

Philosophy In The Classroom By Matthew Lipman

This book explores education in the 21st century in post-modern Western societies through a philosophical lens. Taking a broad perspective of education and its attendant terminology, assumptions, myths and influences; the author examines why we teach as opposed to how. In doing so, he includes not only teachers, but all adults who are involved in bringing up children. Applying philosophical theories throughout history to present day practice, this volume is sure to be a useful resource not only for teachers who are just starting out, but those with an interest in education in the past, present and future. This wide-ranging book will be valuable for educators, parents and educational policy makers, and all those who believe it takes a village to raise a child.

Transformative approaches to teaching and learning have become ubiquitous in education today. Researchers, practitioners and commentators alike often claim that a truly worthwhile education should transform learners in a profound and enduring way. But what exactly does it mean to be so transformed? What should teachers be transforming students into? Should they really attempt to transform students at all? The Transformative Classroom engages with these questions left open by the vast discussion of transformative education, providing a synthetic overview and critique of some of the most influential approaches today. In doing so, the book offers a new theory of transformative education that focuses on awakening and facilitating students' aspiration. Drawing on important insights from ethics, psychology, and the philosophy of education, the book provides both conceptual clarity and concrete practical guidance to teachers who hope to create a transformative classroom. This book will be of great

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interest for academics, K-12 teachers, researchers and students in the fields of curriculum and instruction, teaching and learning, adult education, social justice education, educational theory and philosophy of education.

Inspire animated discussions of questions that concern kids—and all of us—with this innovative, interactive book. Open your students' minds to the wonders of philosophy. Allow them to grapple with the questions philosophers have discussed since the ancient Greeks. Questions include: “Who are your friends?,” “Can computers think?,” “Can something logical not make sense?,” and “Can you think about nothing?” Young minds will find these questions to be both entertaining and informative. If you have ever wondered about questions like these, you are well on your way to becoming a philosopher! Philosophy for Kids offers young people the opportunity to become acquainted with the wonders of philosophy. Packed with exciting activities arranged around the topics of values, knowledge, reality, and critical thinking, this book can be used individually or by the whole class. Each activity allows kids to increase their understanding of philosophical concepts and issues and enjoy themselves at the same time. In addition to learning about a challenging subject, students philosophizing in a classroom setting, as well as the casual reader of Philosophy for Kids, will sharpen their ability to think critically about these and similar questions. Experiencing the enjoyment of philosophical thought enhances a young person's appreciation for the importance of reasoning throughout the traditional curriculum of subjects. The book includes activities, teaching tips, a glossary of terms, and suggestions for further reading. Grades 4-12

The book explores, in novel form, what can happen to us, whether professor or student, as a result of the philosophical classroom. The approach is to consider the classroom as a unique

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happening of philosophy, different than reporting theories or doing research, through which a distinctive mode of philosophical formation can occur.

In this volume, Julinna Oxley and Ramona Ilea bring together essays that examine and defend the use of experiential learning activities to teach philosophical terms, concepts, arguments, and practices. Experiential learning emphasizes the importance of student engagement outside the traditional classroom structure. Service learning, studying abroad, engaging in large-scale collaborative projects such as creating blogs, websites and videos, and practically applying knowledge in a reflective, creative and rigorous way are all forms of experiential learning. Taken together, the contributions to *Experiential Learning in Philosophy* argue that teaching philosophy is about doing philosophy with others. The book is divided into two sections: essays that engage in the philosophical debate about defining and implementing experiential learning, and essays that describe how to integrate experiential learning into the teaching of philosophy. *Experiential Learning in Philosophy* provides a timely reflection on best practices for teaching philosophical ideals and theories, an examination of the evolution of the discipline of philosophy and its adoption (or reclamation) of active modes of learning, and an anticipation of the ways in which pedagogical practices will continue to evolve in the 21st century.

A work by John Locke about education.

