

PEDAGOGISCHE
INLEIDINGEN

Theoretische pedagogiek

Over opvoeden
en leren, weten
en geweten

Jan Dirk Imelman

 De Gruyter

Theoretische Pedagogiek Over Opvoeden En Leren Weten En Geweten

Birgit Althans, Johannes Bilstein



Theoretische Pedagogiek Over Opvoeden En Leren Weten En Geweten:

Theoretische pedagogiek Jan Dirk Imelman, 2002 International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza, Gloria Durka, Kathleen Engebretson, Robert Jackson, Andrew McGrady, 2007-06-04

Traditionally spirituality has resided and been contained within religious frameworks but while the links between the two areas are still acknowledged by many in the contemporary world spirituality is perceived by some as an aspect of human life that is distinct from religion Consequently many are searching for meaning within and without religious traditions today and seeking answers to ethical and moral questions that have been generated by the knowledge and technological explosion One outcome is the renewed interest in the religious spiritual and moral dimensions of education throughout the life cycle This International Handbook presents the research and professional practice of scholars who are daily engaged in the consideration of these dimensions in education The result is a collection of essays which reflects the discipline in all of its internationality as it as today Embedded within the chapters is also an agenda for the future where the religious moral and spiritual dimensions in education are proposed as an exciting and challenging way forward for educators at all levels in society As well it offers a vision for the emergence of a peaceful and just world

Religious Education in a World of Religious Diversity Wilna A.J. Meijer, Siebren Miedema, Alma Lanser-van der Velde, 2009 This volume brings together a selection of papers presented at the Fifteenth Session of the International Seminar on Religious Education and Values ISREV which took place in 2006 in Driebergen the Netherlands addressing the theme Religious Education in a World of Religious Diversity The authors were invited to combine the concept of diversity with the dimensions of temporality of time and history in reworking their contributions for this book This temporal aspect is in a sense inherent in educational thinking On the one hand education as intergenerational transmission has a conservative aspect tradition being what is actually and presently transmitted from the past and or what is considered worthwhile to be passed on On the other hand acknowledging the activity of students themselves as a prerequisite for any education to happen brings the open endedness and therefore the future into the pedagogical arena in terms of development learning reflection edification et cetera So the question answered in this volume is what does this inherent historicity mean for religious education as well as for the concept religion and religious diversity In answering this question the contributions represent the global character of the concern with religious diversity in relation to religious education and originate respectively from the following countries Canada Bhikkhu English United States Moran Latvia Ilishko Russia Kozyrev Germany Pirner South Africa Roux du Preez Ferguson Japan Omori Australia de Souza Turkey Sel uk and the Netherlands Meijer Miedema

Vier grondleggers van de pedagogiek M.J. Langeveld, S. Strasser, H.W.F. Stellwag, Ph.A. Kohnstamm, 2018-01-26 Van de geschiedenis en van onze voorgangers leren we Althans dat wordt beweerd Toch lijken de psychologie pedagogiek en onderwijskunde steeds ahistorischer te worden Oudere bronnen dan van een jaar of vijf geleden worden in empirische artikelen zelden meer geciteerd _ met als gevolg dat

psychologen pedagogen en onderwijskundigen geregeld het wiel opnieuw uitvinden Desalniettemin beweren velen van hen dat ze op de schouders staan van intellectuele reuzen Maar wie zijn die reuzen Dit boek is het derde deel van een meerdelige reeks over pioniers van de academische psychologie pedagogiek en onderwijskunde samengevat de gedragswetenschappen in Nederland _ een initiatief van het Archief en Documentatiecentrum Nederlandse Gedragswetenschappen adng De reeks wil informatie over die grondleggers op een toegankelijke wijze aanbieden aan hedendaagse beoefenaars van deze wetenschappen n aan een breder historisch wetenschappelijk ge nteresseerd publiek In dit deel staan de biografische schetsen centraal van vier grondleggers van de pedagogische wetenschappen Philipp Kohnstamm Universiteit van Amsterdam Martien Langeveld Universiteit Utrecht Willy Stellwag Universiteit van Amsterdam en Stephan Strasser Katholieke Universiteit Nijmegen De reeks Pioniers van de Nederlandse gedragswetenschappen staat onder redactie van dr Vittorio Busato prof em dr Mineke van Essen en prof dr Willem Koops samen het bestuur van het adng

