

**Second
Edition**

Philosophy in the Classroom

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



Philosophy In The Classroom By Matthew Lipman

Roberta Israeloff, Jana Mohr Lone



Philosophy In The Classroom By Matthew Lipman:

Philosophy in the Classroom Frederick S. Oscanyan, Matthew Lipman, Ann Margaret Sharp, **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

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

Thinking in Education Matthew Lipman, 2003-01-20 In our increasingly complex world the teaching of thinking has become imperative Yet evidence shows that our children are not learning how to think Matthew Lipman a leading educational theorist gets to the heart of our educational problems in *Thinking in Education* and makes profound and workable suggestions for solving those problems *Thinking in Education* describes procedures that must be put in place if students at all levels of education are to become more thoughtful more reasonable and more judicious It recommends that the classroom be converted into a community of

inquiry and that the discipline of philosophy be redesigned so as to provide the concepts and values now missing from the curriculum These recommendations have now been carried out the community of inquiry is a recognized pedagogical strategy and traditional academic philosophy has been transformed into a discipline that offers a model of higher order thinking and an image of what all education can be Copyright Libri GmbH All rights reserved

Philosophers in the Classroom Steven M. Cahn, Alexandra Bradner, Andrew P. Mills, 2018-09-15 In these essays 24 of our most celebrated professors of philosophy address the problem of how to teach philosophy today how to make philosophy interesting and relevant how to bring classic texts to life how to serve all students and how to align philosophy with more practical pursuits Selected and introduced by three leaders in the world of philosophical education the insights contained in this inspiring collection illuminate the challenges and possibilities of teaching the academy's oldest discipline

Philosophy with Children and Teacher Education Arie Kizel, 2022-11-29 This rich collection of essays offers a broad array of perspectives from prominent international philosophy for with children P4wC scholars and practitioners regarding the interface between P4wC and teacher education and training curricula The book considers the deep and varied points of contact that exist between the pedagogical and philosophical principles of the philosophical community of inquiry and teacher education and training programs It is designed to help improve education systems worldwide as they seek to shift their attention towards the student student inter relations and student other relations and foster independent high order critical creative and caring thinking within democratic pluralistic societies It proposes an innovative creative way of approaching teacher education and training a central subject in today's educational world Offering diverse perspectives on integrating progressive educational philosophy and contemporary pedagogy *Philosophy with Children and Teacher Education* is a must read for all those studying philosophy for with children and researching in this area

Philosophy and the Study of Education Tom Feldges, 2019-03-26 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 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

A

History of Western Philosophy of Education in the Contemporary Landscape Anna Pagès, 2021-01-28 This volume traces the history of Western philosophy of education in the contemporary landscape 1914 2020 The volume covers the Cuban Revolution in 1959 the events of May 1968 in Paris the Zapatista Revolution in 1994 and the Arab Spring revolutions from 2010 to 2012 It also covers the two World Wars the Cold War the fall of the Berlin Wall and the triumph of science and technology until the hegemony of post liberal societies The philosophical problems covered include justice freedom critical thought equity philosophy for children decolonialism liberal education feminism and plurality These problems are discussed in relation to the key philosophers and pedagogues of the period including Jacques Derrida Paulo Freire Simone De Beauvoir Judith Butler R S Peters bell hooks Martha Nussbaum Matthew Lipman Giorgio Agamben Maxine Greene and Simone Weil among others About A History of Western Philosophy of Education An essential resource for researchers scholars and students of education this five volume set that traces the development of philosophy of education through Western culture and history Focusing on philosophers who have theorized education and its implementation the series constitutes a fresh dynamic and developing view of educational philosophy It expands our educational possibilities by reinvigorating philosophy s vibrant critical tradition connecting old and new perspectives and identifying the continuity of critique and reconstruction It also includes a timeline showing major historical events including educational initiatives and the publication of noteworthy philosophical works

The Pedagogy of the Community of Philosophical Enquiry as Citizenship Education Joshua Forstenzer, Fufy Demissie, Vachararutai Boontinand, 2024-07-19 This edited volume combines reflections methods and experiences from a globally diverse group of scholars to investigate the meaning value and effectiveness of the pedagogy of the Community of Philosophical Enquiry CoPE derived from or in conversation with Lipman and Sharp s Philosophy for Children P4C in the context of civic education Maintaining that a rich diversity of voices is an important corrective to narrower academic discourses the chapters in this book bring an array of scholarly thought from across the world working in various political and educational contexts to bear on a common question How can CoPE help practitioners engage in civic education The contributions draw on qualitative methods philosophical literature and practitioner case studies to explore the benefits challenges questions and methods related to the use of CoPE for the sake of citizenship education in Thailand Malaysia Italy Iceland Israel Greece Canada the United Kingdom and the United States of America Ultimately the book provides critical reflections and insights into the civic dimension of CoPE and some CoPE related practices across a wide range of pedagogic cultural and political contexts Addressing the need for a touchstone publication on the interplay between CoPE and citizenship education the book will be of interest to academics and postgraduate students interested in the philosophy of education citizenship education democratic education and international and comparative education

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 and Education Joanna Haynes, Ken Gale, Melanie Parker, 2014-11-13

Written specifically for education studies students, this accessible text offers a clear introduction to philosophy and education. It skilfully guides readers through this challenging and sometimes complex area, bringing key philosophical ideas and questions to life in the context and practice of education. There is also a companion website to accompany the book, featuring live weblinks for each activity which can be visited at www.routledge.com/cw/haynes. The authors consider the implications of educational trends and movements through a variety of philosophical lenses, such as Marxism, utopianism, feminism, and poststructuralism. The book explores enduring themes such as childhood and contemporary issues such as the teaching of critical thinking and philosophy in schools. Features include a range of individual and group activities that invite questioning and discussion, case studies and examples from a variety of formal and informal education settings and contexts, reference to philosophically informed practices of research, reading, writing, and teaching, suggestions for further reading in philosophy and education, overviews and key questions for each chapter. Drawing on readers' experiences of education, the book reveals the connections between philosophical ideas and educational policy and practice. Part of the Foundations in Education Studies series, this timely textbook is essential reading for students coming to the study of philosophy and education for the first time.

