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Philosophy Syllabus S6-S7 – 2 Periods

Approved by the Joint Teaching Committee at its meeting on 7 and 8 February 2019 in Brussels

Entry into force on 1 September 2019 for S6
on 1 September 2020 for S7

I.   General Objectives of the European Schools

The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging students' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which students work and live, and a development of their individual identity.

These two objectives, which are in practice inseparable, are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The students of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006, the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfillment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

The European Schools' curriculum seeks to develop all of these key competences in the students.

The teaching of Philosophy is not only a discipline that transverses the eight key competences of the European Framework but it also has the specific capacity of allowing the student to study themselves in a uniquely integrated and coherent way.

The Two-Period Philosophy program responds directly to both the formal and personal ambitions of the European Schools and fits in naturally with all the key competences of the European framework. This is due to the fundamentally transverse and holistic nature of the subject.

This can be seen clearly through the competences that Philosophy enables the students to acquire.

Firstly, with respect to *knowledge*; this curriculum enriches the vocabulary of students by enabling them to acquire many key concepts in philosophy that have passed into everyday language. Philosophy, with its great traditions of European thought, enables

the student to understand the power of ideas that have been defined, defended and developed throughout the history of the subject.

Secondly, with respect to *skills;* the rigor that characterises philosophical reasoning, requires the students to develop cross-curricular competencies which are useful for both their personal and professional life. The students will develop their skills of listening, taking notes and actively discussing. Likewise, their reading skills will progress through the challenge of decoding the often complex original texts of the authors, and learning how to write formal, structured and personally informed philosophical essays in response.

Thirdly, in terms of *attitudes*; the students' encounter with philosophical approaches and ideals both requires and extends certain key qualities. Most particularly: openness, understanding, humility, questioning, an ability to change perspective, critical thinking and tolerance.

The aim of the **European Framework of Key Competencies**, which seeks to make pupils capable of coping with societal changes, clearly corresponds to the general aim of philosophy as they are both concerned with human development in its fullness. The content, the learning objectives, and the didactic approach of Philosophy looks to advance their skills of communication, logical and scientific reasoning, and their ability to undertake technical and methodical work. Moreover, the subject advances their social and civic skills; such as initiative, sensitivity and cultural expression.

The *skill of communication* is critical, both in life and in Philosophy. The discipline of philosophy makes a significant demand on the student's ability to read and understand the ideas of a text and their ability to listen to a speaker in a discussion. In response, they must express themselves, either orally or in writing, by using the technical concepts acquired with a consistency of reasoning.

In epistemology, *logical and scientific skills* are particularly targeted through the interdisciplinary reflections on the domain of science and knowledge in general. In fact, throughout the course, these skills are developed as the students need to construct articulate responses in the arguments of their essays.

The use of *information and communication technology* (ICT) resources has become indispensable for a modern course in Philosophy. ICT offers the teacher a key, universal and practical tool for research, for writing and for sharing. Using ICT also offers an opportunity to reflect on their advantages and their dangers.

Learning to learn is another skill that the philosophical discipline advances. The exploration of the open questions of philosophy accustoms students to research, collaboration and develops a critical approach to information. This enables them to form a temperament that is resilient, autonomous, open and independent.

The whole program, through its methods, skills and specific contents, also contributes to the development of key *social and civic skills*. The art of free discussion, plays a fundamental role in all democratic societies. Developing the student's ability to articulate their thoughts in a reflective way, both orally and in writing, prepares them to integrate into society, as citizens with intellectual and moral autonomy.

Philosophy places an emphasis on making links between ideas and the modern world, it also stresses the need for intercultural understanding. Central to this task is the call of Philosophy to be bold enough to move beyond one's ego, confront alien ideas, accept the plurality of views, and take an active part in public debate with a spirit of openness and trust.

The four domains which define the content of the course (epistemology, ethics, political philosophy and anthropology) all have a clearly social and civic value. This is because they promote, by their reflexive nature, the pupil's self-awareness as an agent who is becoming a lifelong learner. Philosophy invites them to assume their freedom and responsibility as a citizen and offers them a chance to nurture their own identity.

The spirit of initiative and entrepreneurship can be found in all the dimensions of the course. Indeed, the philosophy course teaches independence of mind and courage, creativity and problem solving, engagement and the ability to convince.

Finally, *sensitivity and cultural expression* are also reflected in the various aspects of the program. The final competence of the course explicitly stipulates that, in constructing a personal opinion, the student should involve all their academic and general knowledge, drawing on their own personal culture. This includes their private reading, awareness of films, media and culture, their social experiences, travel, and any other personal reflections.

The actual syllabus of philosophy is in line with the spirit, requirements and objectives of the *Déclaration de Paris (UNESCO,1995,réf.171EX/12)*.

II.   Didactic principles

The following didactic principles are in line with the Teaching Standards of the European Schools (2015-09-D40). They are the basis for teaching and learning in 2 Period Philosophy. They are not exhaustive.

Teaching and learning are organised in the following way.

1. The teacher creates the **safe pedagogical climate** within which the students can actively participate in the learning process.
2. The teacher is a **model** of systematic and critical reflection, analysis, discourse.
3. The teacher **progressively** provides the theories, terminology, and methods as tools to tackle a philosophical problem.
4. The teacher **scaffolds** the learning process according to a taxonomy.
5. The teacher **includes** the students in the process and assessment of the course, as far as possible.
6. The teacher introduces the **'game'** of philosophy and its **distinctive qualities** as a subject.
7. The teacher ensures that the competences of the course are developed through a **balanced use** of oral, writing or reading tasks. These competences will be **modelled** with the **appropriate tools**.
8. The teacher provides a **plurality** of questions, arguments and responses.
9. The student's knowledge and cultural, social and personal **experience** are incorporated.
10. The student is confronted systematically with philosophical problems that are **existentially meaningful** for him.
11. The student will have the opportunity to learn through a **diverse range of approaches**. Using:
    o Projects, cross-curricular projects.
    o Collaborative and individual work
    o Diverse texts
    o Research work
    o ICT
    o extracts from philosophical books, articles, images, films, songs…
    o extra-curricular activities
12. The **individual learning needs** of the students are taken into account when Philosophy raises particular challenges.
13. The student will have the opportunity to develop an **autonomous** and **critical** approach to his learning in Philosophy.
14. The student will have the opportunity to actively search for **links across disciplines**, and adopt a **systematic global approach** to philosophical problems.

