

## Chapter 1 : Philosophy of education - Wikipedia

*Welcome to Concepts in Education We offer a high quality service for: Who work to improve the life chances of young people who may fall within the bottom 20% of their cohort in relation to achievement and/or, have special educational needs and learning difficulties.*

Request Information Plan: The Plan is a plan developed to ensure that a child who has a disability identified under the Rehabilitation Act and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. Students receiving accommodations read the same material and take the same tests as their peers without disabilities. A type of social skills deficit that stems from a lack of knowledge: The measure by which schools, districts and states are held accountable for student performance under the No Child Left Behind Act of Every state has the freedom to define AYP. In addition to the annual review meeting, other meetings can be called by teachers or parents whenever needed. This group is responsible for creating, implementing and maintaining the educational program from students with disabilities, as identified by IDEA. A tool used to create a record of disruptive behaviors that is utilized as part of functional behavioral assessment FBA to help to determine the triggers of and motivations behind these behaviors. ABCs are used to record what happened just before a behavior, a description of the behavior itself and the consequence of the behavior. A technique for correcting behavior and social skill deficits in children with special needs. It is based on the understanding that children are more likely to repeat desired behaviors when these behaviors are met with positive reinforcement, and that they are less likely to repeat undesirable behaviors that are not rewarded. One significant part of ABA is discrete trial training DTT , in which a skill is broken down into its most basic components so that these components may be taught one at a time. Assessments can consist of anything from the observations of a teacher or aide to standardized and criterion-referenced tests to complex, multi-stage procedures such as a group of teachers assembling a large portfolio of student work. In some states the school district is given 15 days to decide which testing services will be used and put that into a plan, while in other states the time frame is not defined. However, IDEA gives only 60 days to complete an evaluation from the time a parent gives permission. Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software and peripherals that assist people with disabilities in accessing computers or other information technologies. An out-of-date term that was previously used to describe children who have difficulty paying attention, but are not significantly impulsive or hyperactive. The Child Mind Institute <http://www.chilidmind.org>: A condition that can make it hard for a person to sit still, control behavior and pay attention. AAC includes all forms of communication other than oral speech that are used to express thoughts, needs, wants, and ideas. AAC devices include electronic devices that digitize or synthesize speech and non-electronic communication aids such as manual communication boards. A disorder characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors. Autism spectrum disorders include autistic disorder, Rett syndrome, childhood disintegrative disorder, pervasive developmental disorder-not otherwise specified PDD-NOS and Asperger syndrome. A BIP can include prevention strategies, which stop the behavior before it begins, as well as replacement behaviors, which achieve the same function as the disruptive behavior without causing disruption. Responding to, preventing and de-escalating disruptive behavior. A proactive action plan to address behavior s that are impeding learning of a student or of others in his or her classroom. Positive Environments, Network of Trainers <http://www.pennstate.edu/pe-net>: A program, mandated by IDEA, that continuously searches for and evaluates children who may have a disability. Child Find Programs can vary widely from school district to school district. The way in which a class is arranged. This involves planning every aspect of a lesson, routines, procedures, interactions and the discipline in the classroom. A teaching strategy in which two or more teachers work together, sharing responsibilities to help all students succeed in the classroom. Small, regular evaluations used to determine how well a student is learning in various subject areas. CBM can involve checklists or oral questions which the

teacher uses to gauge student understanding and skill in a particular curriculum. These measurements are part of the monitoring component of the RTI process. Cut Point, Cut Scores: Scores on screening tools, usually selected by a school district, that are used to determine whether or not a student needs additional testing or intervention. A component of the RTI process that involves using information collected through the screening process to determine the intensity and duration of the needed intervention. Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification. Developmental and Social History: A developmental and social history is a common element of an assessment plan. A delay in one or more of the following areas of childhood development: Indiana Family and Social Services Administration [http](#): A set of functional skills or age-specific tasks that most children can do at a certain age range. University of Michigan Health System [http](#): A part of applied behavioral analysis ABA in which a skill is broken down into its most basic components so that these components may be taught one at a time. University of Minnesota [http](#): A type of instructional deficit in which a child needs to practice a skill or receive coaching in order to use a skill effectively. An example is a reading fluency deficit, where the child cannot read smoothly or does so at too slow a rate. The education to which every student is entitled under IDEA. Every student is entitled to an education that is appropriate for his or her unique needs and that is provided free of charge. It is through these types of tests that a teacher might first suspect that a student has a learning disability. An initiative of the No Child Left Behind Act, the federal definition of a highly qualified teacher is one who meets all of the following criteria: The term highly qualified is not always synonymous with state certification. The term inclusion communicates an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn inside mainstream classrooms. Mainstream classrooms in which students with disabilities learn are known as inclusive classrooms. A legal document that defines special education services between the school district and the parents. The team of qualified professionals made up of the parent, special education teacher, interpreter of test data, district representative, and general education teacher at a minimum. This group makes all decisions related to the instructional program of a child with special needs, including placement and services provided. In some states this team is called the admission, review and dismissal ARD team. Intelligence tests that are administered to a student one on one. These tests are often part of the assessment process. Most states have already changed the term. It is not, however, a currently accepted practice to refer to individuals with intellectual disabilities as mentally retarded. Sets of teaching procedures used by educators to help students who are struggling with a skill or lesson succeed in the classroom. One of the measures used to determine eligibility for special education services. Students with disabilities must be educated in a classroom setting that is as close to the general education setting as possible. A component of the RTI process that involves assessing, keeping accurate records of and monitoring student progress, responsiveness to instruction and intervention. The name used for the group of trained professionals that conduct eligibility and review assessments. Simultaneous impairments such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc. The term does not include deaf-blindness. The first language of an individual. A school district is required to evaluate a student in his or her native language , or document proficiency in English, before they can identify that student as having a disability and provide special education services. In addition, parents must be offered evaluation plans and individualized education plans IEPs in their native language before giving informed consent. An educational setting that is comparable to the setting provided to children without disabilities. National Education Association [http](#): Observational records are a common element of an assessment plan. A professional who treats patients with injuries, illnesses or disabilities through the therapeutic use of everyday activities. They help these patients develop, recover and improve the skills needed for daily living and working. Bureau of Labor Statistics [http](#): Physical disabilities which could affect the academic process. A disability category under IDEA that lists examples of health-related conditions that may qualify a child for special education: Short-term goals that are a critical

