**FIŞA DISCIPLINEI**

1. **Date despre program**

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| * 1. Instituţia de învăţământ superior | **UNIVERSITATEA DE VEST DIN TIMIŞOARA** |
| 1.2 Facultatea / Departamentul | **FACULTATEA DE ŞTIINŢE POLITICE, FILOSOFIE ŞI ŞTIINŢE ALE COMUNICĂRII** |
| 1.3 Catedra | **DEPARTAMENTUL DE FILOSOFIE ŞI ŞTIINŢE ALE COMUNICĂRII** |
| 1.4 Domeniul de studii | FILOSOFIE |
| 1.5 Ciclul de studii | MASTER |
| 1.6 Programul de studii / Calificarea | PHILOSOPHICAL COUNSELLING AND CONSULTANCY |

1. **Date despre disciplină**

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| 2.1 Denumirea disciplinei | | | Philosophy with Children PCC2104 | | | | | |
| 2.2 Titularul activităţilor de curs | | | Conf.dr. Florin Lobont | | | | | |
| 2.3 Titularul activităţilor de seminar | | | Dr. Ionuț Mladin | | | | | |
| 2.4 Anul de studiu | 1 | 2.5 Semestrul | | 1 | 2.6 Tipul de evaluare | E | 2.7 Regimul disciplinei | ob |

1. **Timpul total estimat (ore pe semestru al activităţilor didactice)**

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| 3.1 Număr de ore pe săptămână | 2 | din care: 3.2 curs | | 1 | 3.3 seminar/laborator | 1 |
| 3.4 Total ore din planul de învăţământ | 28 | din care: 3.5 curs | | 14 | 3.6 seminar/laborator | 14 |
| **Distribuţia fondului de timp:** | | | | | | **ore** |
| Studiul după manual, suport de curs, bibliografie şi notiţe | | | | | | 18 |
| Documentare suplimentară în bibliotecă, pe platformele electronice de specialitate / pe teren | | | | | | 26 |
| Pregătire seminarii / laboratoare, teme, referate, portofolii şi eseuri | | | | | | 20 |
| Tutoriat | | | | | | 20 |
| Examinări | | | | | | 10 |
| Alte activităţi…………………………………… | | | | | | 3 |
| **3.7 Total ore studiu individual** | **97** | |
| **3.8 Total ore pe semestru** | **125** | |
| **3.9 Numărul de credite** | **5** | |

1. **Precondiţii (acolo unde este cazul)**

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| 4.1 de curriculum | * Nu este cazul |
| 4.2 de competenţe | * Nu este cazul |

1. **Condiţii (acolo unde este cazul)**

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| 5.1 de desfăşurare a cursului |  |
| 5.2 de desfăşurare a seminarului/laboratorului |  |

1. **Competenţele specifice acumulate**

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| Competenţe profesionale | * Identificarea şi aplicarea adecvată a fundamentelor teoretice şi istorice ale filosofiei ca mod de viata si exercitiuspiritual: presupoziţii, principii, valori, etici, modalităţi de gândire şi practici * Evidenţierea cauzelor, principiilor şi semnificaţiilor acţiunilor, experienţei şi existenţei umane * Producerea/ proiectarea şi comunicarea de idei/cunoştinţe * Medierea interumană şi interculturală prin identificarea, analiza şi soluţionarea unor probleme interumane şi interculturale |
| Competenţe transversale | * Abordarea în mod realist şi prin argumentare atât teoretică, cât şi practică a unor situaţii-problemă cu grad mediu de dificultate în vederea soluţionării lor eficiente * Aplicarea tehnicilor de muncă eficientă într-o echipă multidisciplinară pe diverse paliere ierarhice * Autoevaluarea nevoii de formare profesională în scopul dezvoltării autonomiei personale, inserţiei şi adaptabilităţii la cerinţele pieţei muncii |

1. **Obiectivele disciplinei (reieşind din grila competenţelor specifice acumulate)**

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| 7.1 Obiectivul general al disciplinei | * Familiarizarea cu principalele teme şi argumente ale disciplinei |
| 7.2 Obiectivele specifice | * + cunoaşterea şi înţelegerea principalelor metode de cercetare   + studierea statutului disciplinei in context filosofic   + acumularea unei baze teoretice şi a unor abilităţi pentru realizarea unei lucrări de cercetare sau a unui proiect practic, la alegere |

