



University of the Aegean
 School of Humanities
 Department of Preschool
 Education Sciences and
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Laboratoire de
 Recherche en
 Philosophie
 Pratique
 (L.R.Ph.P.)

Εργαστήριο
 Έρευνας στην
 Πρακτική
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 (Ε.Ε.Π.Φ.)

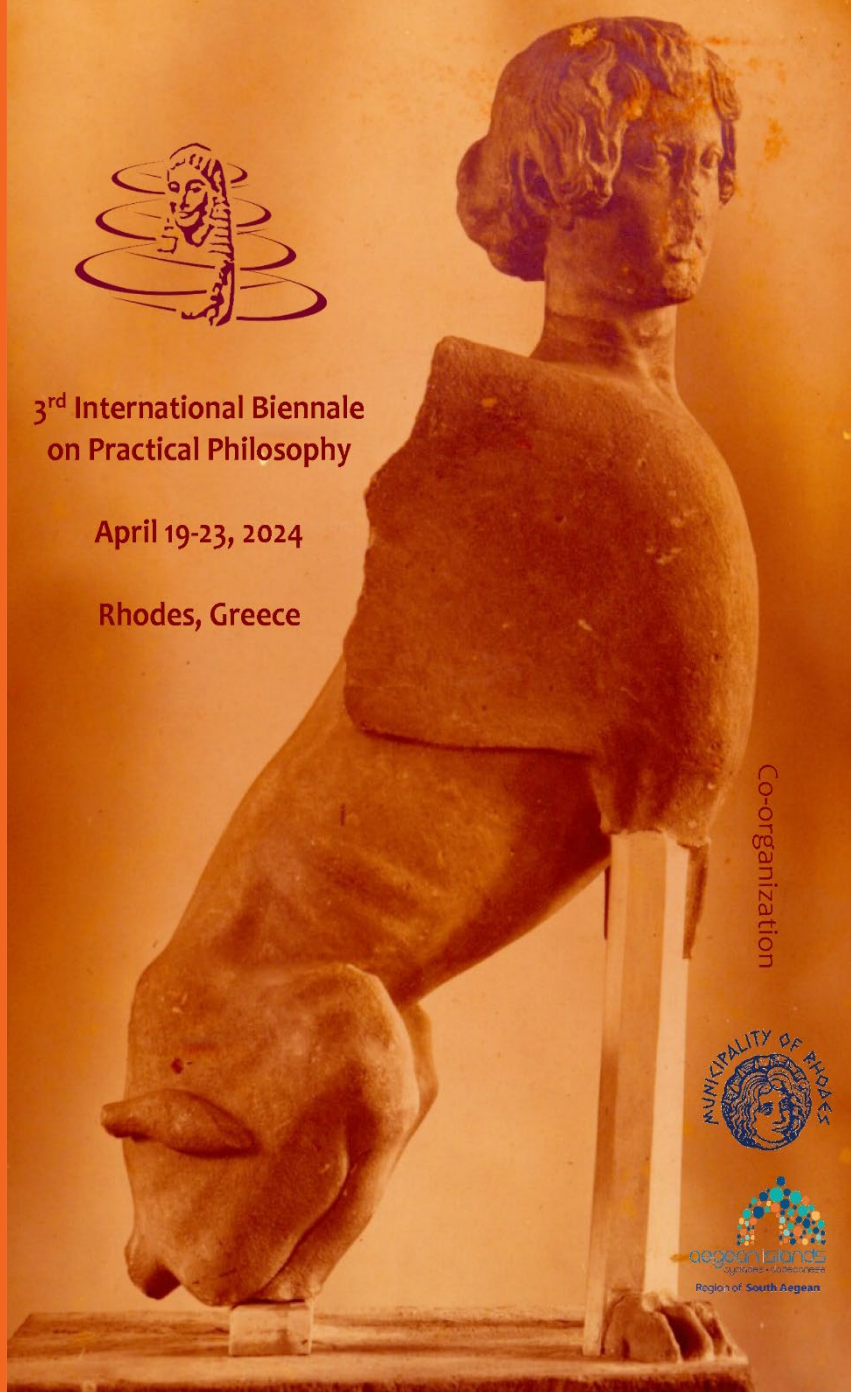
Laboratory of
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 (L.R.P.Ph.)



3rd International Biennale
 on Practical Philosophy

April 19-23, 2024

Rhodes, Greece



Co-organization



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Laboratory of
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Welcome to the
**3rd International Biennale
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April 19-23, 2024

L.R.P.Ph.

Rhodes, Greece

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L.R.Ph.P.

