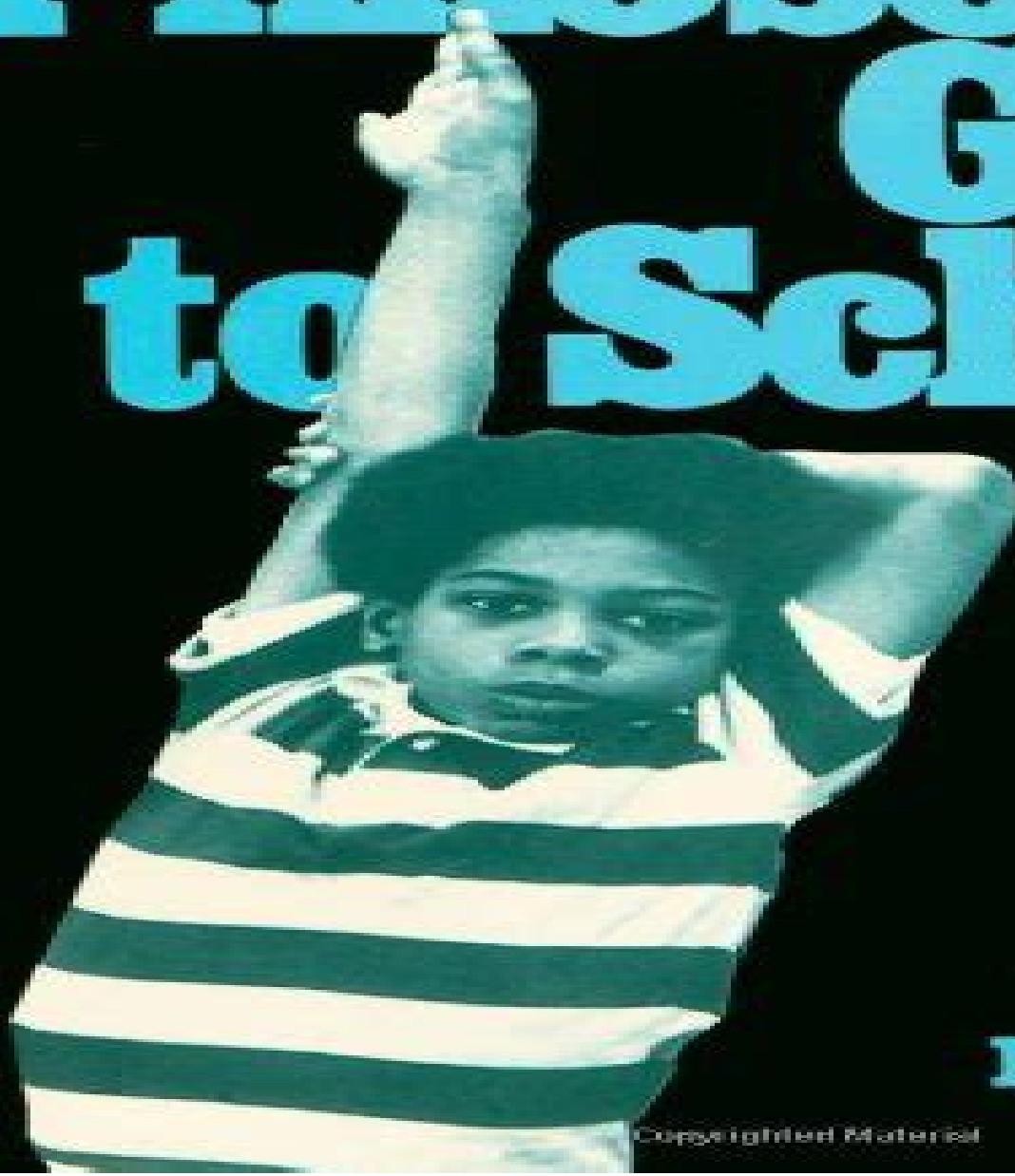


Philosophy Goes to School



**MATTHEW
LIPMAN**

Philosophy Goes To School

RM Cervero



Philosophy Goes To School:

Philosophy Goes to School Matthew Lipman, 1988-01-01 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

