The Good Life: Listening to the Voices of Children

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Abstract

Reflecting and evaluating rules, norms and values is key in education and allows children to make informed ethical decisions (Bleisch & Huppenbauer, 2011). This capacity is central in order to determine how one should act with regard to others and vice versa, guaranteeing everybody a Good Life. However, little knowledge exists on what norms and values children associate with the Good Life. This knowledge is crucial if one wants to address the imbalance between children and adults. The study collects data regarding this very question from approx. 250 children aged between five and sixteen across a range of school settings both in Scotland and Switzerland. The recorded and transcribed data is collected through the practice of Community of Philosophical Inquiry (CoPI) (Cassidy, 2007, McCall, 2009) as a methodology. The study not only presents new data regarding children’s own ideas on the Good Life but scrutinizes, in addition, the value of practical philosophy as a research tool. In particular, it analyses if the data collected can be used for further research goals such as supporting children’s voice and participation and Citizenship.

References