component of an individualized family service plan IFSP. They must be relevant, specific and measurable. A social or academic skills deficit in which a student understands a particular skill, but fails to implement it consistently. Professionals who help people who have injuries or illnesses improve their movement and manage their pain. They are often an important part of rehabilitation and treatment of patients with chronic conditions or injuries. A type of augmentative alternative communication AAC originally developed for children with autism. The primary purpose of PECS is to teach individuals with autism to initiate communication. Individuals are taught to initiate by handing a picture to a communication partner in exchange for a desired item. An approach to eliminate challenging behaviors and replace them with pro-social skills. Before this part of the IEP was called present levels of performance; the current term is present levels of academic achievement and functional performance PLAAFP. A group of professionals that review data, create needed interventions and make decisions, with the goal of helping students learn and achieve. While the exact definition of a PLC can vary from school to school, in general, the PLC serves the entire school and members collaborate to analyze data and support student learning. Response to Intervention RTI:

### Chapter 2 : Central concepts - Department of Education

*[The SAGE Key Concepts series provides students with accessible and authoritative knowledge of the essential topics in a variety of disciplines.]*

Programmes included policy reviews, effective behaviour management strategies and training in physical interventions. As time has progressed, so has the provision we are able to offer. We offer a flexible, creative and individual service. In accordance with the principles of best value, our work is based upon: CiE delivers high quality performance management systems in order to deliver a high quality service. Our primary aim would always be the raising of standards within the schools with whom we work. However, this may not necessarily be the starting point of consultancy. This, coupled with schools who serve areas of severe socio and economic deprivation, means that the initial focus of our work may well be on accurate baseline assessment, effective tracking systems and the raising of attainment within each individual child. Some schools are presented with very challenging client groups. They are statutorily obliged to raise standards whilst trying to ensure that the appropriate attitudes and behaviours are held by their students. In such circumstances staff can become pressured and lose their ability to plan and deliver creatively and with flair. Concepts in Education attempt to work with schools reflectively using information gathered to inform future planning. Instead of focusing on teaching and learning, we attempt to analyse learning and teaching, addressing preferred learning styles and effective differentiation thus enabling our youngsters to achieve their personal best. Once this occurs standards rise and schools become accurate and effective in their target setting procedures. It is our underlying philosophy to develop effective working partnerships based upon trust and mutual respect. Current good practice is developed, shared and used to inform future innovation. Where intervention is required this should be done with efficiency and with the aim of empowering colleagues with new skills and personal development. Access to research and development world-wide constantly upgrades our practice and helps us provide solutions. If effective, the delivery and implementation of consultancy will not only have raised standards but also challenged schools to rethink their philosophies and the conditions and approaches they adopt to work with an increasingly challenging client group. Innovative approaches will be at the forefront of the work undertaken, and the move from children meeting the needs of the school, to the school meeting the needs of individual children, will be embedded with attainment evidenced for all at whatever level and within a wide range of contexts. For further information and informal enquiries please contact us.

**Chapter 3 : Concept Mapping and Curriculum Design**

*Key concepts are the ideas and understandings that we hope will remain with our students long after they have left school. Key concepts sit above context but find their way into every context.*

D What is Concept-Based Education? By Andrew Loh Children often find it very difficult to encounter or face certain concepts that are not really applicable to their lives. Neither child-centered learning nor hands-on learning may ever provide good results while undergoing daily learning process. In fact, knowing a concept is being able to learn and understand the basic aspects and later applying it to real life situations; children are known to perform better in their classes when they can tie a number of concepts to their real life experiences. When it comes to learning, children can encounter a number of different concepts in their life. Concept based education or Concept based instruction is a novel means of organizing various units of study to help children gel and integrate new type of information in such a manner that children are able to see and identify a number of patterns, situations or even connections between facts and concepts or ideas. In essence, with concept based learning, your child will learn to ask a significant question to oneself - Why should I learn this? When you train your child to learn by using this method, he or she can: Know, learn, understand and master rather than just memorize and learn things by heart. Learn to recognize and identify the importance of certain things and later tie them up to match and relate to real life situations. Learn to remember and master ideas and facts longer by understanding that they are really meaningful. Learn, understand and apply a number of ideas to match their own life. Establish an efficient method to deal effectively with knowledge and skills that may become available in the future. Concept based learning is all about learning by using very big ideas and suggestions. What are big ideas in front of your child? In essence, many of the gifted and bright children are actually global or universal thinkers. These children always want to see and understand the big picture before tackling the minute details. Such children have the uncanny knack of setting up connections between people, ideas, suggestions and prevailing ambiances. These children also have the ability to transfer available skills, knowledge and ideas to a number of different settings. Relate color patterns with that of birds, butterflies and flowers and later use a definite pattern to solve some intricate problems 2. Remember a particular sequence of events to establish a connection with remembering some numbers or alphabets. Concept based learning helps your child to become big thinkers and problem solvers. This technique will also help your child to escape the monotony of learning things by sheer memory. With this wonderful technique, your child can also understand and solve a number of complex problems by using the power of common sense. Different types of concepts Different concepts can have different characteristics like: These concepts help you child to think at very high levels. When your child understands the basics of abstract concepts, he or she can understand the concept in a better manner. Your child can dissect and process his or her ambience or world with a sense of purpose. Your child knows that almost leaves in a plant or tree are green. In fact, every child in this world knows that most of the leaves are green in color. This is perhaps the most ordinary level of thinking. On the flipside, when your child understands why leaves are green and what factors make it green in color, then he or she can relate these bits of information to create a stream of thoughts and ideas that help to solve a number of other problems. Basic concepts need to remain the same through the realms of time. Many a time, concepts can change over time making it very difficult for your child to relate them to real-life situations. This new and fresh knowledge will cajole your baby to search actively for an object that you may have partially hidden somewhere in the room. It will also urge your child to just drop objects by the crib or table and watch as you retrieve them with your own hands. There are a number of truths that are easy to apply across a number of realms and domains. When you child understands this basic concept, he or she can derive and draw a number of connections and apply them to different areas of their life. When you small child watches a wildlife show on TV, she or he can relate the visuals to a number of things. For example, when your child sees a polar bear roaming around snow capped landmass, it triggers a connection in the brain that instantly derives a connection that bears live in the wild, among snows and in bitter cold. She or he will also connect the bear to the big environment that exists outside. Your child comes across a number of concepts, ideas and thinking processes that help him or her to

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learn and understand a number of principles and lessons that will help in future to lead a life of success. Checkout these other child development articles.