III.   Learning Objectives

At the end of the course, the student will be able to make links between his knowledge in philosophy, his culture and his personal experience. During the learning process, the student will be guided to:

- identify philosophical problems and the wider issues at stake
- distinguish different philosophical domains
- apply philosophical knowledge
- dare to overcome egocentric, ethnocentric and stereotypical thinking
- establish and develop meaningful links between his own experience, and to other philosophical domains
- acknowledge and understand ideas other than his own
- critically appreciate the power of philosophical ideas, discourse, texts and other forms of human expression
- move from the concrete to the abstract, from the particular to the general, and vice versa
- develop an intellectual agility in philosophical thinking

Faced with a philosophical problem, the student will be able to build, develop and justify an independent point of view. During the learning process, the student will be guided to think methodically. To:

- identify philophical problems correctly
- explore and shape relevant responses to the problems
- use philosophical terminology
- articulate a reasoned and coherent response, that is progressive, critical and which includes multi-perspectives

The student will become more autonomous, developing an attitude that values:

- critical reflection
- overcoming limiting illusions
- the acceptance of doubt, ambiguity and uncertainty
- investigating the complexity of the world
- courage and empathy

IV.   Contents

Procedural Knowledge

The teacher trains the students to develop their philosophical thinking and enables them to meet the requirements of the exams. The components of philosophical reflection that the students should develop are:

- Formulate a philosophical problem
- Construct a coherent argument
- Reformulate different or contrasting ideas
- Confront different or contrasting ideas
- Illustrate their points with pertinent examples
- Arrive at a justified conclusion

The quality of their philosophical reflections are characterised by:

- Clarity
- Precision
- Relevance
- Originality

Conceptual Knowledge

The domains are divided into theories, concepts and questions. A concept is an idea that enables a theory to be opened up, to grasp the meaning of philosophical questions and to be able to answer them. Questions are mandatory starting points, but may be subject to variations and add-ons.

The teacher will lean on all the various philosophical sources, both classical and contemporary. The teacher can approach all the theories, concepts and questions with others that are not explicitly noted in the syllabus. He is *free* to explore, for example, Methaphysics, Religious Belief, and Eudaimonism, Kantianism, Mind Body problem etc.

DOMAIN: EPISTEMOLOGY		
Theories:	**Concepts**	**Questions**
Empiricism, Rationalism, Scepticism	Opinion/Knowledge Reason/Experience Certainty/Doubt Reality/Illusion Objective/Subjective	How much should we trust opinions? To each one his own truth? What does it mean 'to prove' something? Does modern science enable us to know everything? Should we overcome our illusions?
DOMAIN: ETHICAL PHILOSOPHY		
Theories	**Concepts**	**Questions**
Hedonism, Utilitarianism, Deontology	Freedom/Determinism Happiness/Duty Values/Facts Relativism/Universalism	Is free will compatible with determinism? Is pleasure starting point of happiness? Are we always responsible for our choices? Are good and evil relative? How can we decide an action is just or not?

DOMAIN: POLITICAL PHILOSOPHY		
Theories	**Concepts**	**Questions**
Social Contract Theory, Liberalism, Democracy	Social Contract Theory State/Society/Individual Justice/Equity/Equality The Right of Revolution	Is it possible to imagine a society without a State? Is what is legal necessarily just? Are Human Rights a useful fiction? Does justice entail treating everyone the same? Is freedom always opposed to equality?
DOMAIN : Anthropology		
Theories	**Concepts**	**Questions**
Humanism, Speciesism, Existentialism	Progress/Crisis/Sustainability Digital Revolution Alienation/Freedom Art/Language Personal/Sexual/Gender/Social Identity	Is mankind an animal like any other? Do we need to stop progress? Can we still have a private life? Is art necessarily a transgression? What determines your gender?

Planning

The two years of teaching Philosophy can be subdivided into four domains included in this program. This division is aimed at making the teaching of philosophy courses more easily harmonised within each school. Here is a possible chronological order that schools might choose to adopt:

- 1st Semester of s6 : Epistemology
- 2nd Semester of s6 : Ethics
- 1st Semester of s7 : Political Philosophy
- 2nd Semester of s7 : Anthropology

This division was proposed to facilitate harmonisation between sections at a school level, without compromising the freedom to teach.

V.   Assessment[1]

Assessment measures the student's level of progress in relation to the learning objectives.

Formative assessment : by way of teacher observations, tests, written and oral work, and student self/peer assessment, the student will know his level and how he is progressing.

Summative assessment is made in line with the European Baccalaureate regulations. See also Annex 1

V.1 Attainment descriptors

The competences of 2 Period Philosophy student will be assessed via written assessments (and an optional oral exam). These are the indicators:

- Identify and formulate a philosophical problem with guidance
- Apply philosophical knowledge studied: theories
- Apply philosophical knowledge studied: basic terminology
- Put into practice philosophical methodical approaches (see Procedural Knowledge)
- Make a link, supported with guidance, between philosophical thinking and other subjects and domains (current affairs, history, culture, etc.)

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[1] Please refer to Article 59-61 of the General Rules.

Mark	Denominator	Alphabetical mark	Descriptors
9-10	Excellent	A	- The student clearly and precisely identifies and formulates one or more philosophical problem(s). - The student demonstrates philosophical knowledge in a very precise and pertinent way. - The student uses philosophical concepts and terminology in a precise, lucid, and relevant way. - The student 'efficiently' applies philosophical approaches in his response, with originality and freedom. - The student makes original and pertinent links between his response and other subjects or domains.
8–8.9	Very good	B	- The student clearly identifies and formulates a philosophical problem. - The student demonstrates philosophical knowledge in a precise and relevant way. - The student almost always uses philosophical terminology in a relevant and appropriate way. - The student uses philosophical approaches in his response, with a certain independence and freedom. - The student makes pertinent links between his response and other subjects or domains.
7-7.9	Good	C	- The student identifies and formulates a philosophical problem quite clearly. - The student demonstrates philosophical knowledge in quite a precise and relevant way. - The student generally uses philosophical terminology in a relevant and appropriate way. - The student uses philosophical approaches in his response. - The student makes links between his response and other subjects or domains.
6-6.9	Satisfactory	D	- The student identifies a philosophical problem, but only partially formulates it. - The student demonstrates philosophical knowledge that is sometimes vague and/or slightly relevant.

