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DIALOGUES

# Natasha Vygotskian Dialogues

**Sara Goering, Nicholas J.  
Shudak, Thomas E. Wartenberg**



## **Natasha Vygotskian Dialogues:**

**Natasha** Matthew Lipman, 1996      **Perspectives on Learning, 5th Edition** Denis Phillips, Jonas F. Soltis, 2015-04-18  
Rather than simply outlining the classical and modern theories of learning this widely adopted text brings the material to life through case studies that engage students in debates about what really happens in classrooms Students are encouraged to test the strengths and weaknesses of each theory so that ultimately they will learn to formulate their own philosophies of teaching and learning The new Fifth Edition of Perspectives on Learning features A discussion of common sense and learning theories A new chapter on Transfer of Learning Consideration of recent developments in brain science A thoroughly updated list of Recommendations for Further Reading Perspectives on Learning is one of the five books in the highly regarded Teachers College Press Thinking About Education Series now in its Fifth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice D C Phillips is Professor of Education and Philosophy Emeritus School of Education at Stanford University Jonas F Soltis is William Heard Kilpatrick Professor Emeritus of Philosophy and Education at Teachers College Columbia University A great little book packed with conceptual contrasts and rich classroom vignettes The best resource I've found for teaching about theories of learning in a liberal arts college Jack Dougherty Trinity College Hartford CT A well written and readable book Phillips and Soltis should be commended for bringing together these various perspectives on learning that can be used by both pre service and in service teachers The case studies presented help illustrate the theories and should facilitate active class discussions The Professional Educator

**Philosophy for Children in Transition** Nancy Vansieleghe, David Kennedy, 2012-01-17 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child      Understanding Silence and Reticence Dat Bao, 2014-02-25  
What is the state of that which is not spoken This book presents empirical research related to the phenomenon of reticence in the second language classroom connecting current knowledge and theoretical debates in language learning and acquisition Why do language learners remain silent or exhibit reticence In what ways can silence in the language learning classroom be justified To what extent should learners employ or modify silence Do quiet learners work more effectively with quiet or verbal learners Looking at evidence from Australia China Japan Korea and Vietnam the book presents research data on many internal and external forces that influence the silent mode of learning in contemporary education This work gives the reader a chance to reflect more profoundly on cultural ways of learning languages      Philosophy for Children in Confucian

Societies Chi-Ming Lam, 2019-11-20 This book contributes to the theory and practice of Philosophy for Children P4C with a special emphasis on theoretical and practical issues confronting researchers and practitioners working in contexts that are strongly influenced by Confucian values and norms It includes writings by prominent P4C scholars from four Confucian societies viz Mainland China Hong Kong Taiwan and Japan These writings showcase the diversity of the P4C model providing a platform for researchers and practitioners to tell their stories in their own Confucian cultural contexts The research stories in the first part of the book are concerned with assessing the impact of traditional Confucian norms promoting critical thinking reconstructing the notion of community of inquiry creating moral winds integrating philosophy into the school curriculum and localizing teaching methods and materials Four issues are discussed in the second part of the book the tension between Confucianism and powerful thinking cultural challenges for practitioners the transformation of harmony and the conception of family Taken as a whole the book provides fresh insights into whether and how P4C's Western-influenced theories and practices are compromised when they are applied in non Western or rather Confucian contexts A must read for anyone interested in the theory and practice of P4C and Confucianism in general **Inclusion, Diversity, and**