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Events

Egon Schiele, *Reclining Female Nude*



Book of Abstracts

of the

*3rd International Biennale
on Practical Philosophy*

*Laboratory of Research on Practical Philosophy (L.R.P.Ph.),
University of the Aegean, Greece*



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Abstract

Presentation of the "Philosophizing with Children" Manual

The scenarios for the lessons in the "Philosophizing with Children" Manual are designed to illustrate some approaches that could initiate philosophical dialogue with students. The Manual follows the question of how teachers should approach the Philosophy with Children subject and how not only to teach but to philosophize with children. The Manual serves as a tool for teachers in lesson preparation, with the idea of inspiring both students and teachers to contemplate assigned topics in different ways. It follows a problem-solving and developmental approach to philosophy: the goal is not to "learn" the material but to discover what it means to philosophize. To think, to go beyond what is presented, beyond the assigned, beyond the immediately existing and given. How to find something of our own in something we have encountered and received, find what interests us, find answers to questions that trouble us? More importantly, the authors will attempt to show how to find the right questions to express to ourselves what it is we are thinking about.

The Manual consists of 20 concepts. The authors approached the presentation of concepts of good and evil, art, justice, freedom, happiness, tolerance, violence, truth and lie, life, time and space, friendship, courage, God, nature and man, wisdom and knowledge, the world, equality and diversity, love, and silence in their own unique ways. At the beginning, philosophizing with children is often associated with interactive teaching models, even in the very name. Undoubtedly, some formal characteristics of this process are dialogue, building meaning

from symmetrical communication between teachers and students, and providing space for participation in conversation in a way imbued with mutual respect and understanding of each other's positions.

However, it must be emphasized that the function of philosophical inquiry with children is not seen only as another contribution to countless organizational teaching models that deviate from the frontal addressing of the teacher. It is an attempt to establish structural unity between experience, thinking, and behavior regarding the subject of interest. Philosophizing with children is simultaneously a method and a process, analysis and critique, dissection and synthesis, breaking down frames and re-establishing them. The spiral of development allows revisiting segments of the journey in the research process at a different level of complexity, with greater depth of intervention, potentially expanding awareness of different forms of social life.

Keywords: *philosophizing with children, philosophy with children, philosophical education, spiral development, critique, analysis, childhood*

Prezentacija Priručnika „Filozofiranje s decom”

Scenariji lekcija u Priručniku „Filozofiranje s decom” osmišljeni su tako da ilustruju neke od pristupa koji mogu inicirati filozofski dijalog sa učenicima. Priručnik sledi pitanje - Na koji način nastavnici mogu da pristupe predmetu Filozofija sa decom, i kako ne samo da podučavaju, već i da filozofiraju sa učenicima? Priručnik je zamišljen kao pomoć nastavnicima prilikom pripreme za čas, sa idejom da inspiriše i učenike i nastavnike da promišljaju zadate teme na različite načine. Kao takav, on sledi problemski i razvojni pristup filozofiji: ne treba „naučiti” gradivo, već otkriti šta znači filozofirati. Promišljati, zalaziti iza prikazanog, iza zadanog, iza neposredno postojećeg i datog. Kako u nečemu što smo zatekli i dobili pronaći nešto naše, pronaći ono što nas zanima, pronaći odgovore na pitanja koja nas muče? Važnije, autori će probati da pokažu, kako pronaći prava pitanja tako da izrazimo sebi šta je to o čemu razmišljamo?

Priručnik se sastoji od 20 pojmova. Autori su na sebi svojstvene načine pristupali prikazivanju pojmova dobra i zla, umetnosti, pravde, slobode, sreće, tolerancije, nasilja, istine i laži, života, vremena i prostora, prijateljstva, hrabrosti, boga, prirode i čoveka, mudrosti i znanja, sveta, jednakosti i različitosti, ljubavi, tišine. Za početak se često, i u samom nazivu, filozofiranje sa decom asocira sa interaktivnim modelima nastave. Nesumnjivo da su nekakve formalne karakteristike ovog postupka dijalog, građenje značenja iz simetrične komunikacije nastavnika i učenika, te omogućavanje prostora da se u razgovoru učestvuje na način prožet međusobnim uvažavanjem i razumevanjem pozicija sagovornika.

Ipak, moramo istaći da funkciju filozofskog istraživanja sa decom ne vidimo samo kao još jedan prilog bezbrojnim organizacionim modelima nastave koji prave odklon od frontalnog obraćanja nastavnika. Reč je o pokušaju da se uspostavi strukturno jedinstvo između doživljaja, mišljenja i načina ponašanja u vezi sa predmetom interesovanja. Filozofiranje sa decom istovremeno je i metoda i proces, analiza i kritika, rasčlanjivanje i sinteza, razgradnja okvira i njegovo ponovno uspostavljanje. Spirala razvoja tako omogućava da

deonice pređenog puta u procesu istraživanja ponovo „posetimo” na drugačijem nivou složenosti, sa većom punoćom zahvata i potencijalno širim svesti i o drugačijoj formi društvenog života.

Ključne reči: *filozofiranje s decom, filozofija sa decom, filozofsko obrazovanje, spiralni razvoj, kritika, analiza, detinjstvo*

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