

Prof. Dr. Dr. Andrzej Wiercinski

University of Warsaw

Faculty of Education

Summer Term 2017

Lecture-Course in English (30/45 hours)

Cultivating Thinking: Revisiting John Dewey's *Democracy and Education*

Seminar:

Monday, May 8, 2017, 15.30- 20.00

Tuesday, May 9, 2017, 15.30- 20.00

Thursday, May 11, 2017, 15.30- 20.00

Friday, May 12, 2017, 15.30- 20.00

Saturday, May 13, 2017, 10.30- 15.00

Consultations:

Tuesday, May 9, 2017, 13.00-15.30

Thursday, May 11, 2017, 13.00-15.30

Friday, May 12, 2017, 13.00-15.30

Saturday, May 13, 2017, 15.00-18.30

ECTS credits: 7

Language: English

Short Description

This lecture-course re-examines John Dewey's philosophy of education in order to elaborate on Dewey's notion of democratic education.

Full Description

John Dewey's Copernican revolution in philosophy of education recognizes the student's experience as the new center of gravity. With this repositioning (neither subject-centered not student-centered), Dewey goes beyond progressivism and conservatism and thus overcomes the binary opposition between theory and praxis or educational thinking and policy. Dewey summarizes experience as "primarily an active-passive affair; it is not primarily cognitive." He further emphasizes that "the measure of the value of an experience lies in the perception of

relationships or continuities to which it leads up.” In discussion with Martin Heidegger and Hans-Georg Gadamer, we will address Dewey’s notion of experience and thinking in order to understand better his experimental model of education. With reference to different approaches to democratic education, we will think about the future of education for democratic citizenship.

Prerequisites

Fluency in English (B2)

Learning outcomes

Knowledge:

- o student is familiar with new literature on the literature as indicated in bibliography
- o is familiar with John Dewey’s philosophy of education
- o knows the state of research in the hermeneutics of education and is able to design an innovative research project

Skills:

- o can identify philosophical aspects of education
- o can address the importance of feelings (curiosity, patience, courage, uncertainty, self-esteem) and validates them in the process of learning
- o has skills in presenting aspects of philosophical hermeneutics in discussing issues in contemporary education in an international setting
- o can effectively communicate with other scholars in hermeneutic philosophy and education
- o as a creative and insightful student shows depth in thinking and elaborating of original and novel ideas

Social competences:

- o appreciates the need to learn to understand one’s life
- o can set measurable, achievable, realistic, and timely goals and ways to achieve them in the context of academic, professional, and social activity
- o sees the need of dialogue between different academic disciplines and schools of thought

Assessment criteria

Students must attend classes, actively participate in discussions, and write a research paper of ca. 2500 words. The grade will be based on the paper 50%. Students should clear their topic with the instructor before writing. Final revised paper due Friday, June 9, 2017. Attendance/Active in-class participation (50%). Along with the final paper students are required to submit a detailed report about their attendance and self-evaluation of their activity in the class.

Bibliography:

Nathan Crick, *Democracy and Rhetoric: John Dewey on the Arts of Becoming* (Columbia, S.C.: University of South Carolina Press, 2010).

John Dewey, *Democracy and Education*, <http://www.gutenberg.org/files/852/852-h/852-h.htm>.

Paul Fairfield, *Education After Dewey* (New York: Continuum, 2012).