

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

John Furlong, Martin Lawn



Term Papers Educational Philosophy:

Resources in Education ,2001 *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

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

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

Legislative Documents Iowa. General Assembly, 1874 Contains the reports of state departments and officials for the preceding fiscal biennium

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

International Handbook of Research in History, Philosophy and Science Teaching Michael R. Matthews, 2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130 researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science this handbook is uniquely positioned as a locus for the discussion The handbook features sections on pedagogical theoretical national and biographical research setting the literature of each tradition in its historical context It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical curricular and pedagogical questions that face teachers and administrators Science educators will be grateful for this unique encyclopaedic handbook

Gerald Holton Physics Department Harvard University This handbook gathers the fruits of over thirty years research by a growing international and cosmopolitan community

Fabio Bevilacqua Physics Department University of Pavia

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION, SECOND EDITION RAVI, S. SAMUEL, 2021-01-01 Education and philosophy go hand in hand It is through the power of knowledge our philosophers laid a foundation of educational theories and set a stepping stone for the modern day education system and educational institutions This book gives a comprehensive account of the fundamental theories laid by the philosophers and the society's role in shaping them up The special feature of the book is that it teaches and explains more than what an ordinary teacher does in a limited time It stresses on the understanding and practice of the concepts learnt

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Research in Education, 1972-05 *Philosophical, Semiotic and Environmental Questions for Education* Alin

Olteanu, Sébastien Pesce, Eetu Pikkarainen, 2025-06-03 This collected volume celebrates the life and work of the late Andrew Stables a renowned scholar in semiotics and in educational philosophy and theory He is known in particular for having pioneered the semiotic approach to education This book celebrates his work with scholarly contributions by leading researchers in these areas of scholarship reflecting on Andrew Stables thought and intellectual legacy The contributions are interdisciplinary which reflects Stables eclectic work Also included are new and unpublished texts of Andrew Stables The text is divided into three parts Philosophy of Education Learning as Semiotic and Environmental Literacies It appeals to students and researchers working in philosophy of education broadly semiotic oriented approaches to education as well as discussions on multimodality

Philosophy with Children and Teacher Education Arie Kizel, 2022-11-29 This rich collection of essays offers a broad array of perspectives from prominent international philosophy for with children P4wC scholars and practitioners regarding the interface between P4wC and teacher education and training curricula The book considers the deep and varied points of contact that exist between the pedagogical and philosophical principles of the philosophical community of inquiry and teacher education and training programs It is designed to help improve education systems worldwide as they seek to shift their attention towards the student student inter relations and student other relations and foster independent high order critical creative and caring thinking within democratic pluralistic societies It proposes an innovative creative way of approaching teacher education and training a central subject in today s educational world Offering diverse perspectives on integrating progressive educational philosophy and contemporary pedagogy Philosophy with Children and Teacher Education is a must read for all those studying philosophy for with children and researching in this area

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 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 complementary 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. APAIS 1992: Australian public affairs information service, Cosmopolitanism: Educational, Philosophical and Historical Perspectives Marianna

Papastephanou, 2016-05-05 This volume discusses perspectives on cosmopolitanism as well as concepts and the work of key figures. For example, it examines educational, philosophical, and historical perspectives, deals with such issues as citizenship, internationalism, patriotism, globalization, hegemony, and many other topics. It brings together works on Alain Badiou, Giorgio Agamben, Ernesto Laclau, Bruno Latour, and Homi Bhabha with works on Whitman, Kant, Martha Nussbaum, Thomas Pogge, Onora O'Neill, and Philippe Van Parijs. The book engages in the new dialogue on cosmopolitanism from a variety of outlooks. It advances that dialogue and problematizes it through as yet unexplored paths. Its chapters respond to the intricacies of current discourses on cosmopolitanism and related notions and take into account both affirmative and negative stances to cosmopolitanism and its educational significance. Overall, the book relies on such stances as background material in order to transcend them and offer fresh perspectives on cosmopolitan stakes. It makes use of a recent tendency in political, philosophical, and cultural critical debates that opens a possibility of more nuanced approaches to old isms. **International**

Handbook of Lifelong Learning David N. Aspin, Judith Chapman, Michael Hatton, Yukiko Sawano, 2012-12-06 Recent changes in the world effected by the transformations of information technology, globalisation, and the move towards a knowledge economy over the last thirty years have been as radical and fundamental as the changes resulting from the invention of the wheel and the printing press. We are now living in a new age in which the demands are so complex, so multifarious, and so rapidly changing that the only way in which we shall be able to survive them is by committing to a process of individual, communal, and global learning throughout the lifespan of all of us. A number of international bodies and agencies have taken cognisance of these transformations and the demands they impose upon societies and communities of the twenty first century and have developed and articulated policies intended to enable all citizens of the world in the twenty first century to face these challenges. It is now a declared policy of many governments and international agencies that the only vehicle for such preparation is education, education, education, and that preparing for the knowledge economy and the

learning society of the future has to be a lifelong undertaking an investment in the future that is not restricted merely to the domain of economic advancement but also to those of social inclusion and personal growth Realising this policy makers across the international arena are grappling with the need to move from systems that emphasise education and training to the radically more unworked construct of lifelong learning In this volume the editors and authors analyse criticise and rework the ideas principles and theories underpinning policies and programs of lifelong learning re interpreting them in the light of examples of best practice found in a range of educating institutions around the world We believe that students of educational change and community development will find it useful and helpful to have available in this volumesome of the most up to date thinking on the chief concepts theories and values of increasing policy interest in lifelong learning together with a review of some significant examples of the different forms focuses and nexuses of thought and practice on this topic All this enables us to offer some policy recommendations and practical suggestions as to ways forward in the endeavour to make lifelong learning a reality for all

Handbook of Education Policy Research 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

Joint Documents of the State of Michigan Michigan,1881 **Documents of the Assembly of the State of New York** New York (State). Legislature. Assembly,1891

Reviewing **Term Papers Educational Philosophy**: Unlocking the Spellbinding Force of Linguistics

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