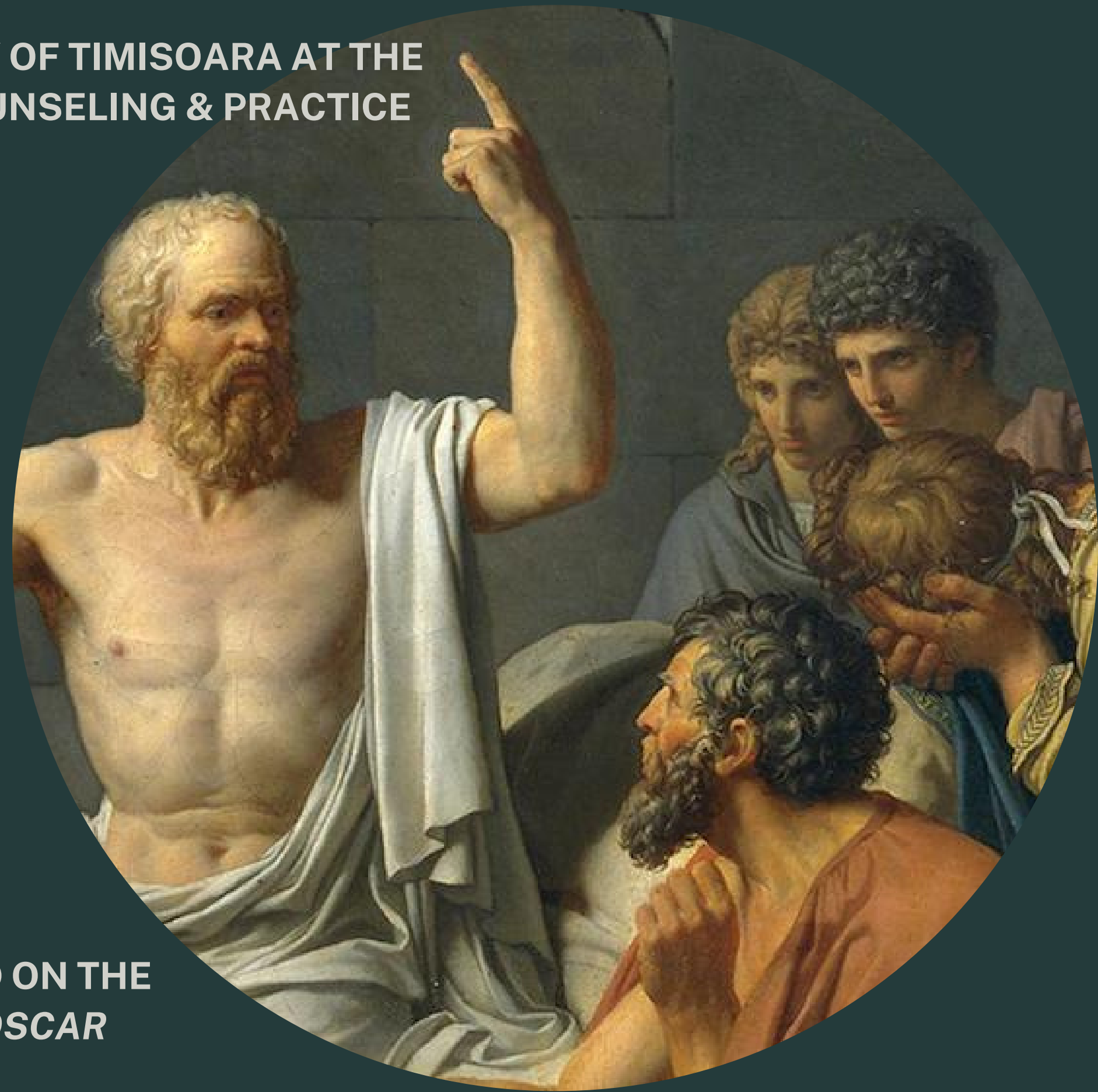ANCA CORNELIA TIUREAN FROM THE WEST UNIVERSITY OF TIMISOARA AT THE INTERNATIONAL CONFERENCE ON PHILOSOPHICAL COUNSELING & PRACTICE

