

BOOK ANNOUNCEMENT

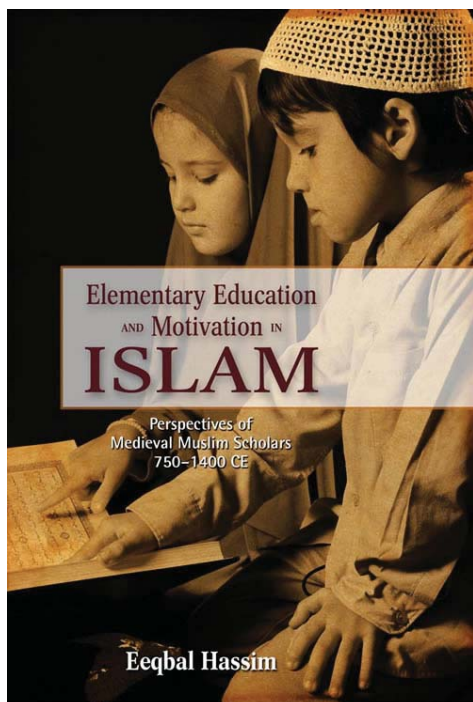
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Elementary Education and Motivation in Islam

Perspectives of Medieval Muslim Scholars,
750–1400 CE

Eeqbal Hassim

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Description

Motivation—both the act of motivating and the psychological state of being motivated—plays an important role in the education of children. This is a notion that a considerable number of medieval Muslim scholars addressed in their writings, albeit to varying degrees and through a variety of approaches (from literary to legal, and philosophical to psycho-spiritual).

Although medieval Muslim scholars expressed notable ideas about motivation in elementary education, there has been limited research on how their views developed in context. Despite past and present Muslim scholars emphasizing the importance of elementary education as a platform for adult learning and proper conduct, this field has received sparse attention in works on the history, theory, and practice of Muslim education. How medieval Muslim scholars viewed elementary education in general is one of the neglected areas of Muslim history.

This book provides a fresh, original insight into the theory, practice, and rhythms of elementary education in medieval Muslim societies over the course of six centuries. It expands our understanding of the history of Muslim education as well as Islam's intellectual and social history. Its interdisciplinary approach to examining elementary education in medieval Muslim societies is of great importance to scholars of various fields of Islamic studies.



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Description (continued)

It contributes to our wider understanding of Muslim education because it fills a gap in our appreciation of the theories and practices of elementary education in medieval Muslim societies, especially the question of how children were motivated to learn and how their motivation was understood by scholars and their teachers. For the first time, the ideas and practices of medieval Muslim elementary education are linked to their sociohistorical context. This book has paved the way to discussing how prevalent social, religious, cultural, linguistic, economic, and political factors in medieval Muslim societies impacted the theory and practice of elementary education.

In this pioneering look at motivation in medieval Muslim elementary education, Eeqbal Hassim shows that the ideas of Muslim scholars were mainly resistant to change. This finding correlates with limited progress in elementary educational practice and the faithful transmission of knowledge in medieval Islamic scholarship. Despite developments in the scholarly approaches to elementary education in line with scientific advancements in the medieval Muslim world, these did not have a significant impact on the essence of the Muslim scholars' views.

This book observes a high level of consistency between Muslim scholarly literature and historical accounts on elementary education from 750 to 1400 CE. This observation points to the lack of a need to change the style of motivating and disciplining children that had worked for centuries in medieval Muslim education. Shades of idealistic thinking in medieval Muslim educational literature are also illuminated. The scholars who wrote on elementary education focused on ideals and expectations that were anomalous to educational practice as portrayed in some historical anecdotes. Accordingly, this book argues that this idealism and the centuries-old traditions in elementary education and motivation simply reflect the faith and zeal of a civilization that carried out the task of educating children with the obedience of God in mind.

This is an important book for all Islamic studies collections, particularly in the areas of history, education, psychology, and Arabic literature.

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About the Author

An expert on Islamic education, Dr. Eeqbal Hassim runs his own consultancy, focusing on teacher professional development across Australia in the area of Muslim education. He holds a PhD in Islamic studies and a BA in Arabic and Indonesian studies from the University of Melbourne, where he also previously worked as a lecturer in Islamic studies and research fellow in Islamic law. His other publications include *Learning From One Another: Bringing Muslim Perspectives into Australian Schools* and *Origins of Salafism in Indonesia*. Dr. Hassim has also published substantially on Muslim education in the *International Encyclopedia of Civil Society* and the *Encyclopedia of Women and Islamic Cultures*, as well as on the Islamic literature of Ali Ahmad Bakathir in the *National Centre of Excellence for Islamic Studies Research Papers*.



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