*Concepts of Education as defined by Western philosophers. 1. Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man".*

Suffice it to say that some philosophers, as well as focusing inward on the abstract philosophical issues that concern them, are drawn outwards to discuss or comment on issues that are more commonly regarded as falling within the purview of professional educators, educational researchers, policy-makers and the like. An example is Michael Scriven, who in his early career was a prominent philosopher of science; later he became a central figure in the development of the field of evaluation of educational and social programs. See Scriven a, b. At the same time, there are professionals in the educational or closely related spheres who are drawn to discuss one or another of the philosophical issues that they encounter in the course of their work. An example here is the behaviorist psychologist B. Skinner, the central figure in the development of operant conditioning and programmed learning, who in works such as *Walden Two* and *Beyond Freedom and Dignity* grappled—albeit controversially—with major philosophical issues that were related to his work. What makes the field even more amorphous is the existence of works on educational topics, written by well-regarded philosophers who have made major contributions to their discipline; these educational reflections have little or no philosophical content, illustrating the truth that philosophers do not always write philosophy. However, despite this, works in this genre have often been treated as contributions to philosophy of education. Finally, as indicated earlier, the domain of education is vast, the issues it raises are almost overwhelmingly numerous and are of great complexity, and the social significance of the field is second to none. These features make the phenomena and problems of education of great interest to a wide range of socially-concerned intellectuals, who bring with them their own favored conceptual frameworks—concepts, theories and ideologies, methods of analysis and argumentation, metaphysical and other assumptions, and the like. It is not surprising that scholars who work in this broad genre also find a home in the field of philosophy of education. As a result of these various factors, the significant intellectual and social trends of the past few centuries, together with the significant developments in philosophy, all have had an impact on the content of arguments and methods of argumentation in philosophy of education—Marxism, psycho-analysis, existentialism, phenomenology, positivism, post-modernism, pragmatism, neo-liberalism, the several waves of feminism, analytic philosophy in both its ordinary language and more formal guises, are merely the tip of the iceberg. Analytic Philosophy of Education and Its Influence Conceptual analysis, careful assessment of arguments, the rooting out of ambiguity, the drawing of clarifying distinctions—all of which are at least part of the philosophical toolkit—have been respected activities within philosophy from the dawn of the field. No doubt it somewhat over-simplifies the complex path of intellectual history to suggest that what happened in the twentieth century—early on, in the home discipline itself, and with a lag of a decade or more in philosophy of education—is that philosophical analysis came to be viewed by some scholars as being the major philosophical activity or set of activities, or even as being the only viable or reputable activity. The pioneering work in the modern period entirely in an analytic mode was the short monograph by C. Hardie, *Truth and Fallacy in Educational Theory*; reissued in *In his Introduction*, Hardie who had studied with C. Richards made it clear that he was putting all his eggs into the ordinary-language-analysis basket: The Cambridge analytical school, led by Moore, Broad and Wittgenstein, has attempted so to analyse propositions that it will always be apparent whether the disagreement between philosophers is one concerning matters of fact, or is one concerning the use of words, or is, as is frequently the case, a purely emotive one. It is time, I think, that a similar attitude became common in the field of educational theory. Ennis edited the volume *Language and Concepts in Education*; and R. Archambault edited *Philosophical Analysis and Education*, consisting of essays by a number of prominent British writers, most notably R. Among the most influential products of APE was the analysis developed by Hirst and Peters and Peters of the concept of education itself. A criminal who has been reformed has changed for the better, and has developed a commitment to the new mode of life if one or other of these conditions does not hold, a speaker of standard English would not say the

criminal has been reformed. Clearly the analogy with reform breaks down with respect to the knowledge and understanding conditions. The concept of indoctrination was also of great interest to analytic philosophers of education, for, it was argued, getting clear about precisely what constitutes indoctrination also would serve to clarify the border that demarcates it from acceptable educational processes. Thus, whether or not an instructional episode was a case of indoctrination was determined by the content taught, the intention of the instructor, the methods of instruction used, the outcomes of the instruction, or by some combination of these. Adherents of the different analyses used the same general type of argument to make their case, namely, appeal to normal and aberrant usage. Unfortunately, ordinary language analysis did not lead to unanimity of opinion about where this border was located, and rival analyses of the concept were put forward. Snook First, there were growing criticisms that the work of analytic philosophers of education had become focused upon minutiae and in the main was bereft of practical import. It is worth noting that an article in *Time*, reprinted in Lucas, had put forward the same criticism of mainstream philosophy. Fourth, during the decade of the seventies when these various critiques of analytic philosophy were in the process of eroding its luster, a spate of translations from the Continent stimulated some philosophers of education in Britain and North America to set out in new directions, and to adopt a new style of writing and argumentation. The classic works of Heidegger and Husserl also found new admirers; and feminist philosophers of education were finding their voices. Maxine Greene published a number of pieces in the sixties and seventies, including *The Dialectic of Freedom*; the influential book by Nel Noddings, *Caring*: In more recent years all these trends have continued. APE was and is no longer the center of interest, although, as indicated below, it still retains its voice. Areas of Contemporary Activity As was stressed at the outset, the field of education is huge and contains within it a virtually inexhaustible number of issues that are of philosophical interest. To attempt comprehensive coverage of how philosophers of education have been working within this thicket would be a quixotic task for a large single volume and is out of the question for a solitary encyclopedia entry. Nevertheless, a valiant attempt to give an overview was made in *A Companion to the Philosophy of Education Current*, which contains more than six-hundred pages divided into forty-five chapters each of which surveys a subfield of work. The following random selection of chapter topics gives a sense of the enormous scope of the field: Sex education, special education, science education, aesthetic education, theories of teaching and learning, religious education, knowledge, truth and learning, cultivating reason, the measurement of learning, multicultural education, education and the politics of identity, education and standards of living, motivation and classroom management, feminism, critical theory, postmodernism, romanticism, the purposes of universities, affirmative action in higher education, and professional education. The *Oxford Handbook of Philosophy of Education* Siegel contains a similarly broad range of articles on among other things the epistemic and moral aims of education, liberal education and its imminent demise, thinking and reasoning, fallibilism and fallibility, indoctrination, authenticity, the development of rationality, Socratic teaching, educating the imagination, caring and empathy in moral education, the limits of moral education, the cultivation of character, values education, curriculum and the value of knowledge, education and democracy, art and education, science education and religious toleration, constructivism and scientific methods, multicultural education, prejudice, authority and the interests of children, and on pragmatist, feminist, and postmodernist approaches to philosophy of education. Given this enormous range, there is no non-arbitrary way to select a small number of topics for further discussion, nor can the topics that are chosen be pursued in great depth. In tackling it, care needs to be taken to distinguish between education and schooling—for although education can occur in schools, so can mis-education, and many other things can take place there that are educationally orthogonal such as the provision of free or subsidized lunches and the development of social networks; and it also must be recognized that education can occur in the home, in libraries and museums, in churches and clubs, in solitary interaction with the public media, and the like. In developing a curriculum whether in a specific subject area, or more broadly as the whole range of offerings in an educational institution or system, a number of difficult decisions need to be made. Issues such as the proper ordering or sequencing of topics in the chosen subject, the time to be allocated to each topic, the lab work or excursions or projects that are appropriate for particular topics, can all be regarded as technical issues best resolved either by educationists who have a depth

