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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

www.philosophie.ch/jdph

- Volume 6 1/2022 -

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 (March 2022; Volume 6, Number 1/2022), please follow the instructions on the website. Your text should reach one of the editors no later than 25th of January 2022 (but manuscripts are also welcome at any time).

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EDITORIAL

Dear readers!

The measures taken by states around the world against the further spread of the COVID-19 pandemic led to an acceleration of the digital transformation of education including philosophy education. For sure, the transformation was already taking place, as could be seen from the use of online resources by teachers in their classes as well as by students at home, especially educational videos. We take this opportunity to point out the excellent learning videos of the site *Wireless Philosophy* founded by Gaurav Vazirani in 2013 (<https://www.wi-phi.com/>). These videos combine the philosophical expertise of faculty members with the skills of designers, animators, illustrators, and developers. Learning videos and other online resources are of invaluable help to philosophy education both inside the setting of the schools as well as far beyond. However, the digital transformation is much more than that, as we all knew already some years ago, or anyhow have come to know during these past one and a half year of online teaching. It includes video calls, break-out rooms, virtual classrooms, social networking websites, and many more (and more to come). The effects on education are deep if not revolutionary. And it raises many didactical questions. Therefore, one year ago, we issued a call for articles about the broad topic of philosophy education and digital transformation. We received several submissions, and we welcome more in the future as we are convinced of the long-lasting impacts of the digital transformation.

In their contribution to this issue, Andreas Brenneis and Sonja Daum inquire how the dialogical aspect of teaching philosophy can be taken care of in online teaching. They present the conception of an online university course and report their experiences with it. From these experiences, they conclude that “digital environments are suitable for dialogical forms of doing philosophy”. As opposed to this, Peter Volek argues in his article against the view that philosophy teaching on the secondary level can entirely be done online without taking into account massive negative psychological effects on the students. It is possible that part of the seeming contradiction between the two views may be traced back to the different levels, university level, and secondary schools. However, the pedagogical debate is to be continued.

The third research article in this issue is a collaborative work by Anne Burkard, Henning Franzen, David Löwenstein, Donata Romizi and Annett Wienmeister that emerged from the scientific network *Argumentieren in der Schule* (Argumentation in Secondary Schools) funded by the DFG. The authors develop a framework for fostering argumentative skills systematically in philosophy and ethics classes in secondary schools. They call it the spiral-curricular model meaning that the argumentative abilities need to be analyzed into particular skills that can be acquired, practiced, and reflected upon.

In the country report section, two contributions refer to previous reports in this Journal. They each complement the previous report in their own way. Griet Galle reports about philosophy education in the Flemish Community in Belgium and thereby completes the previous report on French-speaking Belgium (Herla 2020) by the Flemish Community. Daryl Ooi starts from the previous report on the situation in Singapore (Burik et al. 2020) and argues that there are

reasons, based on recent developments, to be optimistic about philosophy education in Singapore.

We are very happy to be able to publish once again a small collection of diverse research articles and country reports and are looking forward to the next issue.

Finally, we would like to thank Kira Lewandowski (Bochum) for proofreading the whole manuscript of this issue.

We wish you good reading!

October 2021

The Editors