



An Evaluative Case Study on Investigating Preschool Teachers' Views on Philosophy with Children *

Emine Deniz Koyuncu ¹, Hasibe Özlen Demircan ²

Abstract

The purpose of this evaluative case study was to examine preschool teachers' views on the Philosophy with Children approach and its use in early childhood education through the Philosophy with Children experience. In this study, 11 preschool teachers participated in Philosophy with Children sessions for ten weeks, and then later attempted to implement the PwC approach in their educational environment at least twice. The data were collected through semi-structured interviews, basically before and after the 10-week PwC session as well as after the practices implemented by preschool teachers in their educational setting. In addition, during the 10-week PwC session, observations were conducted and audio recordings of all the procedures and field notes were collected. According to the study findings, the preschool teachers claimed the PwC approach could be used in early childhood education and positively affect children. Preschool teachers reported that the PwC approach led them to look critically at the relationship between the teacher and child in traditional education, understanding of guidance, and classroom management. On the other hand, this study revealed that preschool teachers reported handicaps related to self-confidence while using PwC and motivation to use PwC. They claimed some aspects of the traditional educational structure may hinder using the PwC approach. In conclusion, it was recommended that future research and in-service or pre-service education programs with preschool teachers be organized with more comprehensive content, including the philosophical dimension of the PwC approach.

Keywords

Early Childhood Education
Preschool Teachers
Philosophy with Children
Philosophy for Children
Community of Philosophical
Inquiry

Article Info

Received: 12.11.2020
Accepted: 04.16.2022
Online Published: 04.29.2022

DOI: 10.15390/EB.2022.10380

* This article is derived from Emine Deniz Koyuncu's Master's thesis entitled "Investigating the views of preschool teachers regarding philosophy with children through pwc experience", conducted under the supervision of Hasibe Özlen Demircan.

¹ Independent Researcher, Turkey, edenizkoyuncu@gmail.com

² Middle East Technical University, Faculty of Education, Department of Elementary and Early Childhood Education, Turkey, dozlen@metu.edu.tr

Introduction

In traditional thinking, philosophy can be perceived as learning a stack of philosophical knowledge in history (Duruhan, Gürbüzürk, Şan, & Pepeler, 2014). That is why it is habitual to say in established traditional thinking “How can children and philosophy relate to each other?. Children don't have enough maturity to do philosophy. They don't have enough place for so much philosophical knowledge. Philosophy is difficult for even adults.” However, philosophy was originally derived from ‘philia’ and ‘sophia’ words in Greek which means the love of wisdom. This love of wisdom is not the love of passive learning of ideas from the philosophers of history. Instead, it is the love of actively doing philosophy based on wonder, contemplation, and questioning (Cevizci, 2010; Gruioniu, 2013).

Wonder, which manifests itself from early childhood, is seen as the starting point to do philosophy (Aristoteles, 1907/2008; Carson & Pratt, 1965). However, children have been accepted as incapable of reasoning and philosophizing (Piaget, 1974; Rousseau, 1762/2010; Siegler, 2004). Conversely, Dewey argued that children are capable of doing philosophy, are closer to doing philosophy than adults because they have “sympathetic curiosity, unbiased responsiveness, and openness of mind” (Dewey, 1916, p. 50; Gregory & Granger, 2012). Matthew Lipman (1985) and his colleagues, inspired by Dewey, pondered the relationship between philosophy and children and in the 1970s developed the ‘Philosophy for Children’ (P4C) method to philosophize with children. In the center of P4C is 4C, which corresponds to critical, creative, collaborative, and caring thinking. The method promotes critical and creative thinking of children through philosophical dialogue within a community of inquiry without filling them with the intellectual knowledge of traditional philosophy (Lipman, 1985, 2003). To philosophize with children, children’s literature, short films, pictures or objects which stimulate curiosity and be far from philosophical terminology are used (Brown, Corrigan, & Higgins-DAlessandro, 2012). In the community of inquiry, children caringly listen to each other, develop each other's ideas, present their thoughts with their reasons, and try to make inferences (Lipman, 2003). Moreover, the importance of democracy in P4C manifests itself with equal participation and choosing the question discussed through a vote (Kennedy & Kennedy, 2011; McCall, 2017).

After the pioneering scholarship of Lipman and his colleagues, several researchers also committed to work on philosophizing with children. Catherine McCall is one of them and developed the Community of Philosophical Inquiry (CoPI) method. In CoPI, children question, make meaning through communication-interaction in a community of inquiry, justify their thoughts, and see their failings in the subject (McCall, 2013). CoPI is built on the idea that truth constructed by human beings can be wrong (Matthews, 2014). To manifest that, differences and disagreements in thoughts are focused during the dialogue. CoPI gives particular importance to be philosophical of children's participation as much as possible and of the question being discussed. Therefore, a person who would conduct a session can determine the question to be discussed by choosing the most philosophical one among the questions instead of children’s choosing through their votes and focuses on whether the children participate philosophically rather than participating equally throughout the inquiry (McCall, 2017). With the importance given to the quality of dialogue, CoPI allows deep consideration of an issue.

With its variety of methods, doing philosophy with children is not concerned with conveying what children should think about a particular subject, but instead directing them on how they should think (Scholl, Nichols, & Burgh, 2009). Over time, after the methods such as P4C and CoPI, ‘Philosophy with Children’ (PwC) has become the general title for doing philosophy with children starting from the early childhood (Cassidy & Christie, 2013) and in current sources, is defined as being an approach and field practice which aspires to the active participation in philosophical thought that improves critical thinking skills in children (Kizel, 2016).

Regarding philosophy in early childhood, it is recommended to support research, pilot experiences and practices in the field of philosophy with children and institutionalize this approach in the education system (UNESCO, 2011). Thus, early childhood education is expected to support

children's thinking and provide learning environments which facilitate and nurture their capacity (Anderson, 2017). Consistently, the early childhood curriculum of Turkey draws attention to the importance of early experiences in realizing children's potential. It states that early childhood education should provide an environment where qualified cognitive stimuli, rich language interactions, positive social and emotional experiences are offered to children, and where independence is supported (Ministry of National Education [MoNE], 2013). In Turkey, the early childhood curriculum is compatible with the philosophy courses offered during high school education, whose aims are to raise individuals and society who respect different ideas, obtain a culture of debate, think originally, independently, critically and logically, and who are aware of change and development (MoNE, 2018). However, philosophy lessons are taught, at the earliest in 10th grade, following a traditional understanding, in which the thoughts of historical philosophers are conveyed to the children from the teacher, who is the source of knowledge (Duruhan et al., 2014; Yılmaz & Altinkurt, 2011). Considering the starting age and practices of philosophy education in Turkey and keeping in mind that the nature of philosophy courses matches the nature of early childhood education, philosophy education can start in the early years of children's learning. Indeed, PwC can meet children with another kind of philosophy beginning in their early years which can provide various benefits.

Several studies have been conducted on the effects of using PwC on children. The literature claiming the positive effects of using PwC on children are increasing gradually (Kilby, 2019). However, studies related to PwC have been primarily conducted with primary and secondary school children while limited studies associated with preschool children (Gasparatou & Kampeza, 2012; Ghaedi, Mahdian, & Fomani, 2015; Karadağ & Demirtaş, 2018; McCall, 2017; Säre, Luik, & Tulviste, 2016). These positive effects are in the cognitive development area such as critical and creative thinking skills (Akkocaoğlu Çayır, 2015, Daniel & Auriac, 2011; Jenkins & Lyle, 2010; Siddiqui, Gorard, & See, 2015; Yusoff, 2018), in the area of language development such as active listening and self-expression (Commonwealth of Australia, 2008; Newell-Jones, 2012), and in the social-emotional development area such as self-confidence and respect for others (Cassidy, Marwick, Deeney, & McLean, 2017; Fair et al., 2015; Naraghi, Ghobadiyan, Naderi, & Shariatmadari, 2013). In the light of this information, it can be seen that PwC is in accord with the early childhood education program and can contribute to the required environment in early childhood education.

In the environment where PwC is used, the person who conducts the PwC session is a significant element of the approach. This person in PwC is called a facilitator and supports children in constructing their knowledge without steering them and in actively interacting with each other, evaluating and providing reasons for their ideas (Maxwell, 2005; O'Tuel, & Bullard, 1995). The facilitator is responsible for maintaining the philosophical quality of the discussion, so in PwC, especially in CoPI Method, the facilitator is important to know philosophy and logic (McCall, 2017). In the classroom, the teacher is the person who provides environments for doing philosophy with children, and this teacher has a distinctive role in PwC (Anderson, 2017). A teacher in PwC is not a leader of the community of inquiry as a source of knowledge but instead a facilitator to aid in producing their knowledge. For this reason, a teacher in PwC should criticize the common perception of the child and teacher-child relationship and abandon the established hierarchy between teacher and child (Murriss, 2008). Considering that, studies about teachers and their professional development in PwC have also been conducted. In the interview of Shaughnessy (2005) with Gregory, Gregory emphasized teacher training in PwC with that, "The only way to prepare teachers to facilitate this kind of thinking and inquiry with children is to facilitate the same kind of thinking and inquiry with the teachers" (p. 7). If teachers want to introduce children in their classroom to PwC and support them through the approach, they should first meet PwC. So that, teachers can gain increased experience in PwC and systematically examine the approach and their views on it (Glatthorn, 1995). Thus, this development process brings teachers more motivation to learn and use PwC.

Despite teachers and their professional development in PwC having such an important role, there have been limited studies that were conducted with teachers regarding the use of PwC in

education. Furthermore, almost all these studies were conducted with primary or secondary school teachers or teacher candidates (Akkocaoğlu Çayır, 2018; Demissie, 2015; Green & Condy, 2016; Haynes & Murriss, 2011; Mergler, Curtis, & Spooner-Lane, 2009; Newell-Jones, 2012; O’Riordan, 2013; Roberts, 2006; Scholl, 2014; Scholl, Nichols, & Burgh, 2016; Siddiqui et al., 2015). Despite a few studies which focused on early childhood education (Demirtaş, Karadağ, & Gülenç, 2018; Karadağ & Demirtaş, 2018; Karadağ, Demirtaş, & Yıldız, 2017; Okur, 2008), to our knowledge, no prior studies have focused on preschool teachers’ views regarding the Philosophy with Children before and after their participation in PwC sessions. In this study, preschool teachers’ views regarding the PwC approach and the use of PwC in early childhood education were examined by introducing them to PwC. Their introduction to PwC was enabled through participation in PwC sessions and endeavored to use PwC in their classroom. The practices in their classroom were not expected to be qualified PwC sessions but considered one of their introduction stages.

This study aims to examine preschool teachers’ views regarding the PwC approach and the use of this approach in early childhood education through the PwC experience. In the current study, 'PwC experience' corresponds to the sum of PwC sessions conducted with preschool teachers and the practices that they conducted in their own classes. At this point, the research questions that this study attempted to answer were:

1. What are the preschool teachers’ views about PwC before and after the PwC experience?
2. What are the preschool teachers’ views about the use of PwC in early childhood education before and after the PwC experience?
3. What are the preschool teachers’ views about the effects of using PwC in early childhood education before and after the PwC experience?
 - 3.1 What are the preschool teachers’ views about the effects of using PwC in early childhood education on children before and after the PwC experience?
 - 3.2 What are the preschool teachers’ views about the effects of using PwC in early childhood education on teacher before and after the PwC experience?
 - 3.3 What are the preschool teachers’ views about the effects of using PwC in early childhood education on the relationship between child and teacher before and after the PwC experience?
4. What are the preschool teachers’ views about obstacles in using PwC in their educational environment before and after the PwC experience?

