

# Journal of Didactics of Philosophy

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## About

The *Journal of Didactics of Philosophy* (JDPh) is a peer-reviewed academic journal devoted to research on the teaching and learning of philosophy. Articles may be about any level of education; however, the main focus is on high school philosophy. We welcome work with a philosophical or normative approach as well as reports of results from empirical qualitative and quantitative research. The journal also publishes reviews of books, textbooks and other educational material of international interest as well as country reports about philosophy education in different countries. It is an aim of the journal to promote the dialogue among researchers and practicing teachers across the world.

The journal is edited by Dr. Jonas Pfister (University of Innsbruck, Austria) and Prof. Dr. Philipp Richter (Ruhr University Bochum, Germany), supported by an international editorial board to secure high academic standard and quality in research articles. Articles are published after double blind peer review by CC BY License. Access to all articles is free and there are no fees for publishing (Open Access: Diamant/Platinum OA).

Website: <https://ojs.ub.rub.de/index.php/JDPh/index>

Dear readers!

In the year 2022 we made a major change: we moved the *Journal of Didactics of Philosophy* from the website *philosophie.ch* to the Open Journal System (OJS) hosted and administrated by the library of the Ruhr University Bochum.<sup>1</sup>

What is new? All contributions now come with a DOI and with their own landing pages. Therefore, it is possible to directly find articles via keywords, abstracts or content by search engine or from directories. It is also possible to download articles individually in PDF format. We also transferred all articles published since the first issue in 2017 to the new domain. It is now possible to find and browse these articles individually and to cite them by using the newly given DOI-number. Also, the contributions to JDPH are now published online as soon as they successfully passed double blind peer review. For authors, this speeds up the process from scratch to publication. To conclude, we stopped to publish an issue every six months and will from now on present the contributions in an editorial at the end of the year. (But we are still planning to also publish special issues on certain topics).

We are very happy with the new features and the new layout. We would like to express our thanks to Kathrin Lucht-Roussel and Pia Piontkowitz (the OJS team) of the university library of the Ruhr University Bochum for their support. We are also very thankful to Kira Lewandowski for the big task of transferring the whole archive of articles to the new layout and website.

We are very proud to present to you the issue of 2022. Five research articles were published. Susan T. Gardner, known for her work on teaching philosophy for children,<sup>2</sup> analyzes the claim that being able to engage in dialogue is necessary for a democratic way of life: what seems to be an uncontested truism may mean very different things depending on the kind of dialogue presupposed. Gardner argues that a democratic way of life requires the ability to engage in “open truth-seeking dialogue” with people who have views opposed to our own.

Elisabeth T. Widmer and Henriikka Hannula investigate the possibilities of a critical teaching and reflecting on antisemitism. The authors argue for a “contextualist approach”, which among others involves the teaching and learning from historical controversies.

Dominik Balg investigates the potential of using thought experiments to foster students’ hermeneutical abilities and their sensibility. The author discusses the advantages and risks of using them in educational settings, thereby also contesting a common but problematic use of thought experiments in philosophical papers. Finally, the author proposes strategies for how to avoid the risks and shortcomings.

Tobias Gutmann, Sarah Hennecke, Sophia Peukert, and Minkyung Kim present the results of their survey among university lecturers in Germany about teaching philosophy online during the first “Corona semester”, a time when universities in Germany and elsewhere in Europe were

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<sup>1</sup> <https://ojs.ub.rub.de/>

<sup>2</sup> See for example Gardner’s article “Inquiry is No Mere Conversation: It is Hard Work” published in *Analytic Teaching* (1996) and reprinted in the *Journal for Philosophy in Schools* (2015).

mostly closed due to measures against the Covid-19-pandemic.

Gregor Hochstetter discusses the so far widely neglected topic of the significance of creativity for teaching philosophy. Hochstetter makes use of the findings of psychology to join them with didactical settings and questions in philosophy. The author proposes methods of how to promote creativity in the philosophy classroom and offers vivid examples.

In the book review section, three reviews were published. Jule Bärmann, Merle Behnke, and Christian Thein review two books about the controversially debated theme of controversy in the philosophy-classroom. Marc Foglia presents the book edited by Floris Velema on the format of debate in the philosophy classroom. And Dirk H. Oosthoek presents the first Dutch handbook on the didactics of philosophy.

The country report section is, for the first time, empty. No country report was submitted this year. The reason cannot be that there are no countries or regions for which the situation of the teaching of philosophy could be presented, for we have published only about a dozen of reports so far. There are much more countries in this world. We pity the fact that we have no country report this year, and we want to encourage practicing teachers and scholars around the world to publish a report about their country this year!

Last but not least, we would like to thank all members of the Editorial Board and the reviewers of this year's research articles for their support and work. The website is new, but the review work in the background remains the same. Thank you very much! Also, we would like to thank Kira Lewandowski and Leonhard Kerkeling for the proofreading and formatting of this year's contributions.

Please allow us a final, but important note: The year 2022 was also the year in which Russia invaded Ukraine and continued a terrible war that is still going on. By mentioning this, we would like to show our solidarity with all the people living in Ukraine.

January 2023

The Editors