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### **The teaching of philosophy and the new philosophical practices**

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#### **A French exception : towards new one paradigm of the teaching of the philosophy in Final year of high school?"**

The French teaching of philosophy has been organized with a special pattern. This pattern is coming before the great revolution. He has been upset along the XIXe siècle and a new one with typical exercises and practices (for example dissertation), a special teacher, is coming on about 1920. This new way of teaching philosophy at school will be leave by a new generation of teachers and because of the transformation of the society. Presently, the French teaching of philosophy is looking for a new pattern.

*Jean-Marc LAMARRE*

#### **The philosopher child**

Can the discussions between pupils be regarded as philosophical discussions, at primary school? Can child attain philosophy? According to the author, the discussions "with philosophical aim", as they are called, prepare children for philosophy but, strictly speaking, they are not philosophical ; connected with interpretative debates and classmates life debates, they contribute to the development of the person and of the citizen by virtue of exercising the deliberate thinking. Children think but any awakening of the deliberate thinking can not be called "philosophy". The author removes the frequent confusion between thought and philosophy in showing that there is some thought (in the strong sense of the word: a thought capable of truth) in sciences, arts, literature, politics. As philosophy is characterized by an aim for totalizing, systemizing and radicalizing, the child has got neither the concepts nor the culture nor the human experience which would make it possible for him to enter philosophy. It is in the adolescence that a threshold which makes the philosophy learning possible is crossed. Which thought process is at work in the discussions at primary school? The author considers that these discussions are a kind of devices of thought learning, according to the three Kantian maxims of the common sense: to think by oneself (go beyond the immediate opinions), to think in putting oneself in another one's place (widen one's opinion), to think in agreement with oneself (think in a consistent way). These discussions must be situated in the constructive scope of the moral and civic education.

*Edwige CHIROUTER*

**Philosophizing with children thanks to literature. Read to grow and think. Analysis of three years of practice with the same pupils in a primary school in France**

Raising philosophical issues is not an adult's prerogative. At a very young age, children wondering at the world around them start asking questions about life, death and human relations. To use G. Deleuze's word, a child is the "idiot" par excellence, the one who asks about the reason for, and essence of, all things with the utmost naiveté and intensity. Over the past twenty years in Europe the practice of philosophical thinking with children has been developed in schools. Such a practice corresponds to the necessary democratization of a discipline which is often deemed cryptic and elitist. Simultaneously, it seems that children's books are also taking into account the import of metaphysical interrogations. The national literary syllabus for elementary schools insists on that particular dimension of the literary works it proposes and invites teachers to organize philosophical debates. Following the encouragement provided by such recommendations, the teachers who support the initiation of children into philosophy at an early age have begun organizing philosophical sessions in their classes. Today, the world of the child could thus be the link allowing to bridge the gap between disciplines whose history has been marked by the signs of reciprocal competition and mistrust for too long. This way, they could recover their former alliance : beyond the specific forms they keep up with language, both are "discourses" aiming at giving a full meaning as well as intelligibility to our lives. Conflicting disciplines for a too long time, couldn't literature and philosophy find a new complementarity thanks to the joint development of their didactics with children?

*Yvan MALABRY & Edwige CHIROUTER*

**" Nobody comes in here if he is not a land surveyor". Ou "Nobody comes in here unless he is a land surveyor". Mathematics and philosophy: why and how make primary school pupils think about logical and epistemological questions**

The various recent concerning searches the « discussions with philosophic aim » demonstrated that it was possible to begin to learn to philosophize from the primary school. By the regular implementation of sessions, young pupils learn to problématiser, to conceptualize and to argue of big universal questions touching the human condition. It is the didactics of the philosophy that so developed these last years. The present article goes out of the precise frame of the didactics of to philosophize to be interested in the consequences, in the effects, which these studios can have on the other school disciplines, and in particular on the Sciences and the Mathematics. Can the implementation of discussions with philosophic aim about questions of epistemology allow to develop the representations of the pupils concerning these disciplines? Have they positive consequences on certain types of difficulties and blockings? Why and on what conditions the "DVP" do they allow to establish a new report in the knowledge, to give more sense to the wanted activities and so facilitate the success of the pupils?

