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Muslim Institutions of Higher Education in Postcolonial Africa - Mbaye Lo 2016-01-26

Muslim Institutions of Higher Education in Postcolonial Africa examines the colonial discriminatory practices against Muslim education through control and dismissal and discusses the education reform movement of the post-colonial experience.

Interreligiöse Theologie - Ephraim Meir 2016-05-24

Das Buch stellt den ersten umfassenden Versuch dar, eine dialogische Theologie aus jüdischer Sicht zu konstruieren. Diese fördert eine Perspektive, in welcher die Wechselbeziehungen zwischen den Religionen, Begegnung und Lernen eine zentrale Rolle spielen. Meir setzt sich kritisch mit den großen jüdischen Denker dialogischer Theologie auseinander und argumentiert, dass die Werte interreligiöser Theologie in ihren Schriften verwurzelt sind.

Interreligious Theology - Ephraim Meir 2015-08-17

This book is the first greater attempt to construct a dialogical theology from a Jewish point of view. It contributes to an emerging new theology that promotes the interrelatedness of religions in which encounter, openness, hospitality and permanent learning are central. The monograph is about the self and the other, inner and outer, own and strange; about borders and crossing borders, and about the sublime activities of passing and translating. Meir analyses and critically discusses the writings of great contemporary Jewish dialogical thinkers and argues that the values of interreligious theology are moored in their thoughts. In his view interreligious dialogue supposes attentive listening, humility, a critical attitude towards oneself and others, a good amount of self-relativism and humor. It is about proximity, dialogical reading, engagement and interconnectedness.

Dialogical Thought and Identity - Ephraim Meir 2013-11-27

In discussion with Martin Buber, Franz Rosenzweig, Abraham Joshua Heschel, Franz Fischer and Emmanuel Levinas, Ephraim Meir outlines a novel conception of a selfhood that is grounded in dialogical thought. He focuses on the shaping of identity in present day societies and offers a new view on identity around the concepts of self-transcendence, self-difference, and trans-difference. Subjectivity is seen as the concrete possibility of relating to an open identity, which receives and hosts alterity. Self-difference is the crown upon the I; it is the result of a dialogical life, a life of passing to the other. The religious I is perceived as in dialogue with secularity, with its own past and with other persons. It is suggested that with a dialogical approach one may discover what unites people in pluralist societies.

Investing in our Education - Alison Taysum 2014-10-31

This book is an edited collection of chapters from academic leaders and doctoral researchers in the field that records a coherent journey through the purposes, pedagogies and impact of doctoral study as a key contributing force in managing education for the public good.

Emerging Perspectives and Trends in Innovative Technology for Quality Education 4.0 - Udan Kusmawan 2020-05-14

Industrial Revolution 4.0 has dramatically changed the business and social landscape, including human behavior not only in advanced countries but also in emerging countries. Technology development affects many aspects in our society, including education. Distance learning, big data and analytics, artificial intelligent and many digital innovations have been released to improve better quality education in our society. These proceedings provide selected papers/research about innovative digital technology in education and pedagogy in Industrial revolution 4.0 covering issues like: pedagogy, education management, early childhood education, research in education, training and vocational education and social science education, earth science education and art/linguistic education related to digital innovation. This book provides

details beyond what is possible to be included in an oral presentation and constitute a concise but timely medium for the dissemination of recent research results. It will be invaluable to professionals and academics in the field of education and pedagogy to get an understanding of recent research.

Citizenship Education around the World - John Petrovic 2014-04-24

Though certainly not a new idea, citizenship education manifests in unique and often unpredictable ways in our contemporary neoliberal era. The question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines. This edited volume offers an international perspective on citizenship education enacted in specific socio-political contexts. Each chapter includes a pointed conceptualization of citizenship education—a philosophical framework—that is then applied to specific national cases across Europe, Asia, Canada and more. Chapters emphasize how such frameworks are implemented within local contexts, encouraging particular pedagogical/curricular practices even as they constrain others. Chapters conclude with suggestions for productive change and how educators might usefully engage contemporary contexts through citizenship education.

