Philosophical Sociological Perspectives On Education

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FoundationsPhilosophical Perspectives on PlayQuestions of Practice in Philosophy and Social TheoryThe Question of Artificial IntelligenceUnderstanding Sociological Theory for Educational PracticesPhilosophers on Education

Media and Moral Education

From antiquity to the present, schools of some form have, in one way or other, been involved in the material and symbolic reproduction of societies. Such diachronic resilience, along with the synchronic omnipresence of schooling often makes schools appear as natural, self-evident and unavoidable. This naturalization of schooling is then extended to its modern specification as compulsory in a universalist fashion. This book does not only seek to explore what is left of older debates on compulsory education in the years' hindsight but also to associate the discussion of schooling with new theoretical developments and new emphases. It contains a first part, which operates, primarily, at the conceptual and justificatory level and reserves a, more or less, qualified welcome to a revisited notion of compulsory. And it supplements this first part with a second, more applied one that focuses on specific aspects of compulsory schooling and/or education. From Luther down to John Stuart Mill and John Dewey, compulsory education has been heralded either as a vehicle of social coordination and individual well-being, or as a vehicle of democratization and progress, or as a means for protecting the rights of the young and of society, and so on and so forth. But there have also

been periods of challenge and denaturalization of
compulsory education, producing a range of
interesting and spirited debates not only on matters
of educational legality but also on matters that boil
down to broader philosophical questions about the
self and the world. Without neglecting the lasting
significance of older debates, argumentation over
schooling, its character and its scope can be recast in
the light of current philosophical educational debates.
Given the fact that failure adequately to mine such
connections leads to a lack in philosophical-
educational engagement with one of the most central
pedagogical practices of the contemporary world,
namely, the school, the book aspires to remedy this
lack and to put together work that addresses those
connections through the highly original and
innovative work of its contributors. The subtext in all
contributions is a vision of educational transformation
in one way or other. All chapters (from the most
theoretical to the most practice-related) promote a
version of a recast or redirected compulsory
schooling.

Anarchism and Education

Education is a field sometimes beset by theories-of-
the-day and with easy panaceas that overpromise the
degree to which they can alleviate pressing
educational problems. The two-volume Encyclopedia
of Educational Theory and Philosophy introduces
readers to theories that have stood the test of time
and those that have provided the historical foundation
for the best of contemporary educational theory and

practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions of key concepts, ideas, schools, and figures. Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries; a Reader's Guide groups entries thematically, and a master Bibliography facilitates further study. The Reader's Guide, detailed index, and cross references combine for strong search-and-browse capabilities in the electronic version. Available in a choice of print or electronic formats, Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory.

Encyclopedia of Educational Philosophy and Theory

Philosophers on Education offers us the most comprehensive available history of philosopher's views and impacts on the directions of education. As Amelie Rorty explains, in describing a history of

education, we are essentially describing and gaining the clearest understanding of the issues that presently concern and divide us. The essays in this stellar collection are written by some of the finest comtemporary philosophers. Those interested in history of philosophy, epistemology, moral psychology and education, and political theory will find Philosophers on Education to be both an engaging and fascinating read.

Philosophical and Sociological Perspectives of Education

Philosophy for Children (P4C) is a movement that teaches reasoning and argumentative skills to children of all ages. This book looks at the progress that P4C has made in the UK in addressing issues of literacy, critical thinking, PSHE, education for sustainable development and wider issues such as bullying. Chapters identify the different theories and practices that have emerged and discuss the necessity for a reflective approach that P4C brings to education. The book highlights how this movement can fit into the early years, primary and secondary curriculum and the challenges and rewards that come with it. Chapters include: The Evolution of Philosophy for Children in the UK Pedagogical Judgement Negotiating meaning in classrooms: P4C as an exemplar of dialogic pedagogy The impact of P4C on teacher educators Being and becoming a philosophical teacher This will be an invaluable guide for all those interested in P4C and studying courses on Early Childhood Studies, Education Studies and

Initial Teacher Training courses.

