**PHIL 301 Philosophy for Children 2019**

**Course Outline**

(This is now revised but still provisional, and will respond to student needs and interests)

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| Week | Wednesday 12 - 2 | Thursday 4-5 |
| 1 | Community of Inquiry (VK)The Ideal of the Community of Inquiry. The Role of the Facilitator.  | The standard class processThe Pattern of InquiryDiscussion of first reading |
| 2 | Community of Inquiry (VK)Developing skills - questioning and explicit skill building activities | “Philosophy” in P4C |
| 3 | Community of Inquiry: Picture book (VK)Developing students’ ability to pose philosophical questionsIdentifying themes in stimulus materials. | Discussion of selected readings. |
| 4 | Community of Inquiry: Concept game (VK)Activities and discussion plans, their role, uses, strengths and limitations | Planning for facilitating a Community of Inquiry |
| 5 | Community of Inquiry (VK)Constructing simple activities and concept games | Overview of the assessment tasks |
| 6 | Community of Inquiry (Bibi and Zoe)Board work, and extending thinking on the fly | Warm ups and closings |
|  | Mid semester Break |  |
| 7 | Community of Inquiry (Angela and Brian) Constructing discussion plans | Community of Inquiry (Eva and Rowan) |
| 8 | Community of Inquiry (Sophie and Conor)Constructing discussion plans | Constructing skill building activities |
| 9 | Community of Inquiry (Ben and Shannon)Reflection on observations. Common challenges in setting up and conducting communities of inquiry | 3 x15 minute sole snap inquiries, on previously asked or (approved) new questions |
| 10 | 2 x15 minute sole snap inquiries, on previously asked or (approved) new questions Reflection on facilitation, peer support, burning questions, prior to assessed classroom practice2 x15 minute sole snap inquiries, on previously asked or (approved) new questions  | 3 x15 minute sole snap inquiries, on previously asked or (approved) new questions |
| 11 | Community of Inquiry (VK)Open session – topic to be chosen by classFinal preparation for classroom practice | Open session |
| 12 | Community of Inquiry (VK)Relativism, constructivism and/or pragmatism – what fits with P4C? | *Not at this time:* Assessed classroom practice (3 x 45 minute sessions for each student) |
| Study week | Assessed classroom practice |  |

The learning outcomes.  Students will:

* Become familiar with participation in, and reflection upon, philosophical communities of inquiry.
* Understand and practice the role of the facilitator philosophical communities of inquiry.
* Use and reflect upon a range of stimulus and support materials for philosophical inquiry.
* Develop strategies for enhancing the quality of students’ philosophical questioning, their critical skills, and their reflective practice.
* Create activities and discussion guides to support philosophical inquiry into concepts, questions and issues across the curriculum.
* Consider and build upon commonly used processes for evaluating communities of inquiry and assessment of student progress.

The assessment:

* Creation of two sets of classroom resources, each supported by an essay explaining the planned strategies for implementation, and the connection to the relevant philosophical issues. 2x2000 (minimum) words. 70%
* Assessment of a philosophical community of inquiry facilitated in primary classrooms. 30%