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this book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education topics range widely both within and across the four parts of the book wittgenstein s biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy wittgenstein s thought and methods in relation to other philosophers such as cavell dewey foucault hegel and the buddha contrasting investigations of training in relation to initiation into forms of life emotions mathematics and the arts dance poetry film and drama including questions from theory of mind nativism vs initiation into social practices neuroscience primate studies constructivism and relativity and the role of wittgenstein s philosophy in religious studies and moral philosophy as well as their profound impact on his own life this collection explores wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view wittgenstein s philosophy is essentially pedagogical he provides pictures drawings analogies similes jokes

equations dialogues with himself questions and wrong answers experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive

this book describes the results of activities undertaken to construct the clarin research infrastructure in the low countries i.e. in the netherlands and in flanders the dutch speaking part of belgium clarin is a european research infrastructure for humanities and social science researchers that work with natural language data this book introduces the clarin infrastructure describes various aspects of the technical implementation of the infrastructure and introduces data applications and software services created in the low countries for a wide variety of humanities disciplines these enable researchers to accelerate their research activities and to base their conclusions on a much larger and richer empirical base than was possible before thus providing a basis for carrying out groundbreaking research in which old questions can be investigated in new ways and new questions can be raised and investigated for the first time given clarin's focus on language data linguistics and particularly syntax are prominently present however other humanities disciplines that work with natural language data such as history literary studies religion studies media studies political studies and philosophy are represented as well the book is a must read for humanities scholars and students who want to understand and use the potential that the digital humanities offer as well as for computer scientists and developers of research infrastructures in particular for researchers working on the clarin infrastructure in other countries

this book presents a case for teaching philosophy in schools it develops two original arguments for teaching philosophy to all students at some point over the course of their education gatley argues that teaching philosophy is the best way to help students to think clearly using ordinary or non specialist concepts such as good truth or happiness she goes on to argue that teaching philosophy is the best way to help students to make sense of the different conceptual schemes used by different school subjects combining these two arguments gatley suggests that these two roles for philosophy are central to the task of educating people and so philosophy ought to be included on school curricula building on the work of philosophers of education including richard stanley peters harry brighthouse matthew lipman mary midgley and martha nussbaum the book covers a range of topics including philosophy for children p4c the aims education religious education curriculum design and education policy

masterclass in history education draws on international research and practice to present effective and engaging approaches for history teachers who want to explore the ways in which reading research and reflection can support the development of history teaching and learning in the classroom at the heart of the book is a series of professional enquiries carried out by experienced history teachers working in a range of contexts each history teacher addresses clear questions

arising from their practice and together they illustrate various approaches to data collection data analysis and argument these history teachers also show how they drew on diverse scholarship in history and history education including many publications by other history teachers in eight further chapters other experts ranging from practitioner scholars to researchers in diverse fields such as history history education teacher education teacher research and curriculum theory reflect on the distinctive insights that these teachers offer and explore connections with their own fields the combination of perspectives and the depth of knowledge of the varied contributors reveal the importance of different kinds of relationship between theory and practice the links between classroom realities and research and the critical use of different kinds of text will support history teachers in developing their practice and professional voice

this edited volume contains a selection of refereed and revised papers originally presented at the second international symposium on signal processing and intelligent recognition systems sirs 2015 december 16 19 2015 trivandrum india the program committee received 175 submissions each paper was peer reviewed by at least three or more independent referees of the program committee and the 59 papers were finally selected the papers offer stimulating insights into biometrics digital watermarking recognition systems image and video processing signal and speech processing pattern recognition machine learning and knowledge based systems the book is directed to the researchers and scientists engaged in various field of signal processing and related areas

the design of school curriculums involves deep thought about the nature of knowledge and its value to learners and society it is a serious responsibility that raises a number of questions what is knowledge for what knowledge is important for children to learn how do we decide what knowledge matters in each school subject and how far should the knowledge we teach in school be related to academic disciplinary knowledge these and many other questions are taken up in what should schools teach the blurring of distinctions between pedagogy and curriculum and between experience and knowledge has served up a confusing message for teachers about the part that each plays in the education of children schools teach through subjects but there is little consensus about what constitutes a subject and what they are for this book aims to dispel confusion through a robust rationale for what schools should teach that offers key understanding to teachers of the relationship between knowledge what to teach and their own pedagogy how to teach and how both need to be informed by values of intellectual freedom and autonomy this second edition includes new chapters on chemistry drama music and religious education and an updated chapter on biology a revised introduction reflects on emerging discourse around decolonizing the curriculum and on the relationship between the knowledge that children encounter at school and in their homes

a doody s core title for 2024 the standard bearer of critical care nursing guides this succinct comprehensive resource delivers the most current concepts for

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