Public Theology, Religious Diversity, and Interreligious Learning - Manfred L. Pirner 2018-06-14

This book describes the relationship of Christian Public Theology to other religions and their ways of contributing to the common good. It also promotes mutual learning processes in public education to strengthen the public role and responsibility of religions in pluralistic societies. This volume brings together not only public education and public theology, but also scholars from a variety of disciplines such as philosophy, cultural studies, and sociology, and from different parts of the world. By doing so, the book intends to widen the horizon and provide fresh impulses for public theology as well as the discourse on public religious education.

Religions and Dialogue - Wolfram Weiße 2014

Responding to plurality is a demanding task. Nonetheless it is one of the challenges that European countries are facing today. Over the past decades, the social and religious make-up of Central Europe has changed, and this has led to resentment and fears of mass immigration, social disintegration and the emergence of parallel societies. However, we also find empirical proof that prejudice is lowest where there is direct contact. Therefore, there appears to be an increasing need for more dialogue in order to make the stranger less strange, the unknown known, the other no longer entirely other. This is equally true in academic research: There is a definite need, yet research on questions of interreligious dialogue remains in its infancy throughout the various disciplines engaged in it. The project 'Religion and Dialogue in Modern Societies' (ReDi) that started at the Academy of World Religions at the Hamburg University in 2011 seeks to contribute to remedying this deficit. Like the ReDi-Project, this book looks at dialogue from different perspectives. It includes both theoretical and empirical approaches as well as a variety of theological viewpoints on a theology of plurality and dialogue from the perspective of different religions.

American Journal of Islamic Social Sciences 30:2 - Yusef Waghid and Nuraan Davids 2013-03-11

The American Journal of Islamic Social Sciences (AJISS), established in 1984, is a quarterly, double blind peer-reviewed and interdisciplinary journal, published by the International Institute of Islamic Thought (IIIT), and distributed worldwide. The journal showcases a wide variety of scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology, history, philosophy and metaphysics, politics, psychology, religious law, and traditional Islam.

Education, Ethics and Experience - Michael Hand 2015-11-06

Education, Ethics and Experience is a collection of original philosophical essays celebrating the work of one of the most influential philosophers of education of the last 40 years. Richard Pring's substantial body of work has addressed topics ranging from curriculum integration to the comprehensive ideal, vocational education to faith schools, professional development to the privatisation of education, moral seriousness to the nature of educational research. The twelve essays collected here explore and build on Pring's treatment of topics that are central to the field of philosophy of education and high on the agenda of education policy-makers. The essays are by no means uncritical: some authors disagree sharply with Pring; others see his arguments as useful but incomplete, in need of addition or amendment. But all acknowledge their intellectual debt to him and recognise him as a giant on whose shoulders they stand. This book will be a welcome and lively read for educational academics, researchers and students of Educational Studies and Philosophy.

Higher Education for the Public Good - Brenda Leibowitz 2012-11-01

The authors of this inspiring collection discuss philosophical approaches and present empirical and practical ideas for teaching and learning at university for the public good. Four major aspects of transforming universities are explored: the purpose and ethos of the university; its conception of graduate attributes; the way programmes and teaching are delivered; and the institution's approach to academics and their professional development. The book will be indispensable to all universities who are evaluating their own principles and practice.

Encyclopedia of Educational Theory and Philosophy - D. C. Phillips 2014-06-06

Introduces students 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.

Ideas for 21st Century Education - Ade Gafar Abdullah 2017-08-09

Ideas for 21st Century Education contains the papers presented at the Asian Education Symposium (AES 2016), held on November 22–23, 2016, in Bandung, Indonesia. The book covers 11 topics: 1. Art Education (AED) 2. Adult Education (ADE) 3. Business Education (BED) 4. Course Management (CMT) 5. Curriculum, Research and Development (CRD) 6. Educational Foundations (EDF) 7. Learning / Teaching Methodologies and Assessment (TMA) 8. Global Issues in Education and Research (GER) 9. Pedagogy (PDG) 10. Ubiquitous Learning (UBL) 11. Other Areas of Education (OAE)

