



International Conference

Ethics and Philosophy teaching and the challenges of the future

1.-2. July 2024

University of Salzburg / Department of Philosophy GW

PH LUZERN
PÄDAGOGISCHE
HOCHSCHULE



FWF Österreichischer
Wissenschaftsfonds

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CALL FOR ABSTRACTS

The conditions for effective philosophy and ethics teaching have recently been discussed in the volume "Wirksamer Ethik- und Philosophieunterricht" (edited by Dominik Helbling, Bettina Bussmann and Philipp Thomas, forthcoming) from the perspective of research, education, and practice.

The subject's relevance to current events plays an important role. We are taking the question of teaching that consciously faces the challenges of the future as the occasion for a conference that will also be held as an event for the FWF Cluster of Excellence "Knowledge in Crisis".

To successfully shape the future of education and teaching, considerations from subject didactics, philosophy and teacher training must be used so that researchers and educators can have a critical and constructive dialogue.

Some questions are, for example:

- 1) What knowledge from the sciences, from philosophy and from philosophy didactics do we need so that philosophy and ethics education can respond to the challenges of the future? These include, for example, questions of global sustainability (keyword Anthropocene/BNE), questions of the digital transformation of our society (keyword artificial intelligence), questions about the status of scientific knowledge (keyword science denial) and questions about life in a pluralistic society (keyword democracy and populism). These challenges affect philosophy education and didactical research as well as its interdisciplinary and transdisciplinary aspects. It addresses fundamental educational ideas about how teaching and learning should take place in the schools of the future. From a philosophy didactic perspective, teaching methods, teaching formats and teaching media must be reflected upon and redeveloped at this point.
- 2) It's not just about unlocking new knowledge, which is one of the big problems of the future. It is above all about the fact that the status of knowledge in our society itself is under attack and up for discussion: Which mechanisms determine our bodies of knowledge? Which competences can be derived from it to be anchored in our education system? How can and should learning processes be successfully designed with the help of digital tools, also regarding the uncertain quality of digital information? How should we deal with the fact that many curricula demand the integration of scientific knowledge from other reference disciplines, but teacher training is still monodisciplinary? What role should ethics and philosophy education play in teaching ethical and theoretical aspects of science which are becoming increasingly important for the society of the future? What concepts and models should we develop to start a systematic reform of the canon that integrates non-European, feminist, and other perspectives on knowledge?

3) Ethics and philosophy teaching always refers to different possible futures, so that teaching should also train a form of future capability. What subject-specific and subject-didactic knowledge and what attitudes and virtues do student teachers need to acquire in their studies to develop a professional knowledge? Further questions follow: How value-neutral can the teaching and learning ethics and philosophy in schools (and university?) be? What are the challenges of the new generation of students and the global problems that ethics and philosophy teaching must respond to today?

We look forward to receiving abstracts in German and English of a maximum of 2 pages including literature and brief personal information.

The timeslots are divided into 20 minutes lecture and 20 minutes discussion.

The closing date is **30.11.2023**.

You will receive feedback by **29.02.2024**.

Please send your documents to Ms Hannah Zenz: hannah.zenz@plus.ac.at