

Concepts Of Islamic Education Pedagogical Framings Global Studies In Education

This book provides an understanding of pedagogy rooted in the developments of Islamic Education. It is the first book to explore this in the Madrasah context. The focus on Islamic pedagogy provides a way to explore knowledge, spirituality and education that is shaped by a universal approach to personalised learning. 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.

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.

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 successes 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.

Democratic education in motion
Islam in Education in European Countries. Pedagogical Concepts and Empirical Findings
Pathways to Renewal
New Concepts
Engaging Higher Education Curricula
Toward Elevating Humanity for All Learners
A Moral, Spiritual, and Holistic Approach to Educational Development

This book offers an exposition of the author's professional encounters with doctoral candidates. In reflecting upon his supervision of these candidates? individuals, each with their own ideas - the author likened these unique relationships with a dance. 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.

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.

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.

Investing in our Education
Past, Present, and Future Possibilities for Philosophy and History of Education
A Philosopher's Memoir

The Madrasah Context
Leading, Learning, Researching and the Doctorate
Untamed Variations of Democratic Education
Charting New Directions for Muslim Universities (Penerbit USM)

The focus of this book is to offer a humane response to dealing with violence. An interpretive analysis is presented in order to think differently about violence in schools and about how a citizenship education of becoming can deal with the unpredictable consequences of violence in its own potentiality. It seems to the authors that, given the confident onslaught of violence, there is nothing left to do but to offer insight into the nature of violence itself and, by so doing, to search for unexplored ways of humane response and being. The authors are not pretending to hold a magic wand that will sanctify schools into the safe zones that they ought to be and as which they should serve in any society. This would be both presumptuous and misleading. What one is looking and hoping for, however, is a renewed engagement, a slight tilting of the perspective, so that something other than how we have always responded to violence perhaps will emerge. The authors are confident that such a deconstructive approach to violence in schools through the lens of a reconsidered view of citizenship education can assist them and others to wrestle with its potential for destruction that can be changed into options for co-belonging of a non-violent, if not peaceful, kind.

Dynamic Advancements in Teaching and Learning Based Technologies: New Concepts explores the technical, social, cultural, organizational, human, cognitive, and commercial impact of technology. This exciting new publication explores the impact of Web-based technology on the design, implementation and evaluation of the learning and teaching process, as well as the development of new activities, relationships, skills, and competencies for the various actors implied in such processes. It expands on the overall body of knowledge relating to multi-dimensional aspects of Web-based technologies in up to date educational contexts.

Featuring in-depth examinations of concepts of knowing, learning, and education from a range of cultures worldwide, this book offers a rich history 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.

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.

Historical Perspectives and Emerging Discourses
International Approaches
International Handbook of Philosophy of Education

Mindly Twists and Turns
Supporting Modern Teaching in Islamic Schools
Teaching in a World of Violent Extremism

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