



Thoughtful dialogues – Socratic seminars Workshop

Philosophy of Education Society of Iran: Shaheed Bahonar University of Kerman
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Major goals

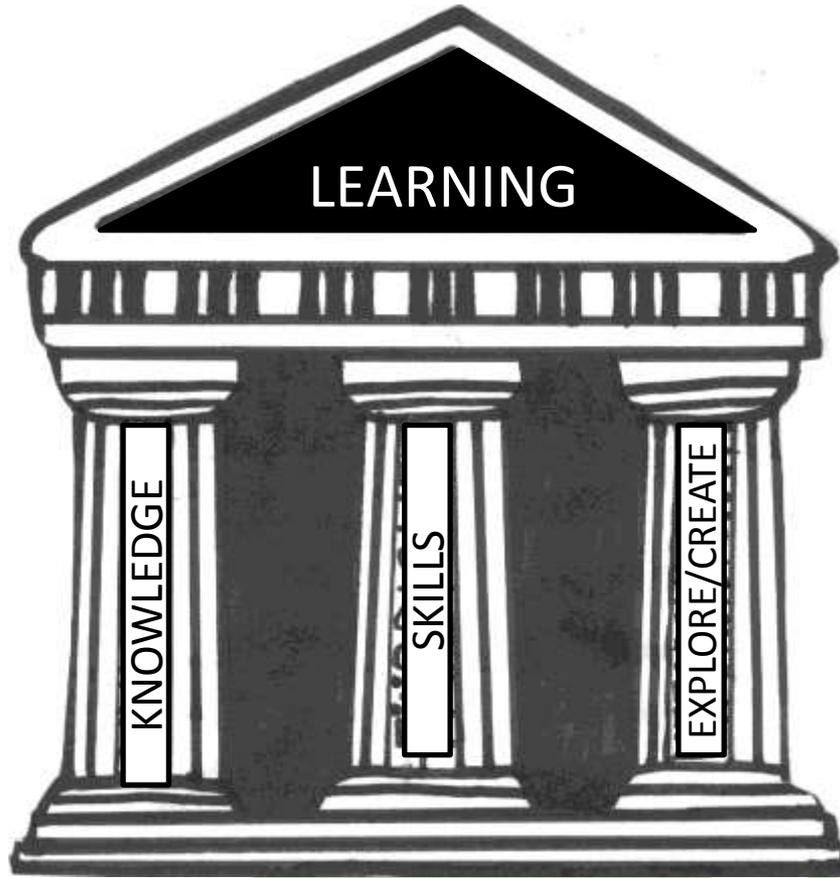
- Enhance society by preparing all citizens to participate in open, negotiating dialogues and assuming the responsibilities as citizens
- Personal education (making life worthwhile)
- General Education and deeper understanding in subject matters
- Participation in “the Great Conversation” of mankind



Methodological approaches

- Socratic/Paideia seminars
- Socratic dialogue
- P4C, Philosophy for Children (Matthew Lipman)
- PwC, Philosophy with children (Gareth B Mathews)
- Deliberative dialogue
- John Dewey's "recitation"





KNOWLEDGE	SKILLS	EXPLORING/ CREATING
<i>Acquisition of organized knowledge</i>	<i>Development of intellectual skills</i>	<i>Enlarged understanding of ideas and values, creating</i>
Teacher as didactic	Teacher as coach	Teacher as "the first among equals"/ mid-wife

Learning to think in dialogue

- Learning is interactive and contextual:
 - Habits of mind becomes intellectual/dialogical virtues and later intellectual and moral character/practical wisdom
- Intellectual virtues: critical inquiry and refutation
- Dialogical virtues: cooperating to do this

