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review 1

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training preschool education students to listen philosophically to children

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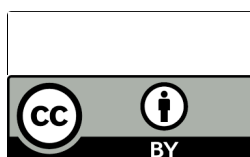
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1) Suitability of Article to *childhood & philosophy*

The article aligns well with the scope of *Childhood & Philosophy*, as it explores the intersection of early childhood education and philosophical inquiry. The study investigates how training in philosophical listening enhances student-teachers ability to identify and engage with children's emergent philosophising. The article contributes meaningfully to the discourse on *Philosophy for/with Children (P4wC)* and provides empirical data from a structured training program for student-teachers. The focus on practical implementation and student reflection strengthens its relevance to the field.

2) Relevance and Timeliness of the Topic

The topic is highly relevant, as there is increasing recognition of the philosophical capacities of young children and the need to integrate philosophy into early education. The emphasis on *listening philosophically* is particularly pertinent given the broader shift in educational research towards dialogic pedagogy and participatory approaches. The study contributes to ongoing debates about the role of educators in fostering philosophical inquiry among children, making it timely and of interest to researchers and practitioners alike.

3) Argument Structure and Coherency

The article is well-structured and presents a clear argument for the importance of training student-teachers in philosophical listening. The methodological approach is coherent, and the findings are systematically analyzed. However, some sections could benefit from greater clarity in linking theoretical concepts to practical implications.

3.1. Does the abstract adequately summarize the main issues addressed in the article?

Yes, the abstract provides a clear summary of the study's aims, methodology, and key findings. It effectively highlights the transformative potential of training student-teachers in philosophical listening.

3.2. Does the article fairly reflect current literature?

The article engages with relevant literature in Philosophy for Children (P4C) and educational philosophy, citing key scholars such as Lipman, Haynes, and Murrells. It also references contemporary research on emergent philosophizing. However, while the theoretical grounding is strong, there could be more engagement with recent empirical studies on teacher training in philosophical dialogue.

3.3. Are the objectives of the article well-defined?

Yes, the research questions and objectives are explicitly stated. The article clearly outlines its aim to assess whether student-teachers can identify philosophical moments in children's dialogues and develop appropriate pedagogical responses.

3.4. Are the ideas clear and well-developed?

Overall, the ideas are well-articulated and supported by both theoretical and empirical data. However, some sections—particularly those discussing student reflections—contain dense passages that could be more concisely presented.

3.5. Are the arguments well-founded?

Yes, the arguments are supported by qualitative data from student observations, laboratory discussions, and theoretical analysis. The inclusion of direct excerpts from student reflections strengthens the validity of the claims. However, the discussion could benefit from more explicit connections between the findings and broader debates in philosophy of education.

3.6. Are the conclusions expressed clearly?

The conclusion effectively summarizes the key findings and underscores the importance of philosophical listening in early childhood education. It also acknowledges limitations and suggests areas for further research, which adds to the study's credibility.

4) Other Aspects

- **Methodology:** The qualitative approach is appropriate for the study's objectives, and the structured internship model provides a clear framework. However, a more detailed discussion of data analysis methods would enhance transparency.
- **Writing Style:** The article is well-written and academically rigorous, though some sections could be streamlined for better readability.
- **Practical Implications:** The study offers valuable insights for teacher training programs, but it would be beneficial to include more concrete recommendations for integrating philosophical listening into standard curricula.

5) Final Assessment (Result of the Evaluation Process)

Publishable with revisions indicated in the review.

The article makes a significant contribution to the field of *Philosophy for/with Children* and aligns well with the journal's focus. The research is innovative in its emphasis on *listening philosophically* as a distinct pedagogical skill. However, the article would benefit from a more structured discussion of its methodological framework and a clearer articulation of its contribution to existing empirical research on philosophical education in early childhood settings. Minor revisions to improve conciseness and clarity in some sections would enhance readability.