

## Classical Foundations Of Islamic Educational Thought A Compendium Of Parallel English Arabic Texts Brigham Young University Islamic Translation Series

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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.

**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)

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.

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.

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.

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.

This series of critical reflections on the evolution and major themes of pre-modern Muslim theology begins with the revelation of the Koran, and extends to the beginnings of modernity in the eighteenth century. The significance of Islamic theology reflects the immense importance of Islam in the history of monotheism, to which it has brought a unique approach and style, and a range of solutions which are of abiding interest. Devoting especial attention to questions of rationality, scriptural fidelity, and the construction of 'orthodoxy', this volume introduces key Muslim theories of revelation, creation, ethics, scriptural interpretation, law, mysticism, and eschatology. Throughout the treatment is firmly set in the historical, social and political context in which Islam's distinctive understanding of God evolved. Despite its importance, Islamic theology has been neglected in recent scholarship, and this book provides a unique, scholarly but accessible introduction.

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.

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.

This book offers a new way of understanding classical Islamic theories, holding that divine revelation is necessary for the knowledge of norms and its reading of the issue of reason breaks new ground in Islamic theology, law and ethics. It will appeal to students and scholars of Islamic studies, Islamic ethics, law and post-colonial theory.

A ground-breaking rethink of Islamic education in the Modern World.

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