



PHIL 492 Philosophy with Children

Fall 2014
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MEETING TIME: Thursdays 10:50 am – 1:20 pm

LOCATION: Wist 131

CATALOG COURSE DESCRIPTION:

Examines the theory and practice of doing philosophy in elementary, middle, and high school classrooms.

COURSE INFORMATION AND RESOURCES:

I. Overview of philosophy for children Hawai'i

What is p4cHI? p4cHI is an innovative approach to education that is transforming the schooling experience by engaging people in the activity of philosophy. p4cHI aids students and teachers in converting traditional classrooms into intellectually safe communities of inquiry. Together, participants develop their ability to think for themselves in responsible ways by exploring meaningful questions that arise from their interests, experiences, and learning contexts. To learn more visit p4chawaii.org.

What is the history of p4cHI? With roots reaching deeply into American Pragmatism and the thought of such philosophers as John Dewey and William James, Philosophy for Children (P4C) is widely respected as a direct response to the international crisis in education.

P4C converts traditional classrooms into reflective communities of inquiry where students and teachers continue to develop their ability to think for themselves in responsible ways. P4C began around 1969 when Matthew Lipman, a Columbia University philosophy professor, became disenchanted with the educational system. He observed that children did not think as well as they could or should in a democratic society.

He was also concerned that schools actually encouraged children to have a negative view of their own intellectual abilities. To address these issues Lipman created a curriculum that incorporated the skills of logic and reasoning found in the practice of philosophy to improve students' thinking in the K – 12 setting. In an effort to extend Lipman's original curriculum and vision to a variety of geo-cultural contexts, a number of P4C Centers have been established worldwide.



II. College of Education Conceptual Framework

A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society—The College of Education envisions a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society. The College aims to enhance the well being of the Native Hawaiian people and others across the Pacific Basin through education. p4cHI is an approach to teaching and learning that supports the College of Education’s conceptual framework.

III. p4cHI Professional Dispositions

The four p4cHI Professional Dispositions describe important professional behaviors of practicing p4cHI teachers. Demonstrating these dispositions is important to your success in this course, and in the field. *p4cHI practitioners cultivate*:

- 1) **Community**: creating and intellectually safe community is essential to all aspects of learning
- 2) **Inquiry**: thinking is developed through the practice of learner-centered inquiry
- 3) **Philosophy**: philosophy, characterized by wonder and embedded within a community of inquiry, is an important tool for learning how to become a responsible thinker
- 4) **Reflection**: a learner-centered approach to education fosters active and meaningful engagement and reflection.

p4cHI is **not a prescriptive practice**; a p4cHI approach to education is based on four theoretical foundations (pillars) and a set of accompanying classroom practices that can be used by teachers as they work to create a pedagogy of their own, which address the content requirements, age, and socio-cultural needs of their students.

Community	Inquiry	Philosophy	Reflection
1. Begins during the 1 st days of instruction 2. Physical “set up” of room 3. Intellectual Safety 4. Community Ball 5. Daily classroom activities and assessments	1. Learner-centered 2. Teacher as co-inquirer 3. Plain Vanilla 4. The Good Thinker’s Tool Kit	1. Not a content but an activity (big P & little p philosophy) 2. Creating and maintaining meaningful and personally relevant academic wonderment within or across content areas	1. Self-corrective checking for growth, progression, and complexity 2. Plain Vanilla memos/reflective questions 3. Prompts of the Day/Daily Reflections

IV. Description of Course Content and Student Learning Outcomes

PHIL 492 is grounded in a p4cHI approach to education. It focuses on processes for thinking and learning, and the development of ethical relationships in and beyond school. Co-inquiring alongside their instructors, pre-service teachers learn to actively engage in course materials to deepen their understanding of schooling, themselves and the world. The course is designed to give participants opportunities to work on:

- “A philosopher’s pedagogy (Makaiau & Miller, 2012);” interdisciplinary methods for teaching and learning
- Thinking philosophically about pedagogy and practice through course readings and dialogue
- Ethical relationship building, and process for thinking responsibly as a member of a reflective *community of inquiry*
- Complex problem solving, critical thinking, good judgment, reasoning, inter-personal communication, personal reflection, group facilitation, note-taking, and writing skills
- Wonderment, and connecting thinking across content areas and other areas of life



V. Course Units

Unit One: *Creating a Community of Inquiry and Daily Practices*

Unit Two: *Philosophical Inquiry: Community and Inquiry*

Unit Three: *Philosophical Inquiry: Philosophy and Children*

Unit Four: *Philosophical Inquiry: Making School Meaningful*

Unit Five: *Reflection, Assessment and Future Action*

VI. Required Texts and Readings and Other Suggested Texts

There are no required textbooks for you to purchase for this class. Instead, you are responsible for checking Laulima each week and for printing out assigned article(s) and bringing them to class.