The Nature of Science

The discipline area of physical education has historically struggled for legitimacy, sometimes being seen as a non-serious pursuit in educational terms compared to other subjects within the school curriculum. This book represents the first attempt in nearly thirty years to offer a coherent philosophical defence and conceptualisation of physical education and sport as subjects of educational value, and to provide a philosophically sound justification for their inclusion in the curriculum. The book argues that rather than relegating the body to "un-thinking" learning, a person's essential being is not confined to their rationality but involves an embodied dimension. It traces the changing conceptions of the body, in philosophy and theology, that have influenced our understanding of physical education and sport, and investigates the important role that embodiment and movement play in learning about, through and in physical education. Physical education is defended as a vital and necessary part of education because the whole person goes to school, not just the mind, but the thinking, feeling and acting facets of a person. It is argued that physical education has the potential to provide a multitude of experiences and opportunities for students to become aware of their embodiment, explore alternative modes of awareness and to develop insights into and new modes of being not available elsewhere in the curriculum, and to influence moral character through the support of a

moral community that is committed to that practice. Representing a sophisticated and spirited defence of the educational significance and philosophical value of physical education and sport, this book will be fascinating reading for any advanced student or researcher with an interest in physical education, the philosophy of sport or the philosophy of education.

International Handbook of Philosophy of Education

The Book Discusses The Philosophical And Sociological Perspectives Of Education In The Context Of Indian Society. It Analysis And Interprets Various Educational Theories In The Light Of Needs Of 21St Century. The Book Suggests Practical Measures For Fulfilling The Objectives Of Secularism, Socialism And Democracy As Envisaged In The Constitution Of India. The Role Of Different Types Of Formal, Informal And Formal Agencies Of Education In This Regard Is Highlighted.

Philosophical Perspectives on Moral and Civic Education

Will technology replace the school and university? Will technology replace the teacher? What do we really know about technology and learning? Does technology make education more individualized? What does the future hold for technology and education? What can be learnt from the history of technology use in education? In a thoroughly revised edition of this successful book, Neil Selwyn takes a

critical look at some of the major current debates and controversies concerning digital technologies and education. Focusing on the social as well as the technical aspects of these issues, Selwyn addresses fundamental but often unvoiced questions about education and technology. Over the course of eight chapters, the book gives careful thought to the people, practices, processes and structures behind the rapidly increasing use of technologies in education, with an emphasis on the implications of digital technologies for individuals and institutions. The book focuses attention on the connections between recent technology developments and broader changes in education practice, education policy and education theory over the past 10 years. It also challenges us to reflect on future directions and controversies for education in the (post)digital age. Expanded study questions, annotated further reading and a new glossary of key terms are included to support readers. An updated companion website links to two bonus chapters and audio recordings of the questions for further discussion found at the end of each chapter.

Philosophy of Social Science

Although there have been a few historical accounts of the anarchist school movement, there has been no systematic work on the philosophical underpinnings of anarchist educational ideas - until now. Anarchism and Education offers a philosophical account of the neglected tradition of anarchist thought on education. Although few anarchist thinkers wrote systematically

on education, this analysis is based largely on a reconstruction of the educational thought of anarchist thinkers gleaned from their various ethical, philosophical and popular writings. Primarily drawing on the work of the nineteenth century anarchist theorists such as Bakunin, Kropotkin and Proudhon, the book also covers twentieth century anarchist thinkers such as Noam Chomsky, Paul Goodman, Daniel Guerin and Colin Ward. This original work will interest philosophers of education and educationalist thinkers as well as those with a general interest in anarchism.

Teaching Science with Context

Understanding Sociological Theory for Educational Practices introduces readers to the contemporary classroom through the lens of sociological theory. By compelling readers to think critically and reflexively this book helps future teachers create a welcoming and equitable learning environment for all students. This edition has been updated to include the latest research and resources, including links to the Australian Professional Standards for Teachers (APST) to help readers connect the theory with their practice. Learning is supported through pedagogical features including key terms, case studies, end-of-chapter reflection questions and recommended resources. A new companion website features a curated suite of reading materials, extension questions and links to online resources. Understanding Sociological Theory for Educational Practices is an essential resource that enables teachers to confidently navigate the topics of

diversity, disadvantage, discrimination and marginalisation in a range of educational contexts.

