

## Course title: Doing Philosophy

Author of the syllabus:	Bart Cosijn (Estonian Dialogue Academy)
Number of lessons:	10 meetings, 20 lessons in total
Time and place:	
Compulsory/elective	elective
Max. number of participants:	15-18
Target audience:	All levels of gümnaasium
Prerequisites:	A sufficient level of English to participate in discussions (discuss with your mentor or English teacher if unsure)
Course description and aims:	<p>Should people and animals be granted equal rights? Do we have a free will? And what is the purpose of going to school? These thought-provoking questions frequently arise in our daily lives, and we call them philosophical questions. Engaging with these questions offers us a great opportunity to delve into subjects that important to us.</p> <p>In this elective course you will have a chance to investigate all the philosophical questions you have. You will learn how to structure your thoughts, express your ideas, give examples, and have meaningful discussions with others.</p> <p>Additionally, will also discover how some of the questions that we have are linked to the ideas put forth by various philosophers around the world. These important thinkers, both dead and alive, are here to help us to develop critical thinking abilities and enhancing our skills in group discussion.</p>
Grading:	Defined by the level of active participation



Learning objectives:	<p><u>Behaviour:</u></p> <ol style="list-style-type: none"><li>actively participate in philosophical group discussions</li><li>use skills for listening, summarizing, argumenting, etc. in discussions with fellow students and teacher (the 'Thinking Moves' system)</li><li>prepare and lead a (short) philosophical group discussion</li></ol> <p><u>Skills:</u></p> <ol style="list-style-type: none"><li>identify the philosophical potential of a problem or dilemma</li><li>recognise and explain a concept</li><li>recognise a valid/invalid argument and personal/general argument</li><li>relate a concept or problem to their personal life</li><li>explain and analyse personal thoughts</li><li>explain what they think other students are talking about</li></ol> <p><u>Cognition:</u></p> <ol style="list-style-type: none"><li>recognise a philosophical question and develop follow-up questions</li><li>summarize, analyse and judge the structure of an argument</li><li>recognise and categorize false arguments</li><li>identify (general) philosophical concepts in relation to schools of thought</li><li>draw conclusions and defend the underlying argumentation</li><li>explain the difference between discussion, dialogue and debate</li></ol>
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	<p>g. look up, learn and use specific English vocabulary in group discussions</p> <p>NB: The skills that students develop can differ from person to person, depending on their personal capacity, enthusiasm, and dedication. However, one of the most significant aspects is the process of learning together as a group. This means that students have the ability to observe, recognize, and learn from their fellow classmates who may excel in areas where they may struggle.</p> <p>In this Doing Philosophy course, the focus extends beyond individual learning. It places importance on the mutual reinforcement that occurs among students. By working together, students can support and strengthen each other's learning experiences. It's not just about individual growth; it's about creating a collaborative environment where everyone can thrive.</p>
<p>Compulsory study materials:</p>	<ol style="list-style-type: none"> <li>1. What does it all mean? A Very Short Introduction to Philosophy (112 pages)</li> <li>2. Thinking Moves A-Z: Metacognition Made Simple (72 pages)</li> <li>3. The Philosophy Book - Big Ideas Simply Explained (350 pages)</li> </ol>

**Course outline:**

Topic	No. of lessons	Notes
<p>Why do we have questions?</p>		<p>Throughout the course, we will cover these topics in every lesson. Initially, we will focus on individual subjects during the early lessons. As the course progresses, we will gradually explore the relationships between different topics, interconnecting them step by step. By the end of the</p>



		course, students will hopefully witness how all the topics come together, forming a comprehensive understanding of what Doing Philosophy means.
Which types of questions are there?		
What is a philosophical question?		
Which tools can we use to explore a question?		
How can we structure our thoughts?		
How can we have a meaningful discussion?		
Which discussion and thinking skills ('Thinking Moves') are useful for us?		
How can we use the ideas of philosophers to help us finding answers to our questions?		
How can we have fun while discussing topics that we find important?		

