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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 dialogue amongst researchers and practicing teachers across the world.

Call for Papers (Volume 4, Number 2/2020)

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 4, Number 2/2020), please follow the instructions on the website (www.philosophie.ch/jdph). Your text should reach one of the editors no later than 15th of July 2020 (but manuscripts are also welcome at any time).

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EDITORIAL

Dear readers!

Welcome to the new issue, which contains two research articles, two country reports and two book reviews.

In the first research article, Christian Thein presents the results of a workshop with high school students to support the claim that pre-concepts can transition into good reasons. Thein argues that a full understanding of philosophical reasoning can only take place, if students are aware of the reach and context-dependence of a set of arguments (his example is taken from the just-war-debate). In the second research article, Frank Brosow introduces his *TRAP-Mind-Theory*. This is an empirically informed and problem-oriented technique of philosophizing based on cognitive psychology. It includes four levels (thinking, reflecting, arguing, and philosophizing) and three areas (understanding, evaluating, and acting). By breaking down the complex process of philosophizing into steps, the author aims at uncovering the key activities in teaching and learning philosophy.

In part II of her country report about Spain, Georgina Díaz focuses on the content, methods and forms of assessment commonly used in teaching philosophy in secondary education, and on the procedures for selecting philosophy teachers. For the first time in this journal, Paul-Marie Bayama and Poutinrwaoga Kaboré describe the teaching of philosophy in an African country, in Burkina Faso.

Jonas Pfister reviews two books in French, which were recently published in the new book series on the didactics of philosophy of the publishing house Lambert Lucas, *didac-philos*. The first book by Denis La Balme is intended as a guidebook to new teachers. However, it turns out to be based on personal experience only and to reproduce the traditional understanding of teaching philosophy in France. The second book is a collection of articles edited (and many of them written) by one of the pioneers of modern philosophy didactics in France, Michel Tozzi.

At this point we would also like to mention the new figures for the acceptance rate of research articles in the last year. The acceptance rate of submissions in 2019 was about 40 percent, dropping from 60 percent in 2018; this difference is probably merely due to chance, given the number of submissions. In 2019 we received 8 submissions in total and were able to accept 3 for publication.

Also, we would like to thank Alexandra Witzel (Bochum) for proofreading the whole manuscript of this issue.

Again, if you have any questions or suggestions, please contact us. Please enjoy reading!

March 2020

The Editors