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Autore	Taylor John L (John Lees), <1970->
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Nota di contenuto	Cover; Half-title; Title; Copyright; Dedication; Contents; List of Illustrations; Foreword; Acknowledgements; Introduction: The Over-Examined Life; CHAPTER 1: Encouraging Self-Sufficiency: How to Liberate Learners through Philosophy; It makes you think; Spoons and hoops; Education on a need to know basis; It's good to talk; Where philosophy begins; The power of projects; A philosophical curriculum; Theory and practice; The liberal ideal; CHAPTER 2: Socratic Mentoring: A Guide to Philosophical Approaches to Learning; The examination of your life; Waking up to philosophy; Talking for real Openness to counter-argument The art of articulacy; Round-table discussion; Ground-rules for philosophical discussion; The place for passion; Setting the stage; Questions of interest; The things they say; The centrality of ethics; Ethical frameworks; A framework for philosophical discussion; Climbing the ladder of logic; Managing philosophical discussion; Table talk; CHAPTER 3: Philosophy within the Curriculum: How to Develop a Project-Based Approach; Project-based philosophy; The Extended Project Qualification; Philosophical learning within the International Baccalaureate Philosophy within the pre-16 curriculum Thinking more deeply; Putting project-based programmes on the timetable; Designing a project-based philosophy programme; Is Socrates in the staff room?; Research

skills; Ground-floor research: Collection and selection; Higher-level research: Analysis and synthesis; Wikipediatics; CHAPTER 4: Project Management: How to Supervise the Writing of Philosophy Dissertations; Project management; Choosing a research question; Using philosophy to open a closed question; Reason and emotion; Philosophy for football fans; Structuring philosophical dissertations
Supervising the writing of the literature review
Supervising the writing of the discussion section; Planning a discussion; Using frameworks in discussion; Balanced discussion; Topping and tailing; Editing the dissertation; Just keeping going; CHAPTER 5: Reunifying the Curriculum: Encouraging Students to Think Philosophically in All Subject Areas; Finding philosophy everywhere; The big questions; Exploring meaning; The importance of semantics; The cultivation of understanding; Reuniting the two cultures; A philosophical approach to cross-curricular study
Exploring the philosophical dimension of different subjects
Entry points to the world of philosophy; Foundational questions; Philosophy and vocational education; Philosophy for plumbers; CHAPTER 6: Assessment Reassessed: An Education-Driven Assessment Model; 'Existence is not an examination'; Common concerns about continuous assessment; Developing an assessment model for philosophical learning; Assessing the quality of philosophical projects; The dead hand of Jeremy Bentham; Understanding undervalued; Time to think; CHAPTER 7: Philosophically Speaking: The Future; A School of Thought
Entering the Philosophy Zone

Sommario/riassunto

Contemporary education is held captive by an obsession with assessment. The culture of teaching-to-the-test and spoon-feeding has distorted the purpose of teaching and destroyed the joy of free enquiry. This book offers practical advice on how to use philosophy as the cornerstone of a new approach to teaching and learning, with the central aim of developing students capacity for deeper, freer thought. Drawing on his experience of innovative curriculum development work, the author explains how philosophical questions provide an excellent vehicle for engaging students and drawing them into analy