Unit One: *Creating a community of Inquiry and Daily Practices*

Allegory of the Cave, Plato

An Answer to the Question: What is Enlightenment, Immanuel Kant

She Un-names Them, Ursula Le Guin

Zen Mind Beginner's Mind, Shinroku Suzuki

Gently Socratic Inquiry, Thomas Jackson

"A Cup of Tea," Kasulis

Unit Two: *Philosophical Inquiry: Community and Inquiry*

Guided Discovery in a Community of Learners, A. Brown and J. Campione

Interaction Between Learning and Development, L.S. Vygotsky

Education and Learning to Think, Lauren Resnick

Is Google Making Us Stupid, Nicholas Carr

Raising the Bar, Thomas Yos

Critical Communities, Ashby Butnor

The Community of Inquiry: Education for Democracy, Ann Margret Sharp

Thinking in Pictures, Temple Grandin

Style Delineator, Anthony Gregorc

Unit Three: *Philosophical Inquiry: Philosophy and Children*

Philosophy for Children in Thinking Children and Education, Matthew Lipman

Dialogues with Children, Gareth Matthews

The Philosophical Child, Jana Mohr Lone

Your Baby is Smarter than You Think, Allison Gopnik

Philosophy in the Classroom, Matthew Lipman, Ann Sharp, Fredrick Oscanyan

Unit Four: *Philosophy and Inquiry: Making School Meaningful*

Democracy and Education, John Dewey

Pedagogy of the Oppressed, Paulo Freire

Education and the Significance of Life, Krishnamurti

The Philosopher's Pedagogy, Amber Strong Makaiau and Chad Miller

Philosophical Rules of Engagement, Thomas Jackson

Becoming Good American Schools, Jeannie Oakes, Karen Quartz, Steve Ryan, and Merton

Unit Five: *Reflection Assessment and Future Action*

Follow Your Bliss, Joseph Campbell



VII. Course Assignments, Assessment and Grading

ASSIGNMENT	BRIEF DESCRIPTION AND REQUIREMENTS	POINTS
In Class Prompts of the Day/Daily Reflections	Reflection is one of the four pillars of p4cHI and it is essential for learning. Each week you will be asked to write a "prompt of the day" (POD) reflection at the beginning of each class and a "daily reflection" at end of each class. The rubrics used to assess these assignments will focus on: meta-cognition, clarity, use of textual evidence and self-knowledge/experience to support your claims, your questions, making connections, and identifying multiple perspectives/points of view.	10x1points = 10 points
Take Home Prompts of the Day	On some occasions you will be asked to type your POD prior to coming to class. When this is the case, in addition to the criteria outlined above, you will need to find an additional source (other than the readings assigned by your instructor) to support your thinking about the prompt of the day. For this assignment will also need to apply the APA style guide to document your in-text references and works sited list.	5x3points = 15 points
Philosophical Insight Papers	This assignment will follow each unit of study, which consists of several readings, and philosophical dialogues (Plain Vanilla). After each unit, you will be asked to reflect on your experience in writing. The purpose of this Philosophical Insight Paper is to continue your/our thinking about the topic we philosophized about in class. Please type your Philosophical Insight Paper and organize it into the following four sections: evaluation of the community of inquiry, constructed response, personal reflection and action, and references.	3x8points = 24 points
p4cHI Group Facilitation Project	In a group of four or five students you will plan for, facilitate (with the rest of our class), and reflect on your own Plain Vanilla inquiry. The p4cHI facilitation criteria will be used to assess this project in the following ways: (1) you will complete a self-assessment about your own/your group's facilitation of a Plain Vanilla inquiry with our class. (2) You will provide peer assessments for each Plain Vanilla inquiry that you engage in as a participant (total=3). (3) You will receive an evaluation of your own/your group's facilitation of a Plain Vanilla inquiry with our class. Each of these assessments will have equal weight.	Planning = 4 points
		Group Plan = 10 points
		Self-Assessment = 5 points
		Peer Assessment 3x5 = 15 points
		Professor Assessment = 7 points
Final Project and Reflection	You will make a presentation to our PHIL 492 community of inquiry. In your presentation you need to explain: What is p4c? Why is it needed? How does it work? You select the medium of your choice (e.g. academic journal article, power point, personal narrative, poem, children's book, dramatic play, video, etc.). Make sure you use evidence to support your claims in your response. You will also write a final reflection about your entire experience in the course in two-to-three pages. Final projects will be presented on the last day of class and during the scheduled final exam time.	10 points
Total Points		100points

