



CONCEPTIONS OF  
*Islamic Education*

PEDAGOGICAL FRAMINGS

*Yusef Waghid*

# Conceptions Of Islamic Education Pedagogical Framings

## Global Studies In Education

**TD Snyder**

## **Conceptions Of Islamic Education Pedagogical Framings Global Studies In Education:**

*Philosophy and the Study of Education* Tom Feldges, 2019-03-26 Combining contributions from international academics and practitioners this new text develops students ability to philosophise as well as learn about philosophy and education It considers issues concerned with the interface between education and wider society but goes beyond this to explore education and philosophy at a micro level the teacher learner relationship It challenges and empowers students to use philosophy as a tool within education as a set of theories to understand education and as a potential means to develop solutions to problems as they occur within practice Assuming no pre existing philosophical background *Philosophy and the Study of Education* explores complex topics including encouraging young people to criticise and challenge all authority the limits of a religious based education the desire for alternative facts or truths the second class status of vocational pursuits the inherent struggle in the teacher student relationship the relationship between emotion morality and autonomy in teaching Including discussion questions and further recommended reading this thought providing book will support and inspire all those on Education Studies Childhood Studies and Youth Studies courses in developing a critical perspective and understanding the true value of philosophy within education

**Conceptions of Islamic Education** Yusef Waghid, 2011 *Conceptions of Islamic Education Pedagogical Framings* argues that madaris Muslim schools cannot exclusively be held responsible for the cultivation of extremism Islamic education can most appropriately be framed according to three interrelated concepts tarbiyyah rearing or nurturing ta l m learning instruction and ta d b good action These three phenomena are explored along the lines of a minimalist maximalist continuum that guides practices and institutions differently A minimalist understanding of Islamic education does not necessarily produce uncritical citizens but a maximalist understanding engenders an ethical democratic community and cosmopolitan beings concerned about their responsibility towards others By looking specifically at South African Muslim schools *Conceptions of Islamic Education* undermines the misconception that such schools perpetuate Islamic radicalism

Dialogical Thought and Identity Ephraim Meir, 2013-11-27 In discussion with Martin Buber Franz Rosenzweig Abraham Joshua Heschel Franz Fischer and Emmanuel Levinas Ephraim Meir outlines a novel conception of a selfhood that is grounded in dialogical thought He focuses on the shaping of identity in present day societies and offers a new view on identity around the concepts of self transcendence self difference and trans difference Subjectivity is seen as the concrete possibility of relating to an open identity which receives and hosts alterity Self difference is the crown upon the I it is the result of a dialogical life a life of passing to the other The religious I is perceived as in dialogue with secularity with its own past and with other persons It is suggested that with a dialogical approach one may discover what unites people in pluralist societies

*Interreligious Theology* Ephraim Meir, 2015-08-17 This book is the first greater attempt to construct a dialogical theology from a Jewish point of view It contributes to an emerging new theology that promotes the interrelatedness of religions in which encounter openness hospitality and permanent learning are central The monograph is about the self and

the other inner and outer own and strange about borders and crossing borders and about the sublime activities of passing and translating Meir analyses and critically discusses the writings of great contemporary Jewish dialogical thinkers and argues that the values of interreligious theology are moored in their thoughts In his view interreligious dialogue supposes attentive listening humility a critical attitude towards oneself and others a good amount of self relativism and humor It is about proximity dialogical reading engagement and interconnectedness *International Handbook of Philosophy of Education* Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

**Special Religious Education in Australia and its Value to Contemporary Society** Zehavit Gross, Suzanne D. Rutland, 2021-02-22 This book explores the advantages of and challenges concerning Special Religious Education SRE in multicultural Australia and argues for the need for General Religious Education GRE as well Through the lens of the most recent scholarship and drawing on an in depth qualitative study and specific case studies the book examines the current debate on the role of religious education within government schools It addresses key concepts of values education spirituality health and wellbeing and cultural and religious identity It analyses why it is important to retain SRE together with GRE as government policy It explores highly relevant controversial and contested issues regarding SRE including the 30% of Australia's population who declare themselves as having no religion and brings fresh insights to the

table While secularization has increased in both the national and international spheres there has also been an increase in fundamentalism within religious beliefs Events such as the September 11 terror attacks and the more recent mass shootings by white supremacists and eco fascists in Christchurch New Zealand and Pittsburgh and San Diego in the USA are reminders that religion is still a major actor in the twenty first century This poses new challenges for the relationship between church and state and demonstrates the need to revisit the role of religious education within government schools While the importance of GRE is generally acknowledged SRE has increasingly come under attack by some researchers and teacher and parent bodies as being inappropriate and contradictory to the values of the postmodern world On the other hand the key stakeholders from all the faith traditions in Australia wish to retain the SRE classes in government schools The book addresses this burning issue and shows that it is relevant not only for Australia but also globally

**Reimagining the Landscape of Religious Education** Zehavit Gross,2023-03-13 This book brings together new thinking and research on religious education s complex and evolving role in the multicultural diverse postmodern era It facilitates new realism and understanding of the current situation from empirical and reflective accounts relating to a variety of countries and political contexts as well as providing innovative methodological approaches to the study of education and religion In different contexts around the world at different levels of education and from different theoretical lenses religious education occupies a contested space The ongoing changing nature of the world due to increasing secularization rapid technological change mass immigration globalization processes conflict and challenging security issues from inter to intra state levels and with shifting geopolitical power balances generates the need to reconceptualize where religious education is positioned It claims that religious education on its own can be an agent of moral social and spiritual transformation are disputed There is significant controversy about whether special religious education that is in faith education still has a role within the post modern world

**Sociological Abstracts** Leo P. Chall,2001 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers *Current Index to Journals in Education* ,2000 *British Education Index* ,1998

*Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards* ,2004 *Dissertation Abstracts International* ,1980 **JPRS Report** ,1988

*Abstracts of the Annual Meeting* American Anthropological Association,1998 *American Doctoral Dissertations* ,2001

*Resources in Education* ,1996 **Comparative Studies of South Asia, Africa, and the Middle East** ,1998

*Education Honors* ,1991 *Arts & Humanities Citation Index* ,1992 A multidisciplinary index covering the journal literature of the arts and humanities It fully covers 1 144 of the world s leading arts and humanities journals and it indexes individually selected relevant items from over 6 800 major science and social science journals *AEJMC News* ,1996

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