

Lightening Our Darkness: Renaissance, Reformation and Enlightenment

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Reflection:

Can you think of any examples where age is important in shaping the day-to-day organizational practices or the spatial arrangements of educational institutions? Could this be different?

Reflection:

Consider the status that school subjects are widely perceived to have. Where does Physical Education (PE) stand in relation to, say, mathematics or classical languages, higher or lower? Do the ideas of Descartes suggest any reasons why these subjects seem to be given the status they have?

Reflection:

On balance, has science enhanced or diminished the quality of life for humankind? Can you think of any recent topical examples that support your argument?

Education and Constructions of Childhood

Reflection:

Is the principle of denying or deferring the gratification of our immediate desires still considered important in becoming educated and qualified? What do you hope to gain by being a student and is it worth the sacrifices involved?

Reflection:

Is so-called 'anti-social behaviour' a new phenomenon or might its prevalence seem more pressing because the options for dealing with it have become more limited?

Reflection:

Is having a theory of the *Child* enough to support appropriate provision for real children? In turn, is practice without theory sufficient?

Reflection:

Look back on your own education and schooling.

- Which was more important in shaping your experience, the things that interested and inspired you or the demands of employment, exams and school success?
- Are there social factors that mean that the idea of childhood as futurity and the importance of securing life chances is more important for some children than for others?