VIII. Course Expectations, Requirements and Procedures

All written assignments must be typed with attention to spelling and grammar. Adhere to standards set by acceptable Reference and Citation Format (i.e. MLA, APA). All assignments must be handed in on time. Late work will not receive full credit unless you have my prior approval or under extenuating circumstances. Grade drops 1 grade each day assignment is late.

IX. Attendance

You are expected to be in class every day unless prevented by emergency or serious illness. If the case, notify me before the class you will miss, as would be required with a teaching position. Contact your fellow



classmates about missed classes before you talk to me. Unexcused absences will affect your grade. 5 points will be deducted for each missed class day.

X. Class Folders

Good instruction depends on feedback between instructors and learners. Each of you will be given a folder in which you will keep your POD's and Daily Reflections. When you write your POD and Daily Reflection please be sure to make comments to us about what you are thinking and feeling about this class. Comments will be read after each class meeting. Your feedback will help us monitor and adjust our instruction accordingly. This folder will also serve as a placeholder for all of your work in the class and a record of your attendance for each class session; please record the date at the top of each POD/Daily Reflection handout, and return the folder at the conclusion of each class.

XI. Calendar*

Week	Class Activities	Readings Due	Assignments Due
1 (8/24)	<ul style="list-style-type: none"> Class Overview/Syllabus Intellectual Safety Community Ball Prompt of the Day (POD) and Daily Reflection 		<ul style="list-style-type: none"> POD/Daily Reflection #1
2 (9/4)	<ul style="list-style-type: none"> Good Thinker's Tool Kit Plain Vanilla Process 	<i>"Art and Craft of Gently Socratic Inquiry"</i> <i>"Zen Mind, Beginner's Mind"</i> <i>"A Cup of Tea"</i>	<ul style="list-style-type: none"> Take Home POD/Daily Reflection #2
3 (9/11)	<ul style="list-style-type: none"> Plain Vanilla: Community and Inquiry Evaluating community of inquiry How to Write a Philosophical Insight Paper 	<i>"Raising the Bar"</i> <i>"Art and Craft of Gently Socratic Inquiry"</i> (section on p4cHI community) <i>"The Community of Inquiry: Education for Democracy"</i>	<ul style="list-style-type: none"> Take Home POD/Daily Reflection #3
4 (9/18)	<ul style="list-style-type: none"> Plain Vanilla: Community and Inquiry Magic Words 	<i>"Guided Discovery in a Community of Learners"</i> <i>"Interaction Between Learning and Development"</i> <i>"Education and Learning to Think"</i>	<ul style="list-style-type: none"> Take Home POD/Daily Reflection #4
5 (9/25)	<ul style="list-style-type: none"> Plain Vanilla: Philosophy & Children TBA 	<i>"The Philosophical Child"</i> <i>"Your Baby is Smarter than You Think"</i>	<ul style="list-style-type: none"> POD/Daily Reflection #5 Philosophical Insight Paper #1
6 (10/2)	<ul style="list-style-type: none"> Plain Vanilla: Philosophy & Children TBA 	<i>"Philosophy for Children"</i> <i>"Dialogues with Children"</i> <i>"Philosophy in the Classroom"</i>	<ul style="list-style-type: none"> Take Home POD/Daily Reflection #6
7 (10/9)	<ul style="list-style-type: none"> Plain Vanilla: Making School Meaningful TBA 	<i>"The Philosopher's Pedagogy"</i> <i>"Philosophical Rules of Engagement"</i>	<ul style="list-style-type: none"> POD/Daily Reflection #7 Philosophical Insight Paper #2
8 (10/16)	<ul style="list-style-type: none"> Plain Vanilla: Making School Meaningful TBA 	<i>"Democracy in Education"</i> <i>"Pedagogy of the Oppressed"</i>	<ul style="list-style-type: none"> Take Home POD/Daily Reflection #8
9 (10/23)	<ul style="list-style-type: none"> Model Facilitation Group Facilitation Project Overview 	<i>"Education and the Meaning of Life"</i>	<ul style="list-style-type: none"> POD/Daily Reflection #9 Philosophical Insight Paper #3
10 (10/30)	<ul style="list-style-type: none"> Work on Group Facilitation Project 	TBA	<ul style="list-style-type: none"> POD/Daily Reflection #10 Pre-Facilitation Group Reflection/Planning Template