Theoretische pedagogiek Jan Dirk Imelman, 2007 Studieboek voor pedagogische en onderwijskundige opleidingen **Het pedagogisch quotiënt** Alexander Minnaert, Henk IJtje Spelberg, Hilda Amsing, 2009-02-02 De kernvraag van dit boek is wat is de pedagogische kwaliteit Is het mogelijk hiervoor normen te ontwikkelen Welke kwaliteitseisen kun je opstellen bij de beoordeling van gezinnen ouders agogische instellingen en hen die hierbij beroepshalve betrokken zijn Dit boek geeft antwoord op de vragen die betrekking hebben op de pedagogische kwaliteiten van professionals en instanties als het gaat om opvoeding hulpverlening onderwijs en educatie Dit gebeurt vanuit vier perspectieven een algemeen pedagogisch perspectief een orthopedagogisch perspectief een onderwijskundig perspectief en een andragogisch perspectief Dit boek bestaat uit twee delen een deel over opvoeding en hulpverlening en een deel over onderwijs en educatie *Cultuur en onderwijs* Luc Braeckmans, 2009 Verschillende auteurs telkens vanuit diverse invalshoeken werpen hun licht op de betekenis van cultuur voor onderwijs Bevat drie delen In het eerste deel formuleren twee auteurs de probleemstellingen De Nederlandse filosoof en cultuurcriticus Ad Verbrugge gaat in op de uitdagingen waar het onderwijs in Nederland voor staat De Vlaamse auteur Valeer Van Achter vraagt aandacht voor een cultuurpedagogiek als noodzakelijke voorwaarde voor een waardevolle onderwijspedagogiek Het tweede deel bevat bijdragen van vertegenwoordigers uit het onderwijsveld zelf In het derde deel worden reflecties geformuleerd door universiteitsprofessoren die actief zijn in de domeinen filosofie en pedagogische wetenschappen **Onderwijzen tussen beleid en pedagogiek**, 2012 **Geen kinderspel** Bruno Vanobbergen, 2003

Essen - Bildung - Konsum Birgit Althans, Johannes Bilstein, 2015-11-18 Der vorliegende Band pr sentiirt Diskussionsbeitr ge die sich aus erziehungswissenschaftlicher historischer kulturanthropologischer sowie aus kultur und literaturwissenschaftlicher Perspektive um Essen in Bildungssituationen um die mit der Ern hrung verbundenen k rperlichen Praxen und personalen Interaktionen sowie um die kulturanthropologische und kulturvergleichende Realisierung und Inszenierung von Speisung und Gabe drehen Denn Ern hrung ist eine Grundvoraussetzung menschlich leiblichen Lebens die

auf durchaus unterschiedliche Weise erfolgt wird und eng mit personalen und institutionellen Bildungsprozessen verbunden ist. Zugleich werden mit der kulturellen Inszenierung von Ernährung auch Grundformen von Konsum erworben, die dann ihrerseits wiederum auf die individuelle Lebensführung zurückwirken und die zugleich nur im Kontext einer umfassenden politischen Ökonomie hinreichend diskutierbar sind. Krisis, 2002. *Brinkman's Cumulatieve catalogus van boeken die in Nederland en Vlaanderen zijn uitgegeven of herdrukt*, 2001. **Brinkman's cumulatieve catalogus van boeken**, 2002. Voorts een alfabetische lijst van Nederlandsche boeken in België uitgegeven. Naar een school voor de gereformeerde gezindte. Adriaan Cornelis Rosendaal, André C. Rosendaal, 2006. **Beknopte theoretische pedagogiek**. Martinus Jan Langeveld, 1979. In de twee inleidingen wordt ingegaan op de opvoedingswetenschap als menswetenschap en op de aard, taak en noodzaak van de theoretische pedagogiek. Afgevraagd wordt wat opvoeden is. Gezag en verantwoordelijkheid, doel, noodzaak en mogelijkheid der opvoeding komen aan de orde. Welke grenzen en opvoedingsmiddelen zijn er? Tot slot een aanhangsel met een opsomming van personen en publikaties van werken tot standkoming van stichtingen enz. **Grote Winkler Prins**. R. C. van Caenegem, 1980. **Inleiding in de pedagogiek over werkelijkheid, taal en wetenschap van de opvoeding**. Jan Dirk Imelman, 1977. *Denken over opvoeden*. Hans Van Crombrugge, 2006. Pedagogiek in meervoud. G.J.J. VAO/ Biesta, J.W.A. Berding, W. Pols, F. Beugelsdijk, C.R.M. vao/Sovereign, B. Levering, H.J.M. van Oers, S. Miedema, VU, Fac. Psychologie en Pedagogiek, M.H. van IJzendoorn, W.A.J. Meijer, 1997-06-23. De lezer wordt ingeleid in zeven benaderingen die ieder op eigen wijze inzicht proberen te geven in opvoedings- en onderwijsprocessen. Deze zeven zijn: Geesteswetenschappelijke pedagogiek, Empirisch-analytische pedagogiek, Kritische pedagogiek, Cultuurhistorische pedagogiek, Taalanalytische pedagogiek, De opvoedingswetenschappen in Frankrijk, Pragmatische pedagogiek. Zij bepalen in meer of mindere mate het huidige gezicht van de Nederlandstalige pedagogiek. Van elke benadering wordt een aantal aspecten besproken: te weten een historisch overzicht, de basisbegrippen, gehanteerde methoden, de Nederlandse situatie, waardering en literatuursuggesties. Door dit vastestramien is *Pedagogiek in meervoud* een overzichtelijk studieboek. Voor deze vijfde herziene druk is hoofdstuk 5 cultuurhistorische pedagogiek opnieuw geschreven. De overige hoofdstukken zijn herzien. *Van wijsgerige naar theoretische pedagogiek*. Marinus H. van IJzendoorn, 1983.

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