Sociological and Philosophical Perspectives on Education in the Asia-Pacific Region

Philosophy is vital to the study of education, and a sound knowledge of different philosophical perspectives leads to a deeper engagement with the choices and commitments you make within your educational practice. This introductory text provides a core understanding of key moments in the history of Western philosophy. By introducing key transition points in that history, it investigates the plight of present day education, a period in which the aims and purposes of education have become increasingly unclear, leaving education open to the rise of instrumentalism and the forces of capital. Accessibly written, the book carefully analyses the common assumptions and conflicted history of education, provoking questioning about its nature and purposes. The authors argue vigorously that thinking critically about education from a philosophical perspective will give practicing and trainee teachers, as well as students on undergraduate Education and Masters-level courses a fuller command of their own role and context.

Philosophical, Ideological, and Theoretical Perspectives on Education

This volume by philosophers, sociologists, and

historians on issues of race and racism examines central educational questions, contributing to ongoing discussions amongst educational theorists, philosophers, and practitioners. Critical Race Theory and the Critical Philosophy of Race are now well established within North American academia – yet they are only recently beginning to make inroads in UK academia. The wide-ranging discussions in this collection explore conceptual, ethical, political, and epistemological aspects of race and racism in the context of discussions of pedagogy, curriculum, and education policy, across a range of educational settings. The questions and issues addressed include: • why and how issues of race play out differently in different national and social contexts; • the impact of the legacies of empire and colonialism on philosophy and education; • the disciplinary boundaries and practices of academic philosophy; • the philosophical canon; • racial identities and their role in educational processes; • diversity and difference in educational practices and curricula; • whiteness and institutional racism; and • the pedagogical issues raised by teaching young children about race and racism. This book was originally published as a special issue of Ethics and Education.

"Pragmatism, Education, and Children"

Many people place great stock in the importance of civic virtue to the success of democratic communities. Is this hope well-grounded? The fundamental question is whether it is even possible to cultivate ethical and civic virtues in the first place. Taking for granted that

it is possible, at least three further questions that arise: What are the key elements of civic virtue? How should we cultivate these virtuous dispositions? And finally, how should schools be organized in order to make the education of citizen possible? These interrelated questions are the focus of this collection. By considering these questions from a variety of philosophical perspectives ranging from moral psychology, philosophy of education, and political philosophy, the nine essays assembled here advance our understanding of the challenges we face in trying to shape children to be virtuous citizens.

Schools and Schooling in the Digital Age

Media and Moral Education demonstrates that the study of philosophy can be used to enhance critical thinking skills, which are sorely needed in today's technological age. It addresses the current oversight of the educational environment not keeping pace with rapid advances in technology, despite the fact that educating students to engage critically and compassionately with others via online media is of the utmost importance. D'Olimpio claims that philosophical thinking skills support the adoption of an attitude she calls critical perspectivism, which she applies in the book to international multimedia examples. The author also suggests that the Community of Inquiry – a pedagogy practised by advocates of Philosophy for Children – creates a space in which participants can practise being critically perspectival, and can be conducted with all age levels in a classroom or public setting, making it beneficial

in shaping democratic and discerning citizens. This book will be of interest to academics, researchers and postgraduate students in the areas of philosophy of education, philosophy, education, critical theory and communication, film and media studies.

Stoic Philosophy and Social Theory

The issue of methodology is a fundamental concern for all who engage in educational research. Presenting a series of methodological dialogues between eminent education researchers including Michael Apple, Gert Biesta, Penny Enslin, John Hattie, Nel Noddings, Michael Peters, Richard Pring and Paul Smeyers, this book explores the ways in which they have chosen and developed research methods to style their investigations and frame their arguments. These dialogues address the specialized and technical aspects of conducting educational research, conceptualize the relationship between methodology and theory, and provide in-depth discussion of concerns including falsifiability, openness, interpretation and researcher judgement. Foregrounding the researchers' first-hand experience and knowledge, this book will provide future and current researchers with a deeper comprehension of the place of theory in education research. An illuminating resource for undergraduate and postgraduate researchers alike, Theory and Philosophy in Education Research confronts the intricate complexities of conducting education research in a highly engaging and accessible way.