Method

Research Design

A case study is a qualitative research method used to investigate “a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenology and context are not clearly evident” as in this study (Yin, 2009, p. 18). Moreover, “A case study is particularly useful for evaluating programs when programs are unique when an established program is implemented in a new setting.” (Balbach, 1999, p. 17). In this study, while the PwC approach was accepted as a contemporary phenomenon, the early childhood education setting was accepted as a real-life context, and attempts were made to clarify the boundaries between them. The nature of a case study might differ depending on its context. One form of case study that draws on a complete understanding of a case is the evaluative case study. The evaluative case study is used to gain as complete understanding as possible by going beyond description and explanation and seeking to evaluate and make judgments about the phenomenon (US Agency for International Development [USAID], 2013). Therefore, the evaluative case study design to examine the preschool teachers’ views on Philosophy with Children and the use of this approach in early childhood education was used in the present study.

Participants

In this study, convenience sampling method was used. The participants of this study consisted of 11 preschool teachers from six different preschools in Antalya, Turkey. All participants were female teachers employed in public preschools. Gender and school type were not intentionally selected; however, the availability and willingness of the participants determined them. Throughout the study, the real names of the participants were not used. Instead, the participants were given codes between P1 and P11 and the preschools they worked in, between S1 and S6. Demographic information about the preschool teachers was collected prior to starting the study. Their ages ranged from 32 to 55-years-old, and the mean age was 41. Their teaching experiences were between 10 and 32 years and the mean was 18 years. Participants were mostly working with 5-year-old children; six of them with 5-year-olds (48-60 months), three with 4-year-olds (36-48 months) and two with 5-6-year-olds (60-72 months). Additionally, they were asked whether they had previously attended any course, seminar, or training related to PwC, and it was seen that none had participated in any course, seminar or training regarding PwC. In this study, CoPI Method where facilitators are expected to have knowledge in philosophy and logic, was used. However, the knowledge in philosophy and logic of preschool teachers in this study is not questioned before and during the study because the major purpose of the current study was to introduce PwC rather than making them professional facilitators.

Context

The study was conducted in six public preschools located in different central districts of Antalya. 11 participants met at the same time and place for PwC sessions throughout 10 weeks, for one hour, once a week. For this reason, while determining the location and time for interviews and PwC sessions, the suitability and wishes of the participants were considered. Thus, it was decided unanimously that the 10-week session took place at S1 Public Preschool, where teacher participation was highest. All participants met for the study on Tuesdays between 13.00-14.00 in the teachers' room S1. All interviews were conducted immediately before and after the 10-week PwC session for preschool teachers and after PwC practices in their classrooms.

Data Collection Tools of the Study and Data Collection

In the study, three semi-structured interviews were conducted with each preschool teacher one-on-one. The researchers prepared the interviews by examining the literature and benefiting from PwC training which the first author attended according to the study's aims. Three experts who are the members of the Early Childhood Education and Elementary Education departments in a public university reviewed the interview questions to validate the questions and identify required changes. The interview questions were also evaluated through a pilot study.

In the scope of this study, the first interview (Interview 1) was conducted before the 10-week PwC session, and the second (Interview 2) was conducted after. Interviews 1 and 2 consisted of 17 questions which were used to analyze participants' views through the 10-week PwC session. The third one (Interview 3) was different from Interview 1 and 2 and was conducted following the PwC practices of preschool teachers in their classroom to analyze participants' views through their use of PwC. Additionally, field notes and audio-based observation were used throughout the 10-week PwC session to support validation of participants views from the beginning to end of the study as well as to contribute to more meaningful research findings.

The steps of the data collection process were as presented in Figure 1.

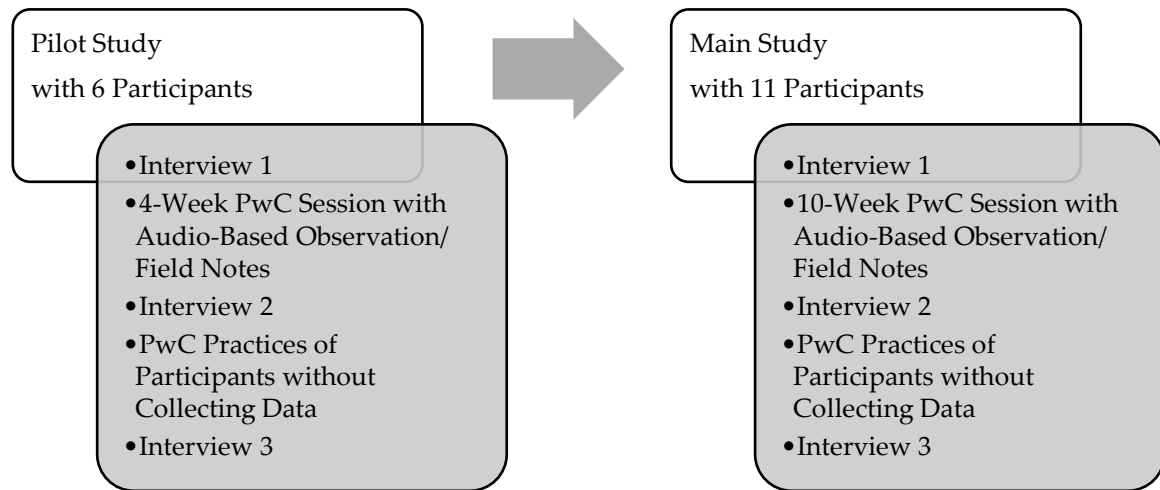


Figure 1. Steps of the Data Collection Process

Procedure

The procedure consisted of preparation for PwC sessions, nature of PwC, pilot study, and the main study.

Preparation for PwC Sessions

Primarily, necessary ethical measures were taken, and the researchers invited preschool teachers to the study face-to-face. Following the structural principles of the PwC sessions, researchers prepared the 10-week PwC sessions for preschool teachers by using children's literature that raises philosophical questions, thought experiments in philosophy, and stories for philosophy for children. In the study, to validate the stimuli of the program, the researcher consulted an expert who graduated from Early Childhood Education and the member of Special Education who specialized in the field of PwC and the program was rearranged according to their feedback.

In the study, 10 stimuli used during the 10-week PwC session were as presented in Figure 2:

Week 1	•The Hermit Crab (Goodrich, 2009)
Week 2	•Picture of a Friend (Lipman, Ogden, & Matkowski, 2003)
Week 3	•The Unhappy Prince (The Philosophy Foundation, n.d.-b)
Week 4	•Köprüyü Geçerken (Janish, 2014)
Week 5	•Goodland and Badland (The Philosophy Foundation, n.d.-a)
Week 6	•A Color of His Own (Lionni, 1975)
Week 7	•‘Ağustos Böceği ile Karınca’ (Ezop, 2018)
Week 8	•Ballerino Nate (Brubaker Bradley, 2006)
Week 9	•Keşfedilmemiş Adadaki Yaratık (Karadağ & Gülenç, 2019)
Week10	•‘A picture of a child behind a tree’ which was non-verbal visual stimulus

Figure 2. Ten Stimuli in PwC Sessions

The Nature of PwC Session

Each PwC session has a specific structure to encourage the community to provoke philosophical inquiry, focus on that enthusiastically, and delve deeper into the thinking journey. Each PwC session has ten distinct stages (Siddiqui et al., 2015), as presented in Figure 3.

1	•Getting in a circle
2	•Presentation of stimulus
3	•Thinking time in pairs
4	•Question making collaboratively
5	•Question sharing with the community
6	•Question choosing
7	•First thoughts on the chosen question
8	•Building of dialogue in the community through 'I agree with ..., because...' and 'I don't agree with ..,
9	•Last thoughts on the discussion
10	•Review on their progress in the dialogue

Figure 3. Ten Stages of PwC

Pilot Study

A pilot study was conducted to test the interview questions' clarity and to obtain initial opinions on the effectiveness of the interview questions and PwC sessions for preschool teachers. The pilot study was conducted with six preschool teachers in public preschools in Antalya. It included interview 1, 4-week PwC session for preschool teachers, interview 2, at least two PwC practices in their classrooms, and interview 3. The 4-week PwC session was conducted by the first author who is a certified instructor in Philosophy with Children and a graduate of the Department of Philosophy. Later on, during the main study, the stimuli in the 4-week PwC session were used. Therefore, at the end of the pilot study, the program was finalized according to the feedback. The analysis conducted after the pilot study revealed that the data collection tools, the design, and the program was convenient to use to investigate the research questions.

Main Study

The main study's scope, respectively, included interview 1, 10-week PwC session for preschool teachers, interview 2, at least two PwC practices of preschool teachers in their classrooms and interview 3. The interviews to collect data were held at the appropriate time and place for the participants immediately before and after the 10-week PwC session, and after preschool teachers' classroom practice. While interviews 1 and 2 took approximately 20- 30 minutes, interview 3 lasted about 10-15 minutes. PwC sessions were conducted with preschool teachers throughout ten weeks by the first author as in the pilot study. After completing the 10-week PwC session, to encourage participants to conduct at least two PwC practices in their classes, the plans of all PwC sessions were shared with them at the end of the tenth week. Subsequently, they optionally selected at least two of the 10 plans to practice the PwC approach in their classrooms. During the third interview, participants were asked how many practices they carried out in their classrooms, and it was determined that each made two or three attempts.

Data Collection & Analysis

Data were obtained through interviews, audio-based observations, and field notes. For the analysis, thematic analysis method was used. Firstly, voice recordings of interviews were transcribed. The categories and codes that emerged after the three semi-structured interviews were separately identified by the first author and one primary school teacher who is a trainer in PwC. After that, they compared their codes and categories and finalized them through final agreement. In data analysis, by considering the PwC experience, including the 10-week PwC session for preschool teachers and their classroom practice, the findings of interview questions 2 and 3 were discussed and presented together under the heading 'After the PwC experience'.

Furthermore, the audio-based observation and field notes taken during the 10-week PwC session were examined according to the categories and codes that emerged from three semi-structured interviews and combined with them. Observation and field notes of initial sessions supported the categories and codes that emerged before the PwC experience. Observation and field notes of last sessions supported the categories and codes that emerged after the PwC experience. Member checking was also used in the study; thus, participants approved the accuracy of the transcripts of their interviews (Punch, 2014).

Results

After conducting in depth analysis, findings on the PwC experiences of teachers were grouped under four main titles. These are 'general views about PwC', 'views about the use of PwC in early childhood education', 'views about the effects of using PwC in early childhood education, and 'views about the obstacles in using PwC in early childhood education'; each of which states the views before and after the PwC experience.

1. General Views about PwC Before and After the PwC Experience

The findings regarding the general views of the preschool teachers on Philosophy with Children before and after the PwC experience are presented in Table 1.

