

Usage of Distance Learning Techniques for Philosophical Practice

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Can and should Distance Learning models be applied in Philosophical Practice?

Distance Learning is a widely emerging paradigm in education. One of the models is the Asynchronous Peer Distance Learning which accommodates learners and instructor within a single group of constructive learning. This model proves to be an excellent vehicle of bringing up the "best in themselves" for the participating students. The "intimate anonymity" nature of this model tackles problems of shyness, slowness, poor expression, and indifference. The emergent behavior of the students' population turns the group into something new delivering a vibrating full bodied experience. We claim that much the same techniques can be applied successfully in Philosophical Practice and for that we conducted a workshop in Lima, Peru where we presented and tried to test this hypothesis. The group formation and behavior couldn't be simulated within few hours and thus the test proved not conclusive. It was a case of testing the participants' acceptance of the idea and conducting a feasibility test if the environment indeed looked promising. The lecture will conclude describing this experiment and opening the subject to discussion.