The Philosophy of Physical Education

This book demonstrates the value of approaching
education from a sociological and philosophical
perspective. Specifically, it addresses current and
long-standing educational issues in the Asia-Pacific
region, integrating sociological and philosophical
insights with practical applications in four key areas:
educational aims, moral education, educational
policy, and the East-West dichotomy. It discusses
educational aims in terms of rationality, philosophical
thinking, and sustainable development and presents
the literary, religious, and analytical approaches to
moral education. Four educational policies are then
considered: Hong Kong's language policy, Hong
Kong's policy on the internationalization of education,
East Asia's policies on English education, and
Australia's policy on teacher education. Different
aspects of the East-West dichotomy are analysed:
Confucian rationalism versus Western rationalism,
Confucian learning culture versus Western learning
culture, and Asian research methodology versus
Western research methodology. Taken as a whole, the
book shows that issues in education are rarely simple,
and looking at them from multiple perspectives allows
for rich and informed debates. It presents a rare
philosophical and sociological analysis of the cultures
and experiences of education in the Asia-Pacific
region, and promotes research that leads to more
culturally rooted educational policies and practice.

PHILOSOPHICAL AND SOCIOLOGICAL
BASES OF EDUCATION

It is argued that the conception of social science emerging today is one that involves a synthesis of radical constructivism and critical realism. The crucial challenge facing social science is a question of its public role: growing reflexivity in society has implications for the social production of knowledge and is bringing into question the separation of expert systems from other forms of knowledge.

Social Science

This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic, and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics: Voices from the present and the past deals with 36 major figures that philosophers of education rely on; Schools of thought addresses 14 stances including Eastern, Indigenous, and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic; Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present, for example care and justice, democracy, and the curriculum; New areas and developments addresses 17 emerging issues that have garnered

considerable attention like neuroscience, videogames, and radicalization. The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training. Moreover, it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub-discipline. Combined with different conceptions of the purpose of philosophy, it discusses various aspects, using diverse perspectives to do so. Contributing Editors: Section 1: Voices from the Present and the Past: Nuraan Davids Section 2: Schools of Thought: Christiane Thompson and Joris Vlieghe Section 3: Revisiting Enduring Debates: Ann Chinnery, Naomi Hodgson, and Viktor Johansson Section 4: New Areas and Developments: Kai Horsthemke, Dirk Willem Postma, and Claudia Ruitenberg

Theory and Philosophy in Education Research

This rigorous volume focuses on the underlying perspectives justifying the major approaches currently being used in educational research.Introductory chapters lay the foundation for exploring varying research perspectives. Nine specific perspectives on research—post positivism, pragmatism, constructivism, ethics and deliberate democracy, criticism, interpretivism, race/ethnicity/gender, arts-based research, and post

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structuralism—are examined, through discussions written by senior scholars known for their expertise in the perspective. And, a "guided tour" of criticism is given, in which these same scholars demonstrate the use of the "critical method" by critiquing six studies selected as exemplars of different research approaches.For education students who aspire to become researchers, and for those who simply need to read and understand research literature.

Encyclopedia of Educational Theory and Philosophy

This book offers a comprehensive overview of research at interface between History, Philosophy and Sociology of Science (HPSS) and Science Teaching in Ibero-America. It contributes to research on contextualization of science for students, teachers and researchers, and explains how to use different episodes of history of science or different themes of philosophy of science in regular science classes through diverse pedagogical approaches. The chapters in this book discuss a wide range of topics under different methodological, epistemological and didactic approaches, reflecting the richness of research developed in Spanish and Portuguese speaking countries, Latin America, Spain and Portugal. The book contains chapters about historical events, topics of philosophy and sociology of science, nature of science, applications of HPSS in the classroom, instructional materials for students and teacher training courses and curriculum.

