PH4550 Philosophy for Teaching
Syllabus Document (Readings and Resources)

Synopsis: Students will intern in an educational organisation approved by the Department. (e.g. a Philosophy or cognate programme in a Secondary School or Junior College, or other educational organisations). During the internship, they will learn to use their philosophical skills to teach, and through practice, reflect on the usefulness of Philosophy in education practice and intellectual development.

Overview of Recommended Reading Schedule

Part 1: The 'Professional'

Week 1 – What can I do with a Philosophy Degree? Job Options for Philosophy Majors

Week 2 – Who learns Philosophy in Singapore? Pre-University Philosophy Education

Week 3 – Should Schools Teach Philosophy? The Uses and Abuses of Philosophy Education

Week 4 – Do Philosophy Majors have EQ? Interpersonal Relationship Skills in a Professional Setting

Part 2: The 'Pedagogical'

Week 5 – How to Communicate Philosophy: Introduction to Scaffolding

Week 6 – The Social Context of Learning: Designing Communities of Inquiry

Week 7 – Helping Students Understand: Question X and Four Sentence Philosophy

Week 8 – Technology in the Classroom: Putting *them* in Computer Simulations

Week 9 – Designing Assessments: Assessment *of* Learning and Assessment *for* Learning

Week 10 – Developing Learning Outcomes: The lesson's *telos*

Part 3: The Professional and the Pedagogical

Week 11 – So what's your Teaching Philosophy? Developing a Teaching 'Philosophy' and Writing a Teaching Statement

Week 12 – So can you Last the Distance? Teacher Self-Care and Professional Boundaries

Week 13 – So are you Employable Now? Gathering and Learning from Feedback

Readings and Resources

Note: As there is no final examination, these readings and resources are primarily there to help you have a better understanding of the various related professional and pedagogical considerations to teaching philosophy. You might consider reflecting on readings or resources that you find especially important or interesting in your weekly journal entries.

Week 1 – What can I do with a Philosophy Degree? Job Options for Philosophy Majors

Recommended Reading:
- Fisher, Andrew & Jonathan Tallant. 2016. "Helping Philosophy Students Become (Even More) Employable." *Teaching Philosophy* 39.4.

Additional Resources:
- APA Committee on Non-Academic Careers. 2016. *Beyond Academia: Professional Opportunities for Philosophers.* Here.
- A list of philosophers in different careers: "Who Studies Philosophy?" *APA.* Here.
- Schmidt, Benjamin. 2018. "The Humanities Are In Crisis." *The Atlantic.* Here.
- Boersema, David. 2020. *What Can I Do With a Degree in Philosophy?* Oregon: Bee Tree Books. Open Access here.
- Lam, Bourree. 2015. "The Earning Power of Philosophy Majors". *The Atlantic.* Here.

Journal Recommendation (feel free to design your own prompt):
- What are your goals and ideal learning outcomes?
- What are some of your initial expectations, concerns, fears; or what are you excited about?

Week 2 – Who learns Philosophy in Singapore? Pre-University Philosophy Education

Recommended Reading:
- Burik, Steven et al. 2020. "Country Report: The Teaching of Philosophy in Singapore Schools." *Journal of Didactics of Philosophy* 4.3. Here.
- Ooi, Daryl. 2021. "Country Report: The Teaching of Philosophy in Singapore Schools (Part 2)." *Journal of Didactics of Philosophy* 5.2. Here.

Additional Readings:
- Lim, Tock Keng. 2006. "Gifted students in a community of inquiry." *Korean Educational Development Institute* 3.2.
- Tan, Charlene. 2017. "Teaching critical thinking: Cultural challenges and strategies in Singapore." *British Educational Research Journal* 43.5.
- Shanmugaratnam, Tharman. 2006. "Speech at the Philosophy in Schools Conference."
- Collection of Curriculums in Pre-University Singapore: resource here.

Week 3 – Should Schools Teach Philosophy? The Uses and Abuses of Philosophy Education

Recommended Reading (pick one):
- Hand, Michael. 2018. "On the distinctive educational value of philosophy." *Journal of Philosophy in Schools* 5.1.
- Cam, Philip. 2018. "The Generic Argument for teaching philosophy." *Journal of Philosophy in Schools* 5(1).