of experience with the target age group or by experts in the psychology of learning and the like. Is the justification that is given for teaching Economics in some schools coherent and convincing? The justifications offered for all such aims have been controversial, and alternative justifications of a single proposed aim can provoke philosophical controversy. Consider the aim of autonomy. These two formulations are related, for it is arguable that our educational institutions should aim to equip individuals to pursue this good life—although this is not obvious, both because it is not clear that there is one conception of the good or flourishing life that is the good or flourishing life for everyone, and it is not clear that this is a question that should be settled in advance rather than determined by students for themselves. Thus, for example, if our view of human flourishing includes the capacity to think and act autonomously, then the case can be made that educational institutions—and their curricula—should aim to prepare, or help to prepare, autonomous individuals. A rival justification of the aim of autonomy, associated with Kant, champions the educational fostering of autonomy not on the basis of its contribution to human flourishing, but rather the obligation to treat students with respect as persons Scheffler []; Siegel It is also possible to reject the fostering of autonomy as an educational aim Hand Assuming that the aim can be justified, how students should be helped to become autonomous or develop a conception of the good life and pursue it is of course not immediately obvious, and much philosophical ink has been spilled on the general question of how best to determine curriculum content. One influential line of argument was developed by Paul Hirst, who argued that knowledge is essential for developing and then pursuing a conception of the good life, and because logical analysis shows, he argued, that there are seven basic forms of knowledge, the case can be made that the function of the curriculum is to introduce students to each of these forms Hirst ; see Phillips In the closing decades of the twentieth century there were numerous discussions of curriculum theory, particularly from Marxist and postmodern perspectives, that offered the sobering analysis that in many educational systems, including those in Western democracies, the curriculum did indeed reflect and serve the interests of powerful cultural elites. A closely related question is this: Scheffler argued that we should opt for the latter: The function of education—is rather to liberate the mind, strengthen its critical powers, [and] inform it with knowledge and the capacity for independent inquiry. Or should every student pursue the same curriculum as far as each is able? Medically, this is dubious, while the educational version—forcing students to work, until they exit the system, on topics that do not interest them and for which they have no facility or motivation—has even less merit. For a critique of Adler and his Paideia Proposal, see Noddings Over time, as they moved up the educational ladder it would become obvious that some had reached the limit imposed upon them by nature, and they would be directed off into appropriate social roles in which they would find fulfillment, for their abilities would match the demands of these roles. Those who continued on with their education would eventually become members of the ruling class of Guardians. The book spurred a period of ferment in political philosophy that included, among other things, new research on educationally fundamental themes. Fair equality of opportunity entailed that the distribution of education would not put the children of those who currently occupied coveted social positions at any competitive advantage over other, equally talented and motivated children seeking the qualifications for those positions Rawls Its purpose was to prevent socio-economic differences from hardening into social castes that were perpetuated across generations. One obvious criticism of fair equality of opportunity is that it does not prohibit an educational distribution that lavished resources on the most talented children while offering minimal opportunities to others. So long as untalented students from wealthy families were assigned opportunities no better than those available to their untalented peers among the poor, no breach of the principle would occur. Even the most moderate egalitarians might find such a distributive regime to be intuitively repugnant. All citizens must enjoy the same basic liberties, and equal liberty always has moral priority over equal opportunity: Further, inequality in the distribution of income and wealth are permitted only to the degree that it serves the interests of the least advantaged group in society. But even with these qualifications, fair equality of opportunity is arguably less than really fair to anyone. But surely it is relevant, given that a principle of educational justice must be responsive to the full range of educationally important goods. Suppose we revise our account of the goods included in educational distribution so that aesthetic appreciation, say, and the necessary understanding and virtue for conscientious citizenship count for just as