Critical Philosophy of Race and Education

This encyclopaedia is a dynamic reference and study place for students, teachers, researchers and professionals in the field of education, philosophy and social sciences, offering both short and long entries on topics of theoretical and practical interest in educational theory and philosophy by authoritative world scholars representing the full ambit of education as a rapidly expanding global field of knowledge and expertise. This is an encyclopaedia that is truly global and while focused mainly on the Western tradition is also respectful and representative of other knowledge traditions. It professes to understand the globalization of knowledge. It is unique in the sense that it is based on theoretical orientations and approaches to the main concepts and theories in education, drawing on the range of disciplines in the social sciences. The encyclopaedia privileges the "theory of practice", recognizing that education as a discipline and activity is mainly a set of professional practices that inherently involves questions of power and expertise for the transmission, socialization and critical debate of competing norms and values.

Introduction to the Philosophies of Research and Criticism in Education and the Social Sciences

"The role of science, along with its nature and development, are commonly misunderstood. Fernando Espinoza shines light on these

misconceptions to show that the role of science also lies in its effect and influence upon society through historical, philosophical, and sociological perspectives. This book incorporates the mandates by national organizations such as the National Research Council and National Science Teachers Association and is a useful text for required courses of general education majors"--

Philosophy, Dialogue, and Education

Using a systems approach, this book examines the major schools of philosophy of education; considers the relationship of education to major ideologies including Nationalism, Liberalism, Conservatism, and Marxism; and analyzes the impact of philosophy and ideology on educational theory and practice through the theories of Essentialism, Perennialism, Social Reconstruction, and Critical Theory. Previously published as Philosophical and Ideological Perspectives on Education, and as New Perspectives on Philosophy and Education, this new version follows the content and organizational framework of these earlier editions. For each chapter it includes definitions of terms; historical contributors and antecedents; a general discussion of the particular philosophy, ideology, or theory; and relationships and application to education, especially to schools, curriculum instruction, and to teachers and students.

Philosophical And Sociological Perspectives On Education

Philosophers and social scientists share a common goal: to explore fundamental truths about ourselves and the nature of the world in which we live. But in what ways do these two distinct disciplines inform each other and arrive at these truths? The 10th anniversary edition of this highly regarded text directly responds to such issues as it introduces students to the philosophy of social science. While staying true to the writing of the late Ian Craib, this perennial text has been brought up to date by Ted Benton. This new edition includes previously unpublished personal insights from both authors, incorporates new commentaries on classic content and features an additional chapter on recent developments in the field. The book: • Addresses critical issues relating to the nature of social science • Interrogates the relationship between social science and natural science • Encompasses traditional and contemporary perspectives • Introduces and critiques a wide range of approaches, from empiricism and positivism to post structuralism and rationalism. Written in an engaging and student-friendly style, the book introduces key ideas and concepts while raising questions and opening debates. A cornerstone text in the Traditions in Social Theory series, this book remains essential reading for all students of social theory.

Philosophies of Islamic Education

This book is beneficial for learners in the field of educational studies

Pygmalion in the Classroom

This reissue of a classic book (the first edition of which sold 50,000 copies) explores the 'Pygmalion phenomenon', the self-fulfilling prophecy embedded in teachers' expectations.

Philosophy of Education in Action

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. Beginning with explaining the theories like Idealism, Naturalism, Pragmatism, and so on, the book moves on to the Philosophers (Indian and Western) and their contribution to the world of education. The book further goes on explaining the contribution of the society and community in overall development of a child. Besides, the chapters elucidate the role of institutions like school, college and home in inculcating the values in a child. The concluding chapters delve on the concepts of Secularism, Democracy and National integration vis-à-vis education. Designed for the undergraduate and postgraduate students of Education, the book will be equally beneficial for the teachers and educationists.

Experiential Learning and Outdoor Education

This book presents fourteen new essays by international scholars about the intersections between pragmatism, education, and philosophy with children. Pragmatism from its beginnings has sought a revolution in learning, and is itself a special kind of philosophy of education. What can the applications of pragmatism to pedagogy around the world teach us today?

