

# How Philosophy Connects with the classroom

Dewey said ... “ ....all which the school can or need do for pupils, so far as their minds are concerned ... is to develop their ability to think.” *Democracy in Education*  
and

“Thinking is a process of inquiry, of looking into things, of investigating ... It is seeking, a quest, for something that is not at hand.” *Democracy in Education*

What better way to enable this than by creating a Community of Inquiry in the classroom.

Philosophy sessions encourage students to think for themselves, accept responsibility for their own views and also to learn respect by valuing the ideas of others. The general structure of implementing Philosophy within the Classroom can be described in four phases:



# Philosophy In The Classroom

**Michael Hand, Carrie Winstanley**



## **Philosophy In The Classroom:**

**Philosophy in the Classroom** Frederick S. Oscanyan, Matthew Lipman, Ann Margaret Sharp, **Philosophy in Classroom Teaching** David A. Jacobsen, 1999 An introduction to philosophers and ideologies and strategies to integrate them into the curriculum **Philosophy Goes to School** Matthew Lipman, 2010 Lipman examines the impact his program has had and may yet have on the process of education in philosophy **Philosophy in the Classroom** Ron Shaw, 2003 Aims to improve reasoning abilities of students improve the quality of student thinking about important matters and examine ethical issues prompts students to consider serious moral issues in an imaginative and stimulating way **Children as Philosophers** Joanna Haynes, 2003-08-29 First published in 2001 Routledge is an imprint of Taylor Francis an informa company **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

**Philosophy in the Classroom** Matthew Lipman, Ann Margaret Sharp, Frederick S. Oscanyan, 1977 *Philosophy in Schools* Sara Goering, Nicholas J. Shudak, Thomas E. Wartenberg, 2013 All of us ponder the big and enduring human questions Who am I Am I free What should I do What is good Is there justice Is life meaningful but this kind of philosophical interrogation is rarely carefully explored or even taken seriously in most primary and secondary school settings However introducing philosophy to young people well before they get to college can help to develop and deepen critical and creative thinking foster social and behavioral skills and increase philosophical awareness *Philosophy in Schools An Introduction Philosophers and Teachers* is an invaluable resource for students and practitioners who wish to learn about the philosophy for children movement and how to work its principles into their own classroom activities The volume provides a wealth of practical information including how to train educators to incorporate philosophy into their daily lessons best practices and activity ideas for every grade level and assessment strategies With contributions from some of the best practitioners of philosophy for children *Philosophy in Schools* is a must have resource for students of philosophy and education alike

*Philosophy in the Classroom* Matthew Lipman, Ann Margaret Sharp, Frederick S. Oscanyan, 2010-06-18 This is a textbook for teachers that demonstrates how philosophical thinking can be used in teaching children It begins with the assumption that what is taught in schools is not and should not be subject matter but rather ways of thinking The main point is that the classroom should be converted into a community of inquiry and that one can begin doing that with children Based on the curriculum that Matt Lipman has developed at the Institute for the Advancement of Philosophy for Children which he heads this book describes the curriculum and explains its use The text is self contained however This revision is thorough going and

incorporates new chapters as well as new material in old chapters Part One focuses on the need of educational change and the importance of philosophical inquiry in developing new approaches Part Two discusses curriculum and teaching methodology including teacher behavior conducive to helping children Part Three deals with developing logic skills and moral judgment It concludes with a chapter on the sorts of philosophical themes pertinent to ethical inquiry for children the right and the fair perfect and right free will and determinism change and growth truth caring standards and rules thinking and thinking for oneself Education in this sense is not a matter of dispensing information it is the process of assisting in the growth of the whole individual

**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

*The If Machine* Peter Worley, 2010-12-19 Each session in this practical book offers an imaginary situation followed by a series of questions to encourage children to challenge key philosophical ideas such as values and ethics gender and identity and existence and beauty All the enquiries have been tried and tested and a handy star system is included to indicate the difficulty level of each one With a comprehensive introduction and key sections on the philosophy behind the experiments this book also includes an online teacher s resource to guide practitioners through using the sessions to best effect in the classroom

**Philosophy of Education in Action** David W. Nicholson, 2016-01-13 Philosophy of Education in Action is an innovative inquiry based introductory text that invites readers to study philosophy of education through the lens of their own observations and experiences Structured according to a Wonder Model of Inquiry each chapter begins by posing a fundamental What if question about curriculum pedagogy and the role of the school before investigating the various philosophical perspectives that guide and influence educational practices Classroom vignettes and examples of actual schools and educational programs help to ground philosophical perspectives in real world scenarios while

the book's unique inquiry based approach leads students to both think critically about philosophical questions and apply the concepts to their own teaching. Features of the text include What if questions that structure each chapter to pique students' curiosity, stimulate creativity and promote critical thinking. Authentic classroom vignettes that encourage students to analyze what it means to do philosophy and to reflect upon their own practices, examine their role in the educational process and articulate their own philosophical beliefs. A concluding section asking readers to imagine and design their own hypothetical school or classroom as a project based means of analyzing, synthesizing and evaluating the different philosophies discussed. Accessible and thought provoking. *Philosophy of Education in Action* provides a dynamic learning experience for readers to understand and apply philosophy in educational practice. **A Teacher's Guide to Philosophy for Children** Keith J. Topping, Steven Trickey, Paul Cleghorn, 2019-06-11