The Importance of Philosophy in Teacher Education maps the gradual decline of philosophy as a central, integrated part of educational studies. Chapters consider how this decline has impacted teacher education and practice, offering new directions for the reintegration of philosophical thinking in teacher preparation and development. Touching on key points in

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history, this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education. Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching, learning, and education systems contribute in meaningful ways to being a good teacher, and trace the consequences of a decline in philosophy on individuals' professional development and on the evolution of the teaching profession more broadly. With this in mind, the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today. This book will be of great interest to graduate, postgraduate students as well as research scholars in the field of educational philosophy and history of education. In addition, it will be useful for those involved in teacher education, and in particular, course, module and program development. Since the publication of the first edition of *Children as Philosophers* in 2002 there has been an enormous growth of interest in philosophy with children. This fully revised second edition suggests ways in which you can introduce philosophical enquiry to your Personal, Social and Health Education and Citizenship teaching and across the curriculum. The book demonstrates children's capacities to engage in sophisticated processes of dialogue and enquiry about a wide range of issues and underlines the importance of listening to children's ideas. The author discusses the pleasures and challenges for adults in managing discussion and responding to children's claims to knowledge in the philosophical arena. The author also addresses the well-established Philosophy for Children movement, developed in the USA and Australia and links this to the principles of Every Child Matters. This fascinating book is an invaluable resource for

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all teachers and trainees seeking a thoughtful and contextualised introduction to the theory and practice of philosophical enquiry with children, including: expanded discussion on children's voice and participation at school the theory and practice of dialogical approaches to teaching and learning new evidence of the educational impact of philosophy with children in the classroom what should inform the professional choice of resources for teaching philosophy wider international debates about learning styles, skills and intelligence. New reports are presented from children, teachers, from the fields of Gifted and Talented and Special Needs Education and from international research carried out over the last five years.

Lipman examines the impact his program has had and may yet have on the process of education in philosophy.

Combining contributions from international academics and practitioners, this new text develops students' ability to philosophise as well as learn about philosophy and education. It considers issues concerned with the interface between education and wider society but goes beyond this to explore education and philosophy at a micro level: the teacher–learner relationship. It challenges and empowers students to use philosophy as a tool within education, as a set of theories to understand education and as a potential means to develop solutions to problems as they occur within practice. Assuming no pre-existing philosophical background, *Philosophy and the Study of Education* explores complex topics including: encouraging young people to criticise and challenge all authority; the limits of a religious-based education; the desire for 'alternative facts' or 'truths'; the second-class status of vocational pursuits; the inherent struggle in the teacher–student relationship; the relationship between emotion, morality and autonomy in teaching. Including discussion questions and further recommended reading, this

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thought-providing book will support and inspire all those on Education Studies, Childhood Studies and Youth Studies courses in developing a critical perspective and understanding the true value of philosophy within education.

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.

This collection of inspiring and simple-to-use activities will jumpstart students' understanding of philosophy, and is a treasure trove of ideas for building philosophical enquiry into the curriculum. It offers teachers a range of quick, easy and effective ways for developing children's comprehension of and engagement with philosophy, and will help them 'learn how to learn'. With a wealth of activities, including puzzles, class discussion techniques and group tasks, Jumpstart! Philosophy in the Classroom covers the following topics: curiosity and imagination language for thinking critical thinking creating a community of enquiry. Practical and immersive methods will encourage children to think, analyse, evaluate, discuss, judge and arrive at reasoned conclusions across all areas of the curriculum, stimulating philosophical conversation and changing the way that content is processed and understood in the classroom. This book will be a vital resource for all those who want to develop thinking skills and philosophical enquiry in their school.

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains.

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Philosophical Inquiry shows how to use the tools of philosophy for educational purposes. It is a practical guide to the philosophical arts of questioning, conceptual exploration and reasoning, with wide application across the school curriculum. It provides educators with an effective means of teaching students to think critically and creatively, to use their knowledge to solve problems, to deal with issues, to explore possibilities and work with ideas. These are the skills and abilities that young people need in order to thrive socially and economically in the world today. Drawing on educational and psychological theory, Philosophical Inquiry emphasizes the use of collaborative learning, through class discussion, working with a partner, and small group work. This approach teaches students to think in socially responsible ways. It means that students become not only thinking individuals but also good team-players, with benefits that extend beyond the classroom and the school to community life and the world of work.

The first edition of Nel Noddings' *Philosophy of Education* was acclaimed as the 'best overview in the field' by the journal *Teaching Philosophy* and predicted to 'become the standard textbook in philosophy of education' by *Educational Theory*. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards. *Philosophy of Education* introduces students to the evolution of educational thought, from the founding fathers to contemporary theorists, with consideration of both analytic and continental traditions. This is an essential text not only for teachers and future teachers, but also for anyone needing a survey of contemporary trends in philosophy of

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education.