			• The student attempts to use philosophical terminology in a satisfactory way. • The student partially applies philosophical approaches in his response. • The student makes some links between his response and other subjects or domains.
5-5.9	Sufficient	E	• The student identifies a philosophical problem, but only very partially formulates it. • The student demonstrates philosophical knowledge that is vague and/or slightly relevant. • The student uses limited philosophical terminology. • The student attempts to apply philosophical approaches in his response. • The student makes tenuous (or fails to make) links between his response and other subjects or domains.
3-4.9	Failed (Weak)	F	• The student neither identifies nor formulates a philosophical problem in a convincing manner. • The student does not show any real philosophical knowledge. • The student does not control philosophical terminology correctly. • The student applies philosophical approaches very partially in his response. (see Procedural Knowledge)
0-2.9	Failed (Very weak)	FX	• The student does not identify any philosophical problem. • The student does not show any philosophical knowledge. • The student does not use any philosophical terminology. • The student does not apply any philosophical approach in his response. (see Procedural Knowledge)

Annex 1
Examples of Baccalaureate subjects (oral test)

PHILOSOPHY 2 PERIODS ORAL EXAM

DATE:

LENGTH OF THE EXAMINATION: 40 minutes.
(20 minutes preparation time and 20 minutes interview/presentation time)

PERMITTED EQUIPMENT: None

SPECIAL REMARKS:

Present your answer to the compulsory question by referring to the obligatory text.

The guiding questions and the image below are here to inspire you. It is not necessary to include them in your response.

Evaluation:

An overall mark of 10 will be given on the following evaluation criteria:

- Identify and formulate a philosophical problem with guidance
- Apply philosophical knowledge studied: theories
- Apply philosophical knowledge studied: basic terminology
- Put into practice philosophical methodical approaches (see Procedural Knowledge)
- Make a link, supported with guidance, between philosophical thinking and other subjects and domains (current affairs, history, culture, etc.)

Compulsory Question

Could it be said that humans are the only animals that are capable of symbolism?
Is that his true nature?

Compulsory Text

The functional circle of man is not only quantitatively enlarged; it has also undergone a qualitative change. Man has, as it were, discovered a new method of adapting himself to his environment. Between the receptor system and the effector system, which are to be found -in all animal species, we find in man a third link which we may describe as the symbolic system. This new acquisition transforms the whole of human life. As compared with the other animals, man lives not merely in a broader reality; he lives, so to speak, in a new dimension of reality. There is an unmistakable difference between organic reactions and human responses. In the first case a direct and immediate answer is given to an outward stimulus; in the second case the answer is delayed. It is interrupted and checked by a slow and complicated process of thought. At first sight, such a delay may appear to have questionable advantages. Many philosophers have warned man against this pretended progress.

Yet there is no remedy against this reversal of the natural order. Man cannot escape from his own achievement. He cannot but adopt the conditions of his own life. Man no longer lives in a merely physical universe, he lives in a symbolic universe. Language, myth, art, and religion are parts of this universe. They are the varied threads that weave the symbolic net, the tangled web of human experience. All human progress in thought and experience refines and strengthens this net.

Man can no longer confront reality immediately; he cannot see it, as it were, face to face. Material reality seems to be receding as the symbolic activity of man progresses. Instead of dealing with the things themselves, man is in a sense constantly conversing with himself…

Ernst Cassirer, Essay on Man, 1944

Guiding questions:

1. What argument about the relationship between man and the symbolic universe does the German philosopher develop in this excerpt? How does the concept of symbols fit with other concepts that you have studied?

2. Comment on the text with reference to:
   - "Man has, as it were, discovered a new method of adapting himself to his environment." (Line)
   - "Material reality seems to be receding as the symbolic activity of man progresses" (Line)

Further guidance:

Photograph of Jasper Doest. Tokyo, August 6, 2017. Source : www.worldpressphoto.org

Three Polish tourists visiting the Utsunomiya Kayabukia Tavern, north of Tokyo, play with macaques. Visitors have access to this place by paying the animal master, Kaoru Otsuka, who takes care of feeding and taking selfies.

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DATE:

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(20 minutes preparation time and 20 minutes interview/presentation time)

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SPECIAL REMARKS:

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Evaluation:

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- Identify and formulate a philosophical problem with guidance
- Apply philosophical knowledge studied: theories
- Apply philosophical knowledge studied: basic terminology
- Put into practice philosophical methodical approaches (see Procedural Knowledge)
- Make a link, supported with guidance, between philosophical thinking and other subjects and domains (current affairs, history, culture, etc.)

Compulsory Question

Are we responsible for all our actions?

Compulsory Text

The essential consequence of our earlier remarks is that man being condemned to be free carries the weight of the whole world on his shoulders; he is responsible for the world and for himself as a way of being. We are taking the word "responsibility" in its ordinary sense as "consciousness (of) being the incontestable author of an event or of an object." In this sense the responsibility of the for-itself is overwhelming since he is the one by whom it happens that *there is* a world; since he is also the one who makes himself be, then whatever may be the situation in which he finds himself, the for-itself must wholly assume this situation with its peculiar coefficient of adversity, even though it be insupportable. He must assume the situation with the proud consciousness of being the author of it, for the very worst disadvantages or the worst threats which can endanger my person have meaning only in and through my project; and it is on the ground of the engagement which I am that they appear. It is therefore senseless to think of complaining since nothing foreign has decided what we feel, what we live, or what we are.

Furthermore this absolute responsibility is not a resignation; it is simply the logical requirement of the consequences of our freedom. What happens to me happens through me, and I can neither affect myself with it nor revolt against it nor resign myself to it. Moreover, everything which happens to me is mine. By this we must understand first of all that I am always equal to what happens to me qua man, for what happens to a man through other men and through himself can be only human.