**Intercultural Dialogue in Young People's Philosophical Inquiry** Ching-Ching Lin, Lavina Sequeira, 2017-07-20 The ever shifting cultural and linguistic landscapes in contemporary societies create new urgency for an intersectional thematic study of diversity philosophy and education As educators how do we transform the vision of cultural and linguistic diversity into a wealth of resources for learning How do we actively engage cultural and linguistic diversities in philosophical inquiry with young people How do we translate the philosophical notion of cultural and linguistic diversity into pedagogical practices The chapters in this book respond to the task of teaching philosophy in the context of increased mobility in the new global reality By complicating the situated and fluid nature of contemporary classrooms this book challenges the normalizing tendency often associated with philosophy education Each chapter offers a unique perspective in understanding the profound embeddedness of philosophy education in broader sociocultural contexts and prioritizes diversity in the classroom community of inquiry By carefully incorporating a broad range of theoretical perspectives and empirical research this book provides a rich resource for school teachers and educators who wish to engage diverse learners in philosophical inquiry In doing so it reaffirms the value of philosophy education as a proactive approach to democratic education **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. *Matthew Lipman and Ann Margaret Sharp* Roberto Franzini Tibaldeo, 2023-03-14. This book explores the contribution to education contained in the theoretical work and teaching practice of Matthew Lipman 1923-2010 and Ann Margaret Sharp 1942-2010. Their long lasting cooperation gave rise to the well known Philosophy for Children (P4C) curriculum which is nowadays globally widespread. P4C basically relies on the following innovations: firstly the unprecedented connection between philosophy and childhood; secondly the reframing of philosophy in practical, viz. not reductively theoretical terms; thirdly the employment of philosophy to foster democracy and moral capabilities through the development of children's thoughtfulness and autonomous thinking which would eventually result in empowering children's social abilities and increasing their self defence against consumerism, propaganda and manipulation; finally the stand against a strictly cognitivist approach to education. More than just contextualizing these innovations in the coeval historical and social context, the author shows that P4C's revolutionary stance on education relies on the fruitfulness of Lipman and Sharp's intellectual cooperation and on their manifold abilities as researchers, teachers, trainers, communicators, motivators and community builders. The book analyzes their philosophical educational vision and the scholastic curriculum they developed jointly; additionally it provides a critical appraisal of P4C's achievements as well as of its future perspectives. **Joining Society** Anne-Nelly Perret-Clermont, 2004. *Joining Society* asks precise questions: To what are the young socialized? Which skills, modes of thinking or action are required from them and what are their developmental value? Socialization tends to be viewed within the confines of a particular geographical or cultural situation. The multi national list of contributors brings an international perspective to the problem of socialization to work and to adult life while at the same time emphasizing the common issues that face youth around the world. Some of the topics addressed are the rules and roles involved in socialization, attaining personal agency through collective activity, use of new technologies and the role of intergenerational relationships. This book sheds new light on the processes through which society may hope to intervene in positive ways with today's youth.

Children Philosophize Worldwide Eva Marsal, Takara Dobashi, Barbara Weber, 2009. Philosophizing with and by children in a community of inquiry has proven to be an internationally successful learning strategy that enhances both the cognitive and emotional growth of children. Pioneering democratic programs for philosophizing with children now exist throughout the world. The work described in this book represents the latest research on theoretical concepts and applied projects within this field and brings together contributions from twenty nine countries representing all continents. The authors address questions on the theoretical foundation of Philosophy for Children, the application of philosophical methods

the community of inquiry international and national didactical concepts as well as the evaluation of those concepts A primary goal of this book is to enhance intercultural academic exchange and to encourage further research and practical work in this field

*Philosophy in Schools* Sara Goering, Nicholas J. Shudak, Thomas E. Wartenberg, 2013-03-05 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

**Resources in Education**, 1997 Who Learns What From Cases and How? Mary A. Lundeborg, Barbara B. Levin, Helen L. Harrington, 1999-08-01 Gathers and presents major empirical work done to date on cases and case based pedagogy aims to stimulate continued research and dialogues about case based pedagogy Systems and Models for Developing Programs for the Gifted and Talented Joseph S. Renzulli, E. Jean Gubbins, Kristin S. McMillen, Rebecca D. Eckert, Catherine A. Little, 2023-05-31 Now completely revised and expanded *Systems and Models for Developing Programs for the Gifted and Talented* includes chapters on the major systems and models for developing programs for the gifted including the Autonomous Learner Model the Integrative Education Model the Multiple Menu Model the Purdue Three Stage Model the Schoolwide Enrichment Model and Levels of Service Forty two experts in gifted education contributed to 25 chapters and each chapter includes a discussion of the model theoretical underpinnings research on effectiveness and considerations for implementations Discussion questions follow each chapter Chapters provide compact yet comprehensive summaries of the major models developed by leaders in the field of gifted education