much as job-related skills. An interesting implication of doing so is that the rationale for requiring equality under any just distribution becomes decreasingly clear. That is because job-related skills are positional whereas the other educational goods are not. If you and I both aspire to a career in business management for which we are equally qualified, any increase in your job-related skills is a corresponding disadvantage to me unless I can catch up. Positional goods have a competitive structure by definition, though the ends of civic or aesthetic education do not fit that structure. If you and I aspire to be good citizens and are equal in civic understanding and virtue, an advance in your civic education is no disadvantage to me. On the contrary, it is easier to be a good citizen the better other citizens learn to be. At the very least, so far as non-positional goods figure in our conception of what counts as a good education, the moral stakes of inequality are thereby lowered. In fact, an emerging alternative to fair equality of opportunity is a principle that stipulates some benchmark of adequacy in achievement or opportunity as the relevant standard of distribution. But it is misleading to represent this as a contrast between egalitarian and sufficientarian conceptions. Philosophically serious interpretations of adequacy derive from the ideal of equal citizenship (Satz ; Anderson). This was arguably true in Rawls's *A Theory of Justice* but it is certainly true in his later work (Dworkin). The debate between adherents of equal opportunity and those misnamed as sufficientarians is certainly not over. Further progress will likely hinge on explicating the most compelling conception of the egalitarian foundation from which distributive principles are to be inferred. In his earlier book, the theory of justice had been presented as if it were universally valid. But Rawls had come to think that any theory of justice presented as such was open to reasonable rejection. A more circumspect approach to justification would seek grounds for justice as fairness in an overlapping consensus between the many reasonable values and doctrines that thrive in a democratic political culture. Rawls argued that such a culture is informed by a shared ideal of free and equal citizenship that provided a new, distinctively democratic framework for justifying a conception of justice. But the salience it gave to questions about citizenship in the fabric of liberal political theory had important educational implications. How was the ideal of free and equal citizenship to be instantiated in education in a way that accommodated the range of reasonable values and doctrines encompassed in an overlapping consensus? Political Liberalism has inspired a range of answers to that question (cf. Callan ; Clayton ; Bull). Other philosophers besides Rawls in the 1980s took up a cluster of questions about civic education, and not always from a liberal perspective. As a full-standing alternative to liberalism, communitarianism might have little to recommend it. But it was a spur for liberal philosophers to think about how communities could be built and sustained to support the more familiar projects of liberal politics. Furthermore, its arguments often converged with those advanced by feminist exponents of the ethic of care (Noddings ; Gilligan).

**Chapter 5 : SAGE Books - Key Concepts in Education**

*Something for all in education especially practitioners and policy makers. Tim Brighouse, recently Chief Adviser for London Schools and formerly Chief Education Officer for Birmingham, UK. extremely effective in helping me to reflect on the concepts that should inform my teaching.*

Get the best score by getting the best help with Concept Educations preparation course. Learn about our success stories, discuss your strong and weak points. Talk to our counselor for any assistance or guidance. Sivasagar Sub-center Take a tour to our Sivasagar Centre and find out the best Engineering and Medical or Pre-Foundation courses that will shape for your future career. Jorhat Sub-center Take a tour to our Jorhat Centre and find out the best Engineering and Medical or Pre-Foundation courses that will shape for your future career. Bongaigaon Sub-center Take a tour to our Bongaigaon Centre and find out the best Engineering and Medical or Pre-Foundation courses that will shape for your future career. Dibrugarh Sub-center Take a tour to our Dibrugarh Centre and find out the best Engineering and Medical or Pre-Foundation courses that will shape for your future career. Digboi Sub-center Take a tour to our Digboi Centre and find out the best Engineering and Medical or Pre-Foundation courses that will shape for your future career. We congratulate our stars Brainstorm Qualifiers who trusted us in making their future shine. Testimonials I have been a student of Concept Educations since class 9. I joined this institute with an aim of learning new things beyond the standard text books and school curriculum. Since then there has been no looking back as far as learning is concerned. Classes at Concept has always been very interesting and engaging for me. The teachers here have at times worked out solutions with us rather than delivering lectures the board. The environment inside the classroom has been competitive and has always pushed me to do better. I have always found help whenever i needed. Teachers here have given us ample time for doubt clearance and problem solving. After 10th board i decided i would go for the medical entrances and that is when i faced another big choice of selecting an institute for preparation. During that time, it was popular opinion that Concept is the undoubted choice for engineering entrance but the medical section was just newly introduced. There were a lot of suggestions from everywhere to consider a switch of institute as i was opting for medical entrances but being here at concept for the last two years i realized that quality of education cannot vary vastly between the two sections. If the same people are behind the medical section they will make sure there is no stone left unturned in providing us the best possible guidance and training. So with a lot of faith I decided to stay back in Concept for my preparations and today i can proudly say that i made the right choice. Be it classes, study materials, DPPs, board topics or motivation we have got it all in regularity here at concept. This is why my younger sister too is currently a student of Concept Educations. I joined concept after completion of class x boards. The study materials provided by concept were more than sufficient for cracking jee advanced and the highly efficient classes by the highly trained faculty solved all the doubts and questions in our minds. Study in Concept did not have any limits it meant extending our knowledge sphere and thinking capacity everyday. I just continued completing all the DPPs and modules and kept up pace with the classes and gave repeated revisions, these are the only secrets to my success. I followed no other book than the NCERTs publications as nothing else was needed extra for boards as the classes in Concept took care of it. I shall remain grateful to all my teachers and staffs and whole of Concept Educations team for helping me boosting me up in the utmost way possible throughout the two years. My confidence in the subjects grew leaps and bounds during my preparation in Concept. We were told to keep things simple and concentrate on problem solving and theoretical analysis. The classes in Concept were very precise and most importantly very regular which kept me right on the track of preparation throughout the course. Everyday practice with DPPs and Modules helped a lot as I gained ease and comfort in problem solving. Another important aspect are the periodic tests which helped to get used to examination situation and build speed. Overall it has been a very satisfying journey so far for me with Concept as I have always found all sorts of help and guidance even outside the classroom whenever I needed. I am happy that I could achieve this for myself, my family and my institute. There are no celebrations yet as we are preparing for JEE advanced and doing special classes and giving regular practice tests. Hopefully I would be

