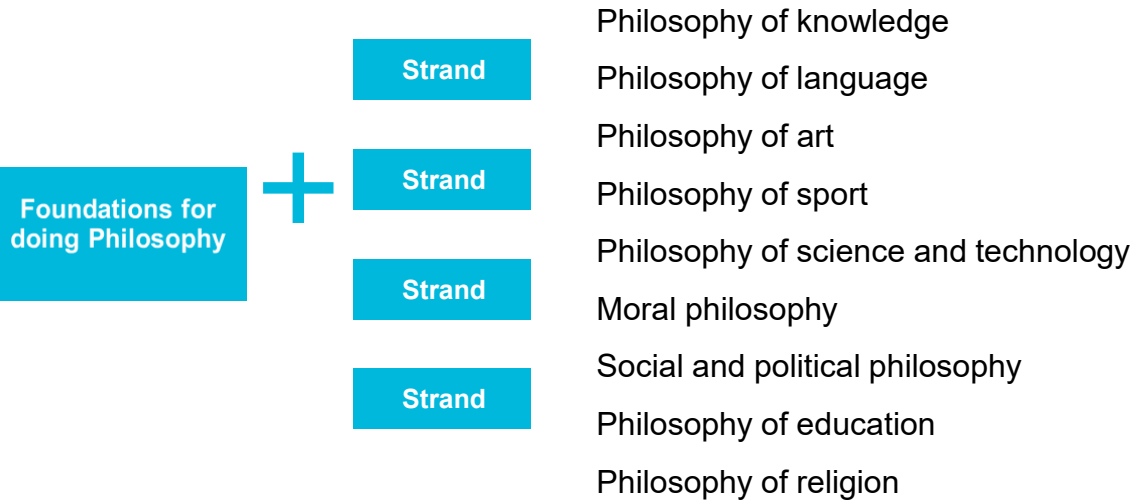


Learning Outcomes

Philosophy

Aim
This short course in philosophy aims to engage students in philosophical enquiry and dialogue about life's big questions and to develop critical, creative, collaborative, caring thinkers who can participate in informed discourse and act in the world in a more reflective manner.



Strand 1: Foundations for doing philosophy

Introducing philosophy

Students should be able to:

- 1.1

explain what philosophy is
- 1.2

trace the origins of philosophy and name some of its big thinkers from classical times to modern day
- 1.3

identify questions that are common (shared by everybody), central (help us understand ourselves and our world) and contestable (the subject of argument and competing understandings)
- 1.4

identity 'What are my big questions?' and 'How can I grapple with these questions?'
- 1.5

agree as a class some 'big questions' which they would like to explore as part of this course

Building a community of enquiry

Students should be able to:

Participate in discussion by being able to:

- 1.6

listen carefully, critically and respectfully to other points of view
- 1.7

seek out different ideas and information in order to reach a more informed position
- 1.8

ask relevant and probing questions at the right time, for the right reason
- 1.9

use the language of reasoning when engaging in discussion
- 1.10

present a coherent argument and be able to justify it (e.g., provide examples, counter-examples, define meanings, find criteria, build on others' ideas, see connections)
- 1.11

map out an argument or set of arguments (e.g., showing premise, evidence, conclusion)
- 1.12

express emotion in appropriate ways

Developing tools for thinking

Students should be able to:

- 1.13

help others to feel included in the group
- 1.14

reflect on how they have participated in the learning
- 1.15

think about their thinking
- 1.16

explain the difference between an argument, an explanation and an anecdote
- 1.17

when listening to someone or reading a text, be able to judge whether the speaker or writer is making a valid and sound argument
- 1.18

identify different types of reasoning (e.g., deductive and inductive)
- 1.19

identify some common weaknesses in reasoning (e.g., fallacies related to relevance, an appeal to pity or emotion, an appeal to authority, using a straw man, argumentum ad hominem, etc.) and be able to identify examples of some of these fallacies in everyday life

Key concepts

Community of enquiry, questioning, critical thinking, creative thinking, collaborative thinking, caring thinking, reason, concept, values, argument, logic, premise, evidence, conclusion, assumptions, example, criteria, category, alternative, opinion, fact, cognitive bias, perception, cause, effect, strength, weakness, fallacy.

Strand 2: Philosophy of knowledge

Students should be able to:

- 2.1

listen carefully, critically and respectfully to each other
- 2.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 2.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 2.4

create arguments (oral and written) that communicate a clear and logical point of view
- 2.5

contribute to creating a critical, creative, collaborative and caring community of enquiry
- 2.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Mind/body relationship, knowledge/perception, reality, truth, illusion, idea, senses, imagination, experience, beliefs, memories, language, emotion, self, artificial intelligence, brain-enhancing technologies, gender, culture, beauty, scepticism, relativism.

