PHILOSOPHICAL AND CONCEPTUAL FOUNDATIONS OF "COMMUNITY OF INQUIRY"

Merve Çakır Kaytancı
Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü
Türkçe ve Sosyal Bilimler Eğitimi Anabilim Dalı
Felsefe Grubu Eğitimi Bilim Dalı
mervecakirkaytanci@gmail.com

Doç. Dr. Mehmet Ali Dombaycı
Gazi Üniversitesi, Gazi Eğitim Fakültesi
Türkçe ve Sosyal Bilimler Eğitimi Bölümü
Felsefe Grubu Eğitimi Anabilim Dalı
dombayci@gazi.edu.tr

Abstract
"Community of Inquiry" is a learning environment developed by the ideas of a great many thinkers but adapted by Mathew Lipman over philosophical inquiry. By means of this learning, it is aimed to carry out philosophical inquiry and to develop the forms of critical, creative and caring thinking while doing it. There is a facilitator for a community which must take a philosophical subject together in a learning environment and that this community must provide a progress in the views of this community. The first reason of Lipman in forming this learning environment is that the numbers of the students in classes in the world of which population is increasing and that the activity of philosophical inquiry cannot be carried out in a way of the dialogue of two persons with these total number just as Socrates did. The second reason is to make students learn from each other and build knowledge together. In this way, a great many students will have an opportunity to learn from others' experience and compare their views with other views. The purpose of the community of inquiry is to make everyone "Socrates" of each other.

In the current study, the views of "the Community of Inquiry" and of Socrates, Leonard Nelson, C. Sanders Peirce and Dewey forming the conceptual and philosophical bases will be taken place.

Keywords: Community of Inquiry, learning in community, philosophical inquiry, teaching philosophy.