

Call for Papers

What Students Need to Know in Philosophy

Deadline for contributions: October 1, 2023

Even if we regard the teaching of philosophy at school mainly as an undogmatic introduction into the practice and methods of thinking and reasoning (in a Socratic manner), there is a variety of philosophical contents, which could (and should) be taught: concepts, conceptual distinctions, arguments, lines of thought, positions, passages from classical works of philosophers or other aspects from the history of ideas. Since it is not possible to teach all that there is to know in philosophy, a selection needs to be made. This challenge raises a lot of didactical and practical questions for the teaching of philosophy, e.g.:

- Is all teaching and learning in philosophy exemplary and more focused on the development of competencies and certain techniques or are there essential contents, which need to be taught and learnt?
- If there are such essential contents, how can they be delimited? Are there universal criteria that can be applied to all philosophical teaching?
- Even if there are no such essential contents, according to which criteria should the contents of philosophical education be determined?

The editors of the *Journal of Didactics of Philosophy* kindly ask to follow the **submission guidelines** and hand in **papers for double blind peer review** via the following website: <https://ojs.ub.rub.de/index.php/JDPPh/about/submissions>

About

The *Journal of Didactics of Philosophy* (JDPPh) is a peer-reviewed academic journal devoted to research on the teaching and learning of philosophy. 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 about similarities and differences in teaching philosophy in different countries. It is an aim of the journal to promote the dialogue among researchers and practising teachers across the world.

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