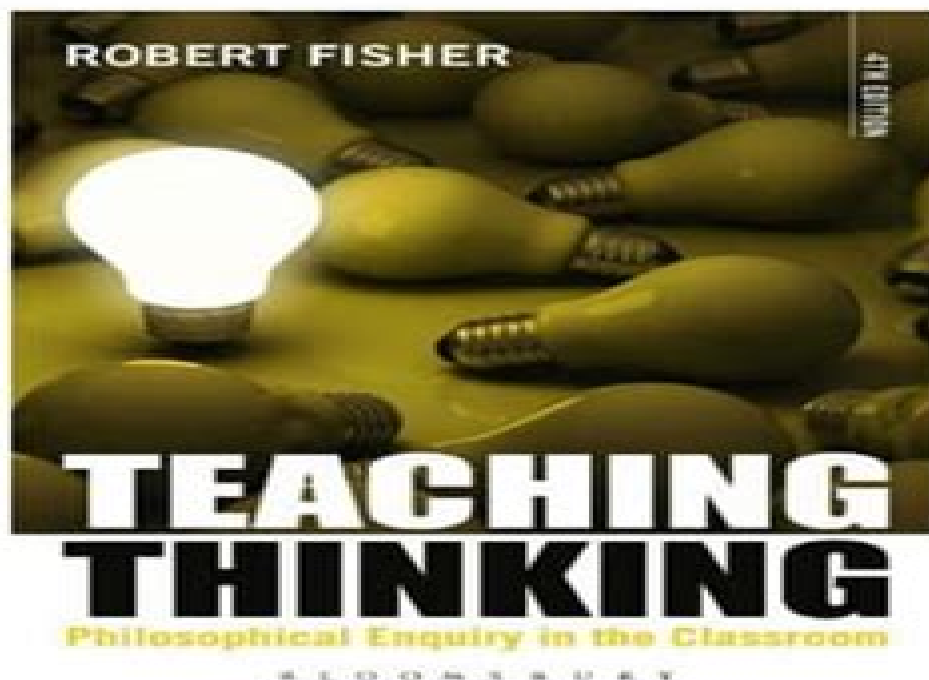


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The Pedagogy of the Community of Philosophical Enquiry as Citizenship Education Joshua Forstenzer, Fufy Demissie, Vachararutai Boontinand, 2024-07-19 This edited volume combines reflections methods and experiences from a globally diverse group of scholars 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

Thinking Together Philip Cam, 1995 Thinking Together shows how story based material can be used to help children raise philosophical puzzles and problems that will set them thinking It shows how to build a community of inquiry in the classroom and how to use questioning techniques group discussion and other activities to develop thinking skills and concepts that can be applied across the curriculum

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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.

Teaching Children to Think Robert Fisher, 2005. This book is for anyone interested in teaching children how to think, to reason and solve problems. Robert Fisher reviews the main concepts, methods and research in the teaching of thinking skills developed in recent years. The second edition provides practical ideas to develop the thinking and learning in children of all ages and abilities.

Gifted & Talented Coordinator's Handbook Sophie Craven, 2008.

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 Teaching Thinking Bloomsbury Publishing Inc, Bloomsbury Publishing Plc, Professor Robert Fisher, 2003 This fully updated second edition is a sourcebook of ideas to help teachers students and others interested in education to understand and engage in philosophical enquiry with children It illustrates how philosophical discussion can help to promote critical thinking as well as 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 *Readings for Reflective Teaching in Further, Adult and Vocational Education* Margaret Gregson, Lawrence Nixon, Andrew Pollard, Trish Spedding, 2015-02-26 *Readings for Reflective Teaching in Further Adult and Vocational Education* is a unique portable library of exceptional readings drawing together seminal extracts and contemporary literature from international sources from books and journals to support both initial study and extended career long professionalism for further adult and vocational education practitioners Introductions to each reading highlight the key issues explored and explain the status of classic works This book along with the core text and associated website draw upon the work of Andrew Pollard former Director of the TLRP and the work of many years of accumulated understanding of generations of further adult and vocational professionals *Readings for Reflective Teaching in Further Adult and Vocational Education* the core text *Reflective Teaching in Further Adult and Vocational Education* and the website provide a fully integrated set of resources promoting the expertise of further adult and vocational professionals The associated website www.reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings and advice on further readings It also features a glossary of educational terms links to useful websites and showcases examples of excellent research and practice This book forms part of the *Reflective Teaching* series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education

Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching Jo Cairns, Roy Gardner, Denis Lawton, 2013-05-13 Values in education in terms of both how they are taught and of the ethics of teaching itself are an area of lively debate This text provides a resource of ideas issues and practice for all those with an interest in this area of education *Developing Active Learning in the Primary Classroom* Anita Vickery, 2013-10-10 Establishing an effective learning environment in the classroom requires a clear understanding of different teaching strategies that make children active participants in their own learning This book explores a range of philosophies and strategies to develop active learning in primary education It balances theory with practice to provide evidence based guidance and suggestions for use in the classroom Key topics include Creating a supportive learning environment Developing the questioning skills of teachers and

children Learning through assessment Developing thinking skills through curriculum subjects Active learning in early years education Philosophy for Children P4C Frameworks to promote thinking This is essential reading for professional studies modules on primary initial teacher education courses including university based PGCE PGDE BA QTS BEd school based SCITT School Direct and employment based routes into teaching It also serves as a handbook for schools that are developing their approaches to active learning Anitra Vickery works as senior lecturer in primary mathematics education and the Professional Studies Coordinator at Bath Spa University

