FIFTY MODERN THINKERS ON EDUCATION

_Fifty Modern Thinkers on Education_ looks at fifty of the most significant contributors of modern times to the debate on education. Among those included are:

- Pierre Bourdieu
- Elliot Eisner
- Hans J. Eysenck
- Michel Foucault
- Henry Giroux
- Jürgen Habermas
- Susan Isaacs
- A.S. Neill
- Jean Piaget
- Simone Weil

Together with _Fifty Major Thinkers on Education_ this book provides a unique history of educational thinking. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of their impact and influence, a list of their major writings and suggested further reading.

**Joy A. Palmer** is Professor of Education and Pro-Vice-Chancellor at the University of Durham, England. She is Vice-President of the National Association for Environmental Education and a member of the IUCN Commission on Education and Communication.

Advisory Editors: **Liora Bresler** is Professor of Curriculum and Instruction at the University of Illinois, Urbana-Champaign. **David E. Cooper** is Professor of Philosophy at the University of Durham.
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PREFACE

The twin volumes *Fifty Major Thinkers on Education: From Confucius to Dewey* and *Fifty Modern Thinkers on Education: From Piaget to the Present*, are together intended to provide a valuable and fascinating resource for readers with an interest in 'influential lives' relating to critical thinking, action and, in more recent times, research, which has influenced policy and practice in the field of education. As a pair, the two volumes cover consideration of influences upon educational thought and practice from the very earliest times through to the present day. In the first volume we examine the lives and influence of fifty individuals from the time of Confucius to the era of Dewey. The second volume continues where the first ceases, examining the contribution of a further fifty individuals from the time of Piaget to the present.

Each volume and each essay within it follows a common format. An opening quotation sets the scene at the start of each essay. Then, readers are provided with an overview of the subject's work and basic biographical information. Each author then engages in critical reflection which aims to illuminate the influence, importance and perhaps innovative character of the subject's thinking and, where appropriate, research and actions. In other words, authors have moved beyond the purely descriptive and have provided a discussion of the nature of the intellectual or practical impact that the life, thinking and works of each figure made or is making upon our understanding or practice of education.

At the end of each essay, we have provided information that will lead interested readers into further and more detailed study. First, there are the references for the notes to which the numbers in the text refer; second, there is a cross-referencing with other subjects in the two books whose thought or influence relates in some obvious way to that of the subject of the essay; third, there is a list of the subject's major writings (where applicable); and finally, there is a list of references for those who wish to pursue more in-depth reading on the subject.

By far the hardest task in assembling these volumes was deciding on the final list of 100 thinkers on education to be included. How can one begin, in a field so extensive as education, to select 100 individuals from over 2000 years of thought? Inevitably, my advisory editors and I were inundated with suggestions and ideas for influential people who, for the obvious reason of lack of space, had to be left out. The 100 subjects finally decided upon include some very obvious 'great names' such as Plato, John Dewey and Jean-Jacques Rousseau, alongside some less well-known, yet clearly influential, people. In making our choice we also aimed to provide coverage of a range of fields within the vast and complex arena of teaching and learning-philosophy, psychology, thinking on the early years, on testing, evaluation and so on. Most importantly, we emphasize that this pair of volumes is certainly not exhaustive. As already mentioned our choice of subjects proved to be extremely difficult. Furthermore, the combined work certainly does not pretend to be an overview of the lives of the 100 greatest educational thinkers the world has ever known. We believe that it includes some people who would fall into this category of those who have had arguably the greatest global influence on educational thought and practice, but most importantly, all the people in the books have made very substantial contributions to educational thinking in some form or another. It is hoped that some readers will derive great benefit and pleasure from the books because they introduce them to previously unknown lives. As a whole, I hope that the books will be of interest to all who would like to find out more about the lives of individuals past and present who have influenced thinking about knowledge and the education of the people of our world.

Joy A. Palmer
Fifty Modern Thinkers on Education looks at fifty of the twentieth century's most significant contributors to the debate on education. Together with Fifty Major Thinkers on Education this book provides a unique history of educational thinking. Each essay gives key biographical information, an outline of the individual's principal achievements and activities, an assessment of his or her impact and influence and a list of their major writings and suggested further reading. By far the hardest task in assembling these volumes was deciding on the final list of 100 thinkers on education to be included. How can one begin, in a field so extensive as education, to select 100 individuals from over 2000 years of thought? Fifty Modern Thinkers on Education. From Piaget to the present, London: Routledge. Links. To cite this article: Smith, M.K. (2002) 'Jerome S. Bruner and the process of education', the encyclopedia of informal education http://www.infed.org/thinkers/bruner.htm. Â© Mark K. Smith 2002. 5.
From the Director's Desk. The Directorate of Distance & Continuing Education, originally established as the University Evening College way back in 1962 has travelled a long way in the last 52 years. Fifty Key Postmodern Thinkers. Stuart Sim - unknown. Educational Studies Beyond School.

Enlightenment and Education in Eighteenth Century America: A Platform for Further Study in Higher Education and the Colonial Shift. Joshua Owens - 2011 - Educational Studies: Journal of the American Educational Studies Association 47 (6):527-544. On Heresy in Modern Patristic Scholarship: The Case of Evagrius Ponticus. Augustine Casiday - 2012 - Heythrop Journal 53 (2):241-252. Fifty Years of Classical Scholarship. Ed. M. Platnauer. Fifty Major Thinkers on Education Joy A. Palmer. Eastern Philosophy: Key Readings Oliver Leaman Fifty Eastern Thinkers Diane Collinson, Kathryn Plant and Robert Wilkinson Fifty Contemporary Choreographers Edited by Martha Bremser Fifty Key Contemporary Thinkers on Education. John Lechte Fifty Key Jewish Thinkers Dan Cohn-Sherbok Fifty Key Thinkers on the Environment Edited by Joy Palmer with Peter Blaze Corcoran and David E. Cooper Fifty Key Thinkers on History Marnie Hughes-Warrington. Modern educational notions of moral and religious autonomy in which children are introduced to such areas through open-ended discussion seem not to have been part of his understanding. Thinkers on Education. Details. Resource Type: Information materials. Publication date: 29-04-2008. From 1993 to 2006, PROSPECTS published a series of profiles of 100 famous educators (including philosophers, statesmen, politicians, journalists, psychologists, poets, men of religion) from around of the world who have left their mark on educational thought. Paper copy: Thinkers on Education. Four volumes (sold together) Studies in Comparative Education series 30,50 â‚¬; 1600 p.; Format: 24 x 17 cm; Publ: 1997, ISBN: 92-3-103398-0. Profiles of Thinkers on Education. The IBE offers access to the profiles above, together with the profiles which have been published in subsequent issues of PROSPECTS and are available in English, French and Spanish. PDF. Together with Fifty Modern Thinkers on Education, this book provides a unique reference guide for all students of education. Joy A.Palmer is Professor of Education and Pro-Vice-Chancellor at the University of Durham, England. She is Vice-President of the National Association for Environmental Education and a member of the IUCN Commission on Education and Communication. Advisory Editors: Liora Bresler is Professor of Curriculum and Instruction at the University of Illinois, Urbana-Champaign. David E.Cooper is Professor of Philosophy at the University of Durham.