J.-P. Sartre, *Being and Nothingness* (1943).

Guiding questions:

1. Briefly identify the philosophical problem presented by the author and the main argument he puts forward in this extract.

2. Comment on the following lines:
   - "He is responsible for the world and for himself as a way of being"
   - "He must assume the situation with the proud consciousness of being the author of it"

Further guidance:
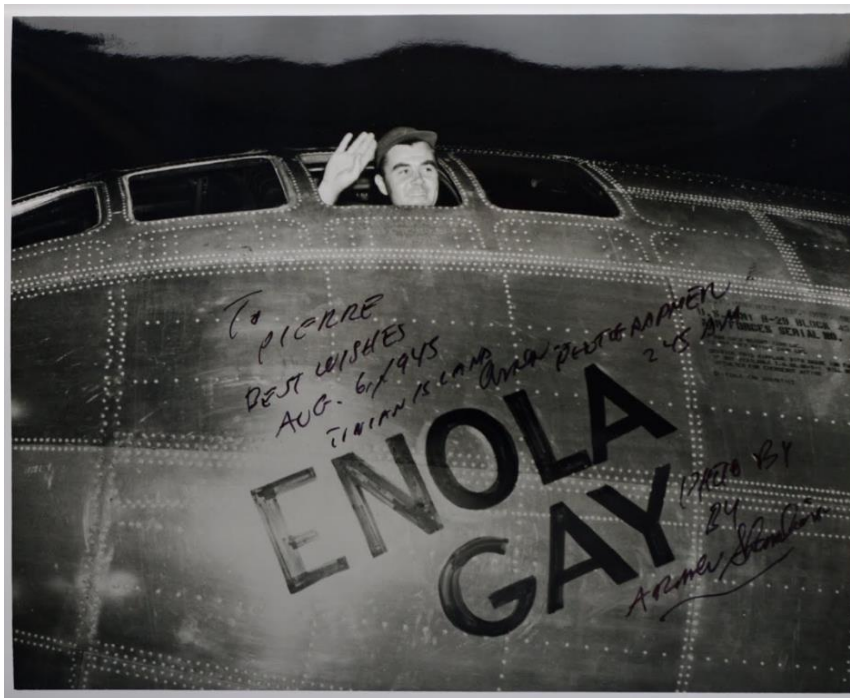
Source : https://fr.wikipedia.org/wiki/Enola_Gay

Colonel Paul Warfield Tibbets, pictured here saluting from the cockpit, was the pilot of the B-29 Superfortress named 'Enola Gay'. He dropped the first atomic bomb in history, on August 6th 1945, over the city of Hiroshima.

Annex 2.

Learning activities to foster digital competence in Philosophy.

The digital competence is one of the eight key competences, as stated in the "Framework for the Key Competences for Lifelong Learning in the European Schools" (2018-09-D-67-en), approved by the Joint Teaching Committee in November 2018 (WP: 2018/47) with immediate entry into force. Digital competence means the confident and critical use of Information and Communication Technologies at work, recreationally and in communication. As a cross-curricular competence, it must be developed in every learner in the European Schools.

The following examples of learning activities are meant to facilitate the development of the digital competence for all learners within the area of the subject being studied. They are adaptable to the context and the needs of teachers and learners.

Digital competence will be developed through the learning activities, but not assessed as such. The usual subject-related competences will be assessed through the digital-mediated activities and their outcomes.

Learning activity n°1 – Abridged description

Digital competence level required

	Teacher	Learners
basic	X	X
independent		
proficient		

Teacher's preparation time

short	<1 period	X
medium	1-2 periods	
long	>2 periods	

Digital competence coverage (DigComp Framework)

Area	Competence	Description	Competence coverage	
			fully	partially
2. Communication and collaboration	2.1 Interacting through digital technologies	To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.		X
2. Communication and collaboration	2.4 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge	X	X
3. Digital content creation	3.2 Integrating and re-elaborating digital content	To modify, refine and integrate new information and content into an existing body of knowledge and resources to create new, original and relevant content and knowledge.		X

Title

Reading, understanding and questioning a text with color coding annotations.

Brief description

To develop their ability to read, understand and question a text, students are asked to use a word processor to highlight and annotate a short philosophical text. They can also use comments function, to add written information on the text and to ask questions. By sharing their documents with each other's, students can then better understand and discuss the text.

The teacher will distribute the original philosophical extract on a word processor document, by e-mail or by posting it on an online space (like Microsoft TEAMS). The students, individually or in group, will:
- Read the text and highlight it in different colors, using a common color code (blue = contentions and statements, green = reasons, red = objections, yellow = examples, etc.).
- Insert comments on sections of the text to specify their specific function (introduction, concession or counter-argument, conclusion, etc.).
- Insert comments on a specific element to questions the text and challenge its assumptions.

The students could finally share their documents (ideally on a collaborative tool, like Microsoft Word Online), and run a peer evaluation, using the comments to develop the discussion.

Learning activity n°2 – Abridged description

Digital competence level required

	Teacher	Learners
basic		
independent	X	X
proficient		

Teacher's preparation time

short	<1 period	
medium	1-2 periods	X
long	>2 periods	

Digital competence coverage (DigComp Framework)

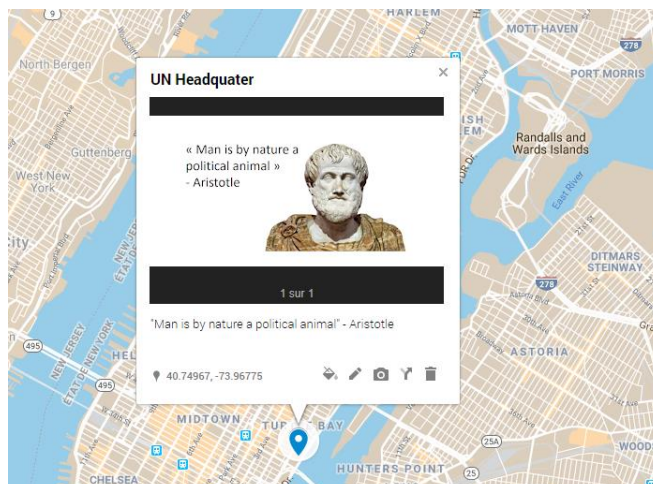| Area	Competence	Description	Competence coverage	
			fully	partially
2. Communication and collaboration	2.2 Sharing through digital technologies	To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.		X
3. Digital content creation	3.1 Developing digital content	To create content in different formats (e.g. data, text, multimedia), to edit and improve existing content, to express oneself through digital means.		X
3. Digital content creation	3.2 Integrating and re-elaborating digital content	To modify, refine and integrate new information and content into an existing body of knowledge and resources to create new, original and relevant content and knowledge.	X	
5. Problem solving	5.4 Identifying digital competence gaps	To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.		X

Title

Question places with philosophical quotations.

