

Editorial

From the campus to the classroom: University philosophy outreach programs

We are pleased to present the second part of our double special issue on university philosophy outreach programs. The first six articles on this theme appeared in Issue 10(1) and the final three are published here. Also included in this issue are two regular articles: one on acts of thought in the community of inquiry and one on the experience of teaching philosophy in Icelandic schools.

University philosophy outreach programs give rise to two clusters of questions deserving of scholarly attention. First, there are questions about the rationale for philosophy outreach. What is the purpose of taking philosophy into the community? What are the intended benefits of these programs, to the children and young people who participate in them, to the students and staff who lead them, to society at large, or to the discipline of philosophy itself? How do these aims inform the selection of philosophical topics, texts, tools and techniques? Second, there are questions about the success of philosophy outreach. What attempts have been made to evaluate these programs and their outcomes? Do they, in fact, yield the benefits intended by those who design and deliver them? Are there any drawbacks to participation, or benefits other than the intended ones? What challenges (financial, institutional, pedagogical, psychological) have been encountered by those engaged in philosophy outreach and how have they been overcome? These are the questions we invited contributors to the special issue to address.

The first of our final trio of articles on this theme is 'Philosophers in Schools: An assessment of the ongoing partnership between The Philosophy Foundation and King's College London's Philosophy Department', by Henrik Sherling and Emma Swinn. Sherling and Swinn describe and assess the Philosophers in Schools project, offered as part of the King's College London 'Widening Participation and Outreach' programme. The project runs in partnership with The Philosophy Foundation and provides opportunities for undergraduate philosophy students to facilitate philosophical dialogues with pupils in primary and secondary schools. Sherling and Swinn examine the challenges and benefits of the project for the partner organisations, for the undergraduate facilitators, and for the children in schools.

Next up is Sofia Nikolidaki's 'Listening philosophically: Developing an ear for emergent philosophising'. Nikolidaki understands 'emergent philosophising' as the

spontaneous, tentative philosophical thinking and questioning of young children and argues that those who work with young children can, with practice, develop an ear for their emergent philosophising. She reports on a qualitative study of preschool education students at the University of Crete as they undertake internships in local kindergartens and learn the art of listening philosophically.

The third article, and the last in our special issue, is 'Doing philosophy: Beyond books and classrooms', by Kaz Bland and Rob Wilson. Emphasising that not all philosophy outreach takes place in the classroom, Bland and Wilson focus on two initiatives they describe as 'philosophy in community': the Eureka Oz! holiday camp and the city-wide Perth Philothon, both led by staff at the University of Western Australia. They show how such initiatives can jumpstart transformative learning for children and undergraduates alike, and diversify the range of students who seek out philosophy in the longer term.

As editors of the special issue, we would like to extend our sincere thanks to the authors of the nine articles on university philosophy outreach programs. We think the collection offers an illuminating snapshot of the impressive range of philosophy outreach activities currently underway in universities around the world, and affords new insight into the rationale for, and success of, those activities. It is our hope that these articles will encourage more university-based philosophers to rise to the challenge of taking their subject from the campus to the classroom.

Finally, a few words on the two regular articles included in this issue. The first is 'Acts of thought', by Philip Cam. Cam points out that, while the community of inquiry centres on a form of discussion that is meant to improve the ability of students to think, only a fraction of the thinking that occurs in a discussion makes its appearance in speech. We therefore need to consider students' mental acts in addition to their speech acts. But how are we to peer inside the black box of the student's mind? Cam explores the connections between speech acts and mental acts in the community of inquiry and the broader classifications of these acts of thought. He also considers the role of teacher interventions in promoting appropriate acts of thought, and the ways in which teachers can improve students' metacognitive awareness of them.

The second regular article is 'Teaching philosophy in compulsory education: A dive into teachers' experiences and effects', by Jóhann Björnsson. Björnsson reports on a qualitative study of teachers' experiences of teaching philosophy in Icelandic schools and their perceptions of its effects on their practice and their students. He finds that teachers see a positive impact on students' readiness for democratic participation, on

their reflective thinking, and on their understanding of other school subjects. He also finds that, while all education carries a 'beautiful risk', the uncertainty and unpredictability of classroom philosophical inquiry can be particularly challenging for teachers.

Michael Hand and Jane Gatley

Guest Editors