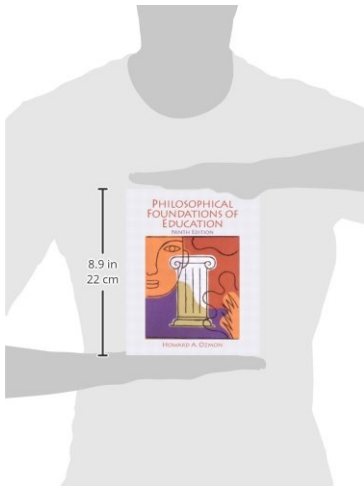


# [PDF] Philosophical Foundations Of Education (9th Edition)

Howard A. Ozmon - pdf download free book

---



#### Books Details:

Title: Philosophical Foundations of  
Author: Howard A. Ozmon  
Released:  
Language:  
Pages: 384  
ISBN: 0132540746  
ISBN13: 9780132540742  
ASIN: 0132540746

[\*\*CLICK HERE FOR DOWNLOAD\*\*](#)

---

pdf, mobi, epub, azw, kindle

#### Description:

Now in its ninth edition, *Philosophical Foundations of Education* provides readers with comprehensive knowledge about the various schools of thought that have comprised the philosophy of education throughout history. Highly readable, this chronological text gives insight into the individuals who helped develop various philosophies of education and provides historical information about how they lived and how they learned. In addition, each chapter covers each philosophy's aims, methods, curriculums, teaching roles, advantages, and disadvantages.

Covering not only how each philosophy evolved over time but also how these philosophies influenced subsequent educational practice, this popular textbook also

challenges readers to apply what they have learned in their own profession and develop their own philosophies about education, instruction, and schooling.

---

- Title: Philosophical Foundations of Education (9th Edition)
  - Author: Howard A. Ozmon
  - Released:
  - Language:
  - Pages: 384
  - ISBN: 0132540746
  - ISBN13: 9780132540742
  - ASIN: 0132540746
-

The philosophical foundation of curriculum helps determine the driving purpose of education, as well as the roles of the various participants. While all foundations propose to set goals of curriculum, philosophy presents the manner of thinking from which those goals are created. One's driving philosophy suggests if education should develop the individual or enforce group norms (Ornstein & Hunkins, pp. 34-36); if it is to enforce group norms, it further defines if that should be the norms of the current set or a move towards changing those norms. Philosophies vary in perception of truth, as Rousseau developed his philosophy of naturalism keeping this wider concept of education in his view point. Following eminent scholars interpret education in the wider context. (1) "In the wider sense, it is a process that goes on through out life, and is promoted by almost every experience in life." In other words, all great philosophers have employed education as a means to translate their philosophical ideas into practice for the people to follow and develop themselves. Philosophy is dependent on education due to following reasons: (1) Education is the Dynamic Side of Philosophy-Two things are essential for completing any task-(1) Thought or plan and (2) Application. Philosophy-of education not only critically evaluates the values but also systematizes them in a hierarchy. Educational values are determined by philosophical values. Educational values propagated by different philosophers have been derived from their own world, view and their outlook on the purpose of human life. Therefore, a scrutiny of the world views, outlook, and belief, is the specific function of philosophy and it is necessary for the philosophical treatment of the values. Education critically evaluates the different aims and ideals of education. They are character Philosophical foundations of an educational paradigm are a specific and very important issue. Resolving it helps to understand a direction to develop a general theory of education as well as indicate prospects and possible development options for education in the 21st century. Philosophy of education is that branch of philosophy that addresses philosophical questions concerning the nature, aims, and problems of education (Siegel, 2009, p. 1). Philosophy of history and philosophy of law can serve as similar examples. These areas are connected with historical or legal studies but have the status of philosophical disciplines, addressing general issues of history or law on the philosophical level. Philosophical Foundations of Education. Education 605. Stephen Hicks, Ph.D. Department of Philosophy Scarborough 119 / 815 226 4078. Contents. William Paley, "The Watch and the Watchmaker".

Normative philosophies or theories of education may make use of the results of such analytical work and of factual inquiries about human beings and the psychology of learning, but in any case they propound views about what education should be, what dispositions it should cultivate, why it ought to cultivate them, how and in whom it should do so, and what forms it. In such a full-fledged philosophical normative theory of education, besides analysis of the sorts described, there will normally be propositions of the following kinds: Basic normative premises about what is good or right; Basic factual premises about humanity and the world. 1968. *Foundation Disciplines and the Study of Education*. Toronto: Macmillan. ARCHAMBAULT, REGINALD D., ed. Philosophy of education is the branch of applied or practical philosophy concerned with the nature and aims of education and the philosophical problems arising from educational theory and practice. Because that practice is ubiquitous in and across human societies, its social and individual manifestations so varied, and its influence so profound, the subject is wide-ranging, involving issues in ethics and social/political philosophy, epistemology, metaphysics, philosophy of mind and language, and other areas of philosophy. Philosophical foundations of an educational paradigm are a specific and very important issue. Resolving it helps to understand a direction to develop a general theory of education as well as indicate prospects and possible development options for education in the 21st century. To do this, we will refer to the time when there was a generally accepted view of what philosophy of education consists of and try to find a way to form a commonly accepted idea. In the most general sense, philosophy of education means studies of philosophical foundations of pedagogical thought and pedagogical activities. Those studies comprise two trains of thought.