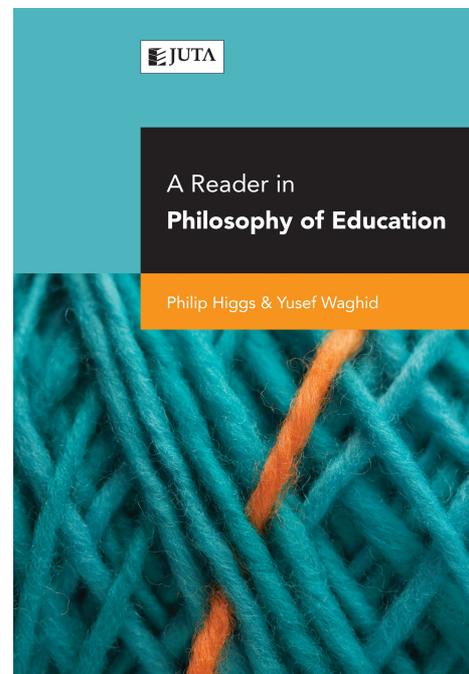


# Reader in Philosophy of Education, A (WebPDF)

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## About this Publication:

*A Reader in Philosophy of Education* attempts to deepen and widen the philosophical thinking of its readership in and about education. At the same time, it encourages an epistemologically rich understanding of education that is infused with different philosophies of education. Each of these gives readers an entry into the nature of education and maximises a many-sided understanding of educational problems encountered in society by means of rupture as well as consensus. The authors examine some of the primary genres of philosophy of education: critical realism; hermeneutics; phenomenology; critical theory; pragmatism; post-structuralism; rationality; Islamic education; Buddhism; Confucianism; African philosophy of education.

## Contents Include:

Chapter 1: African Philosophy of Education through a (Post) Critical Lens  
Chapter 2: Pragmatism and Education  
Chapter 3: Rationality and education  
Chapter 4: Phenomenology and Education  
Chapter 5: Hermeneutics and education  
Chapter 6: Systems Theory and education  
Chapter 7: African feminist perspectives and education  
Chapter 8: The place of critical theory in understanding the nature and function of Education in Africa  
Chapter 9: Realism and education - A philosophical examination of the 'realness' of the university  
Chapter 10: Islam and education: Towards a poststructuralist understanding of Islamic education  
Chapter 11: Chinese Philosophy and Education  
Chapter 12: Buddhism: Educating for Right Speech  
Chapter 13: Poststructuralism and Education

*A Reader in Philosophy of Education* is suitable for postgraduate students of Education and Philosophy as well as scholars in the field of Education.

The intended purpose of the Reader is to present multiple understandings of philosophy of education in terms of which educational experiences can be enacted and/or pedagogical and societal situations can be addressed. The various genres not only accentuate the significance of multiple philosophies of education but also offer theoretical and pragmatic perspectives by which changing educational contexts can be constructed, reconstructed and deconstructed.