

Short Philosophy of Education Examples



I am always trying to turn my students into self-sufficient learners who use their resources to figure it out instead of resorting to just asking someone for the answers.

—Amy J.

Philosophy Beyond The Classroom

Edward J. Barbeau, Peter J. Taylor



Philosophy Beyond The Classroom:

Philosophy Beyond the Classroom Vergilius Ture Anselm Ferm,1974 Philosophical Education Beyond the Classroom Markus Tiedemann,2023-08-24 Didactics of philosophy and ethics demands problem based orientation and relevance for real life experiences However excursions extracurricular places of learning or outdoor education have hardly been taken into account A systematic exploration of possible cooperations synergy effects or incompatibilities has not yet been carried out The present volume attempts to close this gap and to create an initial basis for further research testing and discussion It is intended to make a contribution to teacher training at universities and study seminars as well as to exploratory research in subject didactics **Philosophy in Classrooms and Beyond** Thomas E. Wartenberg,2019-04-10 The contributors to this volume describe a range of programs that use picture books to teach philosophy to diverse audiences From a pre school program in which college students do the teaching to a program focused on overcoming the legacy of violence and genocide in Mali in which the teachers write and illustrate their own picture books the authors demonstrate the impact that learning philosophy has on diverse communities of young students and their teachers **Philosophy in Classrooms and Beyond** Thomas E. Wartenberg,2019-04-10 The contributors to this volume describe a range of programs that use picture books to teach philosophy to diverse audiences From a pre school program in which college students do the teaching to a program focused on overcoming the legacy of violence and genocide in Mali in which the teachers write and illustrate their own picture books the authors demonstrate the impact that learning philosophy has on diverse communities of young students and their teachers *Philosophy in Education* Jana Mohr Lone,Michael D. Burroughs,2016-02-11 *Philosophy in Education Questioning and Dialog in K 12 Classrooms* is a textbook in the fields of pre college philosophy and philosophy of education intended for philosophers and philosophy students K 12 classroom teachers administrators and educators policymakers and pre college practitioners of all kinds The book offers a wealth of practical resources for use in elementary middle school and high school classrooms as well as consideration of many of the broader educational social and political topics in the field including the educational value of pre college philosophy the philosophies of education that inform this philosophical practice and the relevance of pre college philosophy for pressing issues in contemporary education such as education reform child development and prejudice and privilege in classrooms The book includes sections on the expansion of philosophy beyond higher education to pre college populations the importance of wondering questioning and reflection in K 12 education the ways that philosophy is uniquely suited to help students cultivate critical reasoning and independent thinking capacities how to develop classroom communities of philosophical inquiry and their potentially transformative impact on students the cultivation of philosophical sensitivity and positive identity formation in childhood strategies for recognizing and diminishing the impact of social inequalities in classrooms and the relationship between introducing philosophy in schools and education reform *Language beyond the Classroom* Jann Purdy,2018-04-18 *Language beyond*

the Classroom is an edited volume of essays that offers detailed how to guides for developing implementing and evaluating service learning programs for a variety of languages Contributions here present civic engagement programs for several languages including French German Russian and Spanish with curricula that can be adapted to any language program The authors of each essay engage with the growing pedagogical emphasis on experiential learning providing theoretical and practical advice including syllabi for language educators Language beyond the Classroom is a timely exploration of the variety and richness of service learning in language instruction and contributes to a 21st century emphasis on community engagement and cultural contextualization in second language pedagogy

Science and Beyond the Classroom Boundaries for 7-11 Year Olds Lynne Bianchi, Rosemary Feasey, 2011-06-16 This innovative book aims to support schools in shifting teaching and learning in primary science by changing teacher perceptions of where science should be taught The authors have not taken a traditional approach to the use of school grounds but a much bolder step in terms of a whole school approach to the science curriculum being taught outside Key features of the book include Practical examples from teachers in schools across England Approaches that combine science and the development of personal capabilities for teachers who want to develop a whole school approach relating to key skills in science Innovative approaches to activities in science using the school grounds Suggestions to help science leaders to develop their staff to be confident in using the school grounds across the science curriculum Development of pupil independence in choosing when and why to take their learning outside the classroom boundaries With a shift from indoors to outdoors comes a range of practical considerations and challenges for both the school and the pupil and these are what the book tackles It is a must read for students on ITT courses and Key Stage 2 teachers who are keen to move their settings forward and provide appropriate progression throughout the primary years