This text offers a unique philosophical and historical inquiry into the educational vision of Luis Emilio Recabarren, and his pivotal role in securing independent education for Chile's working classes in the early 20th century. Through close analysis of the textual archives and press writings, *The Educational Philosophy of Luis Emilio Recabarren* offers comprehensive insight into Recabarren's belief in education as essential to the empowerment, emancipation, and political independence of the working class, and emphasises the importance he placed on the education of workers through experiential learning in their organizations and press. By situating his work amongst broader political and educational movements occurring in Latin America in an era of imperialism, the text also demonstrates the progressive nature of Recabarren's work and maps the development of his philosophy amid Socialist, Marxist, and Communist movements. Making an important contribution to our understanding of the aims and value of adult education in light of neoliberalism today, this text will be of interest to scholars, researchers, activists, and post-graduate students with an interest in education, social movements, and Latin America. The text also addresses key issues raised in studies of Recabarren and the history of education in Chile.

David Birch's *Provocations* will help teachers to present ideas and stimulate discussions which both accommodate and engage adolescent appetites. Are human beings flawed? Is murder an act of insanity or just plain thoughtlessness? Do we need a soul? From the fall of Icarus to the rise of Caesar, this practical resource draws upon history, philosophy and literature to provoke students to think, question and wonder. Divided into chapters on the world, self, society and others, the book is designed to give secondary school teachers the means to listen rather than

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teach - and to allow the ideas and thoughts of students to form the centre of the lesson. It shares a set of mature and challenging philosophy sessions predicated on the pedagogical methods of The Philosophy Foundation, and which explore, among other things: Wagner and desire, Shakespeare and madness, Joan of Arc and gender, Faust and temptation, and Nostradamus and time. The sessions dare students to think philosophically, to generate and test ideas, and to gain deeper insights - and raise questions on slavery, consumerism, utopia, the nature of evil, the limits of freedom, belief in God, and a whole lot more. The book sets out a clear introductory outline on its use both in and out of the classroom, and contains helpful tips and advice to guide teachers to span the curriculum - covering areas applicable to history, geography, religious studies, science, art, English and citizenship. There is also an extensive bibliography for those who wish to explore the topics in greater depth. Designed for all teachers, whether they are Philosophy for Children (P4C) trained or just experimenting with philosophy, of learners aged 11-18.

Revised and updated with 25 new essays, the fourth edition of this bestselling collection brings together more than 30 leaders in the field of educational theory. An engaging exploration of the ideas and trends shaping education in today's classrooms, *Philosophy of Education* includes topics on high-stakes testing, consumerism in education, and social justice issues in the classroom. How can we teach students moral values while avoiding indoctrination? How should a teacher deal with controversial issues in the classroom? What role should standards play in education, and who develops those standards? And why is the link between theory and practice in the classroom important in the first place? *Philosophy of Education* provides students, teachers, and administrators with a lively and accessible introduction to the central

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debates and issues in education today.

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*.

Until now, research on art schools has been largely occupied with the facts of particular schools and teachers. This book presents a philosophical account of the underlying practices and ideas that have come to shape contemporary art school teaching in the UK, US and Europe. It analyses two models that, hidden beneath the diversity of contemporary artist training, have come to dominate art schools. The first of these is essentially an old approach: a training guided by the artistic values of a single artist-teacher. The second dates from the

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1960s, and is based around the group crit, in which diverse voices contribute to an artist's development. Understanding the underlying principles and possibilities of these two models, which sit together in an uneasy tension, gives new insights into the character of contemporary art school teaching, demonstrating how art schools shape art and artists, how they can be a potent engine of creativity in contemporary culture and how they contribute to artistic research. *A Philosophy of the Art School* draws on first-hand accounts of art school teaching, and is deeply informed by disciplines ranging from art history and art theory, to the philosophy of art, education and creativity.