Brief description

To develop the students' culture, but also their reflection and questioning, suggest that they associate philosophical quotations with places on a Geographic Information System (like OpenStreetMap, Google My Maps…). Students place markers at the chosen locations on the map and they will add quotation.

The markers placed on the map can vary graphically (colors, symbols, pictograms...) depending on whether the place illustrates an idea contained in the quotation (e. g. a marker placed at UN Headquarters in New York with Aristotle's quotation "Man is by nature a political animal"), or whether the place is challenged by the quotation (e.g. a marker placed at the Wolfsburg Volkswagen factory in Germany with the quotation by Karl Marx: "The reign of freedom begins only from the moment when the work dictated by necessity stops").

The teacher can propose a limited set of quotes and students will compare and discuss how they have been associated with different geographical locations (chosen by students individually or in groups).

Learning activity n°3 – Abridged description

Digital competence level required

	Teacher	Learners
basic		
independent	X	
proficient		X

Teacher's preparation time

short	<1 period	
medium	1-2 periods	
long	>2 periods	X

Digital competence coverage (DigComp Framework)

Area	Competence	Description	Competence coverage fully	Competence coverage partially
1. Information and data literacy	1.1 Browsing, searching and filtering data, information and digital content	To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.		X
2. Communication and collaboration	2.1 Interacting through digital technologies	To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.		X
2. Communication and collaboration	2.2 Sharing through digital technologies	To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.	X	
3. Digital content creation	3.1 Developing digital content	To create content in different formats (e.g. data, text, multimedia), to edit and improve existing content, to express oneself through digital means.	X	
3. Digital content creation	3.2 Integrating and re-elaborating digital content	To modify, refine and integrate new information and content into an existing body of knowledge and resources to create new, original and relevant content and knowledge.		X

Title

"Booktrailers" to make students eager to read philosophy books!

Brief description

The teacher assigns students (individually or in groups) pages or chapters selected from philosophy books in the school library. Each student/group must create a short video (about 30 seconds) to make their peers eager to read the book based on the assigned excerpt. It is about creating a kind of "booktrailer".

1) The students first proceed with an analytical reading of the text. They identify the essential information on the philosopher, the nature of the work, the philosophical problem addressed, the thesis defended, possibly also on the importance and influence of the text...

2) The students then write the script (sequence and content) of the video, using a collaborative word processor (e.g. Word Online...).

3) With the teacher's agreement (who checks the relevance of the script content), the video is finally made on an application allowing an export to video format (for example PowerPoint by exporting the slide show to video format, Adobe Spark or a mobile application...). The video is sounded by a royalty-free soundtrack (dully credited), or by a narrative recorded by the students. Illustration images will be free of copyright (dully credited). Subject to adequate parental permission, students may also film themselves.

The video can be shared with the class (e.g. in Microsoft Teams) or on the school's internal video network (e.g. Microsoft Stream). It may even be directly available from library books, through QR codes on their covers containing links to the videos.

Learning activity n°4 – Abridged description

Digital competence level required

	Teacher	Learners
basic		X
independent	X	
proficient		

short	<1 period	
medium	1-2 periods	X
long	>2 periods	

Teacher's preparation time

Digital competence coverage (DigComp Framework)

| Area	Competence	Description	Competence coverage	
			fully	partially
2. Communication and collaboration	2.4 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.		X
3. Digital content creation	3.2 Integrating and re-elaborating digital content	To modify, refine and integrate new information and content into an existing body of knowledge and resources to create new, original and relevant content and knowledge.	X	

Title

Improving analytical reasoning and argumentative competence.

Brief description

Argument mapping or argument visualization[2] can foster students' analytical and reasoning skills. To do so, students can use digital dedicated tools, like www.argument.mindmup.com, an easy, free and open platform for collaborative argument mapping.

Students can work in groups to create visualizations of arguments excerpted from appropriated philosophical texts. They can receive ongoing feedback on their work-in-progress, and revise their work accordingly.

Opposite is an example of a simple argument visualization (reasons are in green and objections in red).

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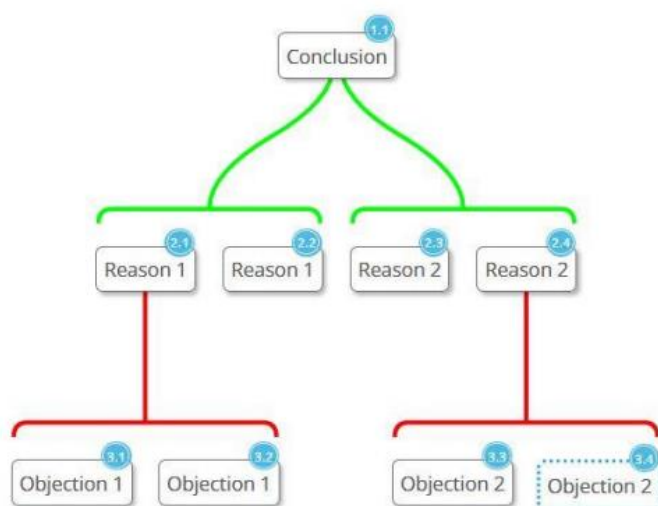
[2] "Argument visualizations are tree diagrams that illustrate logical relations in text by employing a combination of color and grouping cues to guide visual attention to salient elements and to bind elements that share a common function. Their hierarchical layout is intended to reflect the hierarchical structure of real arguments. These features make them helpful for both organizing and navigating complex argumentative texts and for communicating arguments transparently" (Cullen, Simon, et al. "Improving Analytical Reasoning and Argument Understanding: a Quasi-Experimental Field Study of Argument Visualization." *Npj Science of Learning*, vol. 3, no. 1, 2018, doi:10.1038/s41539-018-0038-5; https://www.nature.com/articles/s41539-018-0038-5). For a presentation of the argument visualization methodology, visit https://maps.simoncullen.org.

