



CURRICULUM PHILOSOPHY

REPORTER: MS. CATHERINE D. PUGOY

Philosophy And Curriculum

**Matthew Lipman,Ann Margaret
Sharp,Frederick S. Oscanyan**

Philosophy And Curriculum:

Philosophy and Curriculum Marlow Ediger, 2003 Contents Philosophy in the Educational Arena Application of Philosophies of Education A History of Philosophical Perspectives Recent Philosophies of Education Philosophy of Measurement and Evaluation Issues in Education Objectives in the Curriculum Designing the Curriculum Learning Activities Philosophy and the Curriculum Innovations in the Curriculum Philosophical Deliberations and the Curriculum

Philosophical Foundations for the Curriculum Allen Brent, 2016-09-19 In this book first published in 1978 Allen Brent sets out to explore some of the questions raised by theorists and philosophers regarding curriculum He starts by investigating whether all knowledge is the product of social conditions of particular times or places or whether there is some kind of universal framework implicit in the claims to knowledge which men make He looks at the work of Plato Newman Freire and Hirt and how each of them in a strikingly different way they have tried to give us an objective basis for curriculum judgements and how the validity of that basis is attacked by contemporary sociologists of knowledge This book is aimed primarily at students who are concentrating on the philosophy of education or curriculum theory *Philosophy in the Classroom* Matthew Lipman, Ann Margaret Sharp, Frederick S. Oscanyan, 1980-05-15 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 of Education and the Curriculum Keith Dixon, 2014-05-17 Philosophy of Education and the Curriculum is a six chapter book that first elucidates the forms of knowledge argument and religious education Subsequent chapters detail the mathematics natural science and history forms of knowledge Moral philosophy and moral education are then explained The last chapter provides an explanation of learning

Ethics for the Very Young Erik Kenyon, Diane Terorde-Doyle, Sharon Carnahan, 2019 Can you be brave if you're afraid Why do we know better and do things anyway What makes a family Philosophers have wrestled with such questions for centuries They are also the stuff of playground debates

Ethics for the Very Young uses the perplexities of young children's lives to spark philosophical dialogue. Its lessons scaffold discussion through executive function games Telephone Red Light Green Light dialogic reading of picture books and Reggio Emilia's art based inquiry. In the process children develop skills of dialogue and critical thinking through increased selective attention self control cognitive flexibility and perspective taking. While the elements of this method are familiar they are here fused into an organic whole grounded in the history of philosophy and defended by current work in developmental psychology. Building on Wartenberg's Big Ideas for Little Kids the present curriculum uses a series of 23 picture books to frame discussions of character bravery self control friendship the greater good respect and care. Its goal is not to teach morals but to help children articulate and develop their own perspectives through dialogue with each other. Each lesson presents teachers reflections on how this exploration of life's enduring questions transformed their school's culture.

Knowledge and the Curriculum (International Library of the Philosophy of Education Volume 12) Paul H.

Hirst, 2010-02-25 The papers in this volume provide a coherent philosophical study of a group of important and pressing educational issues such as the selection of objectives for less able children the fundamental characteristics of teaching and the integration of the curriculum. A thesis on the necessary differentiation of knowledge into logically distinct forms is outlined and is defended against recent philosophical criticisms. Its implications for curriculum planning are examined with particular reference to the urgent problems of adequately characterizing liberal education and those forms of moral and religious education that are appropriate in maintained schools.

The Routledge International Handbook of Philosophy for Children Maughn Rollins Gregory, Joanna Haynes, Karin Murris, 2016-12-01 This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children. P4C has become a significant educational and philosophical movement with growing impact on schools and educational policy. Its community of inquiry pedagogy has been taken up in community adult higher further and informal educational settings around the world. The internationally sourced chapters offer research findings as well as insights into debates provoked by bringing children's voices into moral and political arenas and to philosophy and the broader educational issues this raises for example historical perspectives on the field democratic participation and epistemic pedagogical and political relationships philosophy as a subject and philosophy as a practice philosophical teaching across the curriculum embodied enquiry emotions and space knowledge truth and philosophical progress resources and texts for philosophical inquiry ethos and values of P4C practice and research. The Routledge International Handbook of Philosophy for Children will spark new discussions and identify emerging questions and themes in this diverse and controversial field. It is an accessible engaging and provocative read for all students researchers academics and educators who have an interest in Philosophy for Children its educational philosophy and its pedagogy.

