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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 5 1/2021 -

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 2021; Volume 5, Number 1/2021), please follow the instructions on the website. Your text should reach one of the editors no later than 25th of January 2021 (but manuscripts are also welcome at any time).

- Volume 5 2/2021 -

The following issue, which will be published in October 2021, will focus on a special topic: Philosophy Teaching and Digital Transformation. We welcome submissions on this broad topic, in particular answers to questions such as: How can (and should) philosophy be taught online? What are the advantages of online teaching? Is it possible to completely substitute the important features of philosophy classes by electronic communication or learning software? Please send your text to one of the editors no later than 15th of July 2021.

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EDITORIAL

Dear readers!

In this issue, there are two research articles.

First, Annika von Lüpke takes up the question of how to deal with sexist (or otherwise discriminatory) content in classical philosophical works in the classroom. She argues for a critically-reflective treatment of such content and proposes a three-step model that she exemplarily illustrates using key passages from Aristotle's *Politics*: a close reading of the passages, a reading of selected positions from a feminist perspective, and a reflection and discussion of that critique. She thereby not only shows the complexity of Aristotle's views, bringing together thoughts from his philosophical anthropology, ethics and political philosophy, but also the diversity and complexity of contemporary feminist approaches to classical philosophical texts.

In the second research article, Patrick Maisenhölder uses findings from cognitive psychology in order to point out some misconceptions about learning processes: reading techniques such as highlighting and summarizing, if not properly used, are no effective means for learning. Maisenhölder presents and discusses learning techniques that have been developed by Pooja Agarwal and Patrice Bain with the aim to point out their use in teaching philosophy. In particular, he explains how these findings and techniques can be used to foster metacognitive skills.

In publishing an invited article for the first time, we are starting something new. By "invited articles" we mean texts that do not proceed through double blind review. Such invited articles may be summaries of works or articles that have already been published elsewhere in another language than English.

Given that there is quite some research in the didactics of philosophy that has been done in France in the past forty years which has received no or only little attention outside of the French speaking world, we decided to ask one of its pioneers and main protagonists, the French didactician Michel Tozzi, to publish a translation of one of his articles.

In the introduction, we give a very brief overview of the debate in the didactics of philosophy in France and of Tozzi's work.

We are keeping up with the French speaking world in the Country Report section. This time, there are three reports from French speaking countries. Anne Herla describes the recent developments in school education in the Wallonia-Brussels Federation that will be of interest to anyone working in our field: A few years ago, the course "Philosophy and Citizenship" (*Philosophie et citoyenneté*) was introduced into the compulsory curriculum, so that today all Belgians in the Wallonia-Brussels Federation enrolled in a public institution are educated in philosophy from a very young age. Vincent Kalla describes the situation in Cameroon, where philosophy has been taught for several decades in the last year of high school – like in France – and is now, since the reform of 2018, starting from the third to last year. Kalla draws attention to the regrettable situation of the didactics of philosophy in Cameroon: Due to a lack of specialists there is hardly any didactic discussion – but there are some signs of improvement

thanks to the works of a new generation of researchers. Sara Demuth describes the special situation of the Comoros Island, a former French colony whose present population is predominantly Muslim. The school subject philosophy is taught in the French tradition as the crowning of high school education and is combined with contents about African and Muslim philosophies – contents that are foreign to the French approach of secular education, but the educational system, as described by Demuth, seems to have found a *modus vivendi*.

Finally, the book reviewed in this issue is written by Argentinian philosopher Alejandro Cerletti, who holds a Ph.D. from a Parisian university. Roger Xavier and Tomás Troster review his book on the didactics of philosophy written in Spanish. By defending the claim that the didactics of philosophy is mainly a philosophical question, Cerletti gives voice to the traditional view which stands in contrast to the modern view as represented by Tozzi in this issue – a contrast which can still today be fruitful to thinking about the teaching of philosophy.

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

October 2020

The Editors