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About

The *Journal of Didactics of Philosophy* is a peer-reviewed academic journal devoted to research on the teaching and learning of philosophy. It is published online twice a year. The access to all articles is free. 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. These reports present information about ways of teaching philosophy, its institutions and activities in different countries. It is an aim of the journal to promote the dialogue among researchers and practising teachers across the world.

For Authors

If you would like to publish in the *Journal of Didactics of Philosophy*, please follow the instructions on the website (www.philosophie.ch/jdph) and send your article in English as well as an abstract in an electronic document (word, pdf) by email to one of the editors.

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EDITORIAL

Dear readers!

We are happy and proud to present to you the first issue of the *Journal of Didactics of Philosophy*. Such a journal, providing a platform for research on teaching and learning philosophy as well as for exchange among philosophy teachers and scholars across the world, has been on the horizon for many years. More international exchange is a desideratum, since interesting approaches to teaching philosophy have been developed in different countries (e. g. in Germany, France or the Netherlands), but have not (or not fully) been recognized elsewhere. But it was not before summer 2016 that the journal began to take actual shape.

It all started in a restaurant near the campus of the University of Frankfurt am Main, Germany. Helge Kminek had brought up the idea of an international conference and had invited people working in the didactics of philosophy from Germany, Austria and Switzerland. Among them were the two of us, Jonas Pfister and Philipp Richter, and other colleagues many of whom are now on the editorial board. In the autumn of the same year, we decided to launch the journal. We contacted professors of philosophy and of didactics of philosophy as well as experienced teachers from different countries, and we are very happy to have ended up with such a fine international team of experts on our editorial board. After calls for papers in January and in March, the first submissions arrived and the review process got under way. And here it is, the first issue of the *Journal of Didactics of Philosophy*. We would like to thank all members of the editorial board for their work and their support. And we would like to thank *philosophie.ch* for hosting us.

In this first issue you will find two research articles. Anne Burkard and Jan Gertken argue for including the moral pluralism of David Ross as a subject for philosophy classes in secondary schools. They, like Ross himself, see it as an important alternative to monistic theories such as Kant's moral theory and classical utilitarianism. Håkan Salwén and Henrik Lokind present the project of a team-taught course in Sweden. Based on the results of a survey among students, they argue for the beneficial effects of such a course design.

In the section "Country Reports", we publish depictions of the situation of philosophical education in particular countries. Such reports may also be centred on smaller regions or on philosophical events of international interest. In this issue, we have a special focus on the federal state of Baden-Württemberg in Germany. Frank Brosow presents a model for the training of ethics teachers at the Ludwigsburg University of Education. Marcel Remme writes about the ethics education according to the new curricula of 2016. The third report, by Frank Murphy, is on the International Philosophy Olympiad. As an appendix to his article you will find a short guide to writing a philosophical essay, which you might find useful for your own philosophy course or seminars.

In the section "Book reviews", Jonas Pfister reviews a French book aimed at introducing young students to the profession of being a philosophy teacher. Andreas Brenneis reviews a German book by Christian Thein on understanding and judgment in philosophy education.

If you have any comments or suggestions, please let us know. In order to submit a research article, book review or country report, please contact us. The next issue is planned for March 2018. To be published in it, your submissions should reach us by the end of November.

Now enjoy reading!

September 2017

The Editors