Challenging Mathematics In and Beyond the Classroom Edward J. Barbeau, Peter J. Taylor, 2009-04-21 In the mid 1980s the International Commission on Mathematical Instruction ICMI inaugurated a series of studies in mathematics education by commissioning one on the influence of technology and informatics on mathematics and its teaching These studies are designed to thoroughly explore topics of temporary interest by gathering together a group of experts who prepare a Study Volume that provides a considered assessment of the current state and a guide to further developments Studies have embraced a range of issues some central such as the teaching of algebra some closely related such as the impact of history and psychology and some looking at mathematics education from a particular perspective such as cultural differences between East and West These studies have been commissioned at the rate of about one per year Once the ICMI Executive decides on the topic one or two chairs are selected and then in consultation with them an International Program Committee IPC of about 12 experts is formed The IPC then meets and prepares a Discussion Document that sets forth the issues and invites interested parties to submit papers These papers are the basis for invitations to a Study Conference at which the various dimensions of the topic are explored and a book the Study Volume is sketched out The book is then put together in

collaboration mainly using electronic communication The entire process typically takes about six years **Beyond the Classroom** Rasjidah Franklin,1985 Philosophical Inquiry with Children Gilbert Burgh,Simone Thornton,2018-12-07

Philosophy in schools in Australia dates back to the 1980s and is rooted in the Philosophy for Children curriculum and pedagogy Seeing potential for educational change Australian advocates were quick to develop new classroom resources and innovative programs that have proved influential in educational practice throughout Australia and internationally Behind their contributions lie key philosophical and educational discussions and controversies which have shaped attempts to introduce philosophy in schools and embed it in state and national curricula Drawing together a wide range of eminent scholars and practitioners in the field of educational philosophy this anthology the first of its kind provides not only a historical narrative but an opportunity to reflect on the insights and experiences of the authors that have made history The collection is divided into three parts The overarching theme of Part I is the early years of Philosophy for Children in Australia and how they informed the course that the philosophy in schools movement would take Part II focuses on the events and debates surrounding the development and production of new materials including arguments for and against the suitability of the original Philosophy for Children curriculum In Part III key developments relating to teaching philosophy in schools are analysed This collection of diverse views critical appraisals and different perspectives of historical currents is intended to stimulate thought provoking questions about theory and practice and to increase general awareness both nationally and internationally of the maturation of philosophy in schools in Australia It is also intended to encourage readers to identify emerging ideas and develop strategies for their implementation **Linguistic Landscapes Beyond the Language Classroom** Greg Niedt,Corinne A. Seals,2020-12-10 Linguistic landscapes can play an important role in educating individuals beyond formal pedagogical environments This book argues that anywhere can be a space for people to learn from displayed texts images and other communicated signs and consequently a space where teachable cultural moments are created Following language learning trajectories that exit through the language classroom into city streets public offices museums and monuments this volume presents innovative work demonstrating that anyone can learn from the linguistic landscape that surrounds them Offering a bridge between theoretical research and practical application chapters consider how we make sense of places by understanding how the landscape is used to express claim and contest identities and ideologies In this way Linguistic Landscapes Beyond the Language Classroom highlights the unexpected potential of the informal settings for learning and for teachers to expand their students intercultural experience Developing a Didactic Framework Across and Beyond School Subjects Søren Harnow Klausen,Nina Mård,2023-12-22 Centered around a contemporary conception of Bildung this book effectively demonstrates how the aims of cross and transcurricular teaching can be reconciled resulting in a didactic framework for teaching and learning in secondary schools that can be applied internationally Chapters present a nuanced and unified approach to fusing theory and practice by offering accounts of some

of the most promising teaching methods from leading scholars in the field of curriculum research. These methods include dialogic teaching or movement integration transversal competences like digital or entrepreneurial thinking and topics that call for crosscurricular approaches like sustainability or citizenship. Addressing diverse worries and criticisms of crosscurricular teaching, the book includes international viewpoints and trends such as sustainability, citizenship, and student motivation to present a comprehensive and systematic scholarly treatment of crosscurricular didactics within the classroom. It further addresses important challenges that have been widely ignored like how to evaluate crosscurricular work. Ultimately, this volume makes a highly novel contribution to the field of crosscurricular didactics and will be of interest to researchers, scholars, and academics in the fields of secondary education, teaching and learning, educational science, and curriculum design. Those interested more broadly in the theory of education will also find the volume of use.

The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license.

[Social Reconstruction Learning](#) Jennifer Bleazby, 2013. This volume argues that educational problems have their basis in an ideology of binary opposites often referred to as dualism which is deeply embedded in all aspects of Western society and philosophy and that it is partly because mainstream schooling incorporates dualism that it is unable to facilitate the thinking skills, dispositions, and understandings necessary for autonomy, democratic citizenship, and leading a meaningful life. Drawing on the philosophy of John Dewey, feminist pragmatism, Matthew Lipman's Philosophy for Children program, and the service learning movement, Bleazby proposes an approach to schooling termed social reconstruction learning in which students engage in philosophical inquiries with members of their community in order to reconstruct real social problems, arguing that this pedagogy can better facilitate independent thinking, imaginativeness, emotional intelligence, autonomy, and active citizenship.

