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**(PDF) Classical Foundations of Islamic Educational Thought**

Within the religion, educational theory and practice were founded on the work of itinerant teachers who taught the fundamental tenets of the faith in exchange for lodging and other services; Qur'anic schools where masters of the Qur'an tutored pupils; and centers of higher learning in Baghdad, Damascus, Alexandria and elsewhere, where Islamic theology and jurisprudence were developed and taught.  

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**Classical Foundations of Islamic Educational Thought: A ...**

Classical Foundations of Islamic Educational Thought A Literature review of the Classical-Modern Philosophies of Islamic Educational Thought—with special reference to the three notable dimensions...  

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**Classical Foundations of Islamic Educational Thought**

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**(PDF) Classical Foundations of Islamic Educational Thought ...**

Education has always been an important pursuit in Islam. The Prophet Muhammad enjoined his followers to seek knowledge, even unto China. Within the religion, educational theory and practice were founded on the work of itinerant teachers who taught the fundamental tenets of the faith in exchange for lodging and other services; Quranic schools where masters of the Quran

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**Classical Foundations Of Islamic Educational Thought A ...**

The book has done great service in understanding classical Islamic educational practices.” ... This educational foundations book offers a comprehensive overview of American education history and a variety of classical, Enlightenment, and contemporary educational philosophers. While Educational Foundations includes a history of American ...  

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Get this from a library! Classical foundations of Islamic educational thought : a compendium of parallel English-Arabic texts. [Bradley J Cook; Fat?? 'asan Malk'w?:] -- Education has always been an important pursuit in Islam. The Prophet Muhammad enjoined his followers to "seek knowledge, even unto China." Within the religion, educational theory and practice were ...  

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**Classical Foundations Of Islamic Educational Thought A ...**

Aims and purposes of Muslim education. Islam placed a high value on education, and, as the faith spread among diverse peoples, education became an important channel through which to create a universal and cohesive social order. By the middle of the 9th century, knowledge was divided into three categories: the Islamic sciences, the philosophical and natural sciences (Greek knowledge), and the literary arts.  

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**Education - Aims and purposes of Muslim education | Britannica**

Most of the writings in Islamic education by the classical scholars were associated with inculcation of ethical and moral conduct from childhood.40In the Qur'an, "Tarbiyyah" is defined as to "take care of that which is necessary for the development of theone being raised".41The root wordof tarbiyyahisal-Rabbwhich means "the Lord";indicates the meaning of"to nurture".

**Islamic Education: The Philosophy, Aim, and Main Features**

Classical Foundations of Islamic Educational Thought: A Compendium of Parallel English-Arabic Texts (Brigham Young University - Islamic Translation Series)  

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Education has always been an important pursuit in Islam. The Prophet Muhammad enjoined his followers to “seek knowledge, even unto China.” Within the religion, educational theory and practice were founded on the work of itinerant teachers who taught the fundamental tenets of the faith in exchange for lodging and other services; Qur'anic schools where masters of the Qur'an tutored pupils; and centers of higher learning in Baghdad, Damascus, Alexandria and elsewhere, where Islamic theology and jurisprudence were developed and taught. In this volume, Bradley J. Cook, with assistance from Fathi H. Malkawi, has drawn together and introduced selections from the writings of eminent Islamic thinkers on the subject of Islamic educational efforts, presenting the original Arabic texts alongside their annotated English translations.  

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This book presents the views of leading scholars, academics, and educators on the renewal of Islamic schools in the Western context. The book argues that as Islamic schools in Western contexts have negotiated the establishment phase they must next embrace a period of renewal. Renewal relates to a purposeful synthesis of the tradition with contemporary educational practice and greater emphasis on empirical research substantiating best practices in Islamic schools. This renewal must reflect teaching and learning practices consistent with an Islamic worldview and pedagogy. It should also inform, among other aspects, classroom management models, and relevant and contextual Islamic and Arabic studies. This book acquaints the reader with contemporary challenges and opportunities in Islamic schools in the Western context with a focus on Australia.  

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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.  

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Knowledge and Education in Classical Islam: Religious Learning between Continuity and Change offers fascinating new insights into key issues of learning and human development in classical Islam, including their shared characteristics, influence, and interdependence with historical, non-Muslim educational cultures.  

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The process of curriculum enhancement through various educational approaches aims to enhance quality assurance in the educational process itself. In Islamic education, traditional educational trends are enhanced by expanding the embodiment process on experiential learning to evaluate the achievement in creating outcomes that balance not only spirituality and morality but also quality of cognitive analytical performances. Global Perspectives on Teaching and Learning Paths in Islamic Education is a comprehensive scholarly book that provides broad coverage on integrating emerging trends and technologies for developing learning paths within Islamic education. Highlighting a wide range of topics such as digital ethics, psychology, and vocational education, this book is ideal for instructors, administrators, principals, curriculum designers, professionals, researchers, academicians, and students.  

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The question of how research on structures and outcomes in Religious Education can be carried out successfully is of current interest in many countries. Next to the more traditional historical, analytical and, more recently, international comparative approaches, empirical research in religious education has been able to establish itself as a major approach to this field. Moreover, the contemporary discussion about comparative evaluation in schools has raised a number of questions which also refer to Religious Education. What competences can pupils acquire in this subject? Does Religious Education really support the acquisition and development of the competences aspired? Are there differences in this respect between different forms of Religious Education or between different approaches to teaching? With contributions from eight European countries, the volume brings together approaches and research experiences that try to follow this lead by offering new and empirically based perspectives for the future improvement of teaching and learning in this school subject. Whoever is interested in improving the practice of Religious Education then, will not be able to bypass the question of researching processes and outcomes - an insight which also refers to a small but growing number of studies in this field which can be identified in several countries.  

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Why is there a need to rethink madrasah education? What is the positioning of Muslims in contemporary society, and how are they prepared? What is the role of the ulama in the reform process? This book explores these questions from the perspective of madrasah education and analyses curricular and pedagogic innovations in Islamic faith-based education in response to the changing place of Islam in a globalised world. It argues for the need for madrasahs to reconceptualise education for Muslim children. Specifically, it explores the problems and challenges that come with new knowledge, biotechnological advancement and societal transformation facing Muslims, and to identify the processes towards reformation that impinge on the philosophies (both Western and Islamic), religious traditions and spirituality, learning principles, curriculum, and pedagogy. This book offers glimpses into the reform process at work through contemporary examples in selected countries.  

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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.  

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This volume, the ninth on Islamic material to be published in the Classics of Western Spirituality series, brings to light a highly significant but little known area of Islamic spirituality. Editor John Renard has assembled here a volume of texts, most translated here for the first time, culled from the great Sufi manuals of spirituality, on the theme of the complex and multi-faceted role of knowledge in relation to the spiritual life. He presents excerpts on knowledge from the works of nine major Muslim teachers, most translated from Arabic, but also including important texts from Persian originals. The Introduction offers a survey of the development of Sufi modes of knowing through the thirteenth century in their broader context, and then focuses on the manuals or compendia of Sufi spirituality treated here. Historical notes provide brief identifications of many of the individual sources and personalities mentioned throughout the treatises.  

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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 Rutenberg  

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