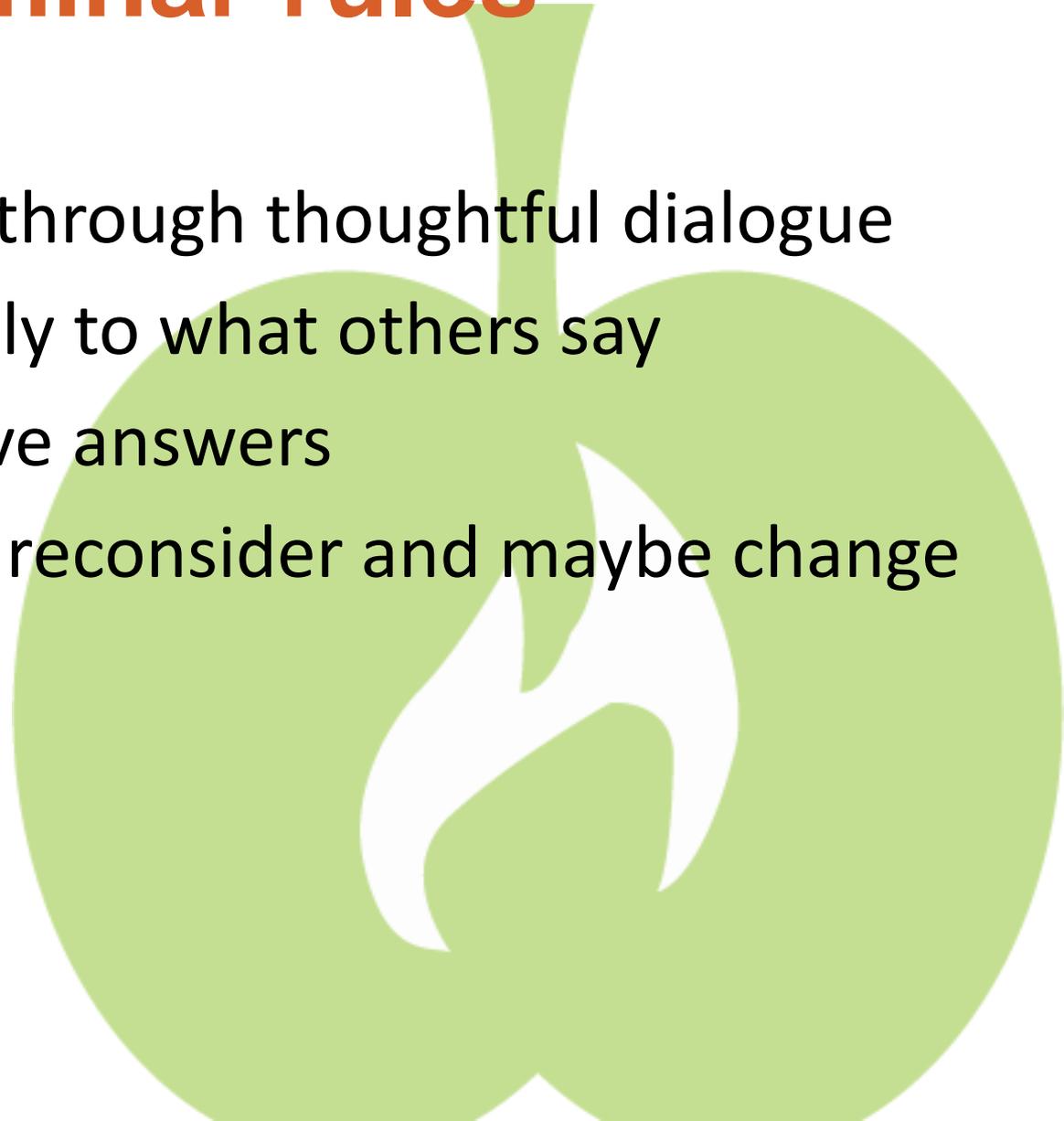


Four approaches to religious education in school

		The attitude towards questions of faith	
		Addressing questions of faith	Avoiding questions of faith
The approach to knowledge	Fundamental ist approach	<p>A. DOGMATIC RELIGION FAITH: Religious faith is seen as true dogmas and right/wrong ways to believe. MORALITY: True morals, based on a certain religion, are taught. TEACHING: The teacher mediates the material to the students.</p>	<p>B. DOGMATIC ATHEISM FAITH: Religious faith is seen as superstition and is not seen as worth exploring. MORALITY: A set of fundamental values, based on societal agreements are taught. TEACHING: The teacher mediates the material to the students. Religious education focuses on teaching facts about different religions.</p>
	Critical examination approach	<p>C. EXAMINING THEOLOGY FAITH: Rational critical theological examination of questions of faith is encouraged. MORALITY: Moral questions are examined, analyzed, and discussed. TEACHING: Scaffolding, dialogic and critically examining methods are used.</p>	<p>D. EXAMINING PHILOSOPHY EXCLUDING THEOLOGY FAITH: Religion is seen as a personal matter or as superstition and cannot be analyzed, or all views are accepted, encouraging relativism. MORALITY: Moral questions are examined, analyzed, and discussed. TEACHING: Scaffolding, dialogic and critically examining methods are used. Religious education focuses on teaching facts about different religions.</p>