Some students find philosophy engrossing; others are merely bewildered. How can professors meet the challenge of teaching introductory-level philosophy so that their students, regardless of initial incentive or skill, come to understand and even enjoy the subject? For nearly a decade, renowned philosopher and teacher Steven M. Cahn offered doctoral students a fourteen-week, credit-bearing course to prepare them to teach undergraduates. At schools where these instructors were appointed, department chairs reported a dramatic increase in student interest. In this book, Cahn captures the essence of that course. Yet many of the topics he discusses concern all faculty, regardless of subject: a teacher's responsibilities, the keys to effective instruction, the proper approach to term papers, examinations, and grades; and suggestions for how administrators should demonstrate that they take teaching seriously. Such matters are covered in the first seven chapters and in the final, fourteenth chapter. The intermediate six chapters focus on teaching introductory philosophy and, in particular, on critical thinking, free will, philosophy of religion, ethics, and political philosophy. Cahn's writing is lucid and lively, using vivid examples and avoiding educational jargon. In sum, this book is

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not only a guide on how to inspire students but also an inspiration for teachers themselves. 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.

With this book, any teacher can start teaching philosophy to children today! Co-written by a professor of philosophy and a practising primary school teacher, *Philosophy for Young Children* is a concise, practical guide for teachers. It contains detailed session plans for 36 philosophical enquiries - enough for a year's work - that have all been successfully tried, tested and enjoyed with young children from the age of three upwards. The enquiries explore a range of stimulating philosophical questions about fairness, the environment, friendship, inclusion, sharing, right and wrong, manners, beauty, pictures, the emotions, dreaming and reality. All the stories, drawings and photographs that you'll need to carry out the enquiries are

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provided and can be used with your children directly from the book. Each step-by step enquiry includes: The philosophical topic and the aim of the enquiry The stimuli you'll need Questions to ask the children Possible answers to help move the discussion forward Ideas to help you summarise and extend the enquiry. If you are an Early Years or primary school teacher, this complete resource will enable you to introduce philosophy to your children quickly and with confidence.

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.

100 Ideas: QUICK - EASY - INSPIRED - OUTSTANDING How do you teach a subject that has no 'right' answers? Philosophical and ethical concepts can be overwhelming to students who have not encountered them before, and complex arguments can be difficult to navigate. John

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L. Taylor's brand new book will help you to engage your class and have them reading, writing, talking and thinking philosophically. Starting with introductory ideas such as 'a guided tour of philosophy land', the book moves on to: ideas for stimulating and managing student discussions and debates; guidance for effective research; and methods to support students with their essays, presentations and projects. There are also tips for getting the best out of quieter students, and ideas for taking philosophy beyond the classroom. Hashtags and websites providing resources to enliven your classes are included throughout the book. This is the type of book many teachers will keep on their desk and use the exercises very regularly; for me it is up there with Geoff Petty's 'Evidence-Based Teaching' and Paul Ginnis's 'The Teacher's Toolkit' as an essential resource. Worley is an excellent clear writer, who communicates very complex ideas very well." Francis Gilbert [<http://www.francisgilbert.co.uk/>], teacher, teacher trainer and author of 'I'm a Teacher, Get Me Out of Here' Inspire your class to think more deeply about curriculum subjects and get them actively taking part in exciting philosophy experiments today! This new book by bestselling author and founder of The Philosophy Foundation Peter Worley is a collection of practical lesson and activity plans to use in the primary classroom to get children thinking philosophically and creatively around different curriculum areas. The sessions - called thought adventures - use thought experiments, stories and poems to get children discussing and understanding topics more deeply. Each session is explained step-by-step, with everything you need to 'do' and 'say' spelled out, and all the equipment you need listed with instructions on how to set up each session. You can implement the sessions in the classroom either as a complete lesson or as an activity within another lesson. All the sessions are tried and tested by Peter and his colleagues at The Philosophy

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Foundation who work with primary schools on a regular basis.

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 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

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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. *Philosophy in the Classroom* Temple University Press

This fully updated fourth edition of the highly successful guide, *Teaching Thinking*, explores how to use discussion in the classroom to develop children's thinking, learning and literacy skills. This new edition includes material on the latest trends in teaching thinking, including philosophy for children, dialogic teaching and education for citizenship. The book will help readers from different cultural traditions to critically engage with teaching thinking in schools and other educational contexts. *Teaching Thinking* is essential reading for anyone seeking to develop children's thinking, build their self-esteem and improve the quality of teaching and learning.

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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.

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.

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

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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.

