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"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'lim" (learning/ instruction), and "ta'dib" (good action).

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Islamic education can most appropriately be framed according to three interrelated concepts: tarbiyyah (rearing or nurturing), ta'lim (learning/ instruction), and ta'dib (good action). These three phenomena are explored along the lines of a minimalist-maximalist continuum that guides practices and institutions differently.

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Religious traditions embody inherent pedagogical perspectives—a way of teaching religion. Among Muslim scholarship, conceptual aspects of a philosophy of education rooted in Islam have been articulated but often piecemeal, making it inaccessible to Islamic schools today. The challenge has been in synthesising philosophies of Islamic education, or better termed Islamic pedagogy, in a way that is relevant and applicable to contemporary schools.

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