Week	Class Activities	Readings Due	Assignments Due
11 (11/6)	<ul style="list-style-type: none"> Group #1 Facilitation TBA 	TBA	<ul style="list-style-type: none"> POD/Daily Reflection #11 Group #1 p4cHI Philosophical Inquiry Lesson Plan
12 (11/13)	<ul style="list-style-type: none"> Group #2 Facilitation TBA 	TBA	<ul style="list-style-type: none"> POD/Daily Reflection #12 Group #2 p4cHI Philosophical Inquiry Lesson Plan Group #1 Facilitation Self Assessment Form Group #1 Facilitation Peer Assessment Forms
13 (11/20)	<ul style="list-style-type: none"> Group #3 Facilitation TBA 	TBA	<ul style="list-style-type: none"> POD/Daily Reflection #13 Group #3 p4cHI Philosophical Inquiry Lesson Plan Group #2 Facilitation Self Assessment Form Group #2 Facilitation Peer Assessment Forms
14 (12/4)	<ul style="list-style-type: none"> Group #4 Facilitation TBA 	<i>"Follow your Bliss"</i>	<ul style="list-style-type: none"> POD/Daily Reflection #14 Group #4 p4cHI Philosophical Inquiry Lesson Plan Group #3 Facilitation Self Assessment Form Group #3 Facilitation Peer Assessment Forms
15 (12/11)	<ul style="list-style-type: none"> Final Project Presentations 	TBA	<ul style="list-style-type: none"> POD/Daily Reflection #15 Group #4 Facilitation Self Assessment Form Group #4 Facilitation Peer Assessment Forms Final Project Final Reflection

*The calendar and readings are subject to change. We will do our best to modify and change the scope and sequence of the course based on our community of inquiry's needs and interests!

XII. Statement on Disability: KOKUA Program

If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili'uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.

XIII. Academic Integrity/Plagiarism

Plagiarism or cheating is unacceptable under any circumstances. Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Although I encourage collaboration with peers, all work that candidates ultimately submit in this course must be their own in their own words. *Failure to meet this expectation will result in failure of the course and possible dismissal from the program.* If you are in doubt about whether your work is paraphrased or



plagiarized, see the UH General and Graduate Information Catalog under “Student Regulations” and the UH Student Conduct Code for specific guidelines related to ethical behavior.

XIV. Ethical Behavior

Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Failure to meet this expectation will result in failure of the course and possible dismissal from the program.

XV. Annotated Description of Each Major Course Assignment

In Class Daily Reflections/Prompts of the Day & Take Home Prompts of the Day

Reflection is one of the four pillars of p4cHI and it is essential for learning. Each week you will be asked to write a “prompt of the day” (POD) reflection at the beginning of each class and a “daily reflection” at end of each class. On some occasions you will be asked to type your POD prior to coming to class. When this is the case, you will need to find an additional source (other than the readings assigned by your instructor) to support your thinking about the prompt of the day. You will always write your daily reflection in class. We will assess your written responses with rubrics, and you will receive a grade that will be factored into your overall performance in this course. Please take a look at each of the rubrics below, and use the criteria in them to guide you as you complete your reflections.

In Class Prompt of the Day (POD): Reflect on the prompt of the day (POD) in writing. Use textual evidence and/or self-knowledge/experiences to support your response.