Talk, Thinking and Philosophy in the Primary Classroom John Smith, 2010-06-01

Talk, thinking, and philosophy are crucial components of children's learning. This book is a practical and readable guide to the ways in which teachers can provide children with the opportunities to develop and use these skills to their greatest effect. It begins by asking why talking and thinking should be taught and examines current approaches in this area. It goes on to look at how teachers can develop talking and thinking skills across the six Areas of Learning to help children gain confidence and deepen understanding.

Philosophy for Children Babs Anderson, 2016-08-25

Philosophy for Children P4C is a movement that teaches reasoning and argumentative skills to children of all ages. This book looks at the progress that P4C has made in the UK in addressing issues of literacy, critical thinking, PSHE, education for sustainable

development and wider issues such as bullying Chapters identify the different theories and practices that have emerged and discuss the necessity for a reflective approach that P4C brings to education The book highlights how this movement can fit into the early years primary and secondary curriculum and the challenges and rewards that come with it Chapters include The Evolution of Philosophy for Children in the UK Pedagogical Judgement Negotiating meaning in classrooms P4C as an exemplar of dialogic pedagogy The impact of P4C on teacher educators Being and becoming a philosophical teacher This will be an invaluable guide for all those interested in P4C and studying courses on Early Childhood Studies Education Studies and Initial Teacher Training courses

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 in Education Jana Mohr Lone, Michael D. Burroughs, 2016-02-11 *Philosophy in Education Questioning and Dialog in K 12 Classrooms* is a textbook in the fields of pre college philosophy and philosophy of education intended for philosophers and philosophy students K 12 classroom teachers administrators and educators policymakers and pre college practitioners of all kinds The book offers a wealth of practical resources for use in elementary middle school and high school classrooms as well as consideration of many of the broader educational social and political topics in the field including the educational value of pre college philosophy the philosophies of education that inform this philosophical practice and the relevance of pre college philosophy for pressing issues in contemporary education such as education reform child development and prejudice and privilege in classrooms The book includes sections on the expansion of philosophy beyond higher education to pre college populations the importance of wondering questioning and reflection in K 12 education the ways that philosophy is uniquely suited to help students cultivate critical reasoning and independent thinking capacities how to develop classroom communities of philosophical inquiry and their potentially transformative impact on students the cultivation of philosophical sensitivity and positive identity formation in childhood strategies for recognizing and diminishing the impact of social inequalities in classrooms and the relationship

between introducing philosophy in schools and education reform Philosophy and Education Roberta Israeloff, Jana Mohr Lone, 2013-01-15 Are children natural philosophers They are curious about questions such as the meaning and purpose of being alive and whether we can know anything at all Pre college philosophy takes as a starting point young people's inherent interest in large questions about the human condition Philosophy and Education Introducing Philosophy to Young People seeks to illuminate the ways in which philosophy can strengthen and deepen pre college education The book examines various issues involved in teaching philosophy to young people at different grade levels including assessing what teachers need in order to teach philosophy and describing several models for introducing philosophy into schools Ways to explore specific branches of philosophy ethics epistemology metaphysics aesthetics and logic through literature thought experiments and games and activities as well as traditional philosophy texts are described The book's final section considers student assessment and program evaluation and analyzes the contributions pre college philosophy can make to education in general Teachers and educators and parents all want young people to grow up with the skills they need to pursue their own goals and become productive and successful adults Thinking independently and reasoning clearly are central to these objectives Philosophy helps students develop some of the analytic skills they need to engage in thoughtful decision making throughout their lives and the richness of the questions involved can help young people maintain their awareness of the world as marvelous and mysterious **The Blackwell Guide to the Philosophy of Education** Nigel Blake, Paul Smeyers, Richard D. Smith, Paul Standish, 2008-06-09 In this important survey an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant questions for its future Presents a definitive introduction to the core areas of philosophy of education Contains 20 newly commissioned articles all of which are written by internationally distinguished scholars Each chapter reviews a problem examines the current state of the discipline with respect to the topic and discusses possible futures of the field Provides a solid foundation for further study **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 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 Children Philosophize Worldwide Eva Marsal,Takara Dobashi,Barbara Weber,2009 Philosophizing for 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 Childhood, Education and Philosophy Walter Kohan,2014-10-24 This book explores the idea of a childlike education and offers critical tools to question traditional forms of education and alternative ways to understand and practice the relationship between education and childhood Engaging with the work of Michel Foucault Jacques Ranciere Giorgio Agamben and Simon Rodriguez it contributes to the development of a philosophical framework for the pedagogical idea at the core of the book that of a childlike education Divided into two parts the book introduces innovative ideas through philosophical argument and discussion challenging existing understandings of what it means to teach or to form a child and putting into question the idea of education as a process of formation The first part of the book consists of a dialogue with a number of interlocutors in order to develop an original conception of education The second part presents the idea of a childlike education beginning with a discussion of the relationships between childhood and philosophy and followed by a critique of the place of philosophical experience in a childhood of education Instead of asking how philosophy might educate childhood this book raises the question of how childhood might educate philosophy It will be of key value to researchers educators and postgraduate students in the fields of education and the human sciences

Reviewing **Philosophy In The Classroom By Matthew Lipman**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Philosophy In The Classroom By Matthew Lipman**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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Philosophy In The Classroom By Matthew Lipman Introduction

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