Table 1. Views about PwC before and after the PwC experience

	Categories	Codes	Quotations	
Views about PwC	<u>Before</u>	Teacher-Led Approach to Thinking	Presenting Questions by Teacher (n=11, 100 %)	With PwC, asking open-ended questions and waiting for the children's answers come to my mind. (P11)
			Sharing Opinions of Children (n=11, 100 %)	I think that PwC means children state their opinions on a certain topic or question I ask them. (P2)
			Directing Children What to Think (n=5, 45 %)	I think children have an empty brain and need to be shaped and directed, so PwC can mean to correctly direct children's opinions. (P5)
	<u>After</u>	Teacher-Facilitated Approach to Thinking	Critical and Creative Thinking of Children (n=10, 91 %)	I can say that PwC is an approach that supports children to question more, to think differently, not to accept everything as they are, and to be able to say, 'I disagree'. (P3)
			Children's Asking Own Questions (n=9, 82 %)	In the beginning, I thought that PwC was the approach where children answered our questions; however, now PwC also evokes for me children's finding their questions. (P1)
			Collaborative Thinking of Children (n=5, 45 %)	I think that PwC means constant interaction in thinking since during our practice, we thought together, we were influenced by each other's opinions. (P9)

Before the PwC experience, preschool teachers' views were handled under the category 'teacher-led approach to thinking'. All preschool teachers (n=11) thought that PwC involved the teacher asking questions and children answering these questions and sharing opinions on a certain issue. Therefore, the participants stated that PwC could be similar to methods such as question-answer and brainstorming, and the activities in story and circle time they had already used in early childhood education. Furthermore, almost half of the preschool teachers (n=5) declared that PwC evoked the teachers to direct children about what they should think.

After the PwC experience, preschool teachers' views were handled under the category 'teacher-facilitated approach to thinking'. Almost all preschool teachers (n=10) thought that PwC evoked the approach of supporting children's critical and creative thinking. Moreover, the majority of the preschool teachers (n=9) considered that PwC is an approach in which children form their questions. The participants pointed out that PwC was different from question-answer and brainstorming methods and activities in story and circle time in terms of just waiting for answers of children and sharing their ideas. Besides that, almost half of the preschool teachers (n=5) considered that PwC is the approach in which children think collaboratively without teacher dominance. According to a few (n=2), PwC is similar to the inquiry-based approach because children produce their questions and answers, being more active, and both approaches are based on inquiry.

2.Views about the Use of PwC in Early Childhood Education Before and After the PwC Experience

The findings about the preschool teachers' views on the use of Philosophy with Children in early childhood education before and after the PwC experience are presented in Table 2.

Table 2. Views about the use of PwC in ECE before and after the PwC experience

	Categories	Codes	Quotations	
Views about the Use of PwC	<u>Before</u>	Child Related Outcomes	Developmentally Readiness of Children (n=11, 100 %)	I think that this approach can be used in early childhood education, but it seems to me more appropriate in terms of developmental level, for the period of primary education and after. (P1)
		Teacher Related Outcomes	Philosophical Knowledge (n=7, 64 %)	I always think that I need to have more extensive information about the applications I will use in my classroom, so having philosophical knowledge is important to use PwC correctly. (P3)
			Confidence of Teacher (n=4, 36 %)	Are we able to do this correctly? Maybe we know the approach incorrectly or incompletely, so I think that being an expert in the field is important to use PwC. (P8)
		ECE Related Outcomes	Appropriateness for ECE Curriculum (n=7, 64 %)	I think that since we don't have sharp limits in early childhood education, we can easily integrate PwC into any activity in our school curriculum. (P7)

Table 2. Continued

		Categories	Codes	Quotations	
Views about the Use of PwC	<u>After</u>	Child Related Outcomes	Developmentally Readiness of Children (n=11, 100 %)	At the beginning, I thought that children could not do philosophy due to their developmental level, however now I think they can do philosophy. Still, we are not allowing them to do so and show their capability. (P10)	
			Teacher Related Outcomes	Philosophical Knowledge (n=11, 100 %)	I think that we don't need philosophical knowledge since I have seen that you didn't use your philosophical knowledge. You didn't express your opinion and inform us during practices. (P11)
				Confidence of Teacher (n=5, 45 %)	I observed that you, as the facilitator, never interfered with our ideas. However, that is not what we are used to. We are interventionists. I cannot trust myself not to interfere with children's thoughts. (P10)
				Motivation of Teacher (n=4, 36 %)	I think that some teachers may not have the motivation to use PwC, and only willing teachers should use the approach. The unwilling teacher should not be forced to use the approach. (P9)
		ECE Related Outcomes	Importance of Early Childhood Period (n=11, 100 %)	I think that it is very important that children meet PwC in early childhood because in this period, children are like sponges. They absorb the things they experience, and these experiences shape their characters. (P11)	
			Appropriateness for ECE Curriculum (n=7, 64 %)	In my opinion, it is easier to incorporate different approaches like PwC into the school curriculum than other stages of education. (P3)	

Before the PwC experience, preschool teachers' views were handled under three categories as child-related, teacher-related, and ECE-related outcomes. Under the category 'Child-Related Outcomes', they mentioned whether children are developmentally ready may determine the use of PwC in early childhood education. While some preschool teachers (n=6) argued that children are developmentally ready for philosophizing and PwC can be easily used with them; some other preschool teachers (n=4) regarded the use of PwC with preschool children as unready in terms of their developing cognitive skills. Moreover, a few preschool teachers (n=3) claimed that PwC might not be used with children with special needs and bilingual children.

Under the category 'Teacher-Related Outcomes', preschool teachers shared their ideas regarding having philosophical knowledge, the confidence of teachers and appropriateness for ECE curriculum. While more than half of the preschool teachers (n=7) stated that having philosophical knowledge is essential when using PwC in early childhood education, the rest (n=4) expressed that although having philosophical knowledge will support teachers in using the approach, this is not essential. Regarding teacher confidence, four preschool teachers reported that teacher confidence was essential to use the approach in the classroom properly.

Under the category 'ECE-Related Outcomes', more than half of the preschool teachers (n=7) thought that the early childhood curriculum allows PwC in early childhood education due to its flexibility. They highlighted that PwC was the approach which is applicable in their educational environment. Moreover, they expressed that they have already actively used very similar methods such as brainstorming in their classroom.

After the PwC experience, the views of the preschool teachers were handled under the same three categories. Under the category 'Child-Related Outcomes', all preschool teachers (n=11) reported that PwC are developmentally appropriate for preschool children and can be easily used in early childhood education. Furthermore, after the PwC experience, preschool teachers who had claimed before that PwC might not be used with children with autism and bilingual children, stated that they would not have difficulty in using PwC with these children in their educational environment. Furthermore, one preschool teacher stated that she had 22 children in her classroom, and the classroom size would hinder the proper use of the approach.

Under the category 'Teacher-Related Outcomes' preschool teachers shared their ideas in terms of having philosophical knowledge, confidence, and teacher motivation. Regarding philosophical knowledge, similar to the views before the PwC experience, more than half of the preschool teachers (n=6) stated that teachers' having philosophical knowledge while using the approach is essential. On the other hand, after the PwC experience, almost half of the preschool teachers (n=5), expressed that philosophical knowledge is not necessary while using PwC in early childhood education. They said that it is not essential because they do not use this knowledge during the use of PwC. Regarding the teacher's confidence, almost half of the preschool teachers (n=5) thought that the teacher should feel confident of properly using the approach. Furthermore, some preschool teachers (n=4) expressed that the teacher who would use the approach in one's classroom should be enthusiastic about using PwC, and the unwilling should not be obliged to use the approach in the classroom.

Under the category 'ECE-Related Outcomes', preschool teachers shared their ideas by focusing on the importance of the early childhood period and appropriateness for ECE curriculum. All preschool teachers (n=11) expressed that early childhood is a pivotal period for one's learning and development and supported using PwC in early childhood education in this respect. Regarding the appropriateness of PwC for ECE curriculum, almost all preschool teachers (n=10) highlighted that PwC was the approach that can be easily integrated with the school curriculum owing to the adaptability of ECE curriculum. On the other hand, preschool teachers reflected that the approach did not resemble other methods they already actively used in their classroom.

3.Views about the Effects of Using PwC in Early Childhood Education Before and After the PwC experience

3.1 Views about the Effects of Using PwC on Children in Early Childhood Education Before and After the PwC Experience

The findings about the preschool teachers' views on the effects of using PwC on children in early childhood education before and after the PwC experience are presented in Table 3.

Table 3. Views about the Effects of Using PwC on Children in ECE before and after the PwC experience

	Categories		Codes	Quotations		
Views about the Effects of PwC on Children	<u>Before</u>	Learning	School Readiness	Readiness for Primary School (n=5, 45 %)	I think that owing to PwC, children may know their needs, desires, competencies, and abilities better, and they will be more prepared for primary school. (P5)	
			Development	Cognitive Development	Critical & Creative Thinking (n=8, 73 %)	With PwC, children may think and question more and may look from different points of view. (P6)
		Language Development		Academic Outcomes	(n=1, 9 %)	I think that through PwC, children may focus on their subjects and understand better, so they may have better school success. (P10)
				Social Emotional Development	Listening & Speaking (n=6, 54 %)	For me, PwC seems most likely to improve the listening skills of children. (P6)
		<u>After</u>	Learning	Readiness for School and Future Life	Self-Esteem & Self-Confidence (n=8, 73 %)	I think that when this approach is used in preschool children, children can be aware of their thoughts and express them without being afraid of making mistakes. (P7)
	Empathy & Interpersonal Relationship (n=2, 18 %)				I think that children are very egocentric in the early childhood period, and PwC may decrease their egocentrism and increase empathy. (P2)	
	Development		Cognitive Development	Readiness for Further Periods (n=4, 36 %)	I think PwC can positively impact their primary/elementary/high school and university education, private life, and professional life because, everything we learn in the preschool period affects us throughout our lives and in every aspect of our lives. (P9)	
				Critical Thinking (n=10, 91 %)	After the PwC experience, I have seen that in this approach, it is very important that we explain our thoughts with their reasons, so I think that this approach will support children to explain their thoughts with reasons and to defend their ideas better through these reasons. (P6)	

Table 3. Continued

Views	Categories	Subcategories	Codes	Quotations	
about the Effects of PwC on Children	<u>After</u> Development	Cognitive Development	Forming Questions (n=7, 64 %)	During these ten weeks, I think that one of the most important aspects of the approach was to produce our own questions and that children will develop generating their questions over time. (P1)	
			Creative Thinking (n=4, 36 %)	In my opinion, children will not get stuck in certain thoughts and start thinking in ways they didn't think before and be able to look from many different perspectives. (P5)	
			Collaborative Thinking (n=5, 45 %)	I think that PwC will lead children to ask their peers for their opinions and think together and not to wait for just being taught by the teacher. (P8)	
			Academic Outcomes (n=2, 18 %)	After the PwC experience, I think that PwC will improve children's understanding and learning. Therefore, I think that they will also be more successful in reading and writing in primary school. (P5)	
		Language Development	Listening & Speaking (n=7, 64 %)	I think that the approach will greatly contribute to children in terms of listening and expressing oneself. (P4)	
			Social-Emotional Development	Self-Confidence (n=5, 45 %)	In PwC practices in my class, some children who don't seem to be in the classroom made me very happy to hear that they spoke even a little and expressed their thoughts, and I believe that their self-confidence will increase more with further applications. (P2)
				Self-Esteem (n=7, 64 %)	Owing to PwC, I think that children will be able to see what they can do and even to see more than what they can do. They will see and can accept themselves as they are. (P7)
				Respect for Others & Empathy & Tolerance (n=6, 54 %)	In PwC, as far as I see, even if there are different thoughts or even opposing thoughts, nobody is on trial related to their thoughts, but everyone respects each other's thoughts. (P11)
				Participation (n=2, 18 %)	After the 10-week PwC session, I think that PwC can provide participation of children who don't participate in the classroom. (P1)

Before the PwC experience, the preschool teachers' views were handled under two categories as 'Learning' and 'Development'. Under the category 'Learning', a few preschool teachers (n=3) considered that meeting with PwC an early age and benefiting from its gains may facilitate children's transition to primary education.

Under the category 'Development', the preschool teachers' views were analyzed in terms of cognitive, language, and social-emotional development. With respect to cognitive development, majority of the preschool teachers (n=8) expressed that PwC may improve critical and creative thinking skills of children by supporting them in producing their new ideas, interpreting, and interrogating more. One preschool teacher also pointed out that PwC can enhance the academic outcomes of children. Concerning language development, more than half of the preschool teachers (n=6) claimed that PwC may develop speaking skills of children in early childhood period by freely opening an area to speak for children. Moreover, some preschool teachers (n=4) expressed that PwC may improve listening skills in children.

On the other hand, a few preschool teachers (n=2) stated that the use of PwC might not contribute to their language development of bilingual children and children with inadequate language development. Regarding social-emotional development, the majority of preschool teachers (n=8) considered that the use of PwC in early childhood education may encourage self-esteem and self-confidence of children and a few preschool teachers (n=2) also thought to improve empathy and interpersonal relationship of children. On the other hand, one preschool teacher reported that the use of PwC might not contribute to the social-emotional development of children with special needs.

After the PwC experience, the preschool teachers' views were handled under the two categories as 'Learning' and 'Development'. Under the category 'Learning', some preschool teachers (n=4) expressed that the use of PwC in early childhood education may also positively affect the transition of children to future periods in their life in diverse areas besides their transition to the primary school.

Under the category 'Development', the preschool teachers' views were analyzed in terms of cognitive, language, and social-emotional development. Regarding cognitive development, almost all preschool teachers (n=10) emphasized that PwC may improve children's critical thinking skills. In relation to critical thinking, three of ten preschool teachers added that children may begin to explain the ideas by giving their reasons more. Besides that, more than half of the preschool teachers (n=7) expressed that due to PwC in early childhood education, children may form questions with ease, and these questions may become more qualified. Moreover, some preschool teachers (n=4) claimed that the use of PwC in early childhood education may improve children in terms of their thinking differently, producing new ideas, and creatively solving their problems.

After the PwC experience, almost half of the preschool teachers (n=5) pointed to the development of collaborative thinking as an effect of the use of PwC in early childhood education by stating that children will think together and affect ideas of each other rather than their thinking individually. Additionally, two preschool teachers stated that the approach could enhance the academic outcomes of children.

With respect to language development, more than half of the preschool teachers (n=7) maintained that the use of PwC in early childhood education may improve the speaking and listening skills of children by giving their speaking and listening extensive room.

Regarding social-emotional development, almost half of the preschool teachers (n=5) thought that self-confidence of children can increase through PwC's great encouraging children to express their ideas. Moreover, most preschool teachers (n=7) stated that the use of PwC in early childhood education can also improve the self-esteem of children. While six preschool teachers said that children's empathy could develop owing to PwC, they mentioned that their respect for others and toleration could increase. Additionally, two preschool teachers expressed that the use of PwC in early childhood education may

influence children's participation in terms of their participation more intentionally and more intensely in activities in the classroom. After the PwC experience, the preschool teacher who claimed before that PwC cannot affect the social-emotional development of children with special needs stated that when PwC is regularly used, children with special needs can also be benefited from the gains of PwC. Furthermore, during the PwC practices of the preschool teachers in their classroom, another preschool teacher who had a child with autism disorder in the classroom mentioned that the child began to accommodate and unexpectedly participated in the activity after the second PwC practice in the classroom.

3.2 Views about the Effects of Using PwC on Teacher in Early Childhood Education Before and After the PwC Experience

The findings about preschool teachers' views on the effects of using PwC on teachers in early childhood education before and after the PwC experience are presented in Table 4.

Table 4. Views about the Effects of Using PwC on Teacher in ECE before and after the PwC experience

	Categories	Codes	Quotations	
Views about the Effects of PwC on Teacher	<u>Before</u>	Professional Effects	Guidance (n=6, 54 %)	With PwC, I may answer children's questions more easily, I can solve problems in the classroom better, and I also think that I may more easily provide classroom control. (P6)
			Change in Perception of Child (n=3, 27 %)	I think that PwC may enable the teacher to accept the child as an individual without saying 'Stop it, sit down!' and the teacher may learn that children have an opinion and should respect them and listen. (P7)
			Knowing Child (n=2, 18 %)	I think that PwC may help us know children's ideas if children express their thoughts with PwC. We may also observe the needs and interests of children better. (P10)
		Personal Effects	Creative Thinking (n=2, 18 %)	I believe that teachers will be affected as much as children in terms of beginning to think and look from different angles, in a classroom where this approach is used regularly. (P5)
	<u>After</u>	Professional Effects	Guidance (n=7, 64 %)	I realized that I attempted to complete children's sentences and questions and that I interfered in their ideas and, I didn't allow them to express themselves freely and talk with each other. With this approach, I show attention not to behave in this way in the classroom any longer. (P2)
			Change in Perception of Child (n=6, 54 %)	I think this approach may reveal real potentiality of children and affect the opinions of teachers who see children as inadequate. (P11)
			Knowing Child (n=5, 45 %)	I think PwC will provide us to be aware of the thoughts, feelings, and dreams of the children more and thus, we could touch them more efficiently. (P3)
		Personal Effects	Thinking and Listening (n=6, 54 %)	I cannot say that I am a very questioning person in life. Still if I use this approach regularly in my class, I will probably question and think about what I encountered before I immediately accepted and rejected everything. (P9)
			Self-Awareness (n=4, 36 %)	I think that teachers being involved in PwC activities will discover many new things about themselves because they will be more aware of their ideas and emotions. (P8)
		Interpersonal Relationships (n=4, 36 %)	I think that PwC will turn us into more tolerant people accepting thoughts they disagree with and behaviors they don't like more comfortably. (P9)	

Before the PwC experience, the preschool teachers' views were handled under two categories as 'Professional Effects' and 'Personal Effects'. Under the category 'Professional Effects', the preschool teachers mentioned guidance, change in perception of the child, and knowing the child. Regarding guidance, more than half of the preschool teachers (n=6) reported that owing to the use of PwC in early childhood education; teachers can more effectively guide children by directing them better by presenting the correct questions and answers and by teacher's becoming better problem-solvers in the classroom. Related to this issue, in the field notes on the first PwC session and in the audio-based observation of the second session, it was recorded that the preschool teachers waited for interference of the researcher as a facilitator of the session or for the facilitator's providing the correct answer in the discussion. Besides that, while a few preschool teachers (n=3) considered that their perception of child can change owing to the use of PwC in early childhood education in terms of their beginning to giving children more value. Moreover, two preschool teachers claimed they can know children in their classroom better.

Under the category 'Personal Effects', two preschool teachers asserted that teachers may think more differently and widely in their personal lives when PwC is used in their classrooms. On the other hand, related to the listening skills of the preschool teachers themselves, according to the field notes during the first session, the participants talked at the same time and did not actively listen to each other.

After the PwC experience, the preschool teachers' views were handled under two categories as 'Professional Effects' and 'Personal Effects'. Under the category 'Professional Effects', the preschool teachers mentioned guidance, change in perception of the child, and knowing child. More than half of the preschool teachers (n=7) maintained to think that their guidance in the classroom may be affected when PwC is used in early childhood education. However, after the PwC experience, according to them, guidance was no longer the dominance of the teacher, but the facilitation of the teacher by inviting children to think, question, and respect others more. Moreover, in the field notes, it was recorded that towards the last sessions, the preschool teachers did not wait for the interference of the researcher as a facilitator or of the facilitator's giving the right answer in the discussion.

More than half of the preschool teachers (n=6) expressed that with the use of PwC in their classrooms, their perception of the child can change and have already changed in respect to children becoming open to philosophize more than they thought. Furthermore, almost half of the preschool teachers (n=5) stated that teachers can know better when PwC is used in their classroom. Additionally, during their own PwC practices, they mentioned noticing that they do not know children in their classroom so much.

Under the category 'Personal Effect', the preschool teachers mentioned the thinking and listening, self-awareness, and interpersonal relationships of teachers. More than half of the preschool teachers (n=6) expressed that owing to the use of PwC in early childhood education, the thinking and listening skills of teachers can improve in terms of thinking more critically and creatively and listening more rather than speaking. Similarly, the field notes indicated that the preschool teachers were increasingly explaining the ideas through their reasons towards the last PwC sessions compared to the initial ones. Additionally, the field notes during the ninth session indicated that the speaking and listening of preschool teachers were affected. They actively listened without talking much at the same time and between each other. Moreover, some preschool teachers (n=4) stated that owing to the use of PwC, they can be more aware of themselves by thinking for themselves. Furthermore, some preschool teachers (n=4) expressed that the use of PwC can affect their interpersonal relationships in terms of increasing their tolerance and being less dominant in their personal relationships.

3.3 Views about the Effects of Using PwC on the Relationship between Child and Teacher in Early Childhood Education Before and After the PwC Experience

The findings regarding preschool teachers' views on the effects of using PwC on the relationship between child and teacher in early childhood education before and after the PwC experience are presented in Table 5.

Table 5. Views about the Effects of Using PwC on the Relationship between Child and Teacher in ECE before and after the PwC experience

	Categories	Codes	Quotations	
Views about the Effects of PwC on the Relationship between Child and Teacher	<u>Before</u>	Classroom Environment	Dialogue-Based Relationship (n=8, 73 %)	Owing to PwC, I think we will have a relationship where everything can be talked about and conflicts can be solved by talking. (P2)
			Safe Relationship (n=7, 64 %)	I think that children will express their feelings and thoughts without hesitation which will positively affect our relationship. (P9)
	<u>After</u>	Classroom Environment	Dialogue-Based Relationship (n=11, 100 %)	While, in the traditional teacher-child relationship, the teacher talks, children listen and accept what the teacher says; this situation may change with PwC, and both teacher and children may listen and talk to each other. (P2)
			Safe Relationship (n=10, 91 %)	In the classroom, we might not always listen to children, value their ideas enough even if we want to value them. Still, with the use of PwC, I think that we will listen to them more, value their ideas more, express their opinions more comfortably and feel this trust. (P9)
			Managing the Classroom Cooperatively (n=3, 27 %)	I thought before differently; now I see that I don't have to be able to answer all their questions and don't have to convince them. We can investigate the answer to a question altogether; we can talk together and make decisions related to classroom issues together. (P6)

Before the PwC experience, the preschool teachers' views were handled under the category 'Classroom Environment'. Under the category 'Classroom Environment', preschool teachers mentioned forming dialogue-based and safe relationships between teacher and children. Related to the dialogue-based relationship, majority of the preschool teachers (n=8) expressed that the use of PwC in early childhood education can promote high and positive verbal interaction between child and teacher. Moreover, more than half of the preschool teachers (n=7) stated the use of PwC in early childhood education can support their building a safe relationship between child and teacher by teachers' talking more with children, listening to them, and knowing each other better.

