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# Jerome Bruner

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# Jerome Bruner Bloomsbury Library Of Educational Thought

**Thomas Griffiths**



## **Jerome Bruner Bloomsbury Library Of Educational Thought:**

**Jerome Bruner** David R. Olson, 2014-12-18 Originally published London Continuum 2007 **Jerome Bruner** David R. Olson, 2007 *Jean-Jacques Rousseau* Jurgen Oelkers, 2014-10-23 Jean Jacques Rousseau enlightenment philosopher and founder of natural education is one of the most influential philosophers of education in the western world In order to fully understand Rousseau's impact as a true educational thinker Jurgen Oelkers argues that we must take into account his paradoxical style unique intellectual biography and his turbulent and unconventional way of life Combining historical analysis and contemporary ethical theory this text serves as both an introduction to Rousseau's theories of education and a critique of his views and shows how Rousseau was a pioneer in exploring educational issues within the context of his own philosophical problems in order to present innovative solutions **Leo Tolstoy** Daniel Moulin, 2014-10-23 How do we know what we should teach And how should we go about teaching it These deceptively simple questions about education perplexed Tolstoy Before writing his famous novels War and Peace and Anna Karenina Tolstoy opened an experimental school on his estate to try and answer them His experiences there incited his life long inquiry into the meaning and purpose of religion literature art and life itself In this text Daniel Moulin tells the story of the course of Tolstoy's educational thought and how it relates to Tolstoy's fiction and other writings It begins with his experience of being a child and adolescent incorporates his travels in Europe the experimental school his literature and his views on art philosophy and spirituality Throughout the relevance and impact of Tolstoy's thinking on education are translated into applicable theory for today's education students **St Augustine** Ryan N. S. Topping, 2014-10-23 After setting Augustine's thought firmly within the context of his life and times Ryan Topping examines in turn the causes of education the purposes pedagogy curriculum and limits of learning as Augustine understood them Augustine's towering influence over Medieval and Renaissance theorists from Hugh of St Victor to Aquinas to Erasmus is traced The book concludes by drawing Augustine into dialogue with contemporary philosophers exploring the influence of his meditations on higher education and suggesting how his ideas can reinvigorate for our generation the project of liberal learning **John Locke** Alexander Moseley, 2014-10-23 John Locke is one of the great minds in educational history Drawing on his perceptive observations of families and children he saw the importance of adapting learning to the child's dispositions Critical of schools he is the fountainhead of home tutoring child centred learning and the importance of enjoyable learning But for Locke learning was not about facts a good education produced gentlemen who could in turn adapt themselves to commerce and politics Locke's philosophy helped provide rigour to the scientific revolution the impetus for the expansion of schools for the poor which should be profitable and child psychology Alexander Mosely sets Locke's educational writings in their context with a sensitive reading of what Locke understood by education and highlights the relevance of the study of Locke's work to our understanding of education today [Bloomsbury Library of Educational Thought](#) Various Authors, 2014-12-18 This series provides accounts of the work of seminal thinkers from a variety of periods

disciplines and traditions exploring the contribution and significance of the thinker's central ideas and arguments and their relevance to educational thought today. With each book written by a leading philosopher in education, these volumes are definitive companions for students of education and the philosophy of education.

**Bibliographic Guide to Psychology** New York Public Library. Research Libraries, 1999

*John Dewey* Richard Pring, 2014-10-23

Bertrand Russell's *History of Philosophy* refers to Dewey as generally admitted to be the leading living philosopher of America. This honourable mention lay partly in his pragmatic theory of meaning through which so many baffling philosophical problems were claimed to have been solved as well as educational ones. It is in connection with his educational ideas, however, that Dewey became either famous or infamous. In the United States he had been seen both as saviour of American education by those who welcomed a more child-centred curriculum and yet as worse than Hitler by those who saw his ideas as undermining traditional education, an accusation shared by his detractors in Britain. This account seeks to bring together Dewey's educational thinking and its frequently forgotten foundations in a pragmatic theory of meaning. In so doing, the book seeks to show that John Dewey is a philosopher of education for our time.

*Forthcoming Books* Rose Arny, 2004

*The Life and Behavior of Living Organisms* Elliott Jaques, 2002

Jaques provides a general theory that gives a dynamic scientific foundation for the understanding of all living behavior. Based on more than 50 years of consultancy research throughout the world with individuals and all types of social institutions, Jaques focuses on the intentionality, judgment and decisions that characterize behavior.

[Loris Malaguzzi and the Reggio Emilia Experience](#) Kathy Hall, Mary Horgan, Anna Ridgway, Rosaleen Murphy, Maura Cunneen, Denise Cunningham, 2014-10-23

The Municipal preschools of Reggio Emilia in Northern Italy are renowned world-wide for the excellence of their provision. This approach provides a unique collaboration between children, parents, teachers and the wider community. Loris Malaguzzi and the Reggio Emilia Experience brings together the history and context of the Reggio Emilia experience and explores the principles espoused by Loris Malaguzzi and the Early Years Educators of the Reggio Emilia Municipality. It critically evaluates the emergent curriculum and quality provision and offers new insights into the powerful and dominant discourses of the Reggio movement. It will provide students and educators with a comprehensive overview of the phenomenon that is Reggio Emilia.

**Ways of Knowing** Kay E. Vandergrift, 1996

Provides a forum in which teachers, librarians, academics and researchers discuss the power that literature has in the intellectual development of children.

*Continuum Library of Educational Thought*, 19??

**The British National Bibliography** Arthur James Wells, 1993

[Books in Print Supplement](#), 2002

[Foundations of Educational Thought](#) Eugene Francis Provenzo, 2008

*THE PROCESS OF EDUCATION. BY JEROME S. BRUNER.* Jerome S. Bruner, 1965

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