Learning activity n° 5 – Detailed description

Digital competence level required

	Teacher	Learners
basic		
independent	X	X
proficient		

short	<1 period	
medium	1-2 periods	X
long	>2 periods	

Teacher's preparation time

Digital competence coverage (DigComp Framework)

Area	Competence	Description	Competence coverage	
			fully	partially
1. Information and data literacy	1.1 Browsing, searching and filtering data, information and digital content	To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.	X	
1. Information and data literacy	1.3 Managing data, information and digital content	To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.		X
2. Communication and collaboration	2.2 Sharing through digital technologies	To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.	X	
3. Digital content creation	3.3 Copyright and licences	To understand how copyright and licences apply to digital information and content.		X

Title

Exploration of philosophical ideas through online image research and interpretation.

Brief description

Students (alone or in groups) will explore different meanings of a philosophical notion, in conjunction with visual content. They will search online for visual illustrations that are consistent with the examined notion. They will write, present and defend an interpretation of the relation between the image(s) and the notion. They will use this work to produce a definition of the examined notion.

Topic(s)/link(s) with the syllabus

Any philosophical idea, notion or concept in the syllabus.

Learning objective(s)

- Students will be able to develop philosophical thinking (understanding the polysemy of the philosophical terms, being able to circulate from the concrete to the abstract, being able to produce definitions) in conjunction with visual literacy.
- Students will be able to understand that images not only refer to realities (denotation: *what is observed?*), but also to implicit significations (connotation: *what does it mean?*), especially when images are ambiguous, symbolic, involving emotion and imagination.
- Students will be able to develop their knowledge of the European heritage.
- Students will be able to develop information literacy (content search using an online platform).

Duration: 2 periods (adjustable to the context and the group dynamics).

Materials/equipment

- computers or mobile devices,
- access to an online library, e.g. www.europeana.eu (the EU digital platform for cultural heritage),
- web applications: online web canvas/boards (OneNote or similar), presentation tools (PowerPoint or similar), document editors (Word or similar).

N.B.: printer, paper and glue can be used for a "low tech" variation of this activity.

Steps and tasks

To explore the different meanings of a philosophical notion, students are invited to search online for and select visual illustrations of this notion, and then to justify the link they conceive between the image(s) and the notion Students can work in groups. Each group will:

1) search online and select two images,
2) write on word processor an interpretation for each image,
3) present their findings and interpretations to the class. The class will challenge the relevance of the proposals.

To close the activity, the teacher can propose a synthesis of the main meanings of the examined term or ask the students to do this individually (in class or as a take home task).

Assessment:

The skills usually assessed in the subject (see subject syllabus) will be examined through the work carried out during the different phases of this activity, as well as through its results.
Digital competence will not be assessed as such.

Activité d'apprentissage n° 6 – Description détaillée

Niveau de compétence digitale requis

	Teacher	Learners
basic		
independent	X	X
proficient		

Temps de préparation pour l'enseignant

court	<1 période	
moyen	1-2 périodes	
long	>2 périodes	X

Couverture de la compétence numérique (cadre de référence DigComp)

Aire	Compétence	Description	Couverture de la compétence	
			pleine	partielle
1. Information and data literacy	1.3 Managing data, information and digital content	To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.		X
2. Communication and collaboration	2.4 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.	X	
3. Digital content creation	3.1 Developing digital content	To create content in different formats (e.g. data, text, multimedia), to edit and improve existing content, to express oneself through digital means.	X	

Titre

L'organigramme d'idées comme support pour l'analyse d'un texte

Brève description

L'activité vise la présentation d'un texte par le biais de la réalisation d'un organigramme d'idées.

L'organigramme d'idées est un outil qui permet de visualiser et d'organiser les concepts/idées/arguments en se servant de formes disponibles via une application mise en page ou de traitement de texte avancée, une application de dessin ou de conception de diaporama.

L'organigramme doit traduire clairement la hiérarchie des idées. Sous forme de poster, il doit servir de support de communication visuelle pour donner envie au lecteur d'approfondir le sujet.

L'organigramme peut être accompagné d'un texte bref, permettant au lecteur de le rendre compréhensible, même sans explication orale.

Sujet(s)/lien(s) avec le syllabus

Toute idée, notion ou concept philosophique du syllabus.

Objectif(s) d'apprentissage

- Identifier et comprendre l'argumentation d'un texte.
- Communiquer une argumentation.

Durée

On peut organiser le travail sur deux périodes.

Matériel/équipement /

Pour cette activité, on choisira une application disposant des fonctions graphiques nécessaires : éditeur de texte avancé (OpenOffice Writer, Microsoft Word…), application de présentation ou de diaporama, application de dessin…

Étapes et tâches

- Présenter l'activité.
- Présenter les fonctions de base de l'application utilisée. A ce stade et durant l'activité, ne pas hésiter à identifier des élèves ''experts'' pouvant guider leurs pairs.

- Attribuer les textes aux élèves.
- Organiser le travail de manière itérative et collaborative, en demandant aux élèves de présenter les étapes de leur travail à leurs pairs, afin de recueillir des idées d'amélioration.