Mindly Twists and Turns - Yusef Waghid 2021-12-01

My familiarity with Professor Yusef Waghid's scholarship and our collaboration span more than two decades. Therefore, a few words cannot appropriately encompass my account of the magnitude of his academic profile coupled with his personal qualities and engagement. He is a global thinker who has made significant contributions to scholarship in South Africa, the broader African world in the continent and the Diaspora, and the international community. Professor Waghid is an exceptionally prolific writer with consistent academic excellence on topics of critical importance to education and other social institutions, and the struggle for justice and social transformation. He has developed critical insights articulating the importance and necessity of epistemic equality with particular reference to indigenous knowledge system, especially uBuntu. He is a creative scholar with significant and original contributions to knowledge and transformative curriculum and pedagogy. As a public intellectual, he emulates a dialectical relationship between theory and social realities with a consistent engagement for equality and quality educational opportunity, and social progress. He is one of the foremost intellectuals hailing from South Africa with a global stature. In addition to his prominence as a scholar, Professor Waghid has personal and enviable qualities as reflected in his collegiality, trustworthiness, responsiveness, reliability, and unfailing compassion. Professor N'Dri Assie-Lumumba, Cornell University, Ithaca, New York, President of Comparative and International Education Society

Indigenous Concepts of Education - Berte van Wyk 2014-08-20

Featuring in-depth examinations of concepts of knowing, learning, and education from a range of cultures worldwide, this book offers a rich theory of indigenous concepts of education, their relation to Western concepts, and their potential for creating education that articulates the aspirations of communities and fosters humanity for all learners.

International Handbook of Learning, Teaching and Leading in Faith-Based Schools - Judith D. Chapman 2014-07-10

The International Handbook on Learning, Teaching and Leading in Faith Based Schools is international in scope. It is addressed to policy makers, academics, education professionals and members of the wider

community. The book is divided into three sections. (1) The Educational, Historical, Social and Cultural Context, which aims to: Identify the educational, historical, social and cultural bases and contexts for the development of learning, teaching and leadership in faith-based schools across a range of international settings; Consider the current trends, issues and controversies facing the provision and nature of education in faith-based schools; Examine the challenges faced by faith-based schools and their role and responses to current debates concerning science and religion in society and its institutions. (2) The Nature, Aims and Values of Education in Faith-based Schools, which aims to: Identify and explore the distinctive philosophies, characteristics and guiding principles, values, concepts and concerns underpinning learning, teaching and leadership in faith-based schools; Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures; Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning, teaching and leadership in various ways. (3) Current Practice and Future Possibilities, which aims to: Provide evidence of current educational practices that might help to inform and shape innovative and successful policies, initiatives and strategies for the development of quality learning, teaching and leadership in faith-based schools; Examine the ways in which the professional learning of teachers and educational leaders in faith-based settings might be articulated and developed; Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity, beliefs, and the commitments of faith-based schools; Examine what international experience shows about the place of faith-based schools in culturally rich and diverse communities and the implications of faith-based schooling for societies of the future.

Tradition and Future of Islamic Education - Wilna A.J. Meijer 2009

The relation between Islam and the West is the topic of an ongoing debate. The debate often leaves us with a choice between two mutually exclusive worlds: the modern West with its enlightenment and science and accompanying secular education, or else Islam and Islamic education, characterised by orthodoxy and tradition. In the hope of promoting dialogue instead of polarisation, the author, a philosopher of education trained in the West, searches for the ideas and ideals of education, schooling and learning within Islam. Wherever knowledge and learning have blossomed, education, schooling and teaching must have flourished, too. Which educational culture was part of the highly developed intellectual culture of classical Islam? Current-day modernist Muslim intellectuals take inspiration from this rich intellectual tradition of Islam. The perspective on the future of Islamic education in the modern context, in which the book results, utilizes their ideas. Hermeneutics, the theory of interpretation, is applied to the rereading and reinterpretation of the source texts of Islam. Hermeneutics also offers an inspiring perspective on an education that strikes the balance between tradition and enlightenment.

Transforming Universities in South Africa - Ihron Rensburg 2020-08-31

Transforming Universities in South Africa: Pathways to Higher Education Reform responds to the pressing need to comprehensively review the post-apartheid experience and assess where South Africa's higher education stands across the continent and globally, particularly within the country's efforts to overcome decades of socio-economic imbalances.

