**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 process  The Pattern of Inquiry  Discussion 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 questions  Identifying 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.  Revising and adding to structures for classroom sessions | 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  Creating structured thinking on the fly – how to do things with lists  2 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)  Common challenges in setting up and conducting communities of inquiry  Final 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%