*Jean-Charles PETTIER*

### **Generalization in schools of the "Practices with philosophical aim". Issues and project**

What are the issues of a generalization in schools of the "Practices with philosophical aim" (PPA)? In this paper we wriggle out from the a priori charm of the PPA to examine in a philosophical manner the foundations and political project that could result from them. Doing so, we intend to give to teachers keys to guide their teaching. At the ethical level, we identify better to what extent the generalization of the PPA participate to the construction of human essence by means of the Right. An ethics of the Human Right, taking into consideration some contemporary philosophical criticisms (Sartre, Foucault, Heidegger), which contest the idea of any human essence, make by the generalization of PPA in schools, the intellectual tool to participate to this critical humanity whose responsibility is to elaborate the Right. The child, carrier-to-be of the human project, must learn how to reflect, for it is politically fundamental in a democracy of Rights. Her/his reflection is based on the development of her/his individual capacity to mobilize alert, complex, abstract and conceptual thinking. We widen, thanks to education, the field of her/his spontaneous questioning towards an authentic "philosophical citizenship". Generalization of the PPA is bearing pupils' success - some of them sometimes having school difficulties- by examining in a philosophical manner the school disciplines, by identifying better their nature and specific modalities, to finally situate and integrate them better. By means of the philosophical debate, we convey a political and social model which aims at, eventually, exempt from "communitarist" violence to the benefice of dialogue between cultures.

*Sylvain CONNAC*

### **The popular and cooperative education to the test of philosophizing**

The presented study consists in questioning, in a priority educational context of elementary school, the mutual influence between the discussions with philosophic aim and the structure of the cooperative classes. Classes experimenting the philosophy within a vast program, organized every week of the discursive exchanges of democratic shape around questions lifted by the children and treated through particular philosophic constraints. The study allowed the follow-up of certain pupils to collect their opinion. A qualitative analysis of the scripts of discussions allowed to characterize the evolution of the interventions of the pupils from the point of view of the progress to be conceptualized. The study, pressed also on conversations with specialists and teachers, allows to raise some fears as for a possible decline of the introduction of the DVP in a cooperative pedagogy context. The know-how acquired by the teachers in cooperative class contributes to better manage the devices of the DVP, even if a priori more than a year is necessary for all the pupils to benefit from it. The frame of the study, led in ZEP, restricts however the results to this context of specific teaching.

*Pierre USCLAT*

### **A discussion of the philosophic habermassienne foundations the Discussion with philosophic aim ( DVP) at school and of the role of the primary teacher in his class**

In this article, our objective is to reflect and answer the critics concerning our study dealing with the " Emergence of Discussion with a Philosophical

goal in primary schools".( EDP) Our thesis is based on the work of J. Habermas, explaining the role of the school teacher during EDP, that is to say a full and active participant. Therefore, in this article, after recalling the links between what the German philosopher thinks and EDP, we will study the criticisms we have received. In order to do so, we will try to answer the critics when they say that Habermas could make the form of discussion clearer, but not its philosophical aspect. We shall also reply to the critics who say that we keep a close relation between philosophy and democracy, which does not necessarily exist, and those saying that we inappropriately transfer Habermas's concepts to a field they don't belong to. Or that the role of the teacher as a participant on the same level as the pupil is not a new idea at all.

*Marianne REMACLE & Anne FRANÇOIS*

### **Philosophizing with children in psychiatric unit**

Since 2002, a workshop of philosophy was established in a child and adolescent psychiatry unit, taking part of the unit treatment program. The procedure of this weekly workshop, which aims to develop specific skills to philosophize (conceptualising, problem seeking and arguing) is governed by a protocol that guarantees the expression of each child and allows the continuation of work by an activity in the visual arts. The use of metaphorical texts supports the process of symbolization and thereby allows children to "dress" their thoughts. Evaluation work, that is set up around the workshop, seeks to understand how this activity is likely to support the work of clinicians and to help children build sense in a way of living that can be very unstructured.

