teaching and learning social research methods in the classroom online in the field and in informal contexts Bringing together contributors from varied disciplines and nations it represents a landmark in the development of pedagogical culture for social research methods Daisaku Ikeda, Language and Education Jason Goulah,2016-04-08 Daisaku Ikeda b 1928 is an international Buddhist leader peacebuilder prolific author and the founder of the secular Soka kindergartens elementary and secondary schools women s college and universities in seven countries across Asia and the Americas He has emerged as an important educational philosopher and practitioner whose perspectives on dialogue value creation soka global citizenship and the deep inner transformation he calls human revolution have informed the curriculum and instruction of thousands of teachers not only at the Soka schools but also at numerous non Soka schools and universities around the world This volume brings together for the first time in English international scholars empirical and theoretical analyses of Ikeda s contributions to language and education in a global context This book was awarded the Critics Choice Book Award by the American Educational Studies Association in 2015 This book was originally published as a special issue of Critical Inquiry in Language Studies **Postphenomenology and Technologies within Educational Settings** Markus Bohlmann,Patrizia Breil,2024-12-20 Technologies such as tablets plagiarism software and learning videos are now an important part of teaching and learning around the world The underlying human technology relations that shape modern educational settings have a decisive influence on what education is and will be in the future This volume applies the analytical tools of postphenomenology to the context of education In three sections the contributors present empirical evidence on the use of technology in schools show conceptual convergences with current theories relevant to education and training and challenge and reframe the technologically situated subject as the goal of education in relation to technology This collection edited by Markus Bohlmann and Patrizia Breil opens up the research field of postphenomenology to the broad field of educational technologies Postphenomenology and Technologies Within Educational Settings extends the scope of the philosophy of technology and further expands its repertoire of theories and analytical tools **T_Visionarium** Jill Bennett,2008 This is a comprehensive analysis of the ground breaking T_Visionarium media art project It shows how this immersive interactive environment generates new insights into the workings and consumption of televisual media extending the boundaries of both art and media studies **Handbook of Research on Global Issues in Next-Generation Teacher Education** Keengwe, Jared,Mbae, Justus G.,Onchwari, Grace,2016-02-17 There is no question that all aspects of modern life have been imbued with technology In education students are becoming increasingly savvy in their use of the myriad technologies and virtual tools and must be taught adequate complimentary skills to be effective in the 21st century workforce To answer this call teachers education must reflect modern demands by integrating the use of these tools as part of their teaching practices The Handbook of Research on Global Issues in Next Generation Teacher Education addresses this need

with precise comprehensive research and case studies With strategies and emerging research on the empowerment of tomorrow's inspirational educational leaders this handbook of research outlines the challenges benefits and opportunities of engaging teachers with the 21st century skills their students require Teachers students of education administrators and policy makers will find this publication offers a number of innovative solutions

Philosophical Inquiry with Children
Gilbert Burgh, Simone Thornton, 2018-12-07

Philosophy in schools in Australia dates back to the 1980s and is rooted in the Philosophy for Children curriculum and pedagogy Seeing potential for educational change Australian advocates were quick to develop new classroom resources and innovative programs that have proved influential in educational practice throughout Australia and internationally Behind their contributions lie key philosophical and educational discussions and controversies which have shaped attempts to introduce philosophy in schools and embed it in state and national curricula Drawing together a wide range of eminent scholars and practitioners in the field of educational philosophy this anthology the first of its kind provides not only a historical narrative but an opportunity to reflect on the insights and experiences of the authors that have made history The collection is divided into three parts The overarching theme of Part I is the early years of Philosophy for Children in Australia and how they informed the course that the philosophy in schools movement would take Part II focuses on the events and debates surrounding the development and production of new materials including arguments for and against the suitability of the original Philosophy for Children curriculum In Part III key developments relating to teaching philosophy in schools are analysed This collection of diverse views critical appraisals and different perspectives of historical currents is intended to stimulate thought provoking questions about theory and practice and to increase general awareness both nationally and internationally of the maturation of philosophy in schools in Australia It is also intended to encourage readers to identify emerging ideas and develop strategies for their implementation

Research in Education, 1972-05

Learning and Collaboration Technologies: Technology-Rich Environments for Learning and Collaboration.

Panayiotis Zaphiris, Andri Ioannou, 2014-06-07

The two volume set LNCS 8523 8524 constitutes the refereed proceedings of the First International Conference on Learning and Collaboration Technologies LCT 2014 held as part of the 16th International Conference on Human Computer Interaction HCII 2014 in Heraklion Crete Greece in June 2014 jointly with 13 other thematically similar conferences The total of 1476 papers and 220 posters presented at the HCII 2014 conferences were carefully reviewed and selected from 4766 submissions These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems The papers thoroughly cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of application areas The total of 93 contributions included in the LCT proceedings were carefully reviewed and selected for inclusion in this two volume set The 45 papers included in this volume are organized in the following topical sections virtual and augmented learning environments mobile and ubiquitous learning technology school collaboration learning and training

The University of Michigan School of Education Bulletin University of Michigan. School of Education, 1929

APAIS 1992: Australian public affairs information service , *The Routledge International Handbook of Research on Dialogic Education* Neil Mercer, Rupert Wegerif, Louis Major, 2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education With contributions from the world's leading researchers it describes underpinning theoretical approaches debates methodologies evidence of impact how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time The handbook is divided into seven sections covering The theory of Dialogic Education Classroom dialogue Dialogue teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research Featuring chapters from authors working in different educational contexts around the world the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio cultural research It will interest students on PhD programmes in Education Faculties Master's level courses in Education and postgraduate teacher training courses The accounts of results achieved by high impact research projects around the world will also be very valuable for policy makers and practitioners Theory and Method in Higher Education Research Jeroen Huisman, Malcolm Tight, 2024-12-09 In this volume of Theory and Method in Higher Education Research the international authorship stemming from the UK Germany Belgium the Netherlands Austria Norway and Italy provide rich and varied forum for higher education discussions around issues of theory and method *Handbook of Education Policy Research* Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA's history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners

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