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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.

Call for Papers

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 to present the second issue of the second volume. You will find a research article by Matthias Tichy, who takes up new developments in online communication technologies and discusses its philosophical and didactical consequences.

The issue includes three country reports. Christine Martin presents the main format of philosophical examination in France, the so-called "dissertation". You will also find another example of the global diversity in teaching philosophy/ethics at schools in the country report about South Korea by Minkyung Kim. Klaus Feldmann and Nils Höppner present a short outline about the education and training of teachers of philosophy in Germany.

In this issue you will also find three reviews of books. Mechthild Ralla reviews a German schoolbook edited by Eva Marsal. Bianca Schreiber reviews a didactical study on the relation between philosophy and autobiography by Volker Haase. And Jürgen Braun provides information about Helge Kminek's empirical study of philosophy education in Germany and Switzerland, following the so-called objective hermeneutical approach.

Again, if you have any questions or suggestions, please contact us.

October 2018

The Editors