Strand 3: Philosophy of language

Students should be able to:

- 3.1.

listen carefully, critically and respectfully to each other
- 3.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 3.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 3.4.

create arguments (both oral and written) that communicate a clear and logical point of view
- 3.5

contribute to creating a critical, creative, collaborative, and caring community of enquiry
- 3.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Meaning, knowledge/knowing, language, understanding, descriptive, prescriptive, emotive, persuasive, inference, non-verbal communication, reality, truth, lie, propaganda, myth, stories, manipulation, gender, culture.

Strand 4: Philosophy of art (including visual arts, music, poetry, film, fashion, etc.)

Students should be able to:

- 4.1

listen carefully, critically and respectfully to each other
- 4.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 4.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 4.4

create arguments (both oral and written) that communicate a clear and logical point of view
- 4.5

contribute to creating a critical, creative, collaborative and caring community of enquiry
- 4.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Beauty, value, abstract, representational, interpretation, judgement, attraction, subliminal messages, composition, atmosphere, emotion, truth, illusion, idea, communication, gender, culture.

Strand 5: Philosophy of sport

Students should be able to:

- 5.1

listen carefully, critically and respectfully to each other
- 5.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 5.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 5.4

create arguments (both oral and written) that communicate a clear and logical point of view
- 5.5

contribute to creating a critical, creative, collaborative and caring community of enquiry
- 5.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Games, sports, play, competition, winner/loser, judgement, fair/unfair, discipline, mind/body relationship, performance-enhancing technologies, motivation, individualism, team, leadership, gender, culture

Strand 6: Philosophy of science and technology

Students should be able to:

- 6.1

listen carefully, critically and respectfully to each other
- 6.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 6.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 6.4

create arguments (both oral and written) that communicate a clear and logical point of view
- 6.5

contribute to creating a critical, creative, collaborative and caring community of enquiry
- 6.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Knowledge, progress, method, observation, hypothesis, experimentation, verification, interpretation, cause/effect, consent, responsibility, rights, duties, ethics, instrumentalism, big pharma, biotechnology, endangered species.

Strand 7: Moral philosophy

Students should be able to:

- 7.1

listen carefully, critically and respectfully to each other
- 7.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 7.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 7.4

create arguments (both oral and written) that communicate a clear and logical point of view
- 7.5.

contribute to creating a critical, creative, collaborative, and caring community of enquiry
- 7.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Moral/immoral, ethics, good, bad, right/wrong, truth, objectivism, absolutism, relativism, duty, responsibility, intention, consequence, free will, authority, justice, law, human nature, reward, punishment, guilt, utilitarianism, hedonism, environmental ethics, business ethics, feminist ethics, distribution of wealth.

Strand 8: Social and political philosophy

Students should be able to:

- 8.1

listen carefully, critically and respectfully to each other
- 8.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 8.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 8.4

create arguments (both oral and written) that communicate a clear and logical point of view
- 8.5

contribute to creating a critical, creative, collaborative, and caring community of enquiry.
- 8.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Human nature, the role of government, authority, freedom, justice, crime and punishment, protection of human rights, democracy, dictatorship, anarchy, socialism, communism.

Strand 9: Philosophy of education

Students should be able to:

- 9.1

listen carefully, critically and respectfully to each other
- 9.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 9.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 9.4

create arguments (both oral and written) that communicate a clear and logical point of view
- 9.5

contribute to creating a critical, creative, collaborative, and caring community of enquiry
- 9.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

Education, learning, training, equality, intelligence, skills, human development, justice, equality, the arts and sciences.

Strand 10: Philosophy of religion

Students should be able to:

- 10.1

listen carefully, critically and respectfully to each other
- 10.2

seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories
- 10.3

analyse and compare ideas and be able to build on others' ideas to form a personal position
- 10.4

create arguments (both oral and written) that communicate a clear and logical point of view
- 10.5

contribute to creating a critical, creative, collaborative, and caring community of enquiry
- 10.6

reflect on how learning is developing their thinking and collaborative skills

Key concepts

God, faith, belief, values, good/evil, suffering, existence and meaning, origin of life, after-life, morality, truth, wisdom, atheism, agnosticism, humanism.

Note

Strands 2 to 10 are presented as optional and teachers can select four strands, depending on the topics which are of interest to the teacher and students. These strands do not need to be taught in any particular sequence.

Teachers can also identify and develop their own topics for philosophical enquiry using the approach set out in Appendix 2. This could replace one of the four strands.



Oide

Tacaíocht an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoil agus Múinteoirí
Supporting the Professional
Learning of School Leaders
and Teachers