



F1N5118 University Didactics of Philosophy 7.5 credits

Doktorandkurs i filosofiämnets universitetsdidaktik

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for F1N5118 valid from Autumn 2016

Grading scale

Education cycle

Third cycle

Specific prerequisites

Eligibility for PhD studies in Philosophy.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After the course the student should be well acquainted with the special didactic problems and potentials in university-level philosophy teaching and have a thought-through approach of his or her own to them.

Course contents

The course consists of lectures, group exercises and an individual pedagogical development project that is agreed upon by the main teacher of the course.

Course literature

Kasachkoff Tziporah (ed): Teaching Philosophy: Theoretical Reflections and Practical Suggestions, Rowman and Littlefield, 2004.

Eflin, Julie: Teaching 'Inference to the Best Explanation', Teaching Philosophy 17(2):151-160, 1994.

Gill, Jerry H.: Teaching Large Classes: Some Suggestions, Metaphilosophy 5(2):158-162, 1974.

Hansson, SO "Det filosofiska seminariet", ss 98–102 i Verkttygslära för filosofer, andra upplagan, Thales 2003.

Hopkins, Edwin E.: Non-preparation as a method of teaching philosophy, Metaphilosophy, 7(2):167-172, 1976.

Thomason, Neil: Making Student Groups Work: 'To teach is to learn twice', Teaching Philosophy 13(2):111-125, 1990.

Wartenberg, Thomas E.: Teaching Women Philosophy, Teaching Philosophy, 11(1):15-24, 1988.

West, David: A New Medium for Teaching Philosophy, Metaphilosophy, 3(4):310-323, 1972.

Additions to the list can be made at the start of the course.

Examination

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Other requirements for final grade

The demands for passing are active participation and a approved individual pedagogical development project that is summarized in a written report.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.