Philosophical Perspectives on Compulsory Education

Philosophy of Education in Action is an innovative, inquiry-based introductory text that invites readers to study philosophy of education through the lens of their own observations and experiences. Structured according to a "Wonder Model of Inquiry," each chapter begins by posing a fundamental What if question about curriculum, pedagogy, and the role of the school before investigating the various philosophical perspectives that guide and influence educational practices. Classroom vignettes and examples of actual schools and educational programs help to ground philosophical perspectives in real-world scenarios, while the book's unique inquiry-based approach leads students to both think critically about philosophical questions and apply the concepts to their own teaching. Features of the text include: What if questions that structure each chapter to pique students' curiosity, stimulate creativity, and promote critical thinking. Authentic classroom vignettes that encourage students to analyze what it means to "do" philosophy and to reflect upon their own practices,

examine their role in the educational process, and articulate their own philosophical beliefs. A concluding section asking readers to imagine and design their own hypothetical school or classroom as a project-based means of analyzing, synthesizing, and evaluating the different philosophies discussed. Accessible and thought-provoking, Philosophy of Education in Action provides a dynamic learning experience for readers to understand and apply philosophy in educational practice.

Education and Technology

The study of Islamic education has hitherto remained a tangential inquiry in the broader focus of Islamic Studies. In the wake of this neglect, a renaissance of sorts has occurred in recent years, reconfiguring the importance of Islam's attitudes to knowledge, learning and education as paramount in the study and appreciation of Islamic civilization. Philosophies of Islamic Education, stands in tandem to this call and takes a pioneering step in establishing the importance of its study for the educationalist, academic and student alike. Broken into four sections, it deals with theological, pedagogic, institutional and contemporary issues reflecting the diverse and often competing notions and practices of Islamic education. As a unique international collaboration bringing into conversation theologians, historians, philosophers, teachers and sociologists of education Philosophies of Islamic Education intends to provide fresh means for conversing with contemporary debates in ethics, secularization theory, child psychology,

multiculturalism, interfaith dialogue and moral education. In doing so, it hopes to offer an important and timely contribution to educational studies as well as give new insight for academia in terms of conceiving learning and education.

Philosophy for Children

This book adds to the theoretical development of the emerging fields of experiential learning and outdoor education by examining the central concept, 'experience', and interrogating a central claim of experiential learning: whether, and if so how, a short-term singular experience can transform a participant's life as a whole and in a permanent way. While such a possibility has been corroborated by the personal testimonies of participants, and the activities of instructors over many years, the book argues that we must go beyond this kind of 'evidence'. In comparing Anglophone and continental approaches and drawing on the work of Dewey, Dilthey and Merleau-Ponty in the philosophy of experience, Experiential Learning and Outdoor Education presents the first detailed review of the concept of 'experience' in European philosophy, as applied to outdoor experiential learning. A vital insight into the field, this is important reading for students and researchers working in the philosophy of sport, and pedagogical theory, especially in areas relating to the outdoors, but also to experiential education more generally.

Issues in African Education

This book addresses major sociological issues in sub-Saharan African education today. Its fourteen contributors present a thoroughly African world-view within a sociology of education theoretical framework, allowing the reader to see where that theory is relevant to the African context and where it is not. Several of the chapters bring a much-needed cultural nuance and critical theoretical perspective to the issues at hand. The sixteen chapters thus aim to be of interest internationally, to those who work in such fields as social and political foundations of comparative and international education, and development studies, including university professors, teacher educators, researchers, school teachers, tertiary education students, consultants and policy makers.

Education and Philosophy

Originally published in 1987 when Artificial Intelligence (AI) was one of the most hotly debated subjects of the moment; there was widespread feeling that it was a field whose 'time had come', that intelligent machines lay 'just around the corner'. Moreover, with the onset of the revolution in information technology and the proclamation from all corners that we were moving into an 'information society', developments in AI and advanced computing were seen in many countries as having both strategic and economic importance. Yet, aside from the glare of publicity that tends to surround new scientific ideas or technologies, it must be remembered that AI was a relative newcomer among the sciences; that it had