Additional Resources:
- Loh, Maria Mun Fong 2017. "Philosophy teaches students how to live with uncertainty." *The Straits Times (Forum)*.
- Gibran, Ben 2017. "Think carefully about philosophy in schools." *The Straits Times (Forum)*.
- Chow, Kenneth 2021. "Forum: Make formal education system more flexible to deliver new outcomes." *The Straits Times (Opinion)*.
- Khoo, James. 2021. "Forum: Teach ethics in school to highlight the similar core values in different religions." *The Straits Times (Opinion)*.
- Blease, Charlotte. 2017. "Philosophy can teach children what Google can't." *The Guardian*: here.

Week 4 – Do Philosophy Majors have EQ? Interpersonal Relationship Skills in a Professional Setting

Recommended Reading:
- Tulgan, Bruce. 2015. "The Soft Skills Gap." In *Bridging the Soft Skills Gap: How to Teach the Missing Basics to Today's Young Talent.* Wiley Online.

Additional Resources:
- Gallo, Amy. 2015. "How to Build the Social Ties You Need at Work." *Harvard Business Review*: here
- Goleman, Daniel and Richard E. Boyatzis. 2017. "Emotional Intelligence Has 12 Elements. Which Do You Need to Work On?" *Harvard Business Review*: here.

Week 5 – How to Communicate Philosophy: Introduction to Scaffolding

Recommended Reading:
- Pol, Janneke van de et al. 2010. "Scaffolding in Teacher-Student Interaction. A Decade of Research." *Educational Psychology Review* 22.3.

Additional Resources:
- Useful guide from Wiley Education Services: here.
- Useful guide from The IRIS Center Peabody College Vanderbilt University: here.
- Sample lesson plan I developed to introduce ethical concepts to new learners: here.
- Compare different philosophy genres/resources: E.g., Books, Journal Entries (in specialist and generalist journals), in Encyclopaedias (e.g., SEP, IEP), Podcasts (e.g.,

Philosophy Bites), Short Introductions (e.g., 1000 word philosophy), Blogs (e.g., DailyNous), Newspaper Columns, Videos (e.g., WiPhi), Popular books etc.

Activity: There are many ways to *do* and *communicate* philosophy. This often depends on your audience. Here, I provide a sample of different kinds (genres) of philosophical writings by Bryan Van Norden. Access the different resources and compare how they differ according to their audience. What strategies does he adopt to ensure that his communication to his audience is clear? How does his communication style change across audiences, genres and contexts?

- Piece for Stanford Encyclopaedia of Philosophy. Here.
- Piece for New York Times. Here.
- Piece for The Straits Times. Here.
- Piece for Aeon. Here.
- Interview for APA. Here.
- Talk for Ted-Ed. Here.
- Talk for Oxford China Forum. Here.

Week 6 – The Social Context of Learning: Designing Communities of Inquiry

Recommended Reading:
- Gardner, Susan. 2015. "Commentary on 'Inquiry is no mere conversation'." *Journal of Philosophy in Schools* 2.1.
- Gardner, Susan. 1995. "Inquiry is no Mere Conversation (or Discussion or Dialogue)." *Analytic Teaching* 16.2.

Additional readings:
- Fai, Meng Yip et al. 2006. "Analyzing my students' face-to-face philosophy classroom discussions: An exploratory study." *ERAS Conference*.
- Garrison, Randy D. et al. 2010. "The first decade of the community of inquiry framework: A retrospective." *Internet and Higher Education* 13.
- Felicity Haynes. 2018. "Trust and the community of inquiry." *Educational Philosophy and Theory* 50.2.
- Oliverio, Stefano. 2020. "Traces of the intersubject? Note-taking within the community of philosophical inquiry." *Educational Philosophy and Theory*.

Week 7 – Helping Students Understand: Question X and Four Sentence Philosophy

Recommended Reading (Choose one):
- Worley, Peter. 2015. "Open thinking, closed questioning: Two kinds of open and closed question." *Journal of Philosophy in Schools* 2.2.
- Earl, Dennis. 2015. "The Four-Sentence Paper." *Teaching Philosophy* 38.1.