Past, Present, and Future Possibilities for Philosophy and History of Education - Stefan Ramaekers 2018-08-17

On the occasion of the retirement of Paul Smeyers, this book considers the state and status of the philosophy and history of education today. Over the last 20 years, the conditions in which research takes place have changed considerably. They have done so in ways that are often less than favourable to disciplines such as history and philosophy of education, and the space and time for the practices that constitute these disciplines – of reading, of writing, of collegiality – is increasingly under pressure. During this time, the Research Community on the History and Philosophy of Educational Research has convened annually to bring its critical lenses to bear on these emergent conditions and to suggest ways that educational research might, or ought to, be done otherwise. As co-founder and co-convenor of the Research Community, this volume explores and recounts Paul Smeyers' development of Wittgensteinian scholarship and its legacy in education, his formative role in the development of philosophy of education as an international field, his many international collaborations, the “useless” educational-philosophical deepening of concepts, and the wider educational-philosophical import of this. This gives rise to consideration of the failure

of these fields to halt the changes in the governance and status of the university that threatens them, and those practices that remain and that are emerging in academia that we wish to protect, to pass on to the next generation of researchers in these fields.

Philosophies of Islamic Education - Mujadad Zaman 2016-03-31

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.

Engaging Higher Education Curricula - Elmarie Costandius 2015-06-30

'The authors aim to stimulate discussion about the nature and purposes of critical citizenship education in higher education. Rather than promoting a blueprint for change, the authors thoughtfully consider a generative research agenda for transformative higher education and focus on how this orientation in higher education plays out on the ground. This book, together with its Coda that takes the conversation beyond critical citizenship education to include responsible citizenship, provides compelling reasons and sound suggestions for a way forward.

Education Transformation in Muslim Societies - Ilham Nasser 2022-11-01

Hope is a complex concept—one academics use to accept the unknown while also expressing optimism. However, it can also be an action-oriented framework with measurable outcomes. In *Education Transformation in Muslim Societies*, Muslim scholars from around the world offer a wealth of perspectives for incorporating hope in the education of students from kindergarten through university to stimulate change, dialogue, and transformation in their communities. For instance, though progress has been made in Muslim societies on early education and girls' enrollment, it is not well documented. By examining effective educational initiatives and analyzing how they work, educators, policymakers, and government officials can create a catalyst for positive educational reform and transformation. Adopting strength-based educational discourse, contributors to *Education Transformation in Muslim Societies* reveal how critical the whole-person approach is for enriching the brain and the spirit and instilling hope back into the teaching and learning spaces of many Muslim societies and communities. *Education Transformation in Muslim Societies* is a copub with the International Institute of Islamic Thought.

Philosophy and the Study of Education - Tom Feldges 2019-03-26

Combining contributions from international academics and practitioners, this new text develops students' ability to philosophise as well as learn about philosophy and education. It considers issues concerned with the interface between education and wider society but goes beyond this to explore education and philosophy at a micro level: the teacher-learner relationship. It challenges and empowers students to use philosophy as a tool within education, as a set of theories to understand education and as a potential means to develop solutions to problems as they occur within practice. Assuming no pre-existing philosophical background, *Philosophy and the Study of Education* explores complex topics including: encouraging young people to criticise and challenge all authority; the limits of a religious-based education; the desire for 'alternative facts' or 'truths'; the second-class status of vocational pursuits; the inherent struggle in the teacher-student relationship; the relationship between emotion, morality and autonomy in teaching. Including discussion questions and further recommended reading, this thought-providing book will support and inspire all those on Education Studies, Childhood Studies and Youth Studies courses in developing a critical perspective and understanding the true value of philosophy within education.

Islam and Citizenship Education - Ednan Aslan 2015-01-14

The scholarly contributors to this volume investigate various means to

stimulate and facilitate reflection on new social relations while clarifying the contradictions between religious and social affiliation from different perspectives and experiences. They explore hindrances whose removal could enable Muslim children and youth to pursue equal participation in political and social life, and the ways that education could facilitate this process.