often been the subject of bitter controversy; and that
though it had been promising to create intelligent
machines for some 40 years prior to publication,
many believe that it had actually displayed very little
substantive progress. With this background in mind,
the aim of this collection of essays was to take a
novel look at AI. Rather than following the path of old
well-trodden arguments about definitions of
intelligence or the status of computer chess
programs, the objective was to bring new
perspectives to the subject in order to present it in a
different light. Indeed, instead of simply adding to the
endless wrangling 'for' and 'against' AI, the source of
such divisions is made a topic for analysis in its own
right. Drawing on ideas from the philosophy and
sociology of scientific knowledge, this collection
therefore broke new ground. Moreover, although a
great deal had been written about the social and
cultural impact of AI, little had been said of the
culture of AI scientists themselves – including their
discourse and style of thought, as well as the choices,
judgements, negotiations and competitive struggles
for resources that had shaped the genesis and
development of the paradigmatic structure of their
discipline at the time. Yet, sociologists of science have
demonstrated that the analysis of factors such as
these is a necessary part of understanding the
development of scientific knowledge. Hence, it was
hoped that this collection would help to redress the
imbalance and provide a broader and more
interesting picture of AI.

Gender Play

This book puts recently re-popularized ancient Stoic philosophy in discussion with modern social theory and sociology to consider the relationship between an individual and their environment. Thirteen comparative pairings including Epictetus and Émile Durkheim, Zeno and Pierre Bourdieu, and Marcus Aurelius and George Herbert Mead explore how to position individualism within our socialized existence. Will Johncock believes that by integrating modern perspectives with ancient Stoic philosophies we can question how internally separate from our social environment we ever are. This tandem analysis identifies new orientations for established ideas in Stoicism and social theory about the mind, being present, self-preservation, knowledge, travel, climate change, the body, kinship, gender, education, and emotions.

A Text-Book of Philosophical and Sociological Foundations of

Thorne, a professor of sociology at the University of Southern California, offers her insightful observations of elementary school students in class and at play. Though, as she admits, her status as an adult and an observer may have affected what happened around her, Thorne presents a fascinating account of how children divide themselves--and how others divide them--along gender lines. Breaking students into teams for contests and the eternal game of "cooties" (a contamination attributed more often to girls than boys) reveal much about the microcosm that these students inhabit, and an extensive look at the

tomboy, both in literature and in life, compares her ambiguity (sometimes an insult, sometimes a compliment) to the negative attitudes often elicited by gender-crossing in the other direction. Thorne argues convincingly against the theories of scholars like Deborah Tannen and Carol Gilligan that boys and girls have different "cultures," and she attempts to discourage "gender antagonism." A final section offers concrete steps for teachers to take in forming the attitudes--about gender and other topics--of coming generations.

Educational Foundations

Philosophical Perspectives on Play builds on the disciplinary and paradigmatic bridges constructed between the study of philosophy and play in The Philosophy of Play (Routledge, 2013) to develop a richer understanding of the concept and nature of play and its relation to human life and value. Made up of contributions from leading international thinkers and inviting readers to explore the presumptions often attached to play and playfulness, the book considers ways that play in 'virtual' and 'real' worlds can inform understandings of each, critiquing established norms and encouraging scepticism about the practice and experience of play. Organised around four central themes -- play(ing) at the limits, aesthetics, metaphysics/ontology and ethics -- the book extends and challenges notions of play by drawing on issues emerging in sport, gaming, literature, space and art, with specific attention paid to disruption and danger. It is intended to provide

scholars and practitioners working in the spheres of
play, education, games, sport and related subjects
with a deeper understanding of philosophical thought
and to open dialogue across these disciplines.

Philosophical Perspectives on Play

Humanistic theory for more than the past 100 years is
marked by extensive attention to practice and
practices. Two prominent streams of thought sharing
this focus are pragmatism and theories of practice.
This volume brings together internationally prominent
theorists to explore key dimensions of practice and
practices on the background of parallels and points of
contact between these two traditions. The
contributors all are steeped in one or both of these
streams and well-known for their work on practice.
The collected essays explore three important themes:
what practice and practices are, normativity, and
transformation. The volume deepens understanding
of these three practice themes while strengthening
appreciation of the parallels between and
complementariness of pragmatism and practice
theory.

Questions of Practice in Philosophy and
Social Theory

This book tackles the wider picture, addressing the
social, cultural, economic, political and commercial
aspects of schools and schooling in the digital age,
offering to make sense of what happens, and what
does not happen, when the digital and the

educational come together in the guise of schools technology.

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