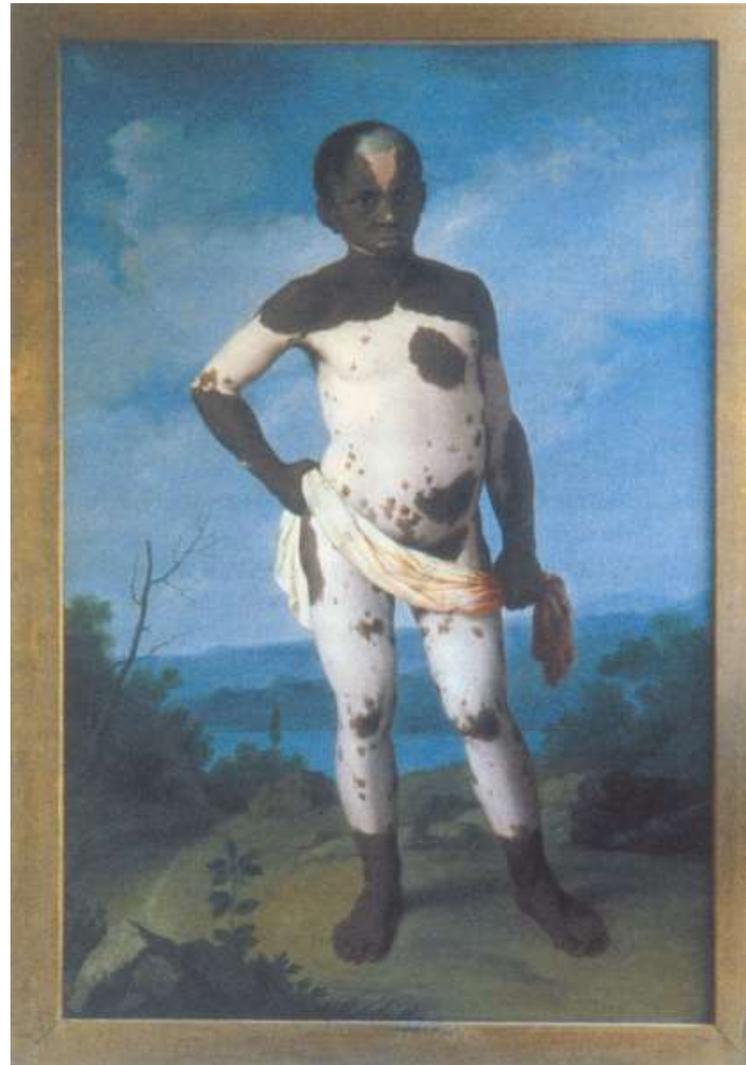
Seminar rules

- Shared inquiry through thoughtful dialogue
- Listen attentively to what others say
- Many alternative answers
- Be prepared to reconsider and maybe change your opinion