Voici deux exemples d'organigrammes réalisés à partir de textes philosophiques.
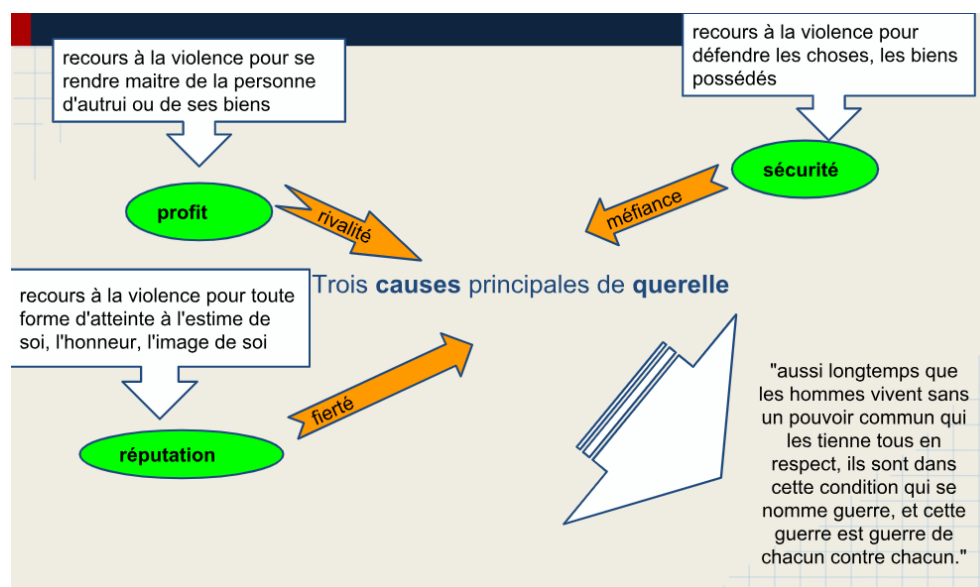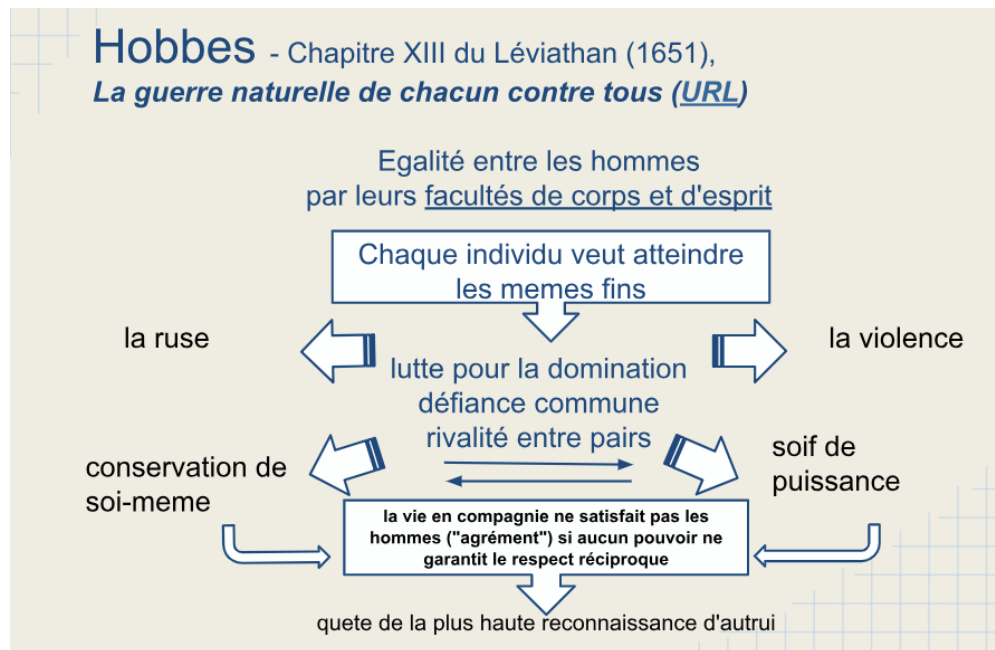
Évaluation

Les compétences habituellement évaluées dans la matière (voir le syllabus de la matière) seront examinées à travers les travaux réalisés au cours des différentes phases de l'activité, ainsi qu'à travers ses résultats.

La compétence numérique ne sera pas évaluée en tant que telle.

Activité d'apprentissage n° 7 – Description détaillée

Niveau de compétence digitale requis

	Teacher	Learners
basic		
independent	X	X
proficient		

Temps de préparation pour l'enseignant

court	<1 période	
moyen	1-2 périodes	
long	>2 périodes	X

Couverture de la compétence numérique (cadre de référence DigComp)

Aire	Compétence	Description	Couverture de la compétence	
			pleine	partielle
1. Information and data literacy	1.3 Managing data, information and digital content	To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.		X
2. Communication and collaboration	2.4 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.	X	
3. Digital content creation	3.1 Developing digital content	To create content in different formats (e.g. data, text, multimedia), to edit and improve existing content, to express oneself through digital means.	X	

Titre

Le poster conceptuel comme outil pour exposer un concept ou une thèse philosophique.

Brève description

L'activité vise la présentation d'un concept philosophique par le biais de la réalisation d'un poster conceptuel. Le but du poster est de présenter un concept philosophique, une théorie ou une doctrine à un public de non-initiés. Cela oblige à prendre le point de vue d'un destinataire débutant, et pour cela il faut viser la plus grande clarté dans la présentation de la problématique et dans le vocabulaire utilisé.
- Le poster doit être fidèle à son objet (cohérent et suffisamment complet).
- Le poster doit retenir l'attention : c'est un support de communication visuelle.
- Le poster doit donner envie d'approfondir le sujet.

Le poster doit donc être pédagogique, présenter un enchaînement logique et ne pas être trop dense. Il doit se suffire à lui-même, être compréhensible même sans explications complémentaires.

Sujet(s)/lien(s) avec le syllabus

Toute élément (idée, notion, concept, théorie ou doctrine) philosophique du syllabus.

Objectif(s) d'apprentissage

- Identifier et comprendre les articulations entre les éléments d'une conception philosophique.
- Transcrire et communiquer visuellement un contenu abstrait.

**Durée**

On peut organiser le travail sur deux périodes.