**In Community of Inquiry with Ann Margaret Sharp** Maughn Rollins Gregory, Megan Jane Lavery, 2017-08-09 In close collaboration with the late Matthew Lipman Ann Margaret Sharp pioneered the theory and practice of the community of philosophical inquiry CPI as a way of practicing Philosophy for Children and prepared thousands of philosophers and teachers throughout the world in this practice *In Community of Inquiry with Ann Margaret Sharp* represents a long awaited and much needed anthology of Sharp's insightful and influential scholarship bringing her enduring legacy to new generations of academics postgraduate students and researchers in the fields of education philosophy philosophy of education Philosophy for Children and philosophy of childhood Sharp developed a unique perspective on the interdependence of education philosophy personhood

and community that remains influential in many parts of the world This perspective was shaped not only by Sharp's work in philosophy and education but also by her avid studies in literature feminism aesthetic theory and ecumenical spirituality Containing valuable contributions from senior figures in the fields in which Sharp produced her most focused scholarship the chapters in this book present a critical overview of how Sharp's ideas relate to education philosophy of education and the Philosophy for Children movement as a whole The historical and philosophical nature of this collection means that it will be a vital resource for philosophers and educators It should also be of great interest to teacher educators and those involved in the study of pragmatism and feminism as well as the history of education across the globe particularly in the United States of America

**Teaching Teachers for a Knowledge Society** R.P. Singh, 2008 The book outlines the type of curriculum teachers must undergo to be able to fit into a new set up for countries like India that are gradually emerging from the stupor of colonialism and vying for a space in the sun There are no shortcuts to power particularly when its defining quality lies in the quality of education It could be defined in terms of its teachers Logically therefore we must focus on teacher preparation

**Gareth B. Matthews, The Child's Philosopher** Maughn Rollins Gregory, Megan Jane Lavery, 2021-08-26 Winner of the 2022 Book Award of the Philosophy of Education Society of Australasia Gareth B Matthews The Child's Philosopher brings together groundbreaking essays by renowned American philosopher Gareth B Matthews in three fields he helped to initiate philosophy in children's literature philosophy for children and philosophy of childhood In addition contemporary scholars critically assess Matthews' pioneering efforts and his legacy Gareth B Matthews 1929-2011 was a specialist in ancient and medieval philosophy who had conversations with young children discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding Those conversations became the impetus for a substantial component of Matthews' scholarship from which this book features essays spanning the length of his career Contemporary contributors to the book critically evaluate Matthews' scholarship showing where he broke new ground and identifying developments and debates in the fields he helped to initiate They take up pressing challenges including biased idealizations of childhood in children's literature the tensions between teaching philosophy to and doing philosophy with young people the merits of theorizing childhood without theorizing children and how professional philosophy at once desires and resists a return to childhood This second volume in the Philosophy for Children Founders series is an important resource for philosophers educators and anyone interested in children's philosophical thinking developmental psychology what it means to philosophize with children the nature of childhood and how children's literature goes philosophical It will guide and inspire those who share Matthews' conviction that the impulse to philosophize begins in early childhood Contributors in addition to Gareth B Matthews Stephanie Burdick Shepherd Cristina Cammarano Claire Cassidy Stanley Cavell Maughn Rollins Gregory Jennifer Glaser Walter Omar Kohan Megan Jane Lavery Jana Mohr Lone Karin Murris Peter Shea Susan M Turner Susannah Sheffer

**International Philosophical Quarterly**, 1997 **Curriculum Books** William Henry

Schubert, 2002 This edition expands on the original publication from the late 1970s Curriculum Books The First Eighty Years It covers some 3 000 curriculum books appearing in the U S from roughly 1900 to 2000 used to educate school administrators teachers aspiring educators educational scholars and the wider public about curriculum Each chapter focuses on a single decade providing background on the sociocultural intellectual artistic and scientific developments of the time a discussion of major curriculum movements trends books and authors and yearly bibliographies of curriculum books published in that decade The second edition includes two new chapters covering the 1980s and 1990s new commentary woven into the original introduction and a new concluding chapter Annotation copyrighted by Book News Inc Portland OR      **The Review of Metaphysics** ,1996



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