After the PwC experience, the preschool teachers' views were handled under the same category 'Classroom Environment'. Under the category 'Classroom Environment', preschool teachers mentioned forming dialogue-based and safe relationships between teacher and children and added their managing the classroom cooperatively. All preschool teachers (n=11) claimed that the use of PwC can promote a

dialogue-based relationship in which both child and teacher are equally included in the dialogue rather than confirming and reinforcing the dominance of the teacher. Moreover, almost all preschool teachers (n=10) expressed that the relationship between child and teacher may become safer by mutually respecting their ideas and feelings. Additionally, a few preschool teachers (n=3) reported that the use of PwC can direct children and teachers to manage their classroom cooperatively.

4.Views about the Obstacles in Using PwC in Early Childhood Education Before and After the PwC Experience

The findings about preschool teachers' views on the obstacles in using PwC in early childhood education before and after the PwC experience are presented in Table 6.

Table 6. Views about the Obstacles in Using PwC in ECE before and after the PwC experience

		Categories	Codes	Quotations	
Views about the Obstacles in Using PwC	<u>Before</u>	Institutional Obstacles	Traditional Education System (n=6, 54 %)	School administrators may not like the approach, and in such a case, I don't suppose they will approve of using it. (P10)	
			Socio-Cultural Obstacles	Perception of Philosophy and Child (n=5, 45 %)	In my opinion, according to some people, preschool children are too young to have their thoughts, and philosophizing is too difficult for them. (P5)
			<u>After</u>	Institutional Obstacles	Traditional Education System (n=7, 64 %)
	Socio-Cultural Obstacles	Inadequate Teacher Training (n=1, 9 %)	If we, as teachers, don't receive adequate training, we don't use that approach or method completely or correctly. So, I think that teacher training is so important in using PwC. (P2)		
		Perception of Philosophy (n=5, 45 %)	I believe that people don't know actually what philosophy is. They may think that philosophy is something being unnecessary or being irreligious. Such thoughts may prevent the use of PwC. (P3)		
			Perception of Child (n=5, 45 %)	I think that for some people, PwC will not be effective in children because they are just children. They can say that 'no need' 'you are trying in vain'. They can see it as writing on water. (P7)	

Before the PwC experience, the preschool teachers' views were handled under two categories as 'Institutional Obstacles' and 'Socio-Cultural Obstacles'. Under the category 'Institutional Obstacles', more than half of the preschool teachers (n=6) mentioned that some aspects of the traditional education system were not opened to being curious or to criticize, therefore it can pose an obstacle in using PwC in early childhood education. Under the category 'Socio-Cultural Obstacles', almost half of the preschool teachers (n=5) expressed that perception of philosophy and child in the society may be an obstacle in using PwC.

After the PwC experience, the preschool teachers' views were handled under two categories as 'Institutional Obstacles' and 'Socio-Cultural Obstacles'. Under the category 'Institutional Obstacles', preschool teachers mentioned the traditional education system and inadequate teacher training. More than half of the preschool teachers (n=7) stated that the education system in Turkey, including its institutions, may oppose to use of PwC in early childhood education and may pose an obstacle in using PwC. Besides that, one preschool teacher thought that inadequate teacher education could be an obstacle in using PwC in early childhood education. Under the category 'Socio-Cultural Obstacles', preschool teachers mentioned the perception of philosophy and child in the society. Almost half of the preschool teachers (n=5) stated that perception of philosophy in the society, which can be regarded as complicated or unnecessary or against religion, may be the obstacle in using PwC. Moreover, almost half of the preschool teachers (n=5) claimed that perception of a child in the society, which can see the child as inadequate, may pose an obstacle in using PwC.

Discussion

This study primarily examined the preschool teachers' views related to PwC and the use of PwC in early childhood education. It provided some insight into the preschool teachers' views on PwC and its use in early childhood education, the effects of using PwC in early childhood education, and the obstacles in using PwC in their educational environment.

PwC is the approach that supports children in their critical and creative thinking without transferring any knowledge to them (Lipman, 2003). Moreover, according to Cassidy and Christie (2013) and McCall (2013), PwC is the approach where children question, make meaning through communication- interactions in a community of inquiry, justify their ideas, and see that they may be fallible on the issue. In the current study, regarding the views about PwC, before the PwC experience, the preschool teachers associated PwC with teachers asking questions to children, children sharing ideas, and teachers guiding children about what to think. On the other hand, after the PwC experience, in accordance with the studies in the literature, they described PwC as an approach that allows the children to think critically and creatively, produce their questions, and think together, without the domination of the teacher. The PwC experience in the scope of this study might have allowed preschool teachers to grasp what kind of approach PwC is by directly experiencing that. Besides that, Haynes (2011) and O'Riordan (2013) revealed that people lacking knowledge about PwC might have some misunderstandings regarding the approach, such as the confusion of PwC with circle time and disconnected thinking activities. Similarly, before the PwC experience, preschool teachers established a similarity between PwC and certain methods already used in preschool education such as question-answer, brainstorming, idea bank or story, and circle time activities. However, after the PwC experience, they stated that PwC is different from other thinking activities where children merely share their opinions without connecting their thoughts. Moreover, preschool teachers stated that, before the PwC experience, based on their first views, they already used the PwC approach in their class; after the PwC experience, they realized that what they use was not PwC. This finding can also be explained by teachers having more knowledge about the approach after the PwC experience and reevaluating their understandings.

Some previous studies revealed that PwC challenges traditional education where the teacher who is seen as a source of information asks questions, waits for the correct answer, and determines what children think (Kennedy, 2012; Scholl et al., 2009; Topping & Trickey, 2014). Similarly, after the PwC experience, preschool teachers in the study described PwC as dealing with directing children to think, inquire, without limiting them in what to think. That can explain this finding. At the beginning of the study, preschool teachers approach with a view that the teacher in traditional education is the leader and after the PwC experience, they approach it with a view that the teacher supports children in thinking more (Newell-Jones, 2012). Some participants also found PwC is similar to the inquiry-based

approach and this finding is also consistent with other studies showing that PwC is an inquiry-based approach focused particularly on a collaborative dialogue within the community (Cam, 2006; Dougherty, 2017; Fisher, 2013; Haynes, 2014; Naji, 2013; Stanley, 2004).

Young children perform complex cognitive processes such as abstract conceptualization, expressing whether they agree with ideas or not, demanding reasons, presenting examples and counterexamples, and presenting different ideas (Egan, 1988; Kennedy, 1994; Murriss, 2000). In relation to the preschool teachers' views about the use of PwC in ECE, at the beginning of the study, some participants could not associate the child and philosophy by considering the child cognitively insufficient in line with the ideas of Lyle (2017), Piaget (1974), Rousseau (1762/2010) and Siegler (2004), while after the PwC experience, preschool teachers supported that the cognitive development of preschool children is ready for using PwC, and the PwC approach can be easily used in early childhood education. Moreover, some preschool teachers stated that they did not give children the opportunity to do philosophy in their class and that children could also philosophize if teachers prepared the appropriate classroom environment for this, is consistent with the idea that children are believed to be able to philosophize and are encouraged to do so, they can demonstrate their capability to philosophize (Goucha, 2007; Lipman, 1973). This might explain why their understanding of child, philosophy, teacher, and doing philosophy with children determined their ideas related to whether children can do philosophy.

In the related literature, whether having philosophical knowledge to do PwC is necessary is disputable; on the other hand, the importance of having philosophical sensitivity and knowledge in PwC is emphasized (Akkocaoğlu Çayır, 2018; Daniel & Auriac, 2011; Haynes, 2011; Mohr Lone, 2012; McCall, 2017). According to the findings after the PwC experience, almost half of preschool teachers thought they did not need philosophical knowledge in using the PwC approach. They expressed their views based on not sharing the teacher's own opinion and not conveying any knowledge to children while using the approach. For this reason, they concluded that they do not need philosophical knowledge. Conversely, in PwC, the facilitator benefits from the philosophical knowledge without showing so. For this reason, this finding can be explained by the structure of PwC, which is not about transferring philosophical knowledge to children, but which aims to make creating their knowledge easier for them (Mohr Lone, 2012; Maxwell, 2005; Scholl et al., 2009). This finding may also be due to the fact that the teachers who are seen as the source of the information have looked from the traditional education window where they convey their knowledge to children and thus have thought that they must show the knowledge they have (Kennedy, 2012; Topping & Trickey, 2014). For instance, teachers might have expected to use the philosophical knowledge in PwC sessions visibly in the current study. Not experiencing direct use of these might have resulted in teachers inferring that the use of philosophical knowledge is not necessary during PwC sessions. In addition, it might be said that related to the context of the study, this finding was due to being limited with just their participation in PwC sessions and trying to practice PwC in their educational environment. Philosophical knowledge about PwC could have been added to the content of this study instead of completely focusing on practice. This could have enabled them to fully grasp the role of philosophical knowledge in PwC. This finding can be supported by the idea of Murriss (2015) that teachers who have not received training in philosophy need to be trained to be more philosophical in order to use PwC.

Besides that, the motivation and confidence of teachers can be determinative about their integrating PwC into their curriculum. O'Riordan's study (2013) revealed that different levels of motivation and confidence might affect the use of PwC in the educational environment. In line with the literature regarding PwC's becoming part of the school curriculum, preschool teachers in the study underlined the importance of their having confidence and motivation to use PwC in their classroom. This finding can also be explained by the necessity of teachers to follow intensive practice programs. Some studies in the literature revealed that teachers' reluctance to use PwC in their classrooms might be related to the high expectations to use new applications constantly and the time restrictions imposed by the intensive curriculum content (O'Riordan, 2013; Williams, 2018).

Regular use and proper classroom size are other important factors in using PwC in education. For Topping and Trickey (2007) and Siddiqui et al. (2015), the overall success of PwC depends on its regular use in education. In line with these studies, preschool teachers also thought that the PwC approach should be used regularly to be effective. Regarding classroom size, Fisher (2013) states that the number of crowded groups may prevent the facilitator from fully using PwC and may cause few children to share their ideas for a shorter period. Hence the ideal number for a community of inquiry is about 14. Moreover, Toprak and Güneş (2019) found that crowded classrooms consisting of about 20 people constitutes a general problem in early childhood education in Turkey. They lower the quality of activities carried out and lead to teacher-centered pedagogy. In the current study, in accordance with the literature, the preschool teachers also mentioned the importance of classroom size in the practice of PwC. They stated that it might not be easy to use the approach in a crowded classroom.

The findings of the study also revealed that preschool teachers mentioned that the early childhood period is a pivotal period in one's life in terms of its forming of character. Therefore, it is essential for children to meet PwC in the early childhood period. This finding supports the study of Karadağ and Demirtaş (2018), which shows that preschool teachers think PwC is a very appropriate approach to use in the preschool period and are willing to use it permanently in their plans. This finding is also parallel with the view that PwC should be central in the early childhood curriculum starting from the early childhood period (Farahani, 2014; Maxwell, 2005). Participants also stated that the early childhood education program is flexible enough to integrate PwC easily and has no sharp limit, unlike other education periods. Under these findings, in Turkey, the early childhood education program (MoNE, 2013), draws a flexible framework about teachers' preparing plans and applying them. Preschool teachers can prepare integrated activities and can enrich learning processes using different topics, activities, environments, and materials.