Matériel/équipement /

Pour cette activité, on choisira une application ayant disposant des fonctions graphiques nécessaires : éditeur de texte avancé (OpenOffice Writer, Microsoft Word…), application de présentation ou de diaporama, application de dessin…

Étapes et tâches

- Présenter l'activité et les fonctions de base de l'application utilisée. A ce stade et durant l'activité, ne pas hésiter à identifier des élèves ''experts'' pour guider les autres.
- Pour réaliser le poster :
  1. *Scénario* : définir : le contenu, la problématique, les grandes parties de l'argumentation
  2. *Story-board* : définir les pavés de textes, les documents graphiques, la trame graphique c.à.d. la mise en page du poster.
  3. *Réalisation* : via l'application choisie.
  4. *Communication* : envoi des images à l'enseignant (par courriel ou en les téléversant dans une bibliothèque en ligne partagée).
- Organiser le travail de manière itérative et collaborative, en demandant aux élèves de présenter les étapes de leur travail à leurs pairs, afin de recueillir des idées d'amélioration.

Exemple de poster :
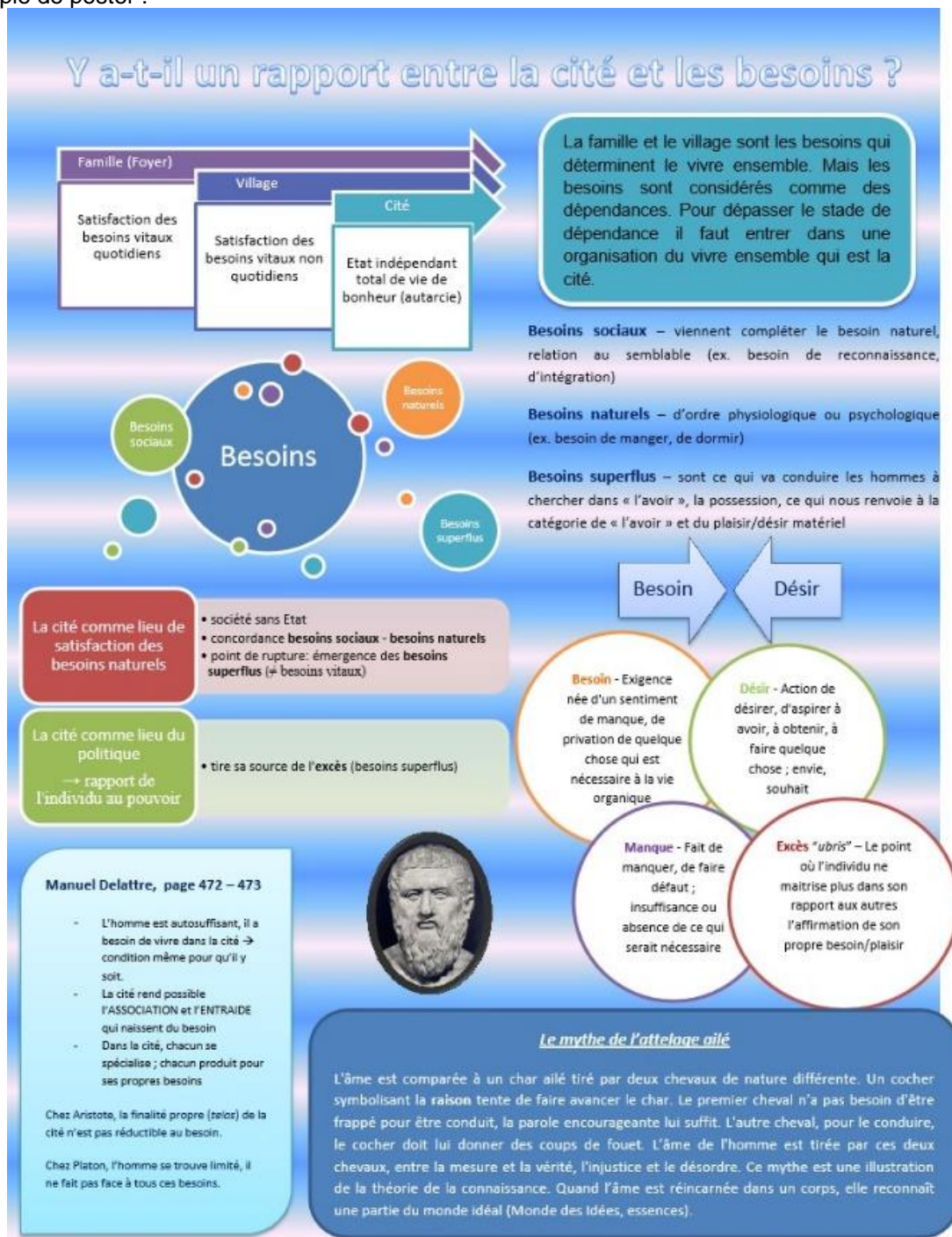
Évaluation

Le poster conceptuel est évalué sur base des critères repris sur une fiche préalablement communiquée à l'élève :

Philosophie - Grille d'évaluation du poster conceptuel

Séquence de cours : | Problématique :
Travail attendu : L'élève construit un poster conceptuel à partir de ressources textuelles, de notes de cours et/ou de séquences vidéo de philosophie

Nom de l'/des élève/s :

Note obtenue :   /20

Critères de réussite :

La présentation				
	OUI	PARTIELLEMENT	NON	Pts
Lisibilité du document et organisation de l'espace				/1
Le thème principal est : * indiqué au centre de la page				/0.5
* relié de façon claire aux noyaux d'information				/0.5
Les mots clés sont mis en valeur				/1

Les aires principales (zones de texte ou organigrammes) :
     * sont clairement mises en évidence
     * partent du thème principal
				/1

Il y a des propriétés typographiques qui mettent en évidence certains termes (notions, idées)				/1
Les textes sont écrits de manière à faciliter le sens de lecture				/1
TOTAL				**/6**
Le contenu				
La hiérarchie des idées est respectée				/1
L'organisation d'ensemble du poster est logique				/1
Les noyaux reprennent les principaux concepts/notions				/4
Les noyaux reprennent des commentaires éclairant le rapport entre les idées/les concepts				/4
Les noyaux reprennent des mises en perspective concrètes, des exemples, des références pertinentes				/4
TOTAL				**/14**

Bonus originalité, créativité, esthétique générale... : + 1

Commentaire d'évaluation: