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| **WORKSHOP for F2F Instruction** |

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| Module Title | Communities for Philosophical Enquiry (COPE) |
| Duration (in min/hours) | 6 hours (not including 30 min break) |
| Workshop Objectives:  Upon completion of this face to face course learners should be able to:   * Describe some of the key principles and steps in using a Communities of Philosophical Enquiry approach to improve critical thinking skills in pupils. * Identify key aspects of the role of the teacher as facilitator, including how to promote a safe space for dialogue * Be familiar with using tools for facilitation, and activities for creating a good Community of Philosophical Enquiry * Identify ways of using a stimulus to promote critical and philosophical thinking on themes of migration and sustainable development, and be more confident in selecting rich and interesting stimulus material. * Be aware of the value of using a Communities of Philosophical Enquiry approach in exploring topical and controversial issues within and beyond the curriculum | |
| Methodology (discussion, role-play, problem solving etc.) | Discussion, modelling and experience of activities through participation, taught time, information giving. |
| Materials/Equipment (projector, internet connection etc.) | Projector and screen with sound |
| Resources | Powerpoint slides and notes, Annexes, images and video links, course evaluation form |
| ANNEXES | |  |  | | --- | --- | | Course Powerpoint | Annex 1 | | Annotated Script | Annex 1a | | Step 1 notes | Annex 1b | | The opinion gradient | Annex 1c | | Would you rather? Facilitator notes | Annex 1d | | Would You Rather? Images | Annex 1e | | Step 2 notes | Annex 2a | | Stimulus examples for activity | Annex 2b | | Step 3 notes | Annex 3a | | Step 4 notes | Annex 4a | | Goldilocks Questions for activity | Annex 4b | | Step 5 notes | Annex 5 | | Evaluation Bricks powerpoint | Annex 6 | | P4C with 3 year olds video | Annex 6a | | Face to Face training evaluation form | Annex 7 | |  |  | |

***Detailed description of the activities that will be carried out during the lessons.***

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| Introduction to the topic (*activating students’ prior knowledge, stating learning tasks*) |
| Using slides 1-20 of Course Powerpoint Annex 1   * Explore what your trainees think the purpose of education is, and what they hope the pupils in their future classrooms will be like, as people. Use this to identify skills, values and attitudes that are important to the participants. Powerpoint slide 2 * Using Matthew Lipman’s quote about Philosophy for Children, think about how a community of enquiry can enable us to address big questions in the world around us. Slide 3 * Improve your definition of COPE and look at some of the theories that it draws on. Slides 4, 5 and 6 * Examine the cross over with Global Education, as Oxfam defines it. COPE supports the development of skills that enable learners to think more broadly, deeply and critically about their learning and the world around them. Use it to reflect on global issues such as migration and sustainability. Slides 7 and 8 * Discuss how philosophical questions are embedded within every curriculum subject, by exploring what big ideas, concepts or questions can be found in topics that are required teaching. Slide 9 * Discover the wider impacts of COPE and other methods for critical enquiry with pupils, such as P4C. Slides 10+11 * Examine Socratic Dialogue, an example of this used in enquiry with pupils, and touch on the role of the facilitator in that dialogue. Slides 12, 13, 14, 15, 16 * Examine COPE in more detail, and the different methods and modes of thinking that it promotes. Slides 17, 18 and 19 * Begin an exploration of a framework for COPE, simple steps to follow and the skills practiced at each point. Slide 20 |
| Topic Exploration (*Knowledge construction*) |
| Explore each step in the COPE framework, with practical activities and discussion, using slides 20 – 34 of Course Powerpoint Annex 1   * Step 1 – preparing the space and preparing the ground. The practical aspects of setting up an enquiry space and creating ground rules collaboratively.   Using two warm up games in the annexes provided and analyzing them as you try them out, participants will explore and experience the skills they draw upon. Discussion will demonstrate how to adapt them to suit any age and time frame, and how to use them to identify needs of your pupils.   * Step 2 – Presenting the Stimulus   Explore examples of stimulus materials provided in the annex and experience activities designed for all age pupils to help them identify the key concepts. This activity supports pupils in understanding what is meant by a concept, or a big idea, and how to follow connections through from an initial stimulus to an interesting question.  Begin a mini example enquiry, stopping at key points to explore certain activities and areas that are difficult to navigate.   * Step 3 – Thinking and Reflecting   After selecting a stimulus for your participants, explore methods for thinking and reflecting, generating ideas and focusing pupils on concepts and big questions.   * Step 4 – Generating and Choosing Questions   Participants will explore methods for generating and forming questions, and create and choose a question in groups, based on their own stimulus, for their own enquiry. Using the Question Quadrant, participants will practice how to generate questions and then create their own based on the given stimulus.   * Step 5 – Dialogue   Through a facilitated community of enquiry, participants will experience what a Community of Philosophical Enquiry looks and feels like. The facilitator will model a variety of skills and techniques to broaden and deepen participants thinking.   * Step 6 – Follow Up   Explore tools for evaluating your enquiry, and for tracking progress in skills, values and attitudes. Participants will have time to reflect on their own progression as educators, and their curriculum development and planning. |
| Assessment (*how you will ensure that participants have learned*) |
| This session is designed with discussion and participation at its heart. Facilitators will observe participants progress through their engagement and understanding expressed during activities and discussion.  A guided session at the end of the course where participants explore how to embed the learning into their own delivery, will enable the observation of learning achieved.  Slides 30 – 33 of the Course Powerpoint Annex 1 allow for reflective discussion and a question and answer session.  A final evaluation form will demonstrate impact. |