Regarding the effects of using PwC in early childhood education on children, the literature indicated that using PwC programs in the educational area supports children in diverse areas. Using PwC in education promotes children's reasoning skills (Akkocaoğlu Çayır, 2015; Daniel & Auriac, 2011; Lam, 2012; Marashi, 2008; Säre et al., 2016; Topping & Trickey, 2007; Yusoff, 2018), critical and creative thinking (Dyfed County Council, 1994; Gasparatou & Kampeza, 2012; Ghaedi et al., 2015; Haas, as cited in Lipman, Sharp, & Oscanyon, 1980; Jenkins & Lyle, 2010; Karadağ & Demirtaş, 2018; Lipman & Bierman, as cited in Lipman, Sharp, & Oscanyon, 1980; Marashi, 2008; McCall, 2017; Siddiqui et al., 2015), collaborative thinking (Phillips, n.d.), questioning skills (Demirtaş et al., 2018; Jenkins & Lyle, 2010; Karadağ & Demirtaş, 2018; Yusoff, 2018), and academic achievement in maths, reading, and writing (Dyfed County Council, 1994; Fields, 1995; Haas, as cited in Lipman, Sharp, & Oscanyon, 1980; Imani, Ahghar, & Naraghi, 2016; Lipman & Bierman, as cited in Lipman, Sharp, & Oscanyon, 1980; Siddiqui et al., 2015; The ETS Study, as cited in Lipman, Sharp, & Oscanyon, 1980; Williams, 1993). Some previous studies also revealed that the use of PwC in education contributes to children's language development in terms of promoting active listening (Campbell, 2002; Commonwealth of Australia, 2008; Dyfed County Council, 1994) and expressively using language (Campbell, 2002; Dyfed County Council, 1994; Jenkins & Lyle, 2010; Trickey, 2007). Consistent with the literature, the findings of the current study indicated that preschool teachers thought that PwC in education could positively affect the cognitive development of children in terms of critical, creative, and collaborative thinking, questioning skills and academic outcomes. They expressed critical thinking with questioning a thought without automatically endorsing it and by explaining thoughts with their reasons. They expressed creative thinking with producing new thoughts and looking from different perspectives. With regard to collaborative thinking, they revealed that children start to think among themselves and think on the ideas of each other. Regarding language development, preschool teachers in the study claimed that children's speaking and listening skills are positively affected by using PwC. Besides that, at the beginning of the study some preschool teachers reported that the bilingual children in their classroom who could not fully speak and understand Turkish and who were mostly silent, could not participate in PwC sessions. After the PwC experience, they stated that they could participate in PwC sessions and

even improve their language. Consistent with this finding, the literature also reveals that the use of PwC supports the language development of bilinguals in terms of improving vocabulary and improving self-expression (Newell-Jones, 2012).

Besides the effects of PwC on the cognitive and language development of children, the literature has dwelled on the socio-emotional development of children. Many studies revealed that the use of PwC positively affects children's self-confidence (Campbell, 2002; Okur, 2008; Siddiqui et al., 2015; Topping & Trickey, 2007), self-esteem (Palsson, Sigurdardottir, & Nelson, 1998; Topping & Trickey, 2007), respect for other ideas (Cassidy & Christie, 2013; Sigurborsdottir, 1998), open-mindedness (Fair et al., 2015), socialization and self-direction (Naraghi et al., 2013), social behavior, empathy and self-regulation (Cassidy et al., 2017; Okur, 2008; Topping & Trickey, 2007), collaboration (Okur, 2008; Siddiqui et al., 2015), engagement with learning and peer relationships (Commonwealth of Australia, 2008; Sigurborsdottir, 1998; Topping & Trickey, 2007; Yusoff, 2018) and participation (Campbell, 2002; Cassidy & Christie, 2013; Cassidy et al., 2017; Marashi, 2008; Topping & Trickey, 2007). Under these findings, the study's findings showed that preschool teachers thought that the use of PwC in education can affect the social-emotional development of children in terms of self-confidence, self-esteem, respect for others, empathy, tolerance, and participation. Furthermore, in line with the literature showing that using the PwC approach supports the participation and self-regulation of children with autism (Cassidy et al., 2017), some preschool teachers in the study stated that the child with autism in their classroom focused on their PwC practices and participated stunningly.

The use of the PwC approach in education affects the teacher who applies it as well as it does the children. Regarding views about the effects of using PwC in early childhood education on teachers, in the current study, preschool teachers showed a different perspective to the term "guidance" before and after the PwC experience. At the beginning of the study, they approached the word 'guidance' by accepting the teacher as being more dominant. They demonstrated an approach to 'guidance' in which they got the teacher as more of a facilitator at the end of the study. They mentioned that they might guide children by inviting them to think, question, and respect others. They highlighted that they noticed how dominant they are in the classroom, although they should embrace the child-centered approach. Related to the issue, during the 10-week PwC session, while preschool teachers waited that the researcher as a facilitator gave correct answers to the questions and interfered with the discussions; they left these expectations towards the final sessions. These findings were consistent with the findings of previous studies, which find that owing to the use of PwC, teachers have less dominance over children in general and encourage them to think more and ask questions (Newell-Jones, 2012; O'Riordan, 2013; Scholl et al., 2016; Siddiqui et al., 2015).

The literature also has pointed out that PwC encourages teachers to accept a different 'child' understanding with a higher potential than they would have expected and also supports the evolution of existing pedagogies critically by reconstructing the thought patterns of teachers (Akkocaoğlu Çayır & Akkoyunlu, 2016; Demissie, 2015; Haynes & Murriss, 2011; Scholl, 2014; Topping & Trickey, 2007). Similarly, the preschool teachers thought that the use of PwC would affect their perception of 'child'. According to them, children can be seen as insufficient and immature, but with PwC, this perception can be transformed into a child who can do and think. In line with their views, it was observed that some preschool teachers who could not associate the philosophy with the child before the PwC experience argued that the children were strongly associated with philosophy after the PwC experience. This finding might be explained with the PwC experience contributing to them in gaining the perception of a 'new' child. Children are more 'mature' in their behavior and thinking than teachers expected in this new perception. Moreover, preschool teachers claimed and even experienced that they would know children in the classroom better when PwC was used in education. They stated that by providing more space for children to express themselves, PwC can help teachers know what children think, feel, what they are interested in, and what they need, consistent with some studies in the literature (Roberts, 2006; Scholl et al., 2016).

According to preschool teachers, PwC would affect their personal and professional lives. In this context, they expressed that their thinking and listening skills will improve with PwC. In line with other studies in the literature (Green & Condy, 2016; Mergler et al., 2009; Scholl, 2014), if preschool teachers use the PwC approach in their educational environment, they claimed that they could think more about the problems and look at them from different perspectives before accepting and rejecting ideas immediately, and they could more easily start solving them. Findings of the current study also indicated that preschool teachers themselves increasingly paid attention to explaining their ideas with reasons throughout the 10-week PwC session. These findings can be also explained by that the 10-week PwC session in which the participants themselves were members of the community of philosophical inquiry, impacted their critical thinking skills. In addition, they thought that their self-awareness would increase with the use of PwC and stated that PwC is an approach that invites teachers to be aware of what they think, feel, and do in parallel with the study of Mergler et al. (2009). Furthermore, the participants stated that, in harmony with the study of Roberts (2006), which reveals that PwC encourages teachers to listen more in their personal relationships, the teachers may be affected by PwC in terms of increasing their tolerance among people and starting to listen to others.

In using PwC in education, the effects of PwC in early childhood education on the relationship between child and teacher becomes one of the main topics. Previous studies showed that PwC increased the amount and quality of the teacher-child dialogue where both teacher and child listen to and speak with each other respectfully (Dougherty, 2017; Lyle, 2018; Topping & Trickey, 2007). In the current study, regarding these views, preschool teachers consistently claimed that a dialogue-based relationship would be developed between teachers and children in the classrooms where PwC was used. In this dialogue-based relationship, they emphasized that the perceptions of 'child' and 'teacher' in traditional education, where the speaker is a teacher more, would also differ and a problem between them would be discussed and evaluated not only with the teacher oneself, but also through the mutual dialogue of the teacher and the child. Additionally, preschool teachers thought that the relationship between teacher and child would turn into a safe relationship by using PwC in the classroom. In line with the literature (Kovalainen, Kumpulainen, & Vasama, 2001; Splitter, 2014; Green & Condy, 2016), they stated that PwC would support a mutually trusting and respectful relationship in the classroom, which everyone can express their thoughts without hesitation.

About classroom management, before the PwC experience, preschool teachers thought that similar to the findings of O'Riordan (2013), they may have been concerned about losing their dominance in the classroom. After the PwC experience, according to preschool teachers, the classroom could be managed in collaboration with teachers and children when PwC is used in early childhood education. This finding is in line with previous studies showing that problems in the classroom were discussed and evaluated by all members in the class, not by the teacher (Fisher, 2007; Freire & Ramos, 1970; Haynes, 2014; Jenkins & Lyle, 2010). This can be explained by the abandonment of the hierarchy established between the teacher and the child in traditional education as a result of the use of the PwC approach in education (Haynes & Murriss, 2011). In this established hierarchy, the teacher is an authoritarian source of information, not facilitating learning for children; children accept what is taught and wait for the teacher to give the correct answer (Funston, 2017).

Considering all the input of using the PwC approach in education, encountering institutional and socio-cultural obstacles is possible. For Kizel (2016), while traditional education corresponds to depending on all-knowing authority, what dominates in PwC is collaborative inquiry in the community. Regarding the views about the obstacles in using PwC in early childhood education, the current study indicated that preschool teachers thought that some aspects of the traditional education system institutionally could create an obstacle to using PwC in early childhood education by suppressing

children's curiosity and criticism. According to the preschool teachers, the traditional education structure may also affect the attitudes of school administrators. Thus, school management may not approve the use of PwC in educational environments. This finding supports the study of Newell-Jones (2012), which revealed that teachers' not being adequately supported by the school and their exposure to other pressures may affect their use of PwC. Besides that, in the context of institutional obstacles, one preschool teacher pointed out that, in line with the literature (Haynes, 2011; Millet & Tapper, 2012) inadequate teacher education can pose an obstacle to correctly using PwC. Concerning socio-cultural obstacles, preschool teachers claimed that perceptions of both child and philosophy in the society might prevent the use of PwC in early childhood education. Because philosophy asks uncomfortable questions that can be confusing and that confusion can be perceived as a disruptive activity for society. For this reason, according to the preschool teachers, society might abstain from philosophy by regarding it as complicated or unnecessary or being against religion. In line with this finding, Haynes (2011) and Farahani (2014) also draw attention to the fact that members of society will also be against philosophy and Philosophy with Children if they do not like criticism of the trustworthiness and values of society. In the study, the preschool teachers stated that the perception of the 'child' in the society which is not able to do philosophy would be an obstacle to the use of PwC in early childhood education. This finding is parallel with the child's perception, which Maxwell (2005) expresses as the main obstacle to the use of PwC in education, which is accepted as a "vulnerable" member who needs care and guidance in the society " (Andal, 2020).