This handbook for educators and parents discusses the need to include philosophy in the elementary classroom. The authors point out that as a question-raising discipline, philosophy is appropriate to guide children's natural inquisitiveness through the educational process. It encourages intellectual resourcefulness and flexibility which can enable children and teachers alike to cope with the disconnectedness and fragmentization of existing curricula. It can help develop sound reasoning and ethics. The first six chapters discuss reasons for including philosophy in the curriculum, aims and objectives of the philosophy for children program, and methods of teaching and guiding philosophical discussions. The point is made that children frequently are not

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satisfied with simplified answers to their questions, and that their minds should be trained at an early, receptive age to consider metaphysical, moral, and logical issues. Chapter seven presents an argument for the use of formal and nonformal logic in teaching children to think constructively and learning to make inferences and deductions on their own. In chapter eight, the authors explore the following question: can moral education be divorced from philosophical education? The interrelationship of logic and morality indicates that the answer is no. See SO 009 951 for a philosophical reader for junior high students. (Author/AV)

"Sam Rocha's primer reminds me of a French adage: la philo descends dans la rue-- philosophy comes to the street. Rocha's little book can be read and talked about, with profit, on the street, in the home, in the school, in the garden, anywhere the human heart beats and the human mind thinks." --David T. Hansen, Weinburg Professor in the History and Philosophy of Education, Teachers College Columbia University "Rocha gives us a compelling experience of first-hand philosophizing, in which the ordinary is shown in its powerful features, and the discipline of philosophy of education reclaims its necessity." --Cristina Cammarano, Assistant Professor of Philosophy, Salisbury University "Rocha's illustrated primer is an eye-opening introduction to the philosophy of education. And, unlike too many illustrated texts, its pen and ink drawings are a thought provoking complement to this highly readable introduction." --David Mosley, Professor of Philosophy, Bellarmine University "An elegantly written invitation to

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students and the general reader to a frame of mind where one is ready to learn from and think about philosophy and education. Sam Rocha calls us all back, in heart-felt yet precise prose, to philosophy's ancient role of dialogue, wonder, and reflection. A joy to read and treasure." --AG Rud, Distinguished Professor, Washington State University "A charming and clearly written introduction to the philosophy of education, inspired by the writings of William James." --Graham Harman, Associate Provost for Research Administration and Professor of Philosophy, The American University in Cairo

The Joy of Not Knowing takes every aspect of the curriculum and of school life and transforms it into a personalised, meaningful and enjoyable experience for all. It offers readers an innovative, theoretical and practical guide to establish a values-based, enquiry-led and challenge-rich learning to learn approach to teaching and learning and to school leadership. This thought-provoking guide provides the reader with a wealth of whole-class, easy-to-implement, malleable, practical ideas and case studies that can be personalised to the vision of each setting, age-group and curriculum. It brings together, as a whole-school framework, the strategies that have been shown to have the greatest impact on practitioner's professional fulfilment and on children's life chances, love of learning, intrinsic motivation and enthusiasm for wanting to know. The Joy of Not Knowing enables schools to launch the academic year with a bespoke JONK Learning to Learn Week that enables every student to succeed develops philosophical, creative and critical problem-solving and multi-lingual thinking skills establishes collaborative

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cultures of thinking, learning and leadership informs practice through active action research incorporates a values-led democratic approach to school life nurtures school-pupil-family-community partnerships Designed for school leaders and practitioners at all levels and across all ages, this practical guide shows how all students can thrive and develop the dispositions of successful lifelong learners and global citizens.

This introductory text, now in its fourth edition, is a classic in its field. It shows, first and foremost, the importance of philosophy in educational debate and as a background to any practical activity such as teaching. What is involved in the idea of educating a person or the idea of educational success? What are the criteria for establishing the optimum balance between formal and informal teaching techniques? How trustworthy is educational research? In addition to these questions, which strike to the heart of the rationale for the educative process as a whole, the authors explore such concepts as culture, creativity, autonomy, indoctrination, needs, interests and learning by discovery. In this new updated edition, the authors draw on the latest research in genetics to argue that education is uniquely human and is essentially what develops us as humans. Resisting modern tendencies to equate knowledge with opinion, and value judgements with taste, this book leads the reader into the business of philosophising and champions the cause of reason in education.

This book is the result of a two year collaboration project between the Washington Elementary School in San Jose, the Philosophy Department in San Jose University,

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and a group of dedicated parents and volunteers. Piloted for the second and third grades, the result is a classroom-ready, active learning program for engaging students in critical thinking and philosophy.

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