able to continue my good performance in JEE advanced as well. Rinkle Jain Rinkle Jain, Marks: Classroom program I was very confused after completing class X. I wanted to prepare for JEE but I was not quite sure whether to join a coaching institute or otherwise. I finally joined concept and this proved to be a big step in this seemingly long journey. The two years at concept were thoroughly rewarding and inspiring. The teachers were very supportive and helped me a lot through the entire period. Studying for JEE also helped me a lot in preparing for my board exams. I would like to say that however good our teachers are, we have to always work hard ourselves. Regular practise and revisions are necessary for success in any kind of exam let alone JEE. One thing that I have learned in the last two years is that self study is the most important for proper understanding of concepts. Also, keeping confidence was very important. Even when I did not get proper marks, I did not lose hope but tried to improve myself always telling myself that I can do it. Hard work and patience are both very important to succeed in these competitive exams. It was then when the results of brainstorm were out and I had secured the first rank. I decided to join the pioneer institute in North-East, concept educations. That was indeed a milestone in this journey. I would like to tell you juniors that preparing for the entrance exams has in no way hampered my preparations for the board exams. It only has a garnishing effect in my stride to do well in class XII. Many will tell you that boards and entrances are two different things and coaching for entrances will hamper the boards but I can assure you none of it is true. I was advised similarly and I glad I did not pay heed to them. I did dedicate time for my hobbies like robotics and electronics but had to put limits on a few things. I avoided having a cell phone and only yesterday I had registered for a Facebook account. I hope that my experience is of help to my juniors and would suggest them to simply do a little hard work every day and maintain their focus. State Rank 3 Marks 67 Gen. I made up my mind for Jee when I was in class 10 and for that I joined concept in class 11. I did put in a lot of hardwork and tried my best to be regular in attending classes and completing the daily assignments and modules in time. During the last two years there were times when motivation and confidence faded away but teachers were always there to pull me up each time. We did not prepare for boards separately as all the concepts were discussed in details in class itself. As I wait eagerly for my Jee advance results and hope to get a seat in a good IIT, the board results feels good and is an added bonus. State Rank 4 Marks 67 Gen. Whatever you choose, be prepared to leave no stones unturned in order to fulfill your goal. Be it board exams or entrance exams all you need is clear concepts, hardwork, regularity and a sustained focus. I joined concept educations in my class 12 and there was a lot of skepticism involved as many said it would interfere with the board preparations but it turned out totally different. I was ready to put the hard work in and it worked well for me. My experience in concept has been one I would ever be thankful to and only wonder why I did not join in class XI itself. I went through the brochures of many coaching institutes, did some research on them and finally decided to take admission in Concept Educations, which turned out to be one of the best decisions of my life. Life in Concept Educations is unlike any other coaching institute. Here, a great lot of focus is given in making us understand each and every topic in detail instead of telling us just to mug up the formulae. The teachers at Concept Educations helped us in each and every part of our journey through these two years. Not only are they well educated in the topics, all of them are known for making the class interesting through their unique approach towards teaching us. Even after class hours, they were available for us. For doubt solving, all we needed to do was to give the institute a call and they arranged teachers for us. Also, the good sense of humor of most of the teachers made our classes much more enjoyable. The monthly tests that were held were very important in shaping us and making us ready for the main exam. The level of these tests was always at par with the JEE paper. The administrative staff were equally helpful. Whenever we went to them with some issues, they always tried their best to resolve them as soon as possible. I was not too into books and entrances and big dreams but the curiosity to have an insight into the causes of the happenings around was no less. That is when I found concept. At the right time. I have been a student here since class 9. And since the very first day, it has been a constant support, a guide, wherein it has always nurtured my inquisitiveness. It taught me how to build confidence, to maintain a focus. It even lead me to find where my actual interest lied. From the basics of science to keeping the calm at those nail biting hours, concept became a home. Hard work and devotion and perseverance did help me find my way out. And it would surely do to others as well. Just, learn to trust

yourself and your efforts. I was enrolled in crash course programme with this institute. From the very first day they encouraged me to perform well, they gave me valuable tips and suggestions which undoubtedly helped me a lot during the exam.

**Chapter 6 : CONCEPT EDUCATIONS | Coaching Institute for IIT JEE|NEET**

*The concepts of growth and fixed mindset were developed by Stanford Professor Carol Dweck and have been shown to have a great impact on student performance. Examples: Encouraging a growth mindset through interventions in the classroom reminds students that learning, growing, and succeeding is an unending and ongoing process not simply achieved.*

Business Consulting Basic Concepts of American Education American education is considered to be one of the most advanced systems in the world, but although it is relatively newer, it is still based on old European concepts. In what follows we are going to look at the basic concepts of education in the USA and see where it is different from other education systems. First of all, American education is mostly provided by the public sector; however, it is controlled by all three levels of organization: All these three provide funding and control how education is managed in a decreasing order of importance. Because there are so many states, each with their own internal laws and customs, statistics about American education vary; while it is compulsory for children everywhere to go to school, when they do varies from state to state: After finishing basic and standard education, which is free for all, the children can choose between a wide range of institutions like colleges and universities, as well as many other higher education schools. The great thing about career education is that children get a lot of support from their teachers and they also benefit from career guidance. Not only that, but parents can also find support online where there are numerous websites dedicated to early childhood education or study tips for middle school. Another common occurrence in American education is home schooling, which can be done by parents or by hired tutors. Although child education is compulsory, parents can choose to home school their children, whose studies can be equaled if they follow an approved home school system. As for the stages of education, they are three: Elementary school “ This generally comprises the first six years of school, and it is also called primary school. Middle school “ This is where things get complicated for the same state differences we mentioned earlier. Due to the fact that the children often get confused during this period of their life, there are a lot of websites that offer study tips for middle school. Middle school, also called junior high school in certain places, can start from the fifth year of school and last until the eighth or ninth year. High school “ Sometimes considered a part of secondary education, high school can refer to the last six to eight years of education, beginning with the ninth year and ending in the twelfth. While other countries still struggle to keep their young in high school, in America there was a demand for high-school educated people ever since the 20th century, when the development of big businesses required trained people. Although it has a much shorter history than other countries, America and its people soon realized the importance of education, which is why they struggled to make public education free and accessible for all since the 18thth century. In , all major urban centers had free public schools, and towards the 20th century, the states began making it compulsory. American education continues with post-secondary education, which is represented by college; not everyone in America can study well enough to go to college, and it is also an expensive endeavor for many. Yet with all that America manages to rank 10th in a top of industrial countries with high percentages of adults obtaining a college degree. Colleges are almost the same as universities in the US, and there are also junior colleges who offer some kind of higher education.

