

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Philosophizing with children: Topics and teaching practices in Primary School			
COURSE CODE	ΦΣ1309	SEMESTER	6, 8
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	General background
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	NO	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_268/

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> understand and explain the close relationship between philosophy and teaching in schools understand the importance of the PwC method for the cognitive and moral development and maturation of children towards the formation of an autonomous personality. be familiar with the terminology, theoretical background and techniques of the PwC method. plan teaching using the theoretical framework and techniques of the PwC method.
General Competencies
Critical and self-critical thinking

3. CONTENT

<p>To highlight the role of philosophy as a questioning, creative dialogue, critical thinking, and the conquest of the autonomy and independence of the subject.</p> <p>Reference to the stages of logical development (Jean Piaget).</p> <p>Philosophy as a prerequisite for the cognitive and moral development of children to become autonomous adults: examples from the history of philosophy.</p> <p>The 'philosophising for children' method as a recent development in the field of applied philosophy with the aim of introducing philosophy as an alternative method in the field of teaching in schools.</p> <p>Analysis of the main objective of FmP (expression of students' thoughts and concerns, substantiation of opinion, formulation of disagreement through structured dialogue and authentic participation of children) and familiarisation with the terminology and methods of FmP.</p> <p>Introduction to Matthew Lipman's method, and its 4 key concepts, introduction to Gareth Matthews, Donna Mertens and Oscar Brenifier's approach to dialogue.</p> <p>Discussion on the benefits of integrating the FPM method into Greek education.</p> <p>Philosophizing together as children: Reflecting in the classroom with students on the types of questions that may be of concern to children (Philip Cam, Benjamin Bloom)</p>
--

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show Communication: Webmail / eClass		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)

	Lectures	13
	Tutorial	26
	Literature study & analysis	39
	Study	20
	Examination	2
	Course total	100
EVALUATION		
	Type	Format
	Final written exam	Open-Ended Questions Essay Development
Description of other evaluation method / Evaluation criteria:		

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the <i>Eudoxus</i> service)
Duncker, L. και Γκόβαρης, Χρ. (Επιμ.) (2020). Φιλοσοφώντας με παιδιά στο δημοτικό σχολείο. Αθήνα: Διάδραση.
Θεοδωροπούλου, Ε. (Επιμ.) (2013). Φιλοσοφία, φιλοσοφία είσαι εδώ; Κάνοντας φιλοσοφία με τα παιδιά. Αθήνα: Διάδραση.
Other books / Notes
Lipman, M. (2013). Η σκέψη στην Εκπαίδευση. Αθήνα: Πατάκης.
Haynes, J. (2009). Τα παιδιά ως φιλόσοφοι : μάθηση μέσω έρευνας και διαλόγου στην πρωτοβάθμια εκπαίδευση. Αθήνα: Μεταίχμιο.
Scientific journals
Scientific articles
Other