Realms of Meaning Philip H. Phenix, 1974

Philosophy of Education and the Curriculum Keith Dixon, 1972

Knowledge and the Curriculum Paul Heywood Hirst, 1975

Making Sense of Education David Carr, 2005-07-08 Making Sense of

Education provides a contemporary introduction to the key issues in educational philosophy and theory Exploring major past and present conceptions of education teaching and learning this book makes philosophy of education relevant to the professional practice of teachers and student teachers as well of interest to those studying education as an academic subject The book is divided into three parts education teaching and professional practice issues concerning education the role of the teacher the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning knowledge and curriculum issues concerning behaviourist and cognitive theories of learning knowledge and meaning curriculum aims and content and evaluation and assessment schooling society and culture issues of the wider social and political context of education concerning liberalism and communitarianism justice and equality differentiation authority and discipline This timely and up to date introduction assists all those studying and or working in education to appreciate the main philosophical sources of and influences on present day thinking about education teaching and learning

Why Teach Philosophy in Schools? Jane Gatley, 2023-03-09 This book presents a case for teaching philosophy in schools It develops two original arguments for teaching philosophy to all students at some point over the course of their education Gatley argues that teaching philosophy is the best way to help students to think clearly using ordinary or non specialist concepts such as good truth or happiness She goes on to argue that teaching philosophy is the best way to help students to make sense of the different conceptual schemes used by different school subjects Combining these two arguments Gatley suggests that these two roles for philosophy are central to the task of educating people and so philosophy ought to be included on school curricula Building on the work of philosophers of education including Richard Stanley Peters Harry Brighouse Matthew Lipman Mary Midgley and Martha Nussbaum the book covers a range of topics including Philosophy for Children P4C the aims education religious education curriculum design and education policy

Education and the Common Good Philip Henry Phenix, 1961 *The Child and the Curriculum* John Dewey, 1906

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 **Philosophies of Education** A. S. Seetharamu,1989 The work consists of three parts The first part is devoted to a discussion of the meanings of philosophy and education and their mutual relations Various issues in education are also discussed in the light of the traditional schools of philosophy that have influenced educational thought The second part consists of a discussion of the normative and operational aspects of aims of education of contemporary interest such as national integration international understanding democracy and the relative importance of individual and social aims in education There is also a discussion of the place and importance of the curriculum and its organisation shortcomings of the present day curriculum and remedies to overcome them The final part of the book covers the philosophical and derivative educational views of a few philosophers as well as educational views of a few philosophers as well as educational thinkers who have influenced Indian educational thought or practice or both **Realms of Meaning** Philip Henry Phenix,1986 Philosophical Foundation of Education S. Bhattacharya,2002 From The Dawn Of Civilization Man Has Been Marching In Search Of Wisdom Various Experiments Are Projected Through Education So That Humanity Happiness And Harmony Be Wedded Together Education Is Indispensable For Making Life And Living Meaningful And Purposive Its Significance Cannot Be Fully Appreciated Unless It Is Looked At In Proper Perspectives Philosophical Sociological And Psychological The Philosophical Perspectives Provide The Basis Of Education In Terms Of Values Aims And Objectives Without A Philosophical Basis Education Tends To Lose Its Direction In Addition Philosophy Provides A Framework Within Which Education And Educational Problems Can Be Discussed Above All The Nature Of Decisions Is Significantly Determined By Philosophy And Education A Philosophy Of Education Is Often Adequate To Make Immediate Resolution To Conflicts Thus Philosophy Of Education Is A Comprehensive Area Of Knowledge With An Interdisciplinary Approach Keeping In View The Significant Bearing Of Philosophical Basis Of Education On Life And Society The Present Book Philosophical Foundation Of Education Has Been Written It Is An In Depth Study Of All The Aspects Related To Education Beginning With The Philosophical Foundation Of Education The Book Analytically Discusses Education In Relation To Issues Of Human Values Freedom And Discipline Peace And Democracy And Its Application In Classroom Teaching It Also Acquaints The Readers With The Indian Philosophy Of Education Apart From These It Analytically Presents The Aims Creativity Role And Human Factors Of Education Here The Indian Standard Of Education Has Been Particularly Studied It Is Hoped That The Present Book Will Prove Immensely Useful For The Students And Teachers Of Both Education And Philosophy Even The General Readers Will Find It Highly Informative Philosophy of Education T. W. Moore,2009-12-01 This volume provides an introduction to the philosophy of education which will enable students meeting the subject for the first time to find their way among the many specialized volumes It deals in a non technical way with the

more important issues raised in a philosophical approach to education and gives a clear idea of the scope of the subject After discussing different theories of the aims of education whether mechanistic or organic the author addresses practical issues for example about the curriculum the distinction between education and indoctrination the role of authority and discipline and the place of religious and moral teaching Finally he deals with some important aspects of education and the influence of different political structures on the philosophy of education *Philosophy Goes To School* Matthew Lipman, 1988-05-10 Ten years ago *Philosophy in the Classroom* by Lipman Sharp and Oscanyan hailed the emergence of philosophy as a novel although in some ways highly traditional elementary school discipline In this sequel Matthew Lipman examines the impact that elementary school philosophy has had and may yet have upon the process of education Going beyond his earlier work to describe the contribution that training in philosophy can make in the teaching of values he shows the applications of ethics in civics education and the ways in which aesthetics can be incorporated into areas of the curriculum related to the development of creativity Making reference to the contemporary educational scene Lipman compares the K 12 Philosophy for Children curriculum to the many unsatisfactory solutions being offered in our current drive for educational excellence He addresses the relationship of elementary school philosophy to educational reform in the areas of science language social studies and writing And he shows how philosophy can be instrumental in the difficult task of teaching values to children while avoiding both ideological indoctrination and mindless relativism

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