Conclusions and Suggestions

The current study indicated that preschool teachers thought that PwC can be easily used in early childhood education because of the flexibility of the ECE curriculum and that it should be used in ECE. It was found that preschool teachers thought PwC could positively affect preschool children in the areas of cognitive, language, and social-emotional developmental. In addition to that, the present study showed that according to preschool teachers, the use of PwC can provide them with professional benefits like changing their understanding of guidance and their perception of the child and with personal benefits like enhancing their thinking and listening skills and interpersonal relationships. The current study also indicated that preschool teachers thought that the use of PwC in early childhood education can affect the relationship between child and teacher by converting their relationship into a dialogue-based and safe relationship and the management of the classroom into cooperative management. Furthermore, in this study, a clue was found that the parental socio-economic status and environments of children could affect the use of PwC. This study revealed that preschool teachers thought that in the use of the PwC approach in early childhood curriculum, what is important was the competency of the teacher. Parallely, preschool teachers saw insufficient teacher training in PwC as one of the possible obstacles in using PwC. On the other hand, although PwC has a philosophical dimension and this dimension has importance in the use of PwC, some preschool teachers claimed that the use of PwC does not necessitate having philosophical knowledge. This study also showed that preschool teachers thought that some aspects of the traditional education structure suppressing children's curiosity and inquiry and perceptions of 'unable' child and 'complicated' or 'unnecessary' or 'against religion' philosophy in the society could pose obstacles in the use of PwC in early childhood education.

Based on these, in future research with preschool teachers, PwC experiences can last for a longer period of time and comprehensively include theoretical, methodological, and philosophical dimensions of PwC. Moreover, the practices of participants in their classrooms can be observed and evaluated. Future studies can investigate one of the particular effects of PwC and its possible relations. Future studies can be performed with pre-service preschool teachers, parents and school administrators to examine their views on PwC and how to meet them with PwC. Professional training for school

administrators and parent training programs can be planned. Moreover, to raise awareness about PwC, elective courses in early childhood education and philosophy departments in universities can be offered. Moreover, the philosophy department and the faculty of education can cooperatively design an interdisciplinary master program on PwC. In the future, the government can organize preschool curricula to pursue the Philosophy with Children approach and for preschool teachers, comprehensive teacher training programs which include the philosophical dimension of PwC to specialize in PwC and prevalently benefit preschool children and teachers from gains of the approach can be offered. Therefore, the concepts of child, philosophy, teacher, and education can be reconsidered, as well as awareness about and specialization in PwC can be raised.

References

- Akkocaoğlu Çayır, N. (2015). *Çocuklar için Felsefe eğitimi üzerine nitel bir araştırma* (Unpublished doctoral dissertation). Hacettepe University, Ankara.
- Akkocaoğlu Çayır, N. (2018). Philosophy for children in teacher education: Effects, difficulties, and recommendations. *International Electronic Journal of Elementary Education*, 11(2), 173-180.
- Akkocaoğlu Çayır N., & Akkoyunlu B. (2016). Çocuklar için felsefe eğitimi üzerine nitel bir araştırma. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 7(2), 97-133.
- Andal, A. G. (2020). Discourses of educational rights in philosophy for children: On the theoretical and practical merits of philosophical education for children. *AVANT*, 11(2), 1-16.
- Anderson, B. (2017). *Philosophy for children theories and praxis in teacher education*. London, New York: Routledge.
- Aristoteles. (2008). *The metaphysics* (J. H. McMahan, Trans.). New York, NY: Cosimo Publications, Inc. (Original work published 1907)
- Balbach, E. D. (1999). Using case studies to do program evaluation. Retrieved from <https://www.betterevaluation.org/sites/default/files/ProgramEvaluation.pdf>
- Brown, P., Corrigan, M. W., & Higgins-DAlessandro, A. (2012). *Handbook of prosocial education*. Lanham, MD: Rowman & Littlefield Publishers.
- Brubaker Bradley, K. (2006). *Ballerino Nate*. New York: Dial Books for Young Readers.
- Cam, P. (2006). *20 thinking tools: Collaborative inquiry for the classroom*. Camberwell, Victoria: Australian Council for Educational Research.
- Campbell, J. (2002). *An evaluation of a pilot intervention involving teaching philosophy to upper primary children in two primary schools, using the Philosophy for Children methodology* (Doctoral dissertation). University of Dundee, Dundee, Scotland.
- Carson, R., & Pratt, C. (1965). *The sense of wonder*. New York: Harper& Row.
- Cassidy, C., & Christie, D. (2013). Philosophy with children: Talking, thinking and learning together. *Early Child Development and Care*, 183(8), 1072-1083.
- Cassidy, C., Marwick, H., Deeney, L., & McLean, G. (2017). Philosophy with Children, self-regulation and engaged participation for children with emotional-behavioural and social communication difficulties. *Emotional and Behavioural Difficulties*, 23(1), 81-96.
- Cevizci, A. (2010). *Felsefeye giriş*. Ankara: Nobel Yayıncılık.
- Commonwealth of Australia. (2008). *At the heart of what we do: Values education at the centre of schooling. The Final report of the values education good practice schools project – Stage 2*. Carlton South: Curriculum Corporation.
- Daniel, M., & Auriac, E. (2011). Philosophy, critical thinking and philosophy for children. *Education, Philosophy and Theory*, 43(5), 415-435.
- Demirtaş, V. Y., Karadağ, F., & Gülenç, K. (2018). Levels of the questions formulated by preschool children during the philosophical inquiry process and the qualities of their answers: Philosophy with children. *International Online Journal of Educational Sciences*, 10(2), 277-294. doi:10.15345/iojes.2018.02.019
- Demissie, F. (2015). Promoting student teachers' reflective thinking through a philosophical community of enquiry approach. *Australian Journal of Teacher Education*, 40(12). doi:10.14221/ajte.2015v40n12.1
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan. Retrieved from <https://www.gutenberg.org/files/852/852-h/852-h.htm>
- Dougherty, R. (2017). *Rhapsode metaphor: Understanding the student-teacher relationship in philosophy for children* (Master's thesis). University of North Carolina, Chapel Hill, United States of America.

- Duruhan, K. , Gürbüztürk,O., Şan, İ., & Pepeler, E. (2014). Türk eğitim sistemi içinde eğitilmiş olmanın, ilerlemeci ve geleneksel anlayışlar ile uygulamalar yönünden değerlendirilmesi (Malatya ili örneği). *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 14(3), 59-78. Retrieved from <https://dergipark.org.tr/en/pub/inuefd/issue/8710/108766>
- Dyfed County Council. (1994). *Improving reading standards in primary schools project*. Wales: Dyfed County Council.
- Egan, K. (1988). *Primary understanding: Education in early childhood*. London, New York: Routledge.
- Ezop. (2018). *Ezop masalları*. İstanbul: Pena Yayınları.
- Fair, F., Haas, L. E., Gardosik, C., Johnson, D. D., Price, D. P., & Leipnik, O. (2015). Socrates in the schools from Scotland to Texas: Replicating a study on the effects of a Philosophy for Children program. *Journal of Philosophy in Schools*, 2(1), 18-37.
- Farahani, M. F. (2014). The study on challenges of teaching philosophy for children. *Procedia Social and Behavioral Sciences*, 116, 2141-2145.
- Fields, J. (1995). Empirical data research into the claims for using philosophy techniques with young children. *Early Child Development and Care*, 107, 115-128.
- Fisher, R. (2007). Dialogic teaching: Developing thinking and metacognition through philosophical discussion. *Early Child Development and Care*, 177(6-7), 615-631.
- Fisher, R. (2013). *Teaching thinking: Philosophical enquiry in the classroom* (4th ed.). London: Bloomsbury.
- Freire, P., & Ramos, M. B. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
- Funston, J. (2017). Toward a critical philosophy for children. *PSU McNair Scholars Online Journal*, 11(1). doi:10.15760/mcnair.2017.05
- Gasparatou, R., & Kampeza, M. (2012). Introducing P4C in kindergarten in Greece. *Analytic Teaching and Philosophical Praxis*, 33(1), 72-82.
- Ghaedi, Y., Mahdian, M., & Fomani, F. K. (2015). Identifying dimensions of creative thinking in preschool during implementation of philosophy for children (P4C) program: A directed content analysis. *American Journal of Educational Research*, 3(5), 547-551.
- Glatthorn, A. (1995). Teacher development. In L. W. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (pp. 41-57.). London: Pergamon Press.
- Goodrich, C. (2009). *The hermit crab*. New York: Simon & Schuster Books for Young Readers.
- Goucha, M. (2007). *Philosophy: A school of freedom: Teaching philosophy and learning to philosophize: Status and prospects*. Paris: UNESCO.
- Green, L., & Condy, J. (2016). Philosophical enquiry as a pedagogical tool to implement the CAPS curriculum: Final-year pre-service teachers' perceptions. *South African Journal of Education*, 36(1), 1140-1148.
- Gregory, M., & Granger, D. (2012). Introduction: John Dewey on philosophy and childhood. *Education and Culture*, 28(2). Retrieved from <https://docs.lib.purdue.edu/eandc/vol28/iss2/art2>
- Gruioniu, O. (2013). The Philosophy for Children, an ideal tool to stimulate the thinking skills. *Procedia-Social and Behavioral Sciences*, 76, 378-382.
- Haynes, F. (2014). Teaching children to think for themselves: From questioning to dialogue. *Journal of Philosophy in Schools*, 1(1), 131-146.
- Haynes, J. (2011). *Feeling the Pea beneath the mattresses: Philosophising with children as imaginative, engaged and critical practice*. ESRC Seminar at Birkbeck College, University of London.
- Haynes, J., & Murriss, K. (2011). The Provocation of an epistemological shift in teacher education through Philosophy with Children. *Journal of Philosophy of Education*, 45(2), 285-303.
- Imani, H., Ahghar, G. ve Naraghi, M. S. (2016). The role of philosophy for children (P4C) teaching approach for improving the reading comprehension skills of guidance school female students. *Iranian Journal of Educational Sociology*, 1(1), 54-59.
- Janish, H. (2014). *Köprüyü geçerken*. İstanbul: Yapı Kredi Yayınları.