The Pursuit of Wisdom and Happiness in Education Sean Steel, 2014-05-21 Explores the nature and role of wisdom in education Modern scholarship has struggled to come to terms with the meaning of wisdom and its significance in the field of education This book examines the importance of pursuing wisdom in schools by turning to ancient and medieval sources for clarification concerning the nature of wisdom Sean Steel argues that our current emphasis on the development of rigorous critical analytic thinking skills on assessment and on accountability in education has negatively impacted the ability of schools to foster an environment in which both students and teachers might pursue wisdom Although in recent times efforts have been made to incorporate the pursuit of wisdom into schools through Philosophy for Children P4C and contemplative education programming such initiatives have missed their mark Steel therefore recommends not more accountability in education for the purpose of ensuring global competitiveness but rather the institutional promotion of periods of leisure or scholē in the school day Drawing upon his own experiences as a teacher who has tried to encourage students to search for wisdom the author discusses some of the challenges and pitfalls of wisdom seeking He also offers examples of various wisdom seeking activities that might bear fruit in the classroom

Philosophy in Schools Felicity Haynes, 2017-10-02 In 1972 Matthew Lipman founded the Institute of Advancement for Philosophy for Children IAPC producing a series of novels and teaching manuals promoting philosophical inquiry at all levels of schooling The programme consisted of stories about children discussing traditional topics of ethics values logic reality perception and politics as they related to their own daily experiences Philosophy for Children has been adapted beyond the IAPC texts but the process remains one of an open community of inquiry in which teachers promote respect conceptual clarity critical judgement and active listening without imposing their own ideas Philosophy in Schools describes the successes and difficulties in implementing this community of inquiry model The book covers topics including the formation of non didactic courses in

ethics the difficulties of fitting a post compulsory philosophy course into a standard curriculum framework and the political assumptions of adopting this model in a low socio economic school The contributions also ask deeper questions about how a genuine community of inquiry model is incompatible with conventional models of schooling with their positioning of the discipline of philosophy in the curriculum This book was originally published as a special issue of Educational Philosophy and Theory Philosophy and Community Amanda Fulford, Grace Lockrobin, Richard Smith, 2020-01-09 Why should we care about philosophy Public philosophy or doing philosophy in the community is an important and growing trend revealed not only by the phenomenon of the Parisian philosophy caf but also the contemporary rise of multiple grassroots projects for example the Philosophy in Pubs movement This book is the first to offer academic examination of the theoretical contributions and practical applications of community philosophy Bringing together voices from diverse contexts and subject areas from activism and political action to religious environments arts organisations and museums to maximum security prisons this collection asks key questions about the point of making philosophy available for everyone How do you do philosophy with the public Is philosophy in the community the same as academic philosophy Why is community philosophy important Including contributions from practitioners and researchers from professional philosophy education healthcare and community philosophy this collection offers perspectives on a growing area of study It offers a timely and critical introduction to and analysis of what philosophy can be when grounded in socially engaged activities *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 **The Pedagogy of**

Self-Authorship Philip R. Hulbig, 2023-10-14 This book is a deep dive into the developmental and neurocognitive impact of metacognition and its role in self transformation It connects the latest science on learning neuroplasticity and self development with the rich history of metacognitive educational practices creating an educational vision capable to address difficult issues faced by modern education This vision highlights self regulation self authorship and self transformation as the key learning goals of a free and equitable education system This model of education is grounded in science problem solving and is capable of addressing the needs of a neurologically diverse humanity Interviews from experts at Program for the Advancement of Learning PAL are integrated with the author autobiographical account of their transformative learning experience to provide evidence on the effectiveness of utilizing a metacognitive pedagogy in promoting transformative learning The book concludes with a general pedagogy of metacognitive instruction that integrates the scientific method with the development of an individual s theory of mind to induce expansive personal development and achievement This book would be of interest to educators and scholars as well as practitioners supporting neurodivergent students and employees neurodiversity advocates and critical disability studies researchers

Meditation in Schools Clive Erricker, Jane Erricker, 2001-03-01 This introduction to meditation in education is written as a resource for class teachers and educators as a practical guide Parents will also find it valuable though its main focus is in using meditation in schools The purpose of the book is to inspire and to provide concise practical and general information and techniques that can be considered and explored before introducing primary or secondary students to meditative experience Meditation in schools covers such topics as o information on schools where meditation is practiced and the perceived results o issues and concerns involved with introducing meditation in schools o the relationship between meditation and other relaxation quieting techniques o experiential learning and a holistic approach to education This essential guide is written from the contributors personal and professional practice experience and emphasizes how meditation can contribute to the school environment and to the curriculum as well as developing the positive potential of students hearts and minds It includes a useful section on further reading

The Aims of Education Roger Marples, 2012-10-12 Here international philosophers of education explore and question diverse strains of the liberal tradition discussing not only autonomy but other key issues such as social justice national identity curriculum critical thinking social practices The contributors write from a variety of standpoints offering many interpretations of what liberalism might mean in educational terms

