



# Studies In Philosophy For Children

**Gilbert Burgh, Simone Thornton**



## **Studies In Philosophy For Children:**

**Studies in Philosophy for Children** Ann Margaret Sharp, 2010 A collection of essays that reflects upon the development refinement and maturation of Philosophy for Children

**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 in Children's Literature Peter Costello, 2011-12-29 This book allows philosophers literary theorists and education specialists to come together to offer a series of readings on works of children s literature Each of their readings is focused on pairing a particular popular picture book or a chapter book with philosophical texts or themes The book has three sections the first on picturebooks the second on chapter books and the third on two sets of paired readings of two very popular picturebooks By means of its three sections the book sets forth as its goal to show how philosophy can be helpful in reappraising books aimed at children from early childhood on Particularly in the third section the book emphasizes how philosophy can help to multiply the type of interpretative stances that are possible when readers listen again to what they thought they knew so well The kinds of questions this book raises are the following How are children s books already anticipating or articulating philosophical problems and discussions How does children s literature work by means of philosophical puzzles or language games What do children s books reveal about the existential situation the child reader faces In posing and answering these kinds of questions the readings within the book thus intersect with recent developing scholarship in children s literature studies as well as in the psychology and philosophy of childhood

The SAGE Encyclopedia of Children and Childhood Studies Daniel Thomas Cook, 2020-04-20 The SAGE Encyclopedia of Children and Childhood Studies navigates our understanding of the historical political social and cultural dimensions of childhood Transdisciplinary and transnational in content and scope the Encyclopedia both reflects and enables the wide range of approaches fields and understandings that have been brought to bear on the ever transforming problem of the child over the last four decades This four volume encyclopedia covers a wide range of themes and topics including Social Constructions of Childhood Children s Rights Politics Representations Geographies Child specific Research Methods Histories of Childhood Transnational Childhoods Sociology Anthropology of Childhood Theories and Theorists Key Concepts This interdisciplinary encyclopedia will be of interest to students and researchers in Childhood Studies Sociology Anthropology Psychology Education Social Welfare Cultural Studies Gender Studies Disability Studies

**Philosophical Inquiry with Children** Gilbert Burgh, Simone Thornton, 2018-12-07 Philosophy in schools in Australia dates back to the 1980s and is rooted in the Philosophy for Children curriculum and pedagogy Seeing potential for educational change Australian advocates were quick to develop new classroom resources and innovative programs that have proved influential in educational practice throughout Australia and internationally Behind their contributions lie key philosophical and educational discussions and controversies

which have shaped attempts to introduce philosophy in schools and embed it in state and national curricula Drawing together a wide range of eminent scholars and practitioners in the field of educational philosophy this anthology the first of its kind provides not only a historical narrative but an opportunity to reflect on the insights and experiences of the authors that have made history The collection is divided into three parts The overarching theme of Part I is the early years of Philosophy for Children in Australia and how they informed the course that the philosophy in schools movement would take Part II focuses on the events and debates surrounding the development and production of new materials including arguments for and against the suitability of the original Philosophy for Children curriculum In Part III key developments relating to teaching philosophy in schools are analysed This collection of diverse views critical appraisals and different perspectives of historical currents is intended to stimulate thought provoking questions about theory and practice and to increase general awareness both nationally and internationally of the maturation of philosophy in schools in Australia It is also intended to encourage readers to identify emerging ideas and develop strategies for their implementation

**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

*Teaching Democracy in an Age of Uncertainty* Gilbert Burgh, Simone Thornton, 2021-11-29 The strength of democracy lies in its ability to self correct to solve problems and adapt to new challenges However increased volatility resulting from multiple crises on multiple fronts humanitarian financial and environmental is testing this ability By offering a new framework for democratic education *Teaching Democracy in an Age of Uncertainty* begins a dialogue with education professionals towards the reconstruction of education and by extension our social cultural and political institutions This book is the first monograph on philosophy with children to focus on democratic education The book examines the ways in which education can either perpetuate or disrupt harmful social and political practices and narratives at the classroom level It is a rethinking of civics and citizenship education as place responsive learning aimed at understanding and improving human environment relations to not only face an uncertain world but also to face the inevitable challenges of democratic disagreement beyond merely promoting pluralism tolerance and agreement When viewed as a way of life democracy becomes both a goal and a teaching method for developing

civic literacy to enable students to articulate and apprehend more than just the predominant political narrative but to reshape it This book will be of interest to scholars of philosophy political science education democratic theory civics and citizenship studies and peace education research

**A Glossary for Doing Postqualitative, New Materialist and Critical Posthumanist Research Across Disciplines** Karin Murris, 2021-12-29 A Glossary for Doing Postqualitative New Materialist and Critical Posthumanist Research Across Disciplines gives novices and experienced researchers clear and comprehensible introductions to theories paradigm shifts and key concepts in postqualitative feminist new materialist and critical posthumanist research The ten authors who have a wealth of experience of teaching and conducting postqualitative research have explored 72 key concepts and binaries Supported by links to the series website <https://postqualitativeversearch.com> this user friendly glossary contains short entries of the main concepts binaries and verbs in this field of research The series website gives practical provocations that characterize the postqualitative terrain Disrupting the theory practice divide the Glossary provides a postqualitative reimagining of traditional research processes while guiding readers through the contestation of binaries and innovative concepts The Glossary is an accessible and introductory guide for novice qualitative researchers and is of use to established academics already working with postqualitative approaches It is an indispensable companion to the primary texts and original sources by theorists discussed in this and other books in the series