- Jenkins, P., & Lyle, S. (2010). Enacting dialogue: the impact of promoting Philosophy for Children on the literate thinking of identified poor readers, aged 10. *Language and Education*, 24(6), 459-472.
- Karadağ, F., & Demirtaş, V. Y. (2018). The effectiveness of the philosophy with children curriculum on critical thinking skills of pre-school children. *Eğitim ve Bilim*, 43(195), 19-40.
- Karadağ, F., & Gülenç, K. (2019). Keşfedilmemiş adadaki yaratık. In *Çocuklar için felsefi öyküler-Eğitimciler için el kitabı* (pp. 71-74). İstanbul: Dinozor Çocuk.
- Karadağ, F., Demirtaş, V. Y., & Yıldız, T. (2017). Development of critical thinking scale through philosophical inquiry for children 5-6 years old. *International Online Journal of Educational Sciences*, 9(4), 1025-1037.
- Kennedy, D. (1994). Helping children develop the skills and dispositions of critical, creative and caring thinking. *Analytic Teaching*, 15(1), 3-16.
- Kennedy, D. (2012). Lipman, Dewey, and the community of philosophical inquiry. *Education and Culture*, 28(2), 36-53.
- Kennedy, N., & Kennedy, D. (2011). Community of philosophical inquiry as a discursive structure, and its role in school curriculum design. *Journal of Philosophy of Education*, 45(2), 265-283.
- Kilby, B. (2019). Why teachers' beliefs and values are important in p4c research: A Victorian perspective. *Childhood & Philosophy*, 15, 1-19.
- Kizel, A. (2016). Philosophy with children as an educational platform for self-determined learning. *Cogent Education*, 3(1). doi:10.1080/2331186X.2016.1244026
- Kovalainen, M., Kumpulainen, K., & Vasama, S. (2001). Orchestrating classroom interaction in a community of inquiry: Modes of teacher participation. *Journal of Classroom Interaction*, 36/37(2/1), 17-28.
- Lam, C. (2012). Continuing lipman's and sharp's pioneering work on philosophy for children: Using harry to foster critical thinking in Hong Kong students. *Educational Research and Evaluation*, 18(2), 187-203.
- Lionni, L. (1975). *A colour of his own*. London: Abelard /North-South.
- Lipman, M. (1973). *Philosophy for children*. Retrieved from <https://files.eric.ed.gov/fulltext/ED103296.pdf>
- Lipman, M. (1985). Philosophy and the cultivation of reasoning. *Thinking: The Journal of Philosophy for Children*, 5(4), 33-41.
- Lipman, M. (2003). *Thinking in education*. Cambridge: Cambridge University Press.
- Lipman, M., Ogden, C., & Matkowski, J. (2003). A picture of a friend. *Thinking trees and laughing cats: A thinking curriculum for pre-school education*. Upper Montclair, NJ: Institute for the Advancement of Philosophy for Children.
- Lipman, M., Sharp, A. M., & Oscanyon, F. (1980). *Philosophy in the classroom*. Philadelphia, PA: Temple University Press.
- Lyle, S. (2017). The construct of the child: the 'C' in PwC. In B. Anderson (Ed.), *Philosophy for Children: Theories and praxis in teacher education* (pp. 25-36). London, New York: Routledge.
- Lyle, S. (2018). Putting the Child into Philosophy for Children. *Creative Teaching and Learning*, 7, 28-36.
- Marashi, S. M. (2008). Teaching philosophy to children: A new experience in Iran. *Analytic Teaching*, 27(1), 12-15.
- Matthews, M. R. (2014). Introduction: The history, purpose and content of the springer international handbook of research in history, philosophy and science teaching. In M. Matthews (Ed.), *International handbook of research in history, philosophy and science teaching* (pp. 1-15). Dordrecht: Springer.
- Maxwell, N. (2005). Philosophy seminars for five-year-olds. *Learning for Democracy*, 1(2), 71-77.
- McCall, C. C. (2013). *Transforming thinking: Philosophical inquiry in the primary and secondary classroom*. London, New York: Routledge.

- McCall, C. C. (2017). *Düşünmeyi dönüştürmek* (K. Gülenç & N. P. Boyacı, Trans.). Ankara: Nobel Akademik Yayıncılık.
- Mergler, A., Curtis E., & Spooner-Lane, R. (2009). Teacher educators embrace philosophy: Reflections on a new way of looking at preparing pre-service teachers. *Australian Journal of Teacher Education*, 34(5), 1-14.
- Millet, S., & Tapper, A. (2012). Benefits of collaborative philosophical inquiry in schools. *Educational Philosophy and Theory*, 44(5), 546-557. doi:10.1111/j.1469-5812.2010.00727.x
- Ministry of National Education. (2013). Okul öncesi eğitim programı. Retrieved from <http://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>
- Ministry of National Education. (2018). Ortaöğretim felsefe dersi 10 ve 11. sınıflar öğretim programı). Retrieved from <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=338>
- Mohr Lone, J. (2012). *The philosophical child*. Lanham, MD: Rowman Littlefield.
- Murris, K. (2000). Can children do philosophy?. *Journal of the Philosophy of Education*, 34(2), 261-279.
- Murris, K. (2008). Philosophy with Children, the stingray and the educative value of disequilibrium. *Journal of Philosophy of Education*, 42(3-4), 667-685.
- Murris, K. (2015). The philosophy for children curriculum: Resisting 'teacher proof' texts and the formation of the ideal philosopher child. *Studies in Philosophy and Education*, 35(1), 63-78.
- Naji, S. (2013). Recent interviews with Philosophy for Children (P4C) scholars and practitioners. *Childhood & Philosophy*, 9(17), 153-170.
- Naraghi, M. S., Ghobadiyan, M., Naderi, E. A., & Shariatmadari, A. (2013). Philosophy for children (P4C) program and social growth. *Journal of Basic and Applied Scientific Research*, 3(5), 398-406.
- Newell-Jones, K. (2012). *Wiser Wales: Developing Philosophy for Children (P4C) in different school contexts in Wales 2009-2012*. Cardiff: Council for Education in World Citizenship.
- Okur, M. (2008). *Çocuklar için Felsefe eğitim programının altı yaş grubu çocuklarının atılganlık, işbirliği ve kendini kontrol sosyal becerileri üzerindeki etkisi* (Unpublished master's thesis). Marmara University, İstanbul.
- O'Riordan, N. (2013). *Swimming against the tide: the implementation of philosophy for children in the primary classroom* (Doctoral dissertation). University of Hull, Kingson upon Hull, England.
- O'Tuel, F. S., & Bullard, R. K. (1995). *Developing higher order thinking in the content areas K-12*. Hightett, Vic: Hawker Brownlow Education.
- Palsson, H., Sigurdardottir, B., & Nelson, B. (1998). Philosophy for children really works!. *Critical and Creative Thinking*, 6(1), 14-22.
- Phillips, S. (n.d.). Exploring the impact of philosophy for children lessons on the communication and thinking skills in a primary school. Retrieved from <https://www.ewc.wales/site/index.php/en/documents/research-and-statistics/action-research-reports/1457-exploring-the-impact-of-philosophy-for-children-lessons-on-the-communication-and-thinking-skills-in-a-primary-school/file.html>
- Piaget, J. (1974). *The origins of intelligence in children*. Madison, CT: International Universities Press.
- Punch, K. F. (2014). *Introduction to social research quantitative and qualitative approaches*. Los Angeles, CA: Sage.
- Roberts, A. F. (2006). *The effects of a teacher development programme based on Philosophy for Children* (Master's thesis). University of Western Cape, CapeTown, South Africa.
- Rousseau, J. (2010). *The collected writings of Rousseau. Emile or on education: Includes Emile and Sophie, or the Solitaries* (A. Bloom & C. Kelly, Ed. & Trans.) Lübnan: University Press of New England. (Original work published 1762)
- Säre, E., Luik, P., & Tulviste, T. (2016). Improving pre-schoolers' reasoning skills using the philosophy for children programme. *Trames: Journal of the Humanities and Social Sciences*, 20(3), 273-295.

- Scholl, R. (2014). Inside-out pedagogy: Theorizing pedagogical transformation through teaching philosophy. *Australian Journal of teacher Education*, 39(6). doi:10.14221/ajte.2014v39n6.5
- Scholl, R., Nichols, K., & Burgh, G. (2009). *Philosophy for children: Towards pedagogical transformation*. Refereed paper presented at 'Teacher education crossing borders: Cultures, contexts, communities and curriculum' the annual conference of the Australian Teacher Education Association (ATEA), Albury.
- Scholl, R., Nichols, K., & Burgh, G. (2016). Connecting learning to the world beyond the classroom through collaborative philosophical inquiry. *Asia-Pacific Journal of Teacher Education*, 44(5), 436-454.
- Shaughnessy, M. F. (2005). An interview with Maughn Gregory: About philosophy, critical thinking and higher-order thinking. *The Korean Journal of Thinking & Problem Solving*, 15(1), 115-125.
- Siddiqui, N., Gorard, S., & See, B. (2015). *Philosophy for children: Evaluation report and executive summary*. Millbank: Education Endowment Foundation.
- Siegler, R. S. (2004). *Children's thinking*. New Jersey: PrenticeHall.
- Sigurborsdottir, I. (1998). Philosophy with children in Foldaborg: Development project in Foldaborg, a preschool in Reykjavik for children from 1-6 years. *International Journal of Early Childhood*, 30(1), 14-16.
- Splitter, L. J. (2014). Preparing teachers to 'teach' Philosophy for Children. *Journal of Philosophy of Education*, 1(1), 89-106.
- Stanley, S. (2004). *But why? Developing philosophical thinking in the classroom*. Stafford: Network Educational Press.
- Topping, K., & Trickey, S. (2007). Impact of philosophical enquiry on school students' interactive behaviour. *Thinking Skills and Creativity*, 2(2), 73-84.
- Topping, K. J., & Trickey, S. (2014). The role of dialog in philosophy for children. *International Journal of Educational Research*, 63, 69-78.
- Toprak, Z., & Güneş, C. (2019). Okul öncesi eğitimde sınıf mevcudunun etkinliklere etkisi üzerine nitel bir çalışma. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 3(4), 274-286.
- Trickey, S. (2007). *Promoting social and cognitive development in schools: Anevaluation of 'thinking through philosophy'*. The 13th International Conference of Thinking, Norrköping, Sweden.
- UNESCO. (2011). Recommendations on the teaching of philosophy in Europe and North America. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000214089>
- US Agency for International Development. (2013). Evaluative case studies. Technical note. Washington, DC: USAID. Retrieved from https://usaidlearninglab.org/sites/default/files/resource/files/case_study_tech_note_final_2013_11_15.pdf
- The Philosophy Foundation. (n.d.-a). Good land and bad land. Retrieved from <https://www.philosophy-foundation.org/enquiries/view/goodland-and-badland>
- The Philosophy Foundation. (n.d.-b). The unhappy prince. Retrieved from <https://www.philosophy-foundation.org/enquiries/view/the-unhappy-prince>
- Williams, S. (1993). Evaluating the effects of philosophical enquiry in secondary school. Derby: The Village Community School Philosophy for Children Project.
- Williams, S. (2018). A brief history of P4C, especially in the UK. Retrieved from <https://p4c.com/wp-content/uploads/2016/07/History-of-P4C.pdf>
- Yılmaz, K., & Altınkurt, Y. (2011). Öğretmen adaylarının Türk eğitim sisteminin sorunlarına ilişkin görüşleri. *İnsan Bilimleri Dergisi*, 8(1), 942-973.
- Yin, R. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Yusoff, W. M. W. (2018). The impact of philosophical inquiry method on classroom engagement and reasoning skills of low achievers. *Journal of Curriculum and Teaching*, 7(1), 135-146.

Appendix 1. Sample 'Philosophy with Children' Session

Story: A Picture of a Friend (Lipman et al., 2003)

One day, the teacher asked the children to draw pictures of their friends. The children showed the pictures they drew to the other children in the class. The pictures were the pictures of girls and boys in the class. Some pictures are really nice. Now it was Elfie's turn to show her picture. Her picture was different from the others. It was a picture of a pine tree. Some children in the class started laughing when they saw the picture. Elfie said, "My father planted this pine tree next to our house when I was born. We grew up with this pine tree and we are good friends." The children in the classroom were quiet. All the children were looking at the picture of the pine tree in Elfie's hand and thinking.

After telling the story, the facilitator divides the participants into pairs to think about the story. Then she asks them to form confusing questions in 3-4 mins. After the participants prepare questions, they share their questions with the community. One of the questions is chosen through a vote of the participants or by the facilitator. They share with each other their first thoughts on the chosen question in their thinking pairs. After sharing within their thinking pairs, they open their thoughts to the community. All the thoughts are expressed through agreeing, disagreeing, and explaining their thoughts with reasons. Thus, the participants construct their philosophical dialogues. After constructing their dialogue, they express their final thoughts and summarize the whole dialogue. Finally, the children said, "Did we listen to each other carefully? Has everyone spoken? Did we wait our turn to talk? Or did we interrupt each other? Did we think a lot today? Did we explain our thoughts with reasons? Did we ask good questions today? Have we got a new idea? Accompanied by such questions, they review the processes in the dialogue.