65 - 01-06-2011

African Democratic Citizenship Education Revisited - Yusef Waghid 2017-11-28

This edited collection explores how democratic citizenship education manifests across the African continent. A recognition of rights and responsibilities coupled with an emphasis on deliberative engagement among citizens, while not uniquely African, provides ample evidence that the concept can most appropriately be realised in relation to its connectedness with experiences of people living on the continent. Focussing on a diverse collection of voices, the editors and authors examine countries that have an overwhelming allegiance to democratic citizenship education. In doing so, they acknowledge that this concept, enveloped by a certain Africanness, has the potential to manifest in practices across the African continent. By highlighting the success of democratic citizenship education, the diverse and varied contributions from across this vast continent address the malaise in its implementation in countries where autocratic rule prevails. This pioneering volume will be an invaluable resource for researchers and students working in the fields of education and sociology, particularly those with an interest in education policy, philosophy of education and global citizenship initiatives.

Special Religious Education in Australia and its Value to Contemporary Society - Zehavit Gross 2021-02-22

This book explores the advantages of and challenges concerning Special Religious Education (SRE) in multicultural Australia and argues for the need for General Religious Education (GRE) as well. Through the lens of the most recent scholarship, and drawing on an in-depth qualitative study and specific case studies, the book examines the current debate on the role of religious education within government schools. It addresses key concepts of values education, spirituality, health and wellbeing, and cultural and religious identity. It analyses why it is important to retain SRE, together with GRE, as government policy. It explores highly relevant, controversial and contested issues regarding SRE, including the 30% of Australia's population who declare themselves as having "no religion", and brings fresh insights to the table. While secularization has increased in both the national and international spheres, there has also been an increase in fundamentalism within religious beliefs. Events such as the September 11 terror attacks and the more recent mass shootings by white supremacists and eco-fascists in Christchurch, New Zealand, and Pittsburgh and San Diego in the USA are reminders that religion is still a major actor in the twenty-first century. This poses new challenges for the relationship between church and state, and demonstrates the need to revisit the role of religious education within government schools. While the importance of GRE is generally acknowledged, SRE has increasingly come under attack by some researchers and teacher and parent bodies as being inappropriate and contradictory to the values of the postmodern world. On the other hand, the key stakeholders from all the faith traditions in Australia wish to retain the SRE classes in government schools. The book addresses this burning issue, and shows that it is relevant not only for Australia but also globally.

Curriculum Epistemicide - João M. Paraskeva 2016-03-10

Around the world, curriculum - hard sciences, social sciences and the humanities - has been dominated and legitimated by prevailing Western Eurocentric Anglophone discourses and practices. Drawing from and within a complex range of epistemological perspectives from the Middle

East, Africa, Southern Europe, and Latin America, this volume presents a critical analysis of what the author, influenced by the work of Sousa Santos, coins curriculum epistemicides, a form of Western imperialism used to suppress and eliminate the creation of rival, alternative knowledges in developing countries. This exertion of power denies an education that allows for diverse epistemologies, disciplines, theories, concepts, and experiences. The author outlines the struggle for social justice within the field of curriculum, as well as a basis for introducing an Itinerant Curriculum Theory, highlighting the potential of this new approach for future pedagogical and political praxis.

Teaching in a World of Violent Extremism - Eleazar S. Fernandez
2021-05-21

Violent extremism is not new, but we have witnessed its rise to the point that it has become a defining issue of our time. We cannot brush it aside any longer: it characterizes who we are as a people and as a global society. Why is violent extremism rising? What are its drivers and triggers? These questions must be asked and answered first, and *Teaching in a World of Violent Extremism* takes up the questions and the answers. In an effort to end violent extremism, the next questions that must be pursued are these: How shall we prevent and undo extremism, especially the militant and violent kind? In this world of violent extremism, what curriculum designs, educational programs, and pedagogies shall we employ to develop competent citizens, civic leaders, and pastors, as well as resilient communities?

Rethinking Madrasah Education in a Globalised World - Mukhlis Abu Bakar
2017-12-06

Why is there a need to rethink madrasah education? What is the positioning of Muslims in contemporary society, and how are they prepared? What is the role of the ulama in the reform process? This book explores these questions from the perspective of madrasah education and analyses curricular and pedagogic innovations in Islamic faith-based education in response to the changing place of Islam in a globalised world. It argues for the need for madrasahs to reconceptualise education for Muslim children. Specifically, it explores the problems and challenges that come with new knowledge, biotechnological advancement and societal transformation facing Muslims, and to identify the processes towards reformation that impinge on the philosophies (both Western and Islamic), religious traditions and spirituality, learning principles, curriculum, and pedagogy. This book offers glimpses into the reform process at work through contemporary examples in selected countries.

