Workshops in the University of the Aegean/Department of Sciences of Preschool Education and of Educational Design:
Coordinators: Professors Camhy Daniela G. & Theodoropoulou Elena

Description and Evaluation:

1. 2011: Workshop with undergraduate students in the frame of the Course "Practice A' Phase: Exploration; Familiarisation; Orientation".
Title of the workshop: «Doing Philosophy with Children in Kindergartens».
Content: Introduction to P4C's Theory & Practice: basic familiarisation with the principles of philosophical dialogue

It is a praxis orientated workshop presenting the new topic of Philosophy with/for Children promoted by UNESCO, that is practiced in Austria for twenty eight years. University of Aegean "The Department of Preschool and Education Design" offers this innovative workshop to students as the only institution in Greece, which systematically works on this topic. To offer thinking-, reasoning- and inquiry skills is very valuable for preparing students as well as children to cope with all the challenges in this rapidly changing world.

2. 2012: Workshop in the frame of Master "Children's Book & Educational Material" during the Course "Children's Book & Philosophy for Children".
Title of the Workshop: "Philosophical dialogue in the classroom as a mean to approach literary texts".
Content: The ways of developing philosophical dialogue through literature

The ways of developing philosophical dialogue through literature is a very important issue specially for teachers and kindergardeners. – there is no Master in Greece offering this issue and also in Austria there is no Master Programme like this. Innovative strategies were developed to analyzing and understanding the meaning of literary texts bringing new ideas for philosophical education itself.

3. 2012: Workshop in the frame of Master "Psychopedagogy: A School for All" and in the frame of the course "Epistemology of Difference & Alterity".
Title: «Intercultural Education & Philosophical Dialogue".
Content: The possible connections between the cultivation of intercultural skills and the philosophical dialogue

The challenges that young people are facing, with all the problems of globalization, oblige the society to provide an education that ensures young people have the skills and understanding they need to confront these challenges successfully. That means to prepare people to develop individual and collective capabilities as well as to acquire higher levels of awareness and consciousness to make it possible to participate collaboratively in cultural, economic, social and political life. This requires developing educational actions providing students and educators with cognitive, affective, social and "world-making" skills with new
abilities, competences, knowledge and understanding. In this workshop we had the opportunity to introduce philosophical tools to develop those skills.

4.
2013: Workshop with undergraduate students in the frame of the Course "Practice A' Phase: Exploration; Familiarisation; Orientation".
Title of the workshop: «Forms of Discussion in the Kindergarten: Formulating questions»
Content: Exercising students to various types of questions in the classroom

Dialogue and discussion are very important for education and philosophy as well. Through dialogue and discussion we build up relationships, learn to listen to each other and build on each other’s ideas. It opens the way to a democratic education through representing the dialogical approach - that does not mean that participants merely respond to what other people do or say. It means that there is a way of interaction between participants that take into account how and what other people think and feel, based on understanding and respect for human rights and democracy, encouraging tolerance and respect for other peoples and cultures.

5.
2013: Workshop in the frame of Master "Children's Book & Educational Material" during the Course "Children's Book & Philosophy for Children".
Title: «The philosophically promising literary text»
Content: Development of criteria for the recognition of a philosophically promising literary text for children

In this workshop different materials were introduced and practiced. The main important issues were to find and recognize criteria for philosophically promising literature. Many examples had been discussed and the notion of Hannah Arendt of going visiting was introduced as well as the ideas about imagining of Martha Nussbaum.

6.
2013: Workshop in the frame of Master "Psychopedagogy: A School for ALI" and in the frame of the course "Epistemology of Difference & Alterity".
Title: "Intercultural Education & Community of Inquiry"
Content: Searching the ways in which the development of a community of inquiry can promote the objectives of the intercultural education

The aim of doing philosophy is to build a community of philosophical inquiry in the classroom, where multidimensional thinking is fostered in a continuous process of reflection. Children do not only learn about philosophy but they do philosophy. It is important to give children a voice and to help them to think for themselves and become sensitive, effective, creative thinkers having the confidence to articulate own thoughts. Participating in a community of inquiry means to inquire cooperatively in a self-reflected way and as Matthe Lipman as well as John Dewey claim it is an exemplar of democracy in action. In this workshop we experienced the community of inquiry and had some very positive feedback from the students.