



ASSEMBLY DAY 2025

Supporting dialogue through philosophically informed thinking

Session 3 Parallel Workshops

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SESSION 3 PARALLEL WORKSHOPS

Meet the facilitator:

Elizabeth Meade is an Assistant Professor in Education in the Department of Education in Maynooth University and is also a member of the Centre for Public Education and Pedagogy. Elizabeth teaches on a range of programmes in the Department, at undergraduate and postgraduate level, mainly social justice, global citizenship education (GCE) and philosophy of education.

Elizabeth believes strongly in the applicability and usefulness of philosophically informed thinking for contemporary society, particularly in relation to understanding and addressing social justice issues. Although her work is situated within the philosophical tradition, it is interdisciplinary in nature with a strong commitment to concrete social change. Elizabeth has brought her practice in community philosophy to local libraries, a drug free community education centre, prison education and autonomous education spaces. She is particularly interested in public pedagogy and widening opportunities for thinking philosophically together with others among marginalised communities and voices. She has also facilitated community philosophy and philosophy with children across various formal education spaces, working with students in primary, post-primary and third level institutions. Her work explores how relational and dialogical pedagogies can challenge the expectation of hegemonic behaviour within formal education settings, and how this pertains in particular to working class and racialized identities.

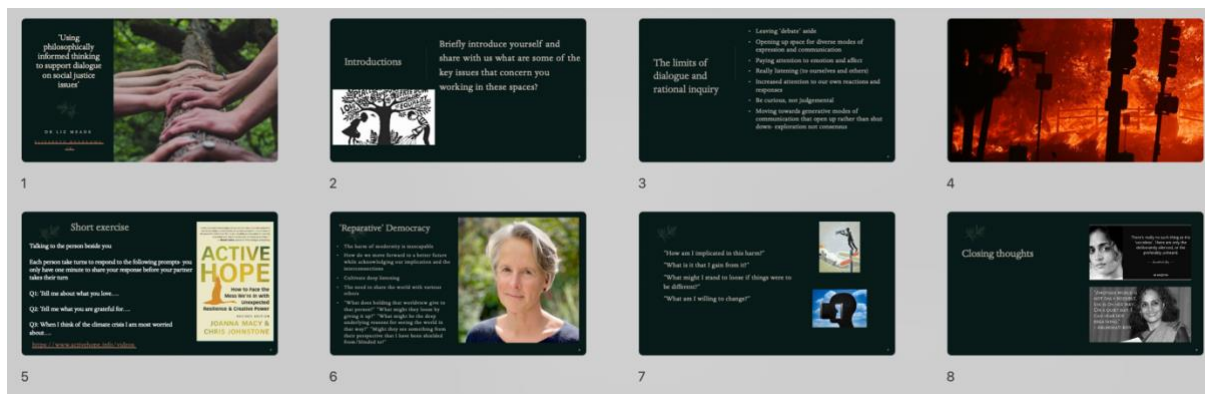


Overview: This session will look at ways of applying philosophically informed thinking to centre controversial issues in the social justice classroom.

The aim is to nurture an educational environment that helps students increase their capacity to encounter worldviews that may be different from their own with curiosity before judgement, and to reflect on their own responses, both cognitive and affective, with the same spirit of curiosity. The focus here is not only on opening up dialogue with others, but also on how such dialogue ought to prompt participants to turn inwards. Moving beyond a view of philosophy readily applied in educational spaces, that can

narrowly think of philosophy as teaching students how to argue for a position, present an argument, or win a debate, we will look at ways of working with students that try to support them to explore how ideas feel, what it is they have to offer, and not merely whether or not ideas are accurate or valid. In making space for affective and embodied responses we try and move away from forms of dialogue that only focus on ‘critical thinking’ and attempt to reimagine what we may have become accustomed to expecting educational spaces to look and feel like. To move beyond, what Nicholas Burbules calls, the ‘hegemony of reasonableness’. This approach hopes to encourage students to be open to the possibility that the world may be otherwise than they have taken it to be and to explore those views with curiosity and compassion.

Resource/presentation



Link to PowerPoint: [HERE](#)

Testimonial



An area I found particularly interesting was Liz Meade's discussion on rationality and dialogue