Adventures in Reasoning Jason J. Howard, 2015-03-09 Helping students think more critically communicate ideas more effectively and work more cooperatively with others are goals widely recognized as indispensable to a proper education Adventures in Reasoning Communal Inquiry Through Fantasy Role Play provides middle school high school and even post secondary teachers with a method to cultivate these crucial skill sets in a way that is engaging academically rigorous and also fun The role playing approach draws upon the pioneering notion of the community of inquiry as a vehicle for enhancing student learning and development through discussing philosophical concepts

and issues Students create characters that they then use to explore a rich fantasy world filled with practical and conceptual challenges specifically designed to enhance a wide range of cognitive and communication abilities Drawing together the appeal of fantasy narratives with the rigor of communal inquiry Adventures in Reasoning provides educators with a rich array of tools through which to engage students interests capture their curiosity and cultivate crucial cognitive and social skills Some additional key features of this book include step by step instructions on how to implement fantasy gaming in the classroom tips on how to assess students critical and creative reasoning skill easy to understand rules for fantasy role playing detailed adventure quests provided that target a wide array of skill set overview of the pedagogical benefits of introducing philosophy and communal inquiry to middle and high school students lots of advice and suggestions on how to facilitate an effective community of inquiry and how to accommodate different class sizes and student abilities recommendations on how to use fantasy role playing as a type of service learning in college classrooms

Bringing Desegregation Home K. Willink, 2009-09-28 This study collects the oral histories of residents of a single county in North Carolina who lived through the consequences of desegregation examining the complex social and historical constructions of racial difference in education

Issues in Science Teaching John Sears, Pete Sorenson, 2005-08-18 Issues in Science Teaching covers a wide range of important issues which will interest teachers at all phases in the education system The issues discussed include the nature and purposes of science education in a multicultural society including the idea of science for all the role and purposes of investigational work in science education assessment curriculum progression and pupil attitudes to their science experience supporting basic skills development in literacy numeracy and ICT through science teaching supporting cross curricular work through science teaching taking account of individual differences including ability special needs learning style and the case for inclusion The articles are strongly based on current research and are intended to stimulate and broaden debate among the readers Written by practising science educators and teachers this book offers new and interesting ways of developing science education at all levels

The Philosophical Conversation Kristof Van Rossem, 2024-01-26 How do you keep your conversations light and playful yet profound How do you ask the right questions with the right words at the right moment The Philosophical Conversation teaches you the basics of philosophical skills and instructs how to get started A philosophical score which provides you with the right attitude technique and execution determines the rhythm Inside these pages there are all kinds of exercises to help you think more accurately and show you how to share that with others Discover the joy of making music with words

The Routledge International Handbook of Philosophy for Children Maughn Rollins Gregory, Joanna Haynes, Karin Murrin, 2016-12-01 This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children P4C 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

Resources in Education, 1997 *On Becoming Responsible* Michael S. Pritchard, 1991 Pritchard provides a deliberate and convincing argument for a starting point for the discussion of moral development on in which self regard and empathy provide equally essential groundings for individual morality Drawing essential elements from the work of Reid Strawson Rawls Kohlberg and Gilligan he builds a comprehensive framework for tracing moral development from childhood one that allows human morality to be grounded in both reason and emotion and that recognizes the importance to morality of justice and rights as well as caring and responsibility Reasonable Children Michael S. Pritchard, 1996 The public outcry for a return to moral education in our schools has raised more dust than it's dispelled Building upon his provocative ideas in *On Becoming Responsible* Michael Pritchard clears the air with a sensible plan for promoting our children's moral education through the teaching of reasonableness Pritchard contends that children have a definite but frequently untapped capacity for reasonableness and that schools in a democratic society must make the nurturing of that capacity one of their primary aims as fundamental to learning as the development of reading writing and math skills Reasonableness itself he shows can be best cultivated through the practice of philosophical inquiry within a classroom community In such an environment children learn to work together to listen to one another to build on one another's ideas to probe assumptions and different perspectives and ultimately to think for themselves Advocating approaches to moral education that avoid mindless indoctrination and timid relativism Pritchard neither preaches nor hides behind abstractions He makes liberal use of actual classroom dialogues to illustrate children's remarkable capacity to engage in reasonable conversation about moral concepts involving fairness cheating loyalty truth-telling lying making and keeping promises obedience character and responsibility He also links such discussions to fundamental concerns over law and moral authority the roles of teachers and parents and the relationship between church and state Pritchard draws broadly and deeply from the fields of philosophy and psychology as well as from his own extensive personal experience working with children and teachers The result is a rich and insightful work that provides real hope for the future of our children and their moral education *Education for Democracy 2.0*, 2021-01-04 Winner of the 2022 AESA Critics Choice Book Award Winner of the 2022 Society of Professors of Education Outstanding