Standards	Exceeds	Meets	Attempts	Does Not Meet
Prompt of the Day (POD)	<p><i>My response to the POD demonstrated that I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> Clearly addressing the question/prompt Using textual evidence AND self-knowledge/experiences to support my response Raising and exploring new questions that are relevant to my interests and context 	<p><i>My response to the POD demonstrated that I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> Clearly addressing the question/prompt Using textual evidence OR self-knowledge/experiences to support my response Raising new questions that are relevant to my interests and context 	<p><i>My response to the POD demonstrated that I addressed the question/prompt, but I did not use evidence to support my response.</i></p>	<p><i>I did not complete a written reflection.</i></p>

Take Home Prompt of the Day (POD): Reflect on the prompt of the day (POD) in writing. Use textual evidence and/or self-knowledge/experiences to support your response.

Standards	Exceeds	Meets	Attempts	Does Not Meet
Prompt of the Day (POD)	<p><i>My response to the POD demonstrated that I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> Clearly addressing the question/prompt Using textual evidence AND self-knowledge/experiences to support my response Raising and exploring new questions that are relevant to my interests and context 	<p><i>My response to the POD demonstrated that I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> Clearly addressing the question/prompt Using textual evidence OR self-knowledge/experiences to support my response Raising new questions that are relevant to my interests and context 	<p><i>My response to the POD demonstrated that I addressed the question/prompt, but I did not use evidence to support my response or raise new questions.</i></p>	<p><i>I did not complete a written reflection.</i></p>
ADDITIONAL CRITERIA FOR TAKE HOME (POD)	<p>I applied textual evidence from an outside source (a source other than the ones provided to you by your instructor) to support my thinking AND I accurately applied the APA style guide to document sources in-text and in my reference list</p>	<p>I applied textual evidence from an outside source (a source other than the ones provided to you by your instructor) to support my thinking AND I used the APA style guide to document sources in-text and in my reference list, but I made some errors</p>	<p>I used an outside source to support my thinking BUT I didn't apply APA style guide to document my sources.</p>	<p>I did not use an outside source</p>



Daily Reflection: How does what you learned today connect to your life and the world you live in? Do you see a different perspective or point of view? Use textual evidence *AND* ideas/quotes from classmates/teacher to support your response.

Standards	Exceeds	Meets		
Reflection	<p><i>In my written reflection I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> Connecting what I learned to my life or the world I live in. Describing more than one new perspective or point of view. Using textual evidence <i>AND</i> ideas/quotes from classmates/teacher to support my response. 	<p><i>In my written reflection I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> Connecting what I learned to my life or the world I live in. Describing a new perspective of point of view Using textual evidence <i>OR</i> ideas/quotes from classmates/teacher to support my response. 	<p><i>In my written reflections I thought about my own thinking during and communicated my findings by:</i></p> <ul style="list-style-type: none"> Connecting what I learned to my life or the world I live in. Describing a new perspective or point of view. 	<p><i>I did not complete a written reflection.</i></p>

Philosophical Insight Papers

This assignment will follow a unit of study, which consists of several readings, and philosophical dialogues (Plain Vanilla). After each unit, you will be asked to reflect on your experience in writing. The purpose of this Philosophical Insight Paper is to continue our thinking about the topic we philosophized about. Please type your Philosophical Insight Paper and organize it into the four sections described below. ATTACH ALL OF YOUR ANNOTATED READINGS AND YOUR INQUIRY MEMOS FROM THE UNIT TO THE BACK OF YOUR PHILOSOPHICAL INSIGHT PAPER.

PART ONE

Evaluation of the Community of Inquiry – Take some time to think about how we are doing in our community of inquiry. Focus your evaluation on the community as a whole. When you evaluate COMMUNITY think about: listening, intellectual safety and participation. When you evaluate INQUIRY think about: our focus, whether the inquiry was interesting or not, use of the Good Thinker’s Tool Kit to scratch beneath the surface of the topic, and whether or not we challenged our thinking. Use the following questions to guide your response:

- COMMUNITY STRENGTHS- What do we do well as a community?
- COMMUNITY CHALLENGES -What do we need to improve on as a community?
- INQUIRY STRENGTHS - What was a strength of our inquiry?
- INQUIRY CHALLENGES - What was a challenge in our inquiry?

Make sure to apply the notes that you took in your inquiry memos to support your evaluation. This means USE SPECIFIC EXAMPLES.

PART TWO

Constructed Response – Pick one idea or concept and write a constructed response.

