Philosophy for Children in Transition: Problems and Prospects
Nancy Vansieleghem (Editor), David Kennedy (Editor)


DESCRIPTION

Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children. Educators and philosophers establish the relationship between philosophy and the child, and clarify the significance of that relationship for teaching and learning today.

• The papers present a diverse range of perspectives, problems and tentative prospects concerning the theory and practice of Philosophy for Children today

• The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy

• Opens up discussion on the notion of the relationship between philosophy and the child

ABOUT THE AUTHOR

Nancy Vansieleghem is a Postdoctoral Researcher at the Department of the Foundations of Education at Ghent University. In her work, she explores alternative forms of educational practices and experiments in terms of actions that seek to address the forces of the market which exploit educational projects increasingly as consumer products. She is the author of Dialogue as Limit-Experience: A Portrait of Philosophy with Children as Educational Project (2010).

David Kennedy is Professor of Educational Foundations at Montclair State University, and Fellow of the Institute for the Advancement of Philosophy for Children (IAPC). His publications include The Well of Being: Childhood, Subjectivity, and Education

For additional product details, please visit [https://www.wiley.com/en-us](https://www.wiley.com/en-us)