

## Natasha Vygotskian Dialogues

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Start your review of Natasha: Vygotskian Dialogues. Write a review. Sep 10, 2010 Maughn Gregory rated it really liked it. Shelves: philosophy. A great introduction into Soviet social psychology by a man who has done more, perhaps, than anyone else alive to put it into practice. I knew that some aspects of Lipman's 'Philosophy for Children' were influenced by the nearly parallel social learning ...

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Natasha: Vygotskian Dialogues. Lipman, Matthew. This creative philosophical essay demonstrates Vygotsky's principles in the form of an extended fictional thought-experiment, in which the author is "interviewed" by a fictional Ukrainian reporter, Natasha. The introduction, "Squaring Russian Theory with American Practice," gives some background in Vygotsky's and Davydov's theories, including ...

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Rather than simply outlining the classical and modern theories of learning, this widely adopted text brings the material to life through case studies that engage students in debates about what really happens in classrooms. Students are encouraged to test the strengths and weaknesses of each theory so that, ultimately, they will learn to formulate their own philosophies of teaching and

learning. *Perspectives on Learning* is one of the five books in the highly regarded Teachers College Press Thinking About Education Series, now in its Fourth Edition. All of the books in this series are designed to help pre- and in-service teachers bridge the gap between theory and practice. Book jacket.

*Philosophy for Children in Transition* presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children. Educators and philosophers establish the relationship between philosophy and the child, and clarify the significance of that relationship for teaching and learning today. The papers present a diverse range of perspectives, problems and tentative prospects concerning the theory and practice of Philosophy for Children today. The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy. Opens up discussion on the notion of the relationship between philosophy and the child.

'*Intentional Disruption: Expanding Access to Philosophy*' is intended for those interested in pre-college philosophy; the nine contributions within cover a wide array of approaches to bringing philosophy to younger students in a number of new settings. The chapters in this book describe programs taking place across the United States—some inside school and some in unexpected settings such as camps, art museums and nature trails—and offer help to those who want to establish or enrich philosophy programs at pre-college levels while discussing an underlying philosophy and the challenges the programs have faced. At a time when institutional philosophy is imperiled, the programs in this volume point towards new directions being forged to bring the benefits of doing philosophy to more people. This volume will be of particular interest to those interested in pre-college philosophy, and it is intended for philosophy professors, graduate students in philosophy or education, and philosophy teachers in pre-college settings. '*Intentional Disruption: Expanding Access to Philosophy*' will also be helpful to school administrators, parents and philosophy camps instructors.

Gareth B. Matthews, *The Child's Philosopher* brings together groundbreaking essays by renowned American philosopher Gareth B. Matthews in three fields he helped to initiate: philosophy in children's literature, philosophy for children, and philosophy of childhood. In addition, contemporary scholars critically assess Matthews' pioneering efforts and his legacy. Gareth B. Matthews (1929-2011) was a specialist in ancient and medieval philosophy who had conversations with young children, discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding. Those conversations became the impetus for a substantial component of Matthews' scholarship, from which this book features essays spanning the length of his career. Contemporary contributors to the book critically evaluate Matthews' scholarship, showing where he broke new ground and identifying developments and debates in the fields he helped to initiate. They take up pressing challenges, including biased idealizations of childhood in children's literature; the tensions between teaching philosophy to, and doing philosophy with young people; the merits of theorizing childhood without theorizing children; and how professional philosophy at once desires and resists a return to childhood. This second volume in the *Philosophy for Children Founders* series is an important resource for philosophers, educators, and anyone interested in children's philosophical thinking, developmental psychology, what it means to

philosophize with children, the nature of childhood, and how children's literature goes philosophical. It will guide and inspire those who share Matthews' conviction that the impulse to philosophize begins in early childhood. Contributors (in addition to Gareth B. Matthews): Stephanie Burdick-Shepherd, Cristina Cammarano, Claire Cassidy, Stanley Cavell, Maughn Rollins Gregory, Jennifer Glaser, Walter Omar Kohan, Megan Jane Laverty, Jana Mohr Lone, Karin Murriss, Peter Shea, Susan M. Turner, Susannah Sheffer.