Philosophy for Children in Confucian Societies Chi-Ming Lam, 2019-11-20 This book contributes to the theory and practice of Philosophy for Children P4C with a special emphasis on theoretical and practical issues confronting researchers and practitioners working in contexts that are strongly influenced by Confucian values and norms It includes writings by prominent P4C scholars from four Confucian societies viz Mainland China Hong Kong Taiwan and Japan These writings showcase the diversity of the P4C model providing a platform for researchers and practitioners to tell their stories in their own Confucian cultural contexts The research stories in the first part of the book are concerned with assessing the impact of traditional Confucian norms promoting critical thinking reconstructing the notion of community of inquiry creating moral winds integrating philosophy into the school curriculum and localizing teaching methods and materials Four issues are discussed in the second part of the book the tension between Confucianism and powerful thinking cultural challenges for practitioners the transformation of harmony and the conception of family Taken as a whole the book provides fresh insights into whether and how P4C's Western-influenced theories and practices are compromised when they are applied in non Western or rather Confucian contexts A must read for anyone interested in the theory and practice of P4C and Confucianism in general

Youth Quotas and other Efficient Forms of Youth Participation in Ageing Societies Jörg Tremmel, Antony Mason, Petter Haakenstad Godli, Igor Dimitrijoski, 2015-03-31 This book examines ways to ensure that the rights interests and concerns of young people are properly represented in Western democracies One new proposal is the introduction of youth quotas in political institutions in order to counter the possible marginalization of young people caused by demographic ageing and thereby an overrepresentation of the interests of the elderly The book explores key questions regarding the implementation of youth quotas from different perspectives including philosophy political science sociology and demography It examines whether youth quotas and other measures that give the young more voice and influence in political institutions are a good means for promoting the cause of intergenerational justice In particular it investigates how and if youth quotas can be used to ensure that the environmental interests of young and future generations are being taken into account In addition the book introduces an innovative model that would give a right to vote to minors without voting age boundaries The book also discusses suffrage reforms through lowering the voting age in Western countries as well as introducing methods especially aimed at raising the skills of children necessary for societal citizenship and empowerment of young citizens The volume will help raise awareness and knowledge about the intergenerational

implications of demographic changes in Western democracies where ageing societies are increasingly turning into gerontocracies It offers readers deep insight into how youth quotas in particular and others forms of youth participation in general might be efficient methods to ensure that younger generations are included in the political decision making process and other activities in society

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Table of Contents Teaching Thinking Philosophical Enquiry In The Classroom

1. Understanding the eBook Teaching Thinking Philosophical Enquiry In The Classroom
 - The Rise of Digital Reading Teaching Thinking Philosophical Enquiry In The Classroom
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Thinking Philosophical Enquiry In The Classroom
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching Thinking Philosophical Enquiry In The Classroom
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Thinking Philosophical Enquiry In The Classroom
 - Personalized Recommendations
 - Teaching Thinking Philosophical Enquiry In The Classroom User Reviews and Ratings
 - Teaching Thinking Philosophical Enquiry In The Classroom and Bestseller Lists
5. Accessing Teaching Thinking Philosophical Enquiry In The Classroom Free and Paid eBooks
 - Teaching Thinking Philosophical Enquiry In The Classroom Public Domain eBooks
 - Teaching Thinking Philosophical Enquiry In The Classroom eBook Subscription Services
 - Teaching Thinking Philosophical Enquiry In The Classroom Budget-Friendly Options
6. Navigating Teaching Thinking Philosophical Enquiry In The Classroom eBook Formats

- ePub, PDF, MOBI, and More
 - Teaching Thinking Philosophical Enquiry In The Classroom Compatibility with Devices
 - Teaching Thinking Philosophical Enquiry In The Classroom Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching Thinking Philosophical Enquiry In The Classroom
 - Highlighting and Note-Taking Teaching Thinking Philosophical Enquiry In The Classroom
 - Interactive Elements Teaching Thinking Philosophical Enquiry In The Classroom
 8. Staying Engaged with Teaching Thinking Philosophical Enquiry In The Classroom
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching Thinking Philosophical Enquiry In The Classroom
 9. Balancing eBooks and Physical Books Teaching Thinking Philosophical Enquiry In The Classroom
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching Thinking Philosophical Enquiry In The Classroom
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Teaching Thinking Philosophical Enquiry In The Classroom
 - Setting Reading Goals Teaching Thinking Philosophical Enquiry In The Classroom
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Teaching Thinking Philosophical Enquiry In The Classroom
 - Fact-Checking eBook Content of Teaching Thinking Philosophical Enquiry In The Classroom
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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