Teaching Children: - Ann El-Moslimany 2018-01-01

The author explores education from the essential principles of Tawhid (Oneness of God, humanity, knowledge); fitrah (concept of human nature); and the role of humans as vicegerents of God on earth (responsibility and stewardship). The current education system dates back a hundred years or more, and is in desperate need of a 'reboot'. In developing the industrialized society, the education system itself became like a factory, the end product being pupils who merely regurgitate facts, and themselves end up as cogs in the machine that is the wider industrial complex. The legacy of this is a soulless 'functional' educational system that fails to develop pupils to meet the present and future needs of individuals and their expectations. This failure inevitably impacts on society and humanity at large. Society has long since moved beyond the industrial revolution and into an age of global connectedness where the sum of human knowledge is freely available via the internet. It is an age where people are generally more well informed and on a variety of issues. An effective holistic educational philosophy is required, one that gives full spiritual meaning to all that a child learns. It should equip children with spiritual awareness, morals and values, social responsibility and accountability, self-discipline and self-determination, self-confidence and empowerment, ambition and aspiration tempered with thoughtfulness and a sense of gratitude.

Global Perspectives on Teaching and Learning Paths in Islamic Education - Huda, Miftachul 2019-07-26

The process of curriculum enhancement through various educational approaches aims to enhance quality assurance in the educational process itself. In Islamic education, traditional educational trends are enhanced by expanding the embodiment process on experiential learning to evaluate the achievement in creating outcomes that balance not only spirituality and morality but also quality of cognitive analytical performances. *Global Perspectives on Teaching and Learning Paths in Islamic Education* is a comprehensive scholarly book that provides broad coverage on integrating emerging trends and technologies for developing learning paths within Islamic education. Highlighting a wide range of topics such as digital ethics, psychology, and vocational

education, this book is ideal for instructors, administrators, principals, curriculum designers, professionals, researchers, academicians, and students.

Understanding Islam - Imran Mogra 2020-03-10

Misconceptions and misunderstandings about Islam and fear of causing offence can be barriers to being an effective teacher in a diverse school. This book aims to give non-Muslim teachers the confidence to engage meaningfully with important facets of Muslim pupils' lives leading to a richer and more rewarding experience in the classroom. Aspects of Islam explored include: the foundations and obligations of faith, ethical dimensions placed upon Muslims, the importance of education in Muslim communities and contemporary issues faced by communities in the UK. To deepen your understanding, each chapter is enriched by case studies linked to the classroom, expert voices that offer authenticity and reflective tasks that encourage you to consider key concepts in greater depth. This is essential reading for new and experienced teachers in primary and secondary schools wishing to deepen their knowledge of Islam.

Conceptions of Islamic Education - Yusef Waghid 2011

Conceptions of Islamic Education: Pedagogical Framings argues that madāris (Muslim schools) cannot exclusively be held responsible for the cultivation of extremism. Islamic education can most appropriately be framed according to three interrelated concepts: tarbiyyah (rearing or nurturing), ta'lim (learning/ instruction), and ta'dīb (good action). These three phenomena are explored along the lines of a minimalist-maximalist continuum that guides practices and institutions differently. A minimalist understanding of Islamic education does not necessarily produce uncritical citizens, but a maximalist understanding engenders an ethical democratic community and cosmopolitan beings concerned about their responsibility towards others. By looking specifically at South African Muslim schools, *Conceptions of Islamic Education* undermines the misconception that such schools perpetuate Islamic radicalism.