Book Award This diverse and global collection of scholars educators and activists presents a panorama of perspectives on media education and democracy in a digital age Drawing upon projects in both the formal and non formal education spheres the authors contribute towards conceptualizing developing cultivating building and elaborating a more respectful robust and critically engaged democracy Given the challenges our world faces it may seem that small projects programs and initiatives offer just a salve to broader social and political dynamics but these are the types of contestatory spaces openings and initiatives that enable participatory democracy This book provides a space for experimentation and dialogue and a platform for projects and initiatives that challenge or supplement the learning offered by traditional forms of education The Foreword is written by Divina Frau Meigs Sorbonne Nouvelle Paris and the Postscript by Roberto Apirici and David Garc a Mar n UNED Madrid Contributors are Roberto Aparici Adelina Calvo Salvador Paul R Carr Colin Chasi Sandra L Cuervo Sanchez Laura D Olimpio Milena Droumeva Elia Fern ndez Diaz Ellen Field Michael Forsman Divina Frau Meigs Aquilina Fueyo Guti rrez David Garc a Mar n Tania Goitandia Moore Jos Guti rrez P rez Ignacio Haya Salm n Bruno Salvador Hern ndez Levi Michael Hoechsmann Jennifer Jenson Maria Korpiaakko Sirkku Kotilainen Emil Marmol Mar a Dolores Olvera Lobo Tania Ouariachi Mari Pienim ki Anna Renfors Ylva Rodney Gumede Carlos Rodr guez Hoyos Mar Rodr guez Romero Tafadzwa Rugoho Juha Suoranta Gina Th s e Robyn M Tierney Robert C Williams and Mar a Luisa Zorrilla Abascal

Service-Learning Shane Lavery,Dianne Chambers,Glenda Cain,Chris Forlin,2017-11-28 This book investigates the role of Service Learning in supporting inclusive practice Specifically it explores the process of Service Learning and the intersection with inclusion in classroom and community *Routledge International Handbook of Social Psychology of the Classroom* Christine M. Rubie-Davies,Jason M. Stephens,Penelope Watson,2015-05-22 The Routledge International Handbook of Social Psychology of the Classroom presents the first comprehensive and integrated compilation of theory and research on topics related to the social cohesion of the classroom Many of these topics have been studied independently for example motivation self concept class management class climate and teacher expectations are generally studied separately by different groups of researchers This handbook brings the evidence from different fields in social psychological classroom research together in one place for the first time to explore how these topics relate and how each factor influences students and their learning With chapters by established international leaders in their fields as well as emerging new talent this handbook offers cutting edge research and surveys the state of the art in the social psychology of the classroom Major areas covered include Motivation Belief self concept and personality Emotional engagement Teacher student relationships Teacher expectation Classroom management Culture and identity The Routledge International Handbook of Social Psychology of the Classroom provides a review of current theories related to the social psychology of the classroom including how these theories apply to classrooms and learners Current evidence clearly shows that areas explored by social psychology and brought together for the first time in this volume can have a very significant impact on classroom learning and student

achievement J Hattie Visible Learning A Synthesis of over 800 Meta Analyses Relating to Achievement Routledge 2009 This handbook is a must for all academics whose research relates to the social psychology of the classroom It is also an invaluable resource for teachers and teacher education students who want to understand why they are effective instructors and yet still encounter students in their classes who are not responding as expected

International Handbook of Mathematics Education

Education Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Colette Laborde, 2012-12-06 ALAN J BISHOP Monash University Clayton Victoria Australia RATIONALE Mathematics Education is becoming a well documented field with many books journals and international conferences focusing on a variety of aspects relating to theory research and practice That documentation also reflects the fact that the field has expanded enormously in the last twenty years At the 8th International Congress on Mathematics Education ICME in Seville Spain for example there were 26 specialist Working Groups and 26 special ist Topic Groups as well as a host of other group activities In 1950 the Commission Internationale pour l Etude et l Amelioration de l Enseignement des Mathematiques CIEAEM was formed and twenty years ago another active group the International Group for the Psychology of Mathematics Education PME began at the third ICME at Karlsruhe in 1976 Since then several other specialist groups have been formed and are also active through regular conferences and publications as documented in Edward Jacobsen s Chapter 34 in this volume

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