[Intentional Disruption: Expanding Access to Philosophy](#) Stephen Kekoa Miller, 2021-09-07. *Intentional Disruption: Expanding Access to Philosophy* is intended for those interested in pre-college philosophy. The nine contributions within cover a wide array of approaches to bringing philosophy to younger students in a number of new settings. The chapters in this book describe programs taking place across the United States, some inside school and some in unexpected settings such as camps, art museums, and nature trails, and offer help to those who want to establish or enrich philosophy programs at pre-college levels while discussing an underlying philosophy and the challenges the programs have faced. At a time when institutional philosophy is imperiled, the programs in this volume point towards new directions being forged to bring the benefits of doing philosophy to more people. This volume will be of particular interest to those interested in pre-college philosophy and it is intended for philosophy professors, graduate students in philosophy or education, and philosophy teachers in pre-college settings. *Intentional Disruption: Expanding Access to Philosophy* will also be helpful to school administrators, parents, and philosophy camps instructors.

[Addressing Social Issues in the Classroom and Beyond](#) Samuel Totten, Jon Pedersen, 2007-01-01. *Addressing Social Issues in the Classroom and Beyond: The Pedagogical*

Efforts of *Pioneers in the Field* is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education. The authors, many of whom themselves are noted professors of education and who have done significant work in the field of social issues and education, delineate and analyze the efforts e.g. theoretical work, research, curriculum development, and teaching of such pioneers within the larger framework of their life story. As a result, the reader is not only introduced to the significant work of each pioneer but also gains valuable and often fascinating insights into how his/her life experiences informed his/her thinking, beliefs, goals, and work. This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well-educated and well-informed populace was absolutely imperative in a democracy if the latter were to remain healthy and vibrant. Beyond current scholars and students, we believe that this book will be of great interest to a wide spectrum of individuals: teacher educators who perceive the need to avail their students of the rich history, rationales, and methods for incorporating the study of social issues across the curriculum; professors who teach history of curriculum courses and/or history of education courses are likely to be drawn to the book both for the rich stories as well as the bounty of information found in each chapter; those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching; secondary level teachers in science, social studies, and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor; and future scholars and students who care deeply about how society impacts education, education impacts society, and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive.

Beyond Equality in the American Classroom Eric Shyman, 2013-07-18 *Beyond Equality in the American Classroom: The Case for Inclusive Education* addresses the basis of inclusive education for students with exceptionalities from the perspective of social justice and scholarship activism. Drawing on historical legislative and philosophical references, this book builds the case for including individuals with exceptionalities in general education classrooms as a matter of social justice and civil rights. Providing a comprehensive foundation for exploring the concept of inclusive education, Schyman provides a well-organized and clearly structured treatise for both the philosophy of inclusive education as well as a means of putting inclusive education into practice in American schools. With pointed critiques of the current trend of standardization and traditionalization in the current educational climate, a new philosophy for addressing inclusive education is put forth. The book is both readable and scholarly, legitimate, and can be adapted for personal academic use or as a teaching tool for undergraduate or graduate classes in the areas of education, philosophy, and sociology.

Research on Reflective Practice in TESOL Thomas S.C. Farrell, 2017-10-19 In this comprehensive and detailed analysis of recent research on encouraging reflective practices in TESOL, Farrell demonstrates how this practice has been embraced within TESOL and how it continues

to impact the field Examining a vast array of studies through his own framework for reflecting on practice Farrell s analysis comprises not only the intellectual and cognitive but also the spiritual moral and emotional aspects of reflection Reflection questions at the end of each chapter provide a jumping off point for researchers scholars and teachers to further consider and reflect on the future of the field Providing a holistic picture of reflection this book is an original compendium of essential research on philosophy and principles instruments used in studies and theory and practice **Philosophers in the**

Classroom Steven M. Cahn,Alexandra Bradner,Andrew P. Mills,2018-09-15 In these essays 24 of our most celebrated professors of philosophy address the problem of how to teach philosophy today how to make philosophy interesting and relevant how to bring classic texts to life how to serve all students and how to align philosophy with more practical pursuits Selected and introduced by three leaders in the world of philosophical education the insights contained in this inspiring collection illuminate the challenges and possibilities of teaching the academy s oldest discipline Kimmerle's Intercultural Philosophy and Beyond Renate Schepen,2022-08-11 This book offers a concise overview of the development of intercultural philosophy since the early 1990s focusing on one of its key pioneers Heinz Kimmerle 1930 2016 Building on influences from Gadamer Heidegger Derrida and Ramose Kimmerle s approach to intercultural philosophy is radical and fosters epistemic justice Kimmerle critically reflected on his own western philosophical tradition highlighting the problems of a discourse based on a dominant concept of rationality and of excluding different approaches and participants Instead Kimmerle developed an alternative way of thinking emphasizing the importance Of recognizing philosophies of different cultures He focused particularly on African philosophies in academic discourse In the book the many layers of Kimmerle s intercultural philosophy are revealed exploring how dialectics hermeneutics deconstruction and decolonization can contribute to epistemic justice The author goes beyond Kimmerle and demonstrates how Kimmerle s approach can be further enhanced by using an intersectional approach and by engaging in dialogue with female philosophers and artists This new study which also introduces unpublished and untranslated texts from Kimmerle s work in German and Dutch will be of considerable interest to researchers of continental philosophy intercultural and African philosophy political philosophy decolonial and feminist studies Book Review Digest ,1924

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