**Chapter 7 : Dictionary of Special Education Terminology, Concepts, and Procedures**

*Welcome To Educational Concepts Unlimited We are small enough to listen, large enough to meet your training needs Your Insurance Licensing and Continuing Education Headquarters.*

Waldorf education Waldorf education also known as Steiner or Steiner-Waldorf education is a humanistic approach to pedagogy based upon the educational philosophy of the Austrian philosopher Rudolf Steiner, the founder of anthroposophy. Learning is interdisciplinary, integrating practical, artistic, and conceptual elements. The approach emphasizes the role of the imagination in learning, developing thinking that includes a creative as well as an analytic component. Schools and teachers are given considerable freedom to define curricula within collegial structures. Schools are normally self-administered by faculty; emphasis is placed upon giving individual teachers the freedom to develop creative methods. Early childhood education occurs through imitation; teachers provide practical activities and a healthy environment. Steiner believed that young children should meet only goodness. Secondary education seeks to develop the judgment, intellect, and practical idealism; the adolescent should meet truth. Democratic education Democratic education is a theory of learning and school governance in which students and staff participate freely and equally in a school democracy. In a democratic school, there is typically shared decision-making among students and staff on matters concerning living, working, and learning together. Neill[ edit ] Main article: He wrote a number of books that now define much of contemporary democratic education philosophy. He felt that deprivation of this sense of freedom during childhood, and the consequent unhappiness experienced by the repressed child, was responsible for many of the psychological disorders of adulthood. Educational progressivism Educational progressivism is the belief that education must be based on the principle that humans are social animals who learn best in real-life activities with other people. Progressivists , like proponents of most educational theories, claim to rely on the best available scientific theories of learning. The two most influential works that stemmed from his research and study were *The Child and the Curriculum* and *Democracy and Education* We get the case of the child vs. His theory of cognitive development and epistemological view are together called "genetic epistemology ". Piaget placed great importance on the education of children. As the Director of the International Bureau of Education, he declared in that "only education is capable of saving our societies from possible collapse, whether violent, or gradual. According to Ernst von Glasersfeld , Jean Piaget is "the great pioneer of the constructivist theory of knowing. His books *The Process of Education* and *Toward a Theory of Instruction* are landmarks in conceptualizing learning and curriculum development. He argued that any subject can be taught in some intellectually honest form to any child at any stage of development. This notion was an underpinning for his concept of the " spiral " helical curriculum which posited the idea that a curriculum should revisit basic ideas, building on them until the student had grasped the full formal concept. He emphasized intuition as a neglected but essential feature of productive thinking. He felt that interest in the material being learned was the best stimulus for learning rather than external motivation such as grades. Bruner developed the concept of discovery learning which promoted learning as a process of constructing new ideas based on current or past knowledge. Students are encouraged to discover facts and relationships and continually build on what they already know. Unschooling Unschooling is a range of educational philosophies and practices centered on allowing children to learn through their natural life experiences, including child directed play , game play, household responsibilities, work experience, and social interaction , rather than through a more traditional school curriculum. Unschooling encourages exploration of activities led by the children themselves, facilitated by the adults. Unschooling differs from conventional schooling principally in the thesis that standard curricula and conventional grading methods, as well as other features of traditional schooling, are counterproductive to the goal of maximizing the education of each child. John Holt educator In Holt published his first book, *How Children Fail* , asserting that the academic failure of schoolchildren was not despite the efforts of the schools, but actually because of the schools. Not surprisingly, *How Children Fail* ignited a firestorm of controversy. Holt was catapulted into the American national consciousness to the extent that he made appearances on major TV talk shows, wrote book reviews for *Life* magazine, and was a guest on

the To Tell The Truth TV game show. Contemplative education[ edit ] Contemplative education focuses on bringing introspective practices such as mindfulness and yoga into curricular and pedagogical processes for diverse aims grounded in secular, spiritual, religious and post-secular perspectives. Parker Palmer is a recent pioneer in contemplative methods. Contemplative methods may also be used by teachers in their preparation; Waldorf education was one of the pioneers of the latter approach. Zigler suggested that only through focusing on their own spiritual development could teachers positively impact the spiritual development of students.

**Chapter 8 : Key Concepts in the Philosophy of Education - Christopher Winch, John Gingell - Google Books**

*Core Concepts in Higher Education is a textbook series for the education of new professionals, covering the core areas of study in the field of higher education and student affairs. This timely and dependable series provides the necessary tools to ensure practice is informed by theory and research.*

Academic development may also include support for improving leadership capabilities of academic staff, whether in their university unit department or school, their discipline, or through their engagement with their community. Depending on institutional traditions, goals of academic development may be to: Academic development is provided by courses, workshops, consultations, observations, evaluations and other opportunities to build the competence of academic staff, helping them to learn about and reflect on their practices. On the concept of Formation In a wider meaning the concept of formation focuses on a life-long, iterative process of how individuals develop and change, according to their past and ongoing experiences and reflection on those experiences. Through the social mandate given to universities, the concept of formation thus provides a valuable resource as a means to explore the normative and moral orientations of current university education. Important empirical questions that follow from this is how intellectual, moral, political and cultural matters are addressed in higher education, through the different ways academic development is organized in universities, and ultimately how this is enacted in teaching. Elaborated definition On the concept of Competence Competence, and competence building seeks to combine knowledge and skill thus enabling in this instance "Academic Developers AD" to teach peers and senior leaders within their organisations about innovative pedagogies, while being similarly knowledgeable regarding research and leadership. Such responsibilities are particularly onerous, requiring both breadth and depth, with a commitment to sustained learning, thus investing in their own competence building while simultaneously being able to transform the competence of others. This competence building is executed so that not just the individuals concerned actually benefit, but those colleagues with whom they come in contact. Elaborated definition Communities of Practice CoP The theory of "Communities of practice" CoP builds on the idea that learning is a natural part of social participation and takes place when people with common interests collaborate over an extended period and share values, beliefs, language and ways of doing things. Elaborated definition On the concept of Deliberative Communication Deliberative communication stands for communication in which different opinions and values can be set against each other and evaluated. It implies an endeavor by each individual to develop his or her view by listening, deliberating, seeking arguments and valuing, coupled to a collective and cooperative endeavor to find values and norms which everyone can accept, at the same time as pluralism is acknowledged. Different views are confronted with one another and arguments for these different views are given time and space to be articulated and presented. Elements of collective will-formation are present, i. There is also scope for participants to communicate and deliberate without leader presence, i. Elaborated definition Public good A public good is the contrast of a private good, two longstanding concepts from liberal political philosophy and political economy. Increasing marketisation and competition in the realm of the knowledge-based economy has challenged the role of higher education serving the public good. While external demands often are legitimate, this mission can be understood as one of the core dilemmas in higher educational. The starting point for the discussion of public good in our project is how universities may teach values, beliefs, and moral responsibilities to uphold the public good. Magna Charta Universitatum underscores these values.