- CLAIM- Use concise language to write a one-sentence claim.
- ASSUMPTION(S) - Next, acknowledge the assumptions embedded in your claim.
- SUPPORTING EVIDENCE - Then, support your claim with textual evidence (e.g. direct quotes from the readings or our inquires) and reasons that explain why the evidence supports your claim. Be sure to use multiple texts (three to exceed) to support your claim.
- COUNTER-EXAMPLES - Finally, acknowledge any counter-examples to your claim.



PART THREE

Personal Reflection and Action – Use the following questions to guide your response:

- How did this inquiry connect to you and the world that you live in?
- Do you now see a different perspective or point of view?
- How will you apply what you learned to make positive change in your life or the world around you?

PART FIVE

References – Use APA format to cite in-text references and to generate a reference list at the end of your response. (See the *Purdue Online Writing Lab* for assistance with APA format - <http://owl.english.purdue.edu/owl/resource/560/01/>).

PHILOSOPHICAL INSIGHT PAPER RUBRIC

	Exceeds the Standard	Meets the Standard	Attempts to Meet the Standard	Does Not Meet the Standard
PART I Evaluation of the Community of Inquiry	I used more than one specific example (from my inquiry memos or memory) to support my written evaluation of each of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges	I used at least one specific example (from my inquiry memos or memory) to support my written evaluation of each of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges	I did use specific examples to support my written evaluation of some of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges	I did not write an evaluation of each of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges
PART II Constructed Response	I brought together multiple questions, ideas, or concepts discussed in our philosophical dialogue to develop a clear one-sentence claim (argument).	In response to a question, idea, or concept discussed in our philosophical dialogue I developed a clear one-sentence claim (argument).	In response to a question, idea, or concept discussed in our philosophical dialogue I developed a one-sentence claim (argument).	I did not develop a claim in response to a question, idea, or concept discussed in our philosophical dialogue.
	Using sound reasoning I correctly identified more than one assumption embedded in my claim.	Using sound reasoning I correctly identified an assumption embedded in my claim.	I tried to identify an assumption embedded in my claim but it is unclear and illogical.	I did not identify an assumption embedded in my claim.
	I supported my claim with logical reasons and evidence (concrete details, quotations, and in-text citations). My evidence came from three or more different texts (in-class readings, an additional scholarly source, inquiry memos).	I supported my claim with logical reasons and evidence (concrete details and quotations). My evidence came from two or more different texts (in-class readings, an additional scholarly source, inquiry memos).	I supported my claim with reasons and evidence. My evidence came from one of the texts (in-class readings, an additional scholarly source, inquiry memos).	I did not support my claim with reasons and evidence.
	I identified and explained more than one counter-example related to my claim.	I identified and explained at least one counter-example related to my claim.	I tried to explain at least one counter-example related to my claim but my reasoning was confusing.	I did not identify a counter-example related to my claim.
PART III Personal Reflection	<i>In my written reflection I thought about my own thinking and communicated my findings by:</i> <ul style="list-style-type: none"> Connecting the inquiry to my life or the world I live in. Describing more than one new perspective or point of view. Detailing how I will apply what I learned to making a positive change in my life or the world around me. 	<i>In my written reflection I thought about my own thinking and communicated my findings by:</i> <ul style="list-style-type: none"> Connecting the inquiry to my life or the world I live in. Describing a new perspective or point of view. Detailing how I will apply what I learned to making a positive change in my life or the world around me. 	<i>In my written reflections I thought about my own thinking during and communicated my findings by:</i> <ul style="list-style-type: none"> Connecting the inquiry to my life or the world I live in. Describing a new perspective or point of view. Detailing how I will apply what I learned to making a positive change in my life or the world around me. 	<i>I did not complete a written reflection.</i>
PART IV References	I accurately apply the APA style guide to document sources in-text and in my reference list.	I accurately apply the APA style guide to document sources in my reference list.	I made errors when applying the APA style guide to document sources my reference list.	I did not document sources.
ANNOTATED RESOURCES	I attached all of my annotated readings and inquiry memos to my philosophical insight paper.		I did not attach all of my annotated readings and inquiry memos to my philosophical insight paper.	



p4cHI Group Facilitation Project

In Japan, teachers learn how to teach and reflect on their teaching practice by engaging in *jugyokenkyu*. Jugyokenkyu literally translates as “lesson study.” To engage in a jugyokenkyu:

A teacher first plans lessons, then teaches in front of an audience of students and other teachers along with at least one university observer. Then the observers talk with the teacher about what has just taken place. Each public lesson poses a hypothesis, a new idea about how to help children learn. And each discussion offers a chance to determine whether it worked (Green, 2014, p.1).

