

InThinking Philosophy Workshop

For Experienced IBDP Teachers

Berlin, Germany

Friday 5th - Sunday 7th March 2010

Workshop Leader: Paul Stachowiak

Thematic description and rationale

This Philosophy workshop focus on developing an effective, strategic methodology for the preparation and delivery of the various components of the current Philosophy programme. In general, thematic terms, the workshop will offer participants the opportunity to:

- 1) Understand the history behind the development of the current programme
- 2) Situate the IB Philosophy programme within the context of the IB Learner Profile and the IB Mission Statement
- 3) Become familiar with and explore various paradigms for structuring the course components
- 4) Identify methods of creating a comprehensive and holistic philosophy course, a course 'owned' by both the teacher and the students
- 5) Identify ways of creating a variety of paradigms for the delivery of each component specific to the local circumstances of an IB Philosophy teacher
- 6) Identify and highlight the skills required by each of these course components for 'doing philosophy' throughout the course
- 7) Highlight the need for creativity, flexibility and innovation in the preparation and delivery of the various course components

Brief outline of the workshop

This workshop will familiarize participants with the skills-based rationale found at the heart of the of the Philosophy programme. At the same time, the important relationship between content and skills will be analyzed. A brief introduction will set the components into the context of the IB Learner Profile and will then go on to explore the notion of 'teaching with the exam in mind' as opposed to 'teaching for the exam'. The workshop will move on to focus, in a detailed manner, on each of the course components. For each component, the emphasis will be on the preparation and delivery of the relevant component in such a way that creativity, flexibility and innovation will inspire participants to design their own personal style of teaching. Again, the relationship between content and skills will be kept emphasized. An analysis of the skills required for each component will be developed. A critical exploration of various teaching and learning paradigms will be included in the discussion with hands-on projects incorporated into the sessions. The identification of resource material and the creation of a sharing environment via the Philosophy OCC will also be treated. For each course component treated, a collection of sample student scripts will be made available for use in assessment exercises. The goal of this aspect of the workshop is to help participants develop confidence and consistency in marking techniques under the guidance of a Principal Examiner. A final session will be devoted to the treatment of special questions, needs, or further suggestions so that the workshop group will develop a strategic environment to continue working together via, for example, the Philosophy OCC.

Intended audience

The ideal participant would have at least one year's experience in teaching either the HL or SL Philosophy course. Teachers with more experience would constitute a significant human resource in workshop discussion and in the sharing of teaching experience with regard to the specific course components under consideration.

The presenter

Dr. Paul Stachowiak was born in Buffalo, New York. After receiving his BA in Philosophy in the United States, he was awarded a scholarship to continue his studies at the University of Louvain, Belgium where he was awarded the Ph.D. in 1991.

Paul's teaching experience began in 1977 and extends from teaching Humanities in Secondary Schools and Medical Ethics in a Junior College in the Buffalo area to teaching Philosophy and Theory of Knowledge in an international school in Belgium and, for the last 22 years, at the United World College of the Adriatic (Duino, Italy) where he is also Department Head for Philosophy and Theory of Knowledge.

Paul is highly involved with the IB. He has recently completed his 5 year term as Deputy Chief Examiner in Philosophy. He continues to be involved in the development and on-going review of the IB Philosophy Programme and also serves the IB as one of its Principal Examiners for Papers 2 and 3 of the current programme. He also works both with the IB and with several independent agencies for the training of IB Philosophy teachers and for the provision of IB Philosophy revision courses for students. He also serves as the Faculty Member for Philosophy for the IB's Online Curriculum Centre.