Additional Resources:
- Discussion of Four Sentence Philosophy at Dailynous: here.

- Nahmias, Eddy 2005. "Practical Suggestions for Teaching Small Philosophy Classes." *Teaching Philosophy* 28.1.

Week 8 – Technology in the Classroom: Putting *them* in Computer Simulations

Recommended Reading:
- Veld, Iris Huis in 't and Michael Nagenborg. 2019. "It's getting personal: The ethical and educational implications of personalised learning technology." *Journal of Philosophy in Schools* 6.1.

Additional Resources:
- Check out the following online platforms: Nearpod, Slido, Padlet, Kahoot
- Arvan, Marcus. 2020. "Teaching in the time of COVID: what's working?, what's not?" *The Philosophers' Cocoon*: here.

Week 9 – Designing Assessments: Assessment *of* Learning and Assessment *for* Learning

Recommended Reading:
- William, Dylan. 2011. "What is assessment for learning?" *Studies in Educational Evaluation* 37.

Additional Resources:
- Loy, Hui Chieh. 2020. "Designing Effective Multiple-choice Questions." *Teaching Connections*: here.
- Useful guide from Cambridge Assessment International Education. Here.

Week 10 – Developing Learning Outcomes: The lesson's *telos*

Recommended Reading:
- Anderson, Anastasia. 2020. "Categories of Goals in Philosophy for Children." *Studies in Philosophy and Education* 39.

Additional Reading:
- Westheimer, Joel and Joseph Kahne. 2004. "Educating the 'Good' Citizen: Political Choices and Pedagogical Goals." PS: Political Science & Politics 37.2.
- Kienstra, Natascha. 2015. "Doing Philosophy Effectively: Student Learning in Classroom Teaching." *PLoS ONE* 10.9.

Week 11 – So what's your Teaching Philosophy? Developing a Teaching 'Philosophy' and Writing a Teaching Statement

Recommended Reading:

- Wu, Siew Mei. 2016. "Teaching Philosophy Statements: How Do I Develop Them?" *Asian Journal of the Scholarship of Teaching and Learning* 6.2.

Additional Readings:
- Arvan, Marcus. 2019. "Common mistakes with teaching statements." *The Philosophers' Cocoon*. Here.
- Dr Namala Lakshmi Tilakaratna. 2020. "Genres of the Teaching Dossier: Teaching Philosophies, Scholarly Reflections and Reflective Impact Statements." *CAFÉ*. Here.
- Sample teaching statements. Marcus Arvan (Philosopher): here; Chris McMorran (NUS, Japanese Studies): here.
- Guide from MIT. Here.
- Guide from University of Toronto. Here.
- Guide from Vanderbilt University. Here.
- Guide from Cornell University. Here.

Week 12 – So can you Last the Distance? Teacher Self-Care and Professional Boundaries

Recommended Reading:
- Goh Chiew Tong and Christy Yip. 2021. "'My mental health is at an all-time low': Teachers talk of burnout, MOE aware that 'gaps' need plugging." *Channel News Asia*. Here.

Additional Resources:
- Loon, Robin. 2020. "Educator Self-Care: The Stress of Teaching in COVID-19 Conditions." *CAFE*. Here (Passcode N@mk18SC). [Video].
- Lim, Sean. 2021. "Who Is Responsible For Taking Care Of Our Teachers' Mental Health?" *Rice Media*. Here.

Week 13 – So are you Employable Now? Reflecting on Your Internship Experience.

Recommended Reading:
- Interview with Aaron Kagan on "How to make yourself hireable outside of academia as a philosophy grad student or PhD" *The Philosophers' Cocoon*: here.

Additional Resources:
- Useful tool from Augburg University: here.
- Stoutenburg, Greg. 2021. "How to leave philosophy." *The Philosophers' Cocoon*: here.
- Interview with Gina Helfrich on "How Can I Be a Philosopher in a Non-Academic Career?" *Blog of the APA*: here.

Journal Recommendation (feel free to design your own prompt):
- Concluding reflection on the internship experience. Advice for new interns who would like to apply to work in the institution.