*A Teacher's Guide to Philosophy for Children* provides educators with the process and structures to engage children in inquiring as a group into big moral, ethical and spiritual questions while also considering curricular necessities and the demands of national and local standards. Based on the actual experiences of educators in diverse and global classroom contexts, this comprehensive guide gives you the tools you need to introduce philosophical thinking into your classroom curriculum and beyond. Drawing on research based educational and psychological models, this book highlights the advantages gained by students who regularly participate in philosophical discussion from building cognitive and social emotional development to becoming more informed citizens. Helpful tools and supplementary online resources offer additional frameworks for supporting and sustaining a higher level of thinking and problem solving among your students. This practical guide is essential reading for teachers, coaches and anyone wondering how you can effectively teach philosophy in your classroom. *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. [Big Ideas for Little Kids](#) Thomas E. Wartenberg, 2014-05-01 *Big Ideas for Little Kids* includes everything a teacher, a parent or a college student needs to teach philosophy to elementary school children from picture books. Written in a clear and accessible style, the book explains why it is important to allow young children access to philosophy during primary school education. Wartenberg also gives advice on how to construct a learner centered classroom in which children discuss philosophical issues with one another as they respond to open ended questions by saying whether they agree or disagree with what others have said.

*Teaching Thinking* Robert Fisher, 1998 *Teaching Thinking* is a guide to ways of using discussion in the classroom to develop children's thinking, learning and literacy skills. It shows the reader how to engage children in a special kind of discussion called a community of enquiry. This book illustrates how philosophical discussion helps promote critical thinking.

and the moral and social values essential for citizenship in a democratic society It shows how a community of enquiry can be created in any classroom enriching learning across the whole curriculum Teaching Thinking is a sourcebook of ideas to help teachers students and others interested in education to understand and engage in philosophical enquiry with children

**Philosophy in Schools** Michael Hand, Carrie Winstanley, 2009-09-10 A collection of original philosophical essays that together make a robust case for the teaching of philosophy in schools

**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

**Philosophy in the Classroom** Ron Shaw, 2007-11-02 Ever had difficulty inspiring your children to consider and discuss philosophical concepts Philosophy in the Classroom helps teachers tap in to children s natural wonder and curiosity The practical lesson plans built around Aesop s fables encourage children to formulate and express their own points of view enabling you to lead rich and rewarding philosophical discussions in the primary classroom This highly practical and engaging classroom companion prompts students to consider serious moral issues in an imaginative and stimulating way uses Aesop s fables as a springboard to pose challenging questions about the issues raised provides fifteen key themes including happiness wisdom self reliance and judging others as the basis for classroom discussion uses powerful and creative drawings to illustrate activities and photocopiable resources Philosophy in the Classroom is an invaluable resource for any primary school teacher wanting to engage their students in meaningful philosophical reflection and discussion Ron Shaw has many years of classroom experience and is the author of more than forty books helping primary and secondary school students to improve their thinking skills

**Teaching Philosophy Statement** Umar Aliyu, 2019-08-19 I am delighted to write this book because teachers play a very vital and important role in our life A good teacher helps us to become good human beings and citizens in our society and the country as a whole

Teachers know that students are the future of any nation so the future development of any nation is in the hands of teachers. There is a core belief behind every educator which is teachers are known to be simply amazing. Teachers inspire people because they impact knowledge and add value to their students' lives and overall these individuals understand the sacrifice and dedication one must make in order to be successful in the lives they touch. The most common role a teacher plays in the classroom is to teach knowledge to children and let us always have it in the back of our minds that it is only in learning you will teach and in teaching you will learn. The most important role of a teacher is to deliver classroom instruction that helps students by ensuring that students experience academic success and through functioning as surrogate parents, mentors, and counsellors and even almost politicians since there is almost no limit to the roles a teacher will play. Teachers teach in many ways including lectures, small group activities, and hands-on learning activities. Therefore to achieve all this there must be some laid down principles that must be followed in order to fully impact the students positively and overall achieve growth and development in the education industry. A typical practice for instructors is to build up a showing logic which causes them to become intelligent specialists all through time on different educating and learning methodologies. A teaching philosophy statement is a narrative that includes your conception of teaching and learning, a description of how you teach, and justification for why you teach in a particular way. In other words, your teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. It is a one to two page narrative which conveys your core ideas about being an effective teacher in the context of your discipline. The thrust of the paper is to critically analyse what is teaching philosophy and its importance to teachers and the educational sector as a whole. This book will help starting and experienced instructors to improve their teaching abilities by building methods insight and a formative procedure concentrated on the upgrade for learning. According to Aristotle, Those who know do while those that understand teach. I also firmly believe that the most vital and important thing in the world is teaching because the best thing a person can achieve in life is to learn something because it is virtually the only thing which the mind can never overlook, never use up completely, never feel isolated or estranged, and will never let you down. This is why Teaching Philosophy is very important to teachers because it enables them to understand the scope and limits of empirical research in education and the relationships between that research and conceptual issues in education, thereby making them view and analyse from the perspective of their students. Finally, apart from understanding why students are behaving in a particular way, with Teaching Philosophy teachers would also be able to know how students perceive their actions. As a model in teaching in High school, Colleges or Universities, this book peels back the layers of those conceptual issues in teaching worlds and reveals many surprising findings that will impact you positively because this book has it all. If you have found this book useful, please consider leaving a short review on Amazon.

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### **Philosophy In The Classroom Introduction**

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