**Chapter 9 : Notes on the true Meaning, Definition and Concept of Education**

*The concepts of an inclusive classroom, inclusion, coteaching, and dis- ability have been called poorly defined and in need of fresh conceptual analyses.*

References What is a Concept Map? Similar to an outline or a flowchart, a concept map is a way of representing or organizing knowledge. However, a concept map goes beyond the typical outline in that concept maps show relationships between concepts, including bi-directional relationships. Usually, a concept map is divided into nodes and links. Nodes often circles represent various concepts; and links lines represent the relationships propositions between concepts Lanzing, Once completed, the concept map is a visual graphic that represents how the creator s thinks about a subject, topic, etc. It illustrates how knowledge is organized for the individual. In sum, "concept maps are two-dimensional representations of cognitive structures showing the hierarchies and the interconnections of concepts involved in a discipline or a subdiscipline" Martin, , p. Concept maps were first used by Joseph D. Novak of Cornell University in the s Lanzing. Concept maps have their origin in the learning movement called constructivism. In particular, constructivists hold that prior knowledge is used as a framework to learn new knowledge. In essence, how we think influences how and what we learn. Concept maps identify the way we think, the way we see relationships between knowledge. Concept maps can thus illustrate faulty views individuals may have and help us better understand how students may construe meanings from subject matter. The teacher who constructs concept maps for classes is interested in students understanding relationships between facts, not just "knowing" the facts. Concept Maps and Curriculum Design Concept maps can be used as excellent planning devices for instruction. Edmondson, , describes the importance of using concept maps to develop the curriculum for a veterinarian program: The type of curriculum described by Edmondson is based on constructivist principles. It is both problem-centered and student-centered. Extensive faculty planning using concept maps helps teachers tknow what it is that they want students to be able tlearn. Instead of asking, "what do I want to teach," the emphasis is on, "what do I want students to learn? The teachers in the study found the maps quite useful for the development of course plans. By constructing a concept map, you can see areas that appear trivial, that you may want tdrop from the course. You can discover the themes you want to emphasize. You can understand how students may see or organize knowledge differently from you, which will help you better relate to the students and to challenge their ways of thinking. The mapping process can help you identify concepts that are key to more than one discipline, which helps you move beyond traditional disciplinary boundaries. Concept maps help you select appropriate instructional materials. You can construct a map that incorporates teaching strategies as well as time and task allocations for various parts of the course. You can visually explain the conceptual relationships used for your objectives in any course. You can facilitate efforts to reconceptualize course content. Rather than being a traditional course plan that assumes students will integrate learning, concept maps depict the intentions of faculty -- the integration you expect to occur. You can use concept maps to provide a basis for discussion among students and to summarize general course concepts. Concept maps support a holistic style of learning. Mapping concepts can increase your ability to provide meaningfulness to students by integrating concepts. Concept maps can increase your potential to see multiple ways of constructing meaning for students. Mapping the concepts can help you develop courses that are well-integrated, logically sequenced, and have continuity. Concept maps help "teachers design units of study that are meaningful, relevant, pedagogically sound, and interesting to students" Martin, p. Concept maps help "the teacher to explain why a particular concept is worth knowing and how it relates to theoretical and practical issues both within the discipline and without" Allen, et al. Steps in Making a Concept Map Write down major terms or concepts about a topic. Identify the most general, intermediate, and specific concepts. Begin drawing the concept map: Concepts are circled Place the most general concepts at the top Place intermediate concepts below general concepts Put specific concepts on bottom Draw lines between related concepts. Label the lines with "linking words" to indicate how the concepts are related. Constructivism As stated earlier, concept maps have their origins in constructivism. This section is design to provide some insight

into the general principles of constructivism. Constructivism is derived from the field of cognitive psychology. The main assumption of constructivism is that knowledge does not exist "out there" in an objective reality. Facts become facts because it is knowledge that is agreed upon by communities of learners. The learner comes into any new situation with prior knowledge based on past experiences. New knowledge is learned through integration with prior knowledge. Several educational principles have been derived from constructivism: Concept development and deep understanding are the goals of instruction, not behaviors or skills Fosnot. Learning is a constructive activity that students have to carry out. Students are active learners. The teacher must provide meaningful, authentic activities that help students construct understanding relevant to solving problems Wilson, Reflection of both content and the learning process is paramount. Teachers summarize, review, and link main concepts at critical points throughout and at the conclusion of units and lessons" Ennis, , p. This prior knowledge is Concept mapping fits well with the constructivist approach that learners "construct their own idiosyncratic understanding of concepts" Trowbridge and Wandersee, , p. The teacher can use a map as a basis for which to challenge student assumptions of how concepts are related. Using a concept map to design a course can aid the teacher in guiding the students to learn relevant concepts rather than trivial facts. Also, in knowing that students may perceive instruction differently from the way an educator intended, it can be helpful for the teacher to "construct a hypothetical model of the particular conceptual world of the students they are facing" Glaserfeld, p. Computer-based mapping for curriculum development. Eric Document Reproduction Services No. ED Anderson-Inman, L. Synthesizing information with electronic study tools. The Computing Teacher, 21 8 , A Collaborative Activity for fun or profit. The Bulletin of the Association for Business Communication, 57 2 , Concept mapping for the development of medical curricula. ED Ennis, C. Knowledge and beliefs underlying curricular expertise. A psychological theory of learning. Theory, perspectives, and practice. Teachers College Press Glaserfeld, E. Educational implications of advances in neuroscience. Science Education, 78 3 , What science education really says about communication of science concepts. ED Lanzing, J. The concept mapping homepage. Concept Mapping as an aid to lesson planning: Journal of Elementary Science Education, 6 2 , A constructivist approach to critical thinking in the college curriculum. ED Savery, J. An instructional model and its constructivist framework. Case studies in instructional design. Identifying critical junctures in learning a college course on evolution. Journal of Research in Science Teaching, 31, Other Reading Herman, W. Humanistic influences on a constructivist approach to teaching and learning. ED Reese, A. Academic success through quality managed course design. Innovative Higher Education, 20, A constructivist design and learning model: Time for a graphic. ED Roth, M. Student views of collaborative concept mapping: An emancipatory research project.