International Handbook of Philosophy of Education - Paul Smeyers
2018-06-09

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

Reimagining Liberal Education - Hanan Alexander 2015-01-29

This challenging and provocative book reimagines the justification, substance, process, and study of education in open, pluralistic, liberal democratic societies. Hanan Alexander argues that educators need to enable students to embark on a quest for intelligent spirituality, while paying heed to a pedagogy of difference. Through close analysis of the work of such thinkers as William James, Charles Taylor, Elliot Eisner, Michael Oakeshott, Isaiah Berlin, Martin Buber, Michael Apple and Terrence McLaughlin, *Reimagining Liberal Education* offers an account of school curriculum and moral and religious instruction that throws new

light on the possibilities of a nuanced, rounded education for citizenship. Divided into three parts? Transcendental Pragmatism in Educational Research, Pedagogy of Difference and the Other Face of Liberalism, and Intelligent Spirituality in the Curriculum, this is a thrilling work of philosophy that builds upon the author's award-winning text *Reclaiming Goodness: Education and the Spiritual Quest*.

Supporting Modern Teaching in Islamic Schools - Ismail Hussein Amzat 2022-04-01

Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers advocates the revamp of the madrasah system and a review of the Islamic curriculum across Muslim countries and emphasises training needs for Islamic teachers for modern instructional practice. Islamic schools across Muslim countries face 21st-century challenges and teachers need continuing professional development to help them keep abreast of modern teaching practice. Books, papers, educators and parents have consistently called for curriculum change to transform teaching and learning in Islamic schools. Divided into three unique parts, Part 1 of the volume focusses on content knowledge, pedagogy and teaching methods; Part 2 highlights professional development, responsibilities and lifelong learning; and Part 3 comprises chapters on Islamic curriculum review, reform and Islamisation of knowledge. Scholars from the United States, United Kingdom, Europe, Canada, Australia, New Zealand, Asia and Africa review the Islamic curriculum to highlight areas for further improvement and provide modern techniques and methods of teaching for pedagogical best practices and effective outcomes in Islamic schools. With these contributions, this volume will be of interest to OIC countries, Islamic student teachers and Islamic teachers who work in international and local settings.

The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood - Ruth Wills 2021-07-15

How do children determine which identity becomes paramount as they grow into adolescence and early adulthood? Which identity results in patterns of behaviour as they develop? To whom or to which group do they feel a sense of belonging? How might children, adolescents and young adults negotiate the gap between their own sense of identity and the values promoted by external influences? The contributors explore the impact of globalization and pluralism on the way most children and adolescents grow into early adulthood. They look at the influences of media and technology that can be felt within the living spaces of their

homes, competing with the religious and cultural influences of family and community, and consider the ways many children and adolescents have developed multiple and virtual identities which help them to respond to different circumstances and contexts. They discuss the ways that many children find themselves in a perpetual state of shifting identities without ever being firmly grounded in one, potentially leading to tension and confusion particularly when there is conflict between one identity and another. This can result in increased anxiety and diminished self-esteem. This book explores how parents, educators and social and health workers might have a raised awareness of the issues generated by plural identities and the overpowering human need to belong so that they can address associated issues and nurture a sense of wholeness in children and adolescents as they grow into early adulthood.

Education, Leadership and Islam - Saeeda Shah 2015-07-03

Educational institutions are undergoing complex and sensitive changes in the context of immigration, international mobility, globalisation, and shifting economic scenarios, making highly challenging demands on educational leaders. Leadership is increasingly being perceived and theorised as pivotal to students' achievement and institutional performance. In this book, Saeeda Shah considers educational leadership from an Islamic perspective to debate theoretical positions underpinned by Islamic texts and teachings, and the resulting conceptualisations and interpretations. While educational leadership literature and research have flourished in recent years, this is predominantly informed by Western ideologies, concepts, theories and practices. *Education, Leadership and Islam* focuses on contemporary educational settings and practices, drawing on research and empirical evidence from multicultural contexts in order to enrich theory and inform policy and practice in relevant frameworks, particularly in relation to the growing Muslim population in the West. Chapters also discuss gender in Islam, educational expectations and Islamic faith schools to comprehensively explore education in relation to Islamism. Situating Muslims within contemporary societies, this book extends debates regarding educational philosophy and leadership, endorsing diversity and plurality through an appreciation of difference. *Education, Leadership and Islam* will appeal to education researchers as well as social and political scientists attempting to understand Muslim educational issues in contemporary life, both in the east and in the west. This book offers critical insight into educational theory and practice, and as such will be key reading for policy makers and educational leaders.