Portrait of Siriaco

Painting by da Rocha



Genesis 22

- 🕒 Some time later God tested Abraham. He said to him, “Abraham!”
- 🕒 “Here I am,” he replied.
- 🕒 ² Then God said, “Take your son, your only son, whom you love—Isaac—and go to the region of Moriah. Sacrifice him there as a burnt offering on a mountain I will show you.”
- 🕒 ³ Early the next morning Abraham got up and loaded his donkey. He took with him two of his servants and his son Isaac. When he had cut enough wood for the burnt offering, he set out for the place God had told him about. ⁴ On the third day Abraham looked up and saw the place in the distance. ⁵ He said to his servants, “Stay here with the donkey while I and the boy go over there. We will worship and then we will come back to you.”
- 🕒 ⁶ Abraham took the wood for the burnt offering and placed it on his son Isaac, and he himself carried the fire and the knife. As the two of them went on together, ⁷ Isaac spoke up and said to his father Abraham, “Father?”
- 🕒 “Yes, my son?” Abraham replied.
- 🕒 “The fire and wood are here,” Isaac said, “but where is the lamb for the burnt offering?”
- 🕒 ⁸ Abraham answered, “God himself will provide the lamb for the burnt offering, my son.” And the two of them went on together.
- 🕒 ⁹ When they reached the place God had told him about, Abraham built an altar there and arranged the wood on it. He bound his son Isaac and laid him on the altar, on top of the wood. ¹⁰ Then he reached out his hand and took the knife to slay his son. ¹¹ But the angel of the LORD called out to him from heaven, “Abraham! Abraham!”
- 🕒 “Here I am,” he replied.
- 🕒 ¹² “Do not lay a hand on the boy,” he said. “Do not do anything to him. Now I know that you fear God, because you have not withheld from me your son, your only son.”
- 🕒 ¹³ Abraham looked up and there in a thicket he saw a ram^[a] caught by its horns. He went over and took the ram and sacrificed it as a burnt offering instead of his son. ¹⁴ So Abraham called that place The LORD Will Provide. And to this day it is said, “On the mountain of the LORD it will be provided.”



Raptor Gallery at the Lindsay Museum

by Lillian Vallee

There they are

The ones whose eggshells held

The ones who got out of the nest alive

The ones not completely contaminated

The ones that avoided

The cars

The cats

The wires

The walls

The bullets

The BBs

The glass window panes

The one-eyed, one-winged, one-legged, nerve damaged, malnourished,

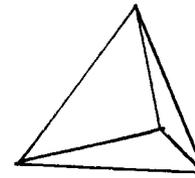
imprinted, infected, electrocuted, and mutilated

Animals

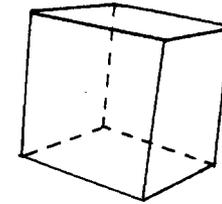
They sit like a jury of your peers

And the verdict is in:

