

**Second
Edition**

Philosophy in the Classroom

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



Philosophy In The Classroom By Matthew Lipman

David Shapiro



Philosophy In The Classroom By Matthew Lipman:

Philosophy in the Classroom Frederick S. Oscanyan, Matthew Lipman, Ann Margaret Sharp, 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 **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 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 *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* *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 in the Classroom*** Matthew Lipman,Ann Margaret Sharp,Frederick S. Oscanyan,1977 ***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 **A Teacher's Guide to Philosophy for Children** Keith J. Topping, Steven Trickey, Paul Cleghorn, 2019-06-11 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 **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 for Children Through the Secondary Curriculum** Lizzy Lewis, Nick Chandley, 2012-05-17 Philosophy for Children P4C is an approach to learning and teaching that aims to develop reasoning and judgement Students learn to listen to and respect their peers opinions think creatively and work together to develop a deeper understanding of concepts central to their own lives and the subjects they are studying With the teacher adopting the role of facilitator a true community develops in which rich and meaningful dialogue results in enquiry of the highest order Each chapter is written by a leading P4C expert and provides an introduction to the relationship between P4C and the subject area lesson stimuli and activities for extending and deepening students thinking The book includes guidance on how to embed P4C in curriculum subjects in a crowded and demanding secondary curriculum timetable troubleshooting advice for

the teacher turned facilitator a companion website containing useful links downloadable resources and material to display on your interactive whiteboard Edited and collated by the UK s leading P4C organisation this book introduces a rationale for using and adapting P4C in the secondary curriculum

Plato Was Wrong! David Shapiro,2012-03-08 This book is a compendium of lesson plans for classroom exercises designed to foster philosophical inquiry with young people It introduces the reader to a wide range of activities for exploring philosophical questions and problems with children from pre school age through high school There are lessons for a full range of topics in philosophy including metaphysics epistemology ethics and aesthetics and each is intended to help foster a supportive and caring classroom community of inquiry All of the activities have been used on numerous occasions and include reflections on what teachers who employ the lesson might expect when doing so Using this book teachers parents and others can successfully being fostering philosophical inquiry with young people of all ages

Teaching Thinking Robert Fisher,1998 Teaching Thinking is a guide to ways of using discussion in the classroom to develop children s thinking learning and literacy skills It shows the reader how to engage children in a special kind of discussion called a community of enquiry This book illustrates how philosophical discussion helps promote critical thinking and the moral and social values essential for citizenship in a democratic society It shows how a community of enquiry can be created in any classroom enriching learning across the whole curriculum Teaching Thinking is a sourcebook of ideas to help teachers students and others interested in education to understand and engage in philosophical enquiry with children

Children as Philosophers Joanna Haynes,2002 This anthology examines Love s Labours Lost from a variety of perspectives and through a wide range of materials Selections discuss the play in terms of historical context dating and sources character analysis comic elements and verbal conceits evidence of authorship performance analysis and feminist interpretations Alongside theater reviews production photographs and critical commentary the volume also includes essays written by practicing theater artists who have worked on the play An index by name literary work and concept rounds out this valuable resource

The Socratic Classroom Sarah Davey Chesters,2012-09-13 This book provides a framework for a collaborative inquiry based approach to teaching and learning suitable not only for formal educational settings such as the school classroom but for all educational settings For teachers educationalists philosophers and philosophers of education The Socratic Classroom presents a theoretical as well as practical exploration of how philosophy may be adopted in education The Socratic Classroom captures a variety of philosophical approaches to classroom practice that could be broadly described as Socratic in form There is an exploration of three distinct approaches that make significant contributions to classroom practice Matthew Lipman s Community of Inquiry Leonard Nelson s Socratic Dialogue and David Bohm s Dialogue All three models influence what is termed in this book as Socratic pedagogy Socratic pedagogy is multi dimensional and is underpinned by generative evaluative and connective thinking These terms describe the dispositions inherent in thinking through philosophical inquiry This book highlights how philosophy as inquiry can contribute to educational theory and

practice while also demonstrating how it can be an effective way to approach teaching and learning Audience This publication is suited to educators teacher educators philosophers of education and philosophers in general It has a theoretical and practical focus making it truly interdisciplinary

Philosophy for Children Tony W. Johnson,1984 This document describes curriculum and resources designed to foster and expand the philosophical thinking of elementary and middle school students The booklet begins with excerpts from and a discussion of Matthew Lipman s novel Harry Stottlemeier s Discovery written to help elementary and middle school students discover both formal and informal rules of thought Lipman and his associates established the Institute for the Advancement of Philosophy for Children IAPC at Montclair State College New Jersey in 1974 Subsequent chapters describe the successes and problems of the IAPC programs The Institute continues to develop curricula designed to expand reasoning skills beginning in early childhood education with reasoning in language comprehension and followed by reasoning skills in ethics language arts and social studies It also conducts workshops to prepare teachers and teacher trainers in the use of the materials Also discussed in the booklet are the philosophical foundations of philosophy for children and the significance of dialogue in teaching philosophy to children The booklet concludes with an annotated listing of IAPC curriculum materials and a bibliography RM

Philosophy in Schools Felicity Haynes,2017 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 Provided by publisher

Studies in Philosophy for Children Ann Margaret Sharp,Ronald F. Reed,1996 Serie de art culos de personas de todo el mundo plenamente identificados con el Programa de Filosof a para Ni os Y en los que se toma como eje de reflexi n la obra Pixie Se completa con notas y bibliograf a de Matthew Lipman

Philosophy, a School of Freedom Unesco,2007 Originally published in French as La Philosophie une Ecole de la Liberte Enseignement de la philosophie et apprentissage du philosophe Etat des lieux et regards pour l avenir This study is dedicated to all those who engaged themselves with vigour and conviction in the defence of the teaching of philosophy a fertile guarantor of liberty and

autonomy This publication is also dedicated to the young spirits of today bound to become the active citizens of tomorrow

Philosophy For, With, and Of Children Monica B. Glina, 2014-09-26 On one level Philosophy for Children P4C exists takes place and is understood as a set of relatively theory neutral practices we share a story or other kind of stimulus that is both meaningful and philosophically problematic we raise questions about it that will help us inquire into what is problematic we inquire together as a community of philosophical inquiry mostly through a process of dialogue we explore ways to experiment with these dialogical judgments in writing in works of art in action and in life and we self assess our own thinking and our work as a community of inquiry in order to collectively self correct On another level P4C exists takes place and is understood as a set of theory laden and agenda laden practices that are undertaken as means to certain kinds of desired outcomes These are the program s aims and objectives and they come from three places the core practices inherent in P4C those that have become obvious to practitioners or have developed out of extensive practice and those that have developed out of philosophical and empirical research in philosophy and education including epistemology learning theory argumentation theory and the politics of discourse and political theory This last kind of work presents the challenge to P4C to find out if there is such a thing as a core theory that justifies the core practices and if so whether the integrity offered by such a theory is either shored up or compromised by being pulled in any of these other directions The diversity of curriculum materials pedagogical protocols and grounding theories P4C has spawned signifies not merely different approaches to but different conceptions of what it means to teach philosophy to children or to engage children in philosophical practices The chapters in *Philosophy For With and Of Children* present a broad range of directions for P4C and illustrate the considerable diversity of agendas that can be brought to it as well as the ways in which these agendas sometimes complement and sometimes undermine one another

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Philosophy In The Classroom By Matthew Lipman Introduction

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