

# Journal of Didactics of Philosophy

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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 practicing teachers across the world.

## **Call for Papers (Volume 3, Number 2/2019)**

Again we are issuing an *open* call for contributions. If you would like your article, country report or book review to be published in the next issue (Volume 3, Number 2/2019) please follow the instructions on the website ([www.philosophie.ch/jdph](http://www.philosophie.ch/jdph)).

Your text should reach one of the editors not later than 31st of July 2019.

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EDITORIAL

Dear readers!

In this issue two articles are focusing on the topic of philosophical problems and how to deal with them in teaching philosophy. Wolfgang Barz argues that philosophical questions arise from certain kinds of problems, which have an aporetic structure. This aporetic structure explains some of the characteristics of philosophy such as the large number of incommensurable views. Yvonne Lampert argues that teachers should pay special attention to the articulation of philosophical problems; according to Lampert it is a main point to clarify language and ask if there is a real problem – and what exactly it is. The analytical and critical reasoning about philosophical problems is not bound to a certain subject and therefore should be seen as a cross-curricular activity.

In the third article of this issue Philipp Thomas argues for a concept of teaching and learning philosophy which focuses on elaborating and dealing with ignorance (*Nichtwissen*). The article discusses the topic of negativity in the sense of the limits to knowledge and its existential consequences following Hegel, Nietzsche, Wittgenstein, and Heidegger.

This issue also contains a country report about Italy. Clementina Cantillo describes the recent developments in philosophy education and teacher education in Italy based on ministerial recommendations. In the book review section, Jonas Pfister takes a critical look at a new online encyclopedia in French, and Philipp Richter reviews Christa Runtenberg's introduction to teaching philosophy in German.

We would like to thank Jule Bärmann for proofreading the whole manuscript of this issue.

The *Journal of Didactics of Philosophy* is now heading into its third year. Once again we would like to thank our Editorial Board and our reviewers for their very helpful work. During the first two years we have received 12 submissions. The peer review process allowed us to publish 7 of these 12 submissions in the four issues (including this issue 1/2019). This means there is an acceptance rate of about 57% so far.

However, it is remarkable that most of the authors are from Germany. In the country reports section perspectives are more international with contributions from the United States, Germany, the Netherlands, Norway, Croatia, France, and Italy. We hope that the word is spreading and that we will receive both research articles and country reports from many more different countries in the future for one of the aims of the *Journal of Didactics of Philosophy* is to promote the dialogue between researchers and practicing teachers across the world. Please don't hesitate to forward the current call for papers!

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

March 2019

*The Editors*