**In Conversation with Karen Barad** Karin Murris, Vivienne Bozalek, 2022-12-27 In Conversation with Karen Barad Doings of Agential Realism is an accessible introduction to Karen Barad's agential realist philosophy The authors take on a unique approach to involve the readers in in formal conversations between Karen postgraduate and other researchers at a research event held in 2017 at Cape Town South Africa It features chapters that have been contributed by seminar delegates and organisers which put forth the continuing impact that Karen Barad has had on their empirical work research writing and drawing practices The text further discusses the ethical and political significance of Karen's work especially in the context of de colonizing South African higher education The chapters offer a series of worked posthumanist pedagogical examples and describe how a research seminar was organised differently and more in line with Baradian radical philosophy At its heart this book makes a methodological and pedagogical contribution to the surge in literature on agential realism whilst simultaneously challenging dominant research binaries and arguing for a more egalitarian way of working together in knowledge creation by troubling human and more than human hierarchies The book's uniqueness is further fortified through its description of in formal conversations which are diffracted through chapters a doing of agential realism to reconfigure relationships between lecturer and student expert and novice supervisor and supervised researcher and research participants These radical conversations are dis continuing This book will be invaluable for students and individuals interested in advancing their understanding of agential realism and Karen Barad's influence at large as well as students and scholars interested in postqualitative methods in all disciplines

**Literacy and Reading Programmes for Children and**

Young People: Case Studies from Around the Globe Patrick Lo, Stephanie H. S. Wu, Andrew J. Stark, Bradley Allard, 2022-01-26

Literacy and Reading Programmes for Children and Young People Case Studies from Around the Globe presents interviews with over 40 librarians from around the world who tell of their library programs The volumes are arranged geographically with Volume 1 offering interviews from library professionals from the USA and Europe and with Volume 2 sharing programs from Asia Africa Australia and the Middle East The volumes highlight the diversity of the types of programs catering to the varying needs of children and young adults throughout the world Case studies featured in this book outline the details of programs events and activities provided by over 40 organizations in the context of social capital and social inclusion Each interview chapter discusses the contributions made to literacy development and community building of children and teens With the many variations and examples of best practice librarians and educators can glean new ideas for their own programs The interviews reveal the challenges and issues faced and the work being achieved in vastly different environments in many geographic areas and in diverse economic social and cultural contexts The programs include those of national and state libraries public libraries and mobile libraries carried out by public libraries NGOs and commercial organizations in both developed and developing countries They also feature programs of multicultural libraries libraries for indigenous people and libraries for refugees This publication complements the range of initiatives and activities carried out by IFLA's Libraries for Children and Young Adults Section that supports library services and reading promotion initiatives catering to children and young adults around the world These volumes are rich in variety and will provide much food for thought for creating unique and successful library programs

**A Clinician's Guide to CBT for Children to Young Adults** Paul Stallard, 2020-11-11 A powerful and insightful clinical resource for CBT practitioners who work with children and young adults The newly updated and thoroughly revised Second Edition of this companion to Think Good Feel Good and Thinking Good Feeling Better delivers guidance for clinicians using the author's seminal workbooks This companion work builds upon the workbook materials by offering readers instruction on all aspects of the therapeutic process and a wide range of case studies highlighting specific therapies in action A Clinician's Guide covers topics including parental involvement key cognitive distortions in children formulations challenging thoughts guided discovery and the use of imagery The author also includes a chapter focusing on common potential problems that arise in therapy and strategies to overcome them The book highlights the underlying philosophy process and core skills of employing CBT with children and young people Readers will appreciate the competency framework which describes the CORE philosophy PRECISE process and the ABCs of specific techniques The book also includes Additional materials and handouts for use in therapy including psycho educational materials for children and parents on common problems like depression OCD PTSD and anxiety Downloadable multi use worksheets for use in the clinician's therapeutic sessions Practical real world case examples that shed light on the techniques and strategies discussed in the book A systematic approach to the use of cognitive behavioural therapy to treat common psychological problems

Perfect for professionals and trainees in child and adolescent mental health like psychiatrists clinical psychologists educational psychologists community psychiatric nurses and occupational therapists the book also belongs on the shelves of non mental health professionals including school nurses and social workers who regularly work with children in a therapeutic setting

The Pursuit of Wisdom and Happiness in Education Sean Steel, 2014-05-19 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

*Thinking and Learning Skills* J. W. Segal, S. F. Chipman, R. Glaser, 2014-06-03 First Published in 1985 This is Volume 1 on Relating Instruction to Research borne from a conference that took place at the Learning Research and Development Center LRDC of the University of Pittsburgh one of the major research and development centers The chapters are structured into sections on cognitive skills into three groups intelligence and reasoning knowledge acquisition and problem solving Each chapter in these volumes was especially requested to fulfill a particular function