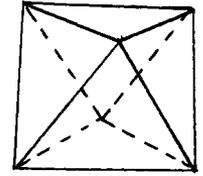
Guilty



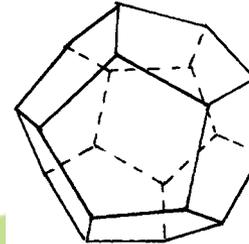
Tetraeder



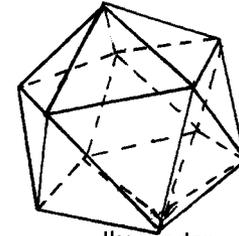
Kub



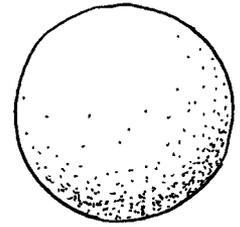
Oktaeder



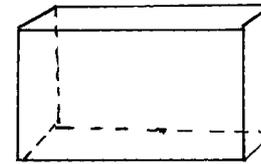
Dodekaeder



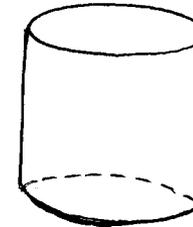
Ikosaeder



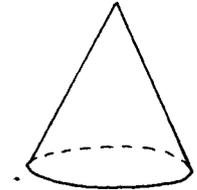
Klot



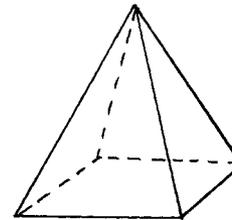
Rätblock



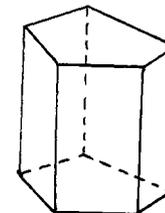
Cylinder



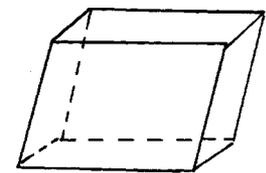
Kon



Pyramid



Rak prisma



Parallelepiped

Suggested seminar plan

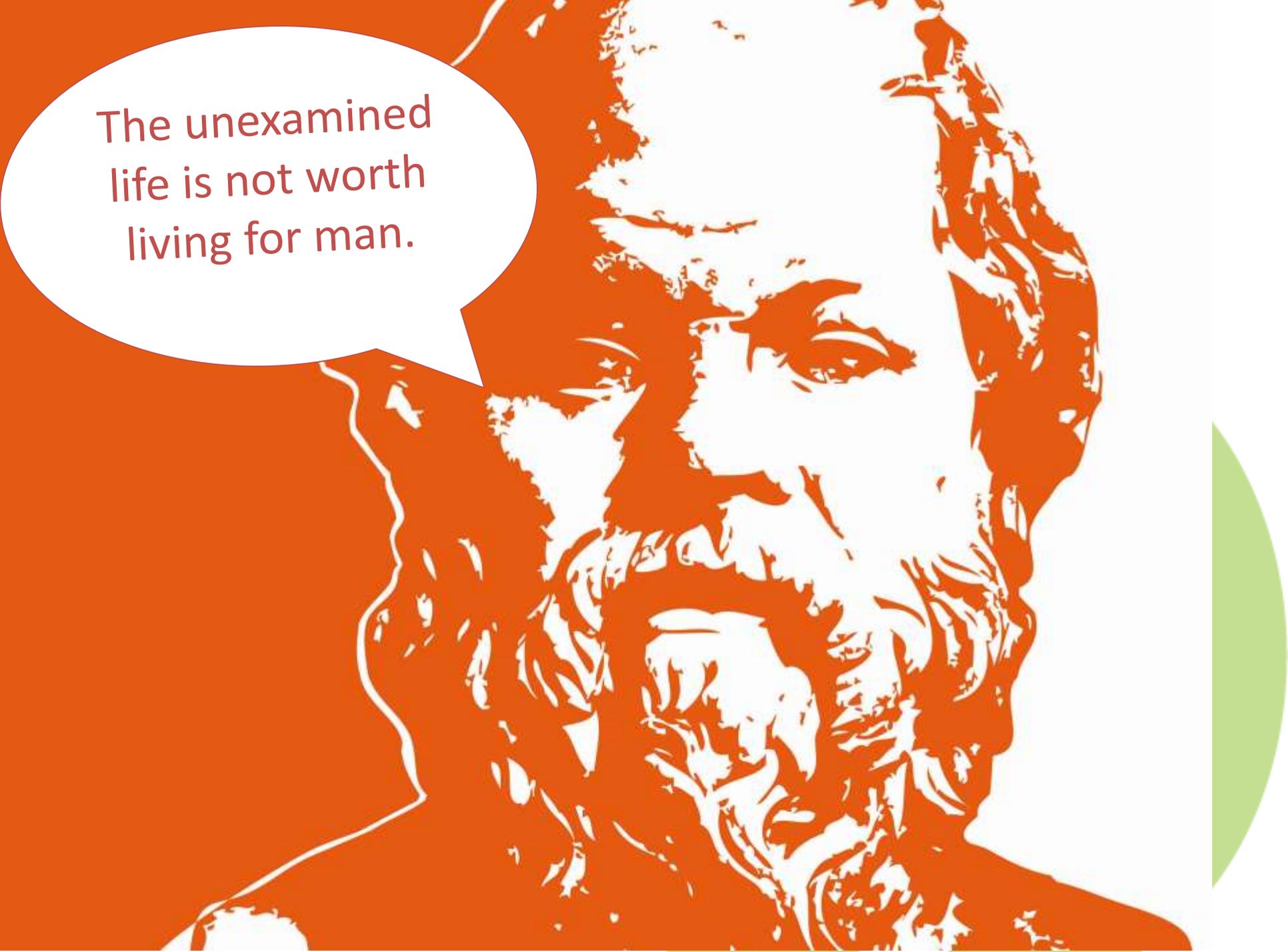
1. Reading/interpretation
2. Pre-seminar: personal and group goals set
3. **Seminar:**
 - a) **Opening question,**
 - b) **“Textual” analysis**
 - c) **Questions of evaluation**
4. Post seminar: seminar and goals evaluated



Positive effects on



- Critical thinking skills
- Language skills
- Self-esteem and higher awareness of self (character)
- Social climate
- Ability to solve conflicts



The unexamined
life is not worth
living for man.

**You find the paper and the
slideshow at:**

 www.ingniteresearch.org/library