*Jacques LE MONTAGNER*

### **How to acquire a coaching position as the bases of the training of philosophy teachers ?**

Traditionally, the Institution focuses the teaching training in philosophy on the contents to transmit to the students in a logical way of teaching. Without underestimating the indispensable and important contribution of this training session, we assume that developing a professional didactic centered around the coaching how to philosophy for the students in their last year at high school, can be, for the acquisition of real skills as for their success, a relevant choice. What training devices are likely to favor the gradual construction of this ability of coaching ? In what way can the current training of teachers help or hinder this acquisition ? What devices, what methods can we use to optimize the transformation of the former methods of teaching of philosophy teachers ?

*Romain JALABERT*

### **Learn to philosophize in a "café" : assessments and perspectives**

With the strength of about twenty years of existence and an extremely vast and diversified geographical presence, the phenomenon said of the "café philosophiques (coffee of philosophy) " has proved to be capable of denying the suspicions about "the effect of fashion" and of " Parisian snobbery " which were brought against it for a long time. Beyond the criticisms which do not die and the doubts as to its philosophic validity , the movement goes on living, evolves, without ever going away too much from the famous wish of Diderot: " let us hurry to make philosophy popular ! ".

The "café philosophique" is the unexpected leader of a variety of new practices (philosophy with movies , hikes of philosophy, banquets of philosophy, workshop of philosophy, within different settings as the Popular Universities, etc). Without any doubt, the "café philosophique" remains the most popular and the most well known of the " New Philosophic Practices ". But probably also the most attacked... We are studying how the "café philosophique" begun and the evolution of this movement in the city, and we are trying to conceive some perspectives for this practice, the most ancient among the New Philosophical Practices. This research is made with the consultation of works, articles of magazines, official reports and radio archives covering the period from 1992 to 2010. It is also based on a survey made on the basis of an electronic questionnaire, during the months of May and June 2010.

## **Varia**

*Laetitia GERARD*

### **Relationship dimensions in the Master's level supervisory relationship**

Master's level dissertation supervision is one of the characteristics differentiating graduate-level (Master's) learning structures from learning structures at the undergraduate level (Bachelor's) It represents a new two-way relationship for students which differs from the group learning relationship they had experimented with up until the end of their undergraduate studies. This study is primarily interested in the interpersonal relationship within the supervisor-student pair, which supports the development of the initial professional supervisory relationship. Semi-directive interviews were conducted to collect data on the actors' (master's students and their supervisors) perceptions of the supervisory relationship. The results show that the interpersonal relationship can have positive but also negative effects on the hands-on research training of master's level research apprentices. The data highlight strategies used by supervisors to maintain a relational distance that is beneficial to their students' scientific training.

*Gwénaél LEFEUVRE*

### **A representation of the pupils in difficulty (and their assumption of responsibility) dependent on the devices builds by the collective of teachers**

Until now, few research were centered on the relation between the collective work of the teachers within the school and their practices of teaching in situation of class. We propose, within the framework of this text, more recently to study this relation through the mobilization of the concept of instrument psychological developed by Vygotski then by the didactic professional one. Starting from an exploratory research, we will show how the participation of the teachers of preparatory course (CP) in a teaching device collate, elaborate by the collective of the school, can be dependent on the representations relating to the identification and the assumption of responsibility of the pupils in difficulty within their class. The teaching device collate then exceeds the statute of simple working tool to become a psychological instrument which has function of an epistemic and pragmatic mediation within the framework of the practices of assumption of responsibility of the pupils in difficulty.

*Martine JANNER RAIMONDI*

**Collateral research : sense and stakes of written traces in accompaniment of teachers in primary schools.**

Accompany research with teachers while the accompanists have exercised functions of adviser and training officer demands a big alertness to avoid amalgam positions and disturbance of research purposes. If the choice of a collaborative research needs helping us to identify the purpose of actor's empowerment and an ethical research position, it remained to find how make concrete this double aim. The written traces realize by both members of the research binomial and sent systematically to the actors before every debate, appeared necessary, not only to put our involvement with hindsight and favour cogitation but also self-defining trajectory of their community of practice. This communication, wich is founded on an international research ECOS of three years, aims to identify the characteristics of written traces leaves to surround in what they could play a role and that on the side of accompanists as on the side of accompanying. This cogitation leans against the experience of the accompaniment with three schools during two years. This article analyse stakes and impacts of writings provided during the first two meetings. It will be illustrated by extracts with one of these schools.