*Critical Children's Rights Studies* Valeria Llobet, Didier Reynaert, Afua Twum-Danso Imoh, Wouter Vandenhoele, 2025-06-13 The field of children's rights studies is well established and largely dominated by a top down approach that considers these rights as objective standards requiring implementation in practice or policy This book argues for a critical perspective which views the area as contested terrain with conflicting normative foundations and traditions The collection brings together established and rising scholars whose work has been central to not only challenging mainstream children's rights discourses but also provides alternative pathways to conceptualizing children's rights It moves beyond critiques of these dominant discourses and sets out the emerging paradigm of Critical Children's Rights Studies drawing on contexts in both the Global North and Global South It proposes new pathways and subjects these to scrutiny illuminating the importance of contextual situatedness and acknowledging the need to consider researchers own positionality when outlining their stance on children's rights Containing both empirical and theoretical scholarship the book will be an essential resource for students academics researchers and policy makers working in the multidisciplinary areas of childhood studies children's rights studies and international human

rights      *Curriculum Studies - Reference Book* Price. 350/- Dr. Surendra Herkal, 2019-03-01 Understanding by Design by Grant Wiggins and Jay McTighe is a seminal book in curriculum studies offering a comprehensive framework for designing meaningful and effective educational curricula      The Routledge Companion to Children's Literature and Culture Claudia Nelson, Elisabeth Wesseling, Andrea Mei-Ying Wu, 2023-11-30 Focusing on significant and cutting edge preoccupations within children's literature scholarship The Routledge Companion to Children's Literature and Culture presents a comprehensive overview of print digital and electronic texts for children aged zero to thirteen as forms of world literature participating in a panoply of identity formations Offering five distinct sections this volume Familiarizes students and beginning scholars with key concepts and methodological resources guiding contemporary inquiry into children's literature Describes the major media formats and genres for texts expressly addressing children Considers the production distribution and valuing of children's books from an assortment of historical and contemporary perspectives highlighting context as a driver of content Maps how children's texts have historically presumed and prescribed certain identities on the part of their readers sometimes addressing readers who share some part of the author's identity sometimes seeking to educate the reader about a presumed other and in recent decades increasingly foregrounding identities once lacking visibility and voice Explores the historical evolutions and trans regional contacts and inter connections in the long process of the formation of global children's literature highlighting issues such as retranslation transnationalism transculturality and new digital formats for considering cultural crossings and renegotiations in the production of children's literature Methodically presented and contextualized this volume is an engaging introduction to this expanding and multifaceted field      **Edinburgh Companion to Children's Literature** Clementine Beauvais, 2018-02-16 Introduces you to the promises and problems of Charles Taylor's thought in major contemporary debates      **Postdigital Play and Global Education** Kerry Dixon, Karin Murriss, Joanne Peers, Theresa Giorza, Chanique Lawrence, 2024-09-24 Postdigital Play and Global Education Reconfiguring Research is a return to a large scale international project on children's digital play Adopting postqualitative and posthumanist theories research practices are reconfigured all the way down from what counts as data tools instruments transcription research sites researchers to notions of responsibility and accountability in qualitative research Through a series of vignettes involving complex human and more than human collaborators e.g GoPros octopus avatars diaries sackball LEGO bricks the authors challenge who and what can be playful and creative across contexts in the global north and global south The diffractive methodology enacted interrupts Western developmental notions of agency that are dominant in research involving young children The concept of postdigital offers fresh opportunities to disrupt dominant understandings of children's play Play emerges as an enigmatic and shape shifting human and more than human agentic force that operates beyond digital non digital online offline binaries By attuning to race gender age and language invisible and colonising aspects of postdigital worldings the authors show how global education research can be reimagined through a posthumanist decentering of children without erasure Postdigital



Play and Global Education puts into practice Karen Barad's agential realism but also a range of postdevelopmental and posthumanist writings from diverse fields. The book will be of particular interest to researchers looking for guidance to enact agential realist and posthumanist philosophies in research involving young children. *A Companion to Wittgenstein on Education* Michael A. Peters, Jeff Stickney, 2017-05-03. This book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education. Topics range widely both within and across the four parts of the book: Wittgenstein's biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy; Wittgenstein's thought and methods in relation to other philosophers such as Cavell, Dewey, Foucault, Hegel and the Buddha; contrasting investigations of training in relation to initiation into forms of life, emotions, mathematics and the arts, dance, poetry, film and drama; including questions from theory of mind, nativism vs initiation into social practices, neuroscience, primate studies, constructivism and relativity; and the role of Wittgenstein's philosophy in religious studies and moral philosophy as well as their profound impact on his own life. This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view. Wittgenstein's philosophy is essentially pedagogical; he provides pictures, drawings, analogies, similes, jokes, equations, dialogues with himself, questions and wrong answers, experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive. **Studies** Columbia University. Teachers College. International Institute, 1929.

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