For this assignment you will work with a group to plan and lead a “p4cHI style” jugyokenkyu.

Objectives	Assessment Activities	Assessment Tools
<p><i>As a group:</i></p> <ol style="list-style-type: none"> 1) Identify a philosophically rich (dynamic, multiple perspectives, complex, interesting, relevant) inquiry topic that relates to one of PHIL 492’s three units of study: community & inquiry, philosophy & children, or making school meaningful. 2) Write or select materials (article, story, video, artwork, etc.) for exploring the topic. 3) Write a pre-facilitation group reflection. 4) Write a philosophical inquiry facilitation plan. 5) Facilitate a p4cHI style philosophical inquiry with our PHIL 492 community of inquiry. <p><i>On your own:</i></p> <ol style="list-style-type: none"> 1. Reflect on your group’s planning and facilitation. 2. Evaluate your peers’ facilitation and leadership of the p4cHI style philosophical inquiries that you participate in 	<p><i>As a group:</i></p> <ol style="list-style-type: none"> A) Pre-Facilitation Group Reflection/Planning Template B) p4cHI Philosophical Inquiry Lesson Plan C) Group Facilitation of a p4cHI style philosophical inquiry with our PHIL 492 community of inquiry <p><i>On your own:</i></p> <ol style="list-style-type: none"> D) Facilitator Self Assessment Form E) Facilitator Peer Assessment Form (one for each group) 	<ol style="list-style-type: none"> A) Pre-Facilitation Group Reflection/Planning Check List B) p4cHI Philosophical Inquiry Lesson Plan Check List C) p4cHI Style Philosophical Inquiry Group Facilitation Rubric <p><i>On your own:</i></p> <ol style="list-style-type: none"> A) Facilitator Self Assessment Check List F) Facilitator Peer Assessment Form (one for each group)



Final Project and Reflection

You will make a presentation to our PHIL 492 community of inquiry. In your presentation you need to explain:

- What is p4c?
- Why is it needed?
- How does it work?

You select the medium of your choice (e.g. academic journal article, power point, personal narrative, poem, children's book, dramatic play, video, etc.) for your presentation. Make sure you use evidence and reasons to support your claims in your presentation no matter what the format. Final projects will be presented on the last day of class and during the scheduled final exam time.

You will also write a final reflection about your entire experience in the course in two-to-three pages.

	Exceeds	Meets	Attempts	Does Not Meet
<p>What is p4c? Why is it needed? How does it work?</p>	<p><i>My response to the three final project questions demonstrated that I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> • Clearly answered the questions • Used evidence and reasons to support the claims I made in my presentation • Raised <i>and</i> explored new questions that are relevant to my interests and context 	<p><i>My response to the three final project questions demonstrated that I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> • Clearly answered the questions • Used evidence and reasons to support the claims I made in my presentation • Raised new questions that are relevant to my interests and context 	<p><i>My response to the three final project questions demonstrated that I answered the question/prompt, but I did not use evidence to support my response or raise new questions.</i></p>	<p><i>I did not answer the three final project questions.</i></p>
<p>Final Reflection</p>	<p><i>In my written reflection I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> • Connecting what I learned in this course to my life <i>or</i> the world I live in. • Describing more than one new perspective or point of view that I gained in this course. • Using textual evidence <i>AND</i> ideas/quotes from classmates/teacher to support my response. 	<p><i>In my written reflection I thought about my own thinking and communicated my findings by:</i></p> <ul style="list-style-type: none"> • Connecting what I learned in this course to my life <i>or</i> the world I live in. • Describing a new perspective or point of view that I gained in this course • Using textual evidence <i>OR</i> ideas/quotes from classmates/teacher to support my response. 	<p><i>In my written reflections I thought about my own thinking during and communicated my findings by:</i></p> <ul style="list-style-type: none"> • Connecting what I learned in this course to my life <i>or</i> the world I live in. • Describing a new perspective or point of view that I gained in this course 	<p><i>I did not complete a written reflection.</i></p>

Pau!