1. **Conţinuturi**

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| **8.1 Curs** | **Metode de predare** | **Observaţii** |
| 1. Theoretical foundations of Philosophy for Children | Presentation, dialogue, debate, questions and answers. Lecture. |  |
| 1. Community of Enquiry Theories and Practices | Presentation, dialogue, debate, questions and answers. Lecture. |  |
| 1. Using stories to teach and develop children’s thinking | Presentation, dialogue, debate, questions and answers. Lecture. |  |
| 1. Critical thinking with children | Presentation, dialogue, debate, questions and answers. Lecture. |  |
| 1. Philosophy in the classroom | Presentation, dialogue, debate, questions and answers. Lecture. |  |
| 1. The emotions in thinking and in education | Presentation, dialogue, debate, questions and answers. Lecture. |  |
| 1. Education for creative and caring thinking | Presentation, dialogue, debate, questions and answers. Lecture. |  |
| **Bibliografie**  Lipman, Matthew (2003). *Thinking in Education.* Cambridge University Press.  Sharp, A.M., & Reed, R.F. (1992). *Studies in Philosophy for Children. Harry Stottlemeier’s Discovery*. Philadelphia, Temple Press.  Fisher, Robert (2001). *Teaching Thinking: Philosophical Enquiry in the Classroom*. London, Continuum.  Haynes, Joanna (2002). *Children as Philosophers: Learning Through Enquiry and Dialogue in the Primary Classroom*. London, Routledge.  Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.  Bereiter, C. (2002). *Education and mind in the knowledge age*. Mahwah, NJ: Lawrence Erlbaum Associates. Dewey, J. (1966). *Lectures in the Philosophy of Education 1899.* Edited by R.D Archambault. New York. Random House Inc.  Garrison, D. R. (2007). Online Community of Inquiry Review: Social, Cognitive, and Teaching Presence Issues, https://sloanconsortium.org/system/ files/v11n1\_8garrison.pdf.: Routledge..  Kanuka, H., Garrison, D.R. (2004). Cognitive Presence in Online Learning. *Journal of Computing in Higher Education*, 15(2) [Electronic version] | | |
| **8.2 Seminar / laborator** | **Metode de predare** | **Observaţii** |
| 1. Exercises and applications of stories in philosophy for children: ethics and political philosophy - 1 hour | Debate, presentation of individual paper |  |
| 1. Exercises and applications of stories in philosophy for children: metaphysics and philosophy of mind - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: environmental ethics and epistemology - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: logic and philosophy of language - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: aesthetics and courage - 1 hour | Workshop organized by satudents |  |
| 1. Exercises and applications of stories in philosophy for children: will power and attitude - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: friendship and happiness- - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: rights and duties - 1 hour | Workshop organized by satudents |  |
| 1. Exercises and applications of stories in philosophy for children: ethical dilemma and personal identity - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: truth, possibility and necessity - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: essentialism and philosophy of religion - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: knowledge and justification of belief ­- 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: skepticism, solipsism and the possibility of conscious machines - 1 hour | Practical applications/ simulations and debate |  |
| 1. Exercises and applications of stories in philosophy for children: tolerance, democracy and citizenship - 1 hour | Workshop organized by satudents |  |
| **Bibliografie**  Engeström, Y. (1999). Innovative learning in work teams. In *Perspectives on activity theory*, edited by Y. Engeström et al., 377-404. Cambridge: Cambridge University Press.  Lave, J., Wenger, E. (24th printing, 2011). *Situated Learning*. Cambridge: Cambridge University Press.  Levine, J., Moreland, R., (2006). *Small Groups*. New York: Psychology Press.  Spiteri, D., (2010). The Community of Philosophical Inquiry and the Enhancement of intercultural Sensitivity. *Childhood & philosophy*, Rio de Janeiro 6 (11), Jan./Jun. 2010, [http://www.periodicos.proped.pro.br/index.php? journal=childhood&page=article&op=viewFile&path%5B%5D=590&path%5B%5D=486](http://www.periodicos.proped.pro.br/index.php?%20journal=childhood&page=article&op=viewFile&path%5B%5D=590&path%5B%5D=486). Accessed My 05, 2014].  www. p4c.com/teachers-guide.  [www.sapere.org.uk/Default.aspx?tabid=76](http://www.sapere.org.uk/Default.aspx?tabid=76);  <http://www.apus.edu/ctl/faculty/community-of-inquiry>  <http://www.teachingchildrenphilosophy.org/wiki/Sample_Courses>  Trudy Govier (1990). God, The Devil and the Perfect Pizza. Broadview Press.  Stephen Law (2004). The Philosophy Files. Orion Children's.  Lipman M, Sharp, A .M., & Oscanyan, F. (1980). Philosophy in the Classroom, Temple University Press.  Gareth Matthews (1982). Philosophy & the Young Child, Harvard University Press.  Victor Quinn (1997). Critical Thinking in Young Minds. David Fulton.  Nigel Warburton (2004). Philosophy: The Basics. London, Routledge.  Porter, Eleanor (1996). *Pollyanna*. Penguin Books. | | |

1. **Coroborarea conţinuturilor disciplinei cu aşteptările reprezentanţilor comunităţii epistemice, asociaţiilor profesionale şi angajatori reprezentativi din domeniul aferent programului**

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| * Implicarea studentilor in organizarea unui workshop public impreuna cu institutii publice din Timisoara. |

1. **Evaluare**

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| Tip activitate | 10.1 Criterii de evaluare | 10.2 Metode de evaluare | 10.3 Pondere din nota finală |
| 10.4 Curs | - răspunsurile la examen / colocviu (evaluarea finală)  Cunoaşterea detaliată a principalelor teorii filosofice discutate la curs  ▪ Însuşirea corecta a problematicii tratate la seminar  ▪ Capacitatea de a utiliza şi analiza corect textele discutate la seminarii  ▪ Capacitatea de a propune argumente în contextul teoriilor studiate  ▪ Obţinerea punctajului maxim la activitatea de seminar şi la colocviul final | - examen oral. Intrebari si raspunsuri | **40%** |
|  |  |  |
| 10.5 Seminar / laborator | teme / referate / eseuri / traduceri / proiecte etc. | Evaluare portofoliu  Evaluare sustinere in plen  Evaluarea moderarii unei dezbateri de seminar | **40%** |
| - testarea periodică prin lucrări de control | Evaluarea lucrarii scrise | **10%** |
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| 10.6 Standard minim de performanţă | | | |
| Elaborarea unei lucrări scrise cu temă impusă sau la alegere, de complexitate medie, utilizând paradigm teoretice de bază ale filosofiei  Realizarea în formă scrisă si sustinerea orală a unei lucrări de cercetare relevante, de dimensiuni medii (lucrare de master)  Participarea asistată întrun proiect cu valoare aplicativă, cu un nivel mediu de complexitate, în cadrul seminariilor. | | | |

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| Data completării 14.10.2017 | Titular curs  Conf. Dr. Florin Lobonț | |  |
| Data avizării în departament | | Director de departament | |
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Prof. Dr. Gheorghe Clitan