FEBRUARY 2023

Forming Communities Of Inquiry

„I REALIZE THAT SOME IDEAS CAN ONLY COME TO ME WHEN I AM WITH THE OTHERS" - *IRINA*
„THE ART OF PHILOSOPHICAL DISCUSSION (...) IS BASED ON THE PRINCIPLE THAT ONE THINKS THROUGH THE OTHER" - *OSCAR*

Community of learning and inquiry

Social presence   **vs** Social alienation

Cognitive presence   **vs** Cognitively contaminated

Teaching & learning   **vs** Spontaneous expression

Collaboration   **vs** Working tangentially

Attention focused   **vs** Attention scattered

Mindful of group process   **vs** Strayed or lost

Selfaware in system (wide) **vs** Self-absorbed (narrow)

Challenged   **vs** Complacent

CRITICISMS: **DIFFUSE RESPONSABILITY**   **GROUP BIASES**
SLOWNESS & DISTRACTION   **(IN)COMPETENCE**

Some views

J. Dewey 1938
- Participative learning
- Democratic decision-making
- Promotion of inclusion & growth
- Critical evaluation of evidence

T. Kuhn 1970
- Community of scientists
- Dominant paradigms
- Problematisation of paradigms
- Paradigm shifts (revolution)

B. Bern-stein 1983
- Social and cultural origin of ideas
- Codes on organising knowledge
- Power and influence in education
- Confrontation & challenge

J. Bruner 1986
- Community of „learners"
- Focus on cognitive development
- Facilitation by scaffolding
- Participative learning by dialogue

C.S Pierce 1998
- Collaborative engagement in the systematic inquiry of a topic
- Questioning held beliefs
- Verification through evidence

M. Lipman 2003
- Developing critical thinking skills
- Developing problem solving skills
- Inquiry, socratic dialogue, story-telling, role-plays, reflection, etc

Student seminars as communities of learning and inquiry

structure

dynamics

levels of philosophy practice

philosophy methods

Roles of facilitator
Role of participants
Group agreements

Group forming stages
Regulating dialogue
Problem solving

Individual attitude
Group practices
Philosophical topics

maieutics & dialectic
stimuli for reflection
art of questioning

What was explored:

Attitudes to thinking

- ➤ Search for certainty
- ➤ Openness to others
- ➤ Willingness to examine
- ➤ Aversion to mistake
- ➤ Impulsivity

Expressive tendencies

- ➤ Absolutisation
- ➤ Vagueness
- ➤ Conceptualisation
- ➤ Argumentation
- ➤ Plagiarism

Tendencies

N = 37	Seminar 1 Suppositions	Seminar 2 Listening	Seminar 3 Problematisation	Seminar 4 Questioning	Seminar 5 Interpretation	Seminar 6 Consultation	Seminar 7 Facilitation
search for certainty	6+	0	0	1+	3+	1+	2+
openness to others	8+ 1-	2+ 0-	11+ 6-	9+ 2-	5+ 0-	10+ 2-	4+ 0-
willingness to examine	16+ 2-	5+ 0-	9+ 2-	9+ 0-	5+ 0-	15+ 0-	7+ 0-
aversion to mistaking	4+ 3-	3+	4+	3+	4+ 1-	2+	3-
impulsivity	3+	5+	2+	1+	3-	0	0

Tendencies

N = 37	Seminar 1 Suppositions	Seminar 2 Listening	Seminar 3 Problematisation	Seminar 4 Questioning	Seminar 5 Interpretation	Seminar 6 Consultation	Seminar 7 Facilitation
absolutization	3+	2+	2+ 1-	1+	3+	2+	0
vagueness	3+	5+	4+	9+	6+	0	2+ 1 aware
conceptuali-sation	2+ 8-	9+ 11-	1+ 5-	8+ 8-	6+ 11-	9+ 11-	18+ 4-
argumen-tation	4+ 4-	5+ 8-	3+ 2-	6+ 11-	7+ 11-	14+ 5-	3+ 1-
Plagiarism	2	0	1	3	3	1	0

Discussions

attitude twd mistakes

relating to impulsive

capacity to reason

FROM
Avoiding to speak
Fear of positioning
Fear of look stupid

FROM
Rushing
Jump to conclusion
Defensiveness

FROM
vagueness
lack of concepts
smoke screens

TO
ethical / moral
considerations
(harm reduction)

TO
patience
curiosity
delay gratification

TO
conceptualisation
clarification
argumentation