What is the state of that which is not spoken? This book presents empirical research related to the phenomenon of reticence in the second language classroom, connecting current knowledge and theoretical debates in language learning and acquisition. Why do language learners remain silent or exhibit reticence? In what ways can silence in the language learning classroom be justified? To what extent should learners employ or modify silence? Do quiet learners work more effectively with quiet or verbal learners? Looking at evidence from Australia, China, Japan, Korea, and Vietnam, the book presents research data on many internal and external forces that influence the silent mode of learning in contemporary education. This work gives the reader a chance to reflect more profoundly on cultural ways of learning languages.

All of us ponder the big and enduring human questions--Who am I? Am I free? What should I do? What is good? Is there justice? Is life meaningful?--but this kind of philosophical interrogation is rarely carefully explored or even taken seriously in most primary and secondary school settings. However, introducing philosophy to young people well before they get to college can help to develop and deepen critical and creative thinking, foster social and behavioral skills, and increase philosophical awareness. *Philosophy in Schools: An Introduction Philosophers and Teachers* is an invaluable resource for students and practitioners who wish to learn about the philosophy for children movement, and how to work its principles into their own classroom activities. The volume provides a wealth of practical information, including how to train educators to incorporate philosophy into their daily lessons, best practices and activity ideas for every grade level, and assessment strategies. With contributions from some of the best practitioners of philosophy for children, *Philosophy in Schools* is a must-have resource for students of philosophy and education alike.

This book contributes to the theory and practice of Philosophy for Children (P4C), with a special emphasis on theoretical and practical issues confronting researchers and practitioners working in contexts that are strongly influenced by Confucian values and norms. It includes writings by prominent P4C scholars from four Confucian societies, viz., Mainland China, Hong Kong, Taiwan, and Japan. These writings showcase the diversity of the P4C model, providing a platform for researchers and practitioners to tell their stories in their own Confucian cultural contexts. The research stories in the first part of the book are concerned with assessing the impact of traditional Confucian norms, promoting critical thinking, reconstructing the notion of community of inquiry, creating moral winds, integrating philosophy into the school curriculum, and localizing teaching methods and materials. Four issues are discussed in the second part of the book: the tension between Confucianism and powerful thinking; cultural challenges for practitioners; the transformation of harmony; and the conception of family. Taken

as a whole, the book provides fresh insights into whether and how P4C's Westerninfluenced theories and practices are compromised when they are applied in non-Western, or rather Confucian, contexts. A must-read for anyone interested in the theory and practice of P4C and Confucianism in general.

"Aufklärung", so Kant "ist der Ausgang des Menschen aus seiner selbst verschuldeten Unmündigkeit." Und weiter: "Unmündigkeit ist das Unvermögen, sich seines Verstandes ohne Leitung eines anderen zu bedienen." Die Frage nach Aufklärung stellt sich nicht nur zu Kants Zeiten, sondern auch heute ist sie höchst aktuell. Ist das aufgeklärte, mündige und autonome Subjekt in Gefahr? Wo gibt es die meisten Hemmungen auf dem Wege zum selbstständigen Denken? Stehen Radikalisierungen, Emotionen und Irrationalität im Vordergrund? Wozu kann man eine Debatte über Aufklärung heute nutzen? Der Internationale Kongress für Kinderphilosophie widmete sich diesen Fragen. Die Komplexität der modernen Welt, die Vielzahl und Vielfalt an Angeboten aller Art, der wissenschaftliche Fortschritt, die Herausbildung zahlreicher ExpertInnenkulturen, die Unübersichtlichkeit der Verhältnisse stellen uns vor große Herausforderungen. Wie steht es nun mit Bildung und Aufklärung? Mit Beiträgen von Rainer Enskat, Gideon Stiening, German Melikhov und Aleksey Melikhov, Kathrin Bouvot, Eva Marsal, Nicole Decostre, Evelina Ivanova, Johanna Hawken, Maja Soboleva, Rudolf Meer, Arie Kizel, Desiree Moodley, Gianluigi Segalerba, Arie Kizel und Dorit Kershner, Sofia Nikolidaki, Daniela G. Camhy, Hermann Maurer und Namik Delilovic, Carlos Francisco de Sousa Reis, Elsa Haraldsdóttir

Sheds new light on the processes of socialization on today's youth.

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