

# 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 practising 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 2023, the *Journal of Didactics of Philosophy* published four research articles, one country report and three book reviews.

In “Critical Elucidation of Concepts as a Philosophical Competence”, Brödner delves into the intricate relationship between conceptual knowledge and competencies within the realms of philosophy and ethics education. By proposing a conception of concepts as abilities, Brödner not only bridges the gap between knowledge and competency but also lays down a framework for the formation of philosophical concepts through a critical examination of conceptual change.

The collaborative work led by Markus Bohlmann, alongside David Lanius, Patrick Maisenhölder, Tim Moser, Jörg Noller, and Maria Schwartz, “The Use of YouTube, Digital Games, Argument Maps, and Digital Feedback in Teaching Philosophy” offers a panoramic view of the methodological potentials that digital tools hold for philosophy education. They present different ways of integrating digital tools in teaching, from solving issues of interpretation with digital explanations to enhancing interaction and motivation through gamification and clarifying complex philosophical content with digital concept- and argument-maps.

In “Teaching Philosophy based on We-Experience: A New Approach and Four Teaching Concepts”, Donata Romizi, Aenna Frottier, Sonja Pichler, and Julia Schäfer, introduce a new approach to teaching philosophy based on so-called “we-experiences” (in short: TWEEEX) which connects philosophical contents directly to shared classroom experiences, thereby opening new avenues for engaging students in deep, meaningful ways. Through the presentation of four adaptable teaching concepts, the authors enrich the discourse on experiential learning in philosophy.

Matthias Holweger’s “Teaching Ethics Without Confusing Questions Illustrated by the Example of Schopenhauer’s Ethics” addresses the confusion of ethical questions in the classroom. By dissecting the abstractness, vagueness, and ambiguity inherent in ethics teaching (using examples from Schopenhauer’s ethics), Holweger provides tools for avoiding the pitfalls of confusion and foster a clearer understanding of ethical concepts among students.

With her report on the teaching of philosophy in Italy, Francesca Gambetti complements the one by Clementina Cantillo from 2019.

In the book review section, Stefano Franceschini gives insight into three works from Italy: Alberto Gaiani, *Insegnare concetti. La filosofia nella scuola di oggi* (2012), Fabio Fiore and Giuseppe Morrone, *Esercizi di pensiero. Fare filosofia con gli EAS* (2019), and Analisa Caputo,

Manuale di didattica della filosofia (2019).

We would like to thank all members of the Editorial Board and the reviewers of this years' research articles for their support and work. We would like to thank Patric Matzke for the proofreading and formatting of this years' contributions.

Once more, we would like to express our interest in publishing not only research articles but also country reports and book reviews. If you are interested in describing the situation of philosophy education in a particular country or region or in reviewing a book that is valuable from an international point of view, please contact us.

March 2024

The Editors