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exploring the application of empirical research in philosophy for children: analysis of two case studies in caring thinking

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This article seems to be aimed at concretely proving the effectiveness of the Philosophy for Children (4CP) program through empirical research. In other words, it shows, in Lipman's multidimensional approach to thinking, various thinking patterns are complexly overlapped and operated, but among them, caring thinking is the most important. Through this, we can see that the relationship between emotions and thinking is quite close not only in philosophy education but also in education in general. Since it uses not only quantitative research, which is generally used in educational research, but also qualitative research, I think it has the advantage of being able to include factors that cannot be quantified. In addition, by specifically reporting the students' responses, there is also the advantage of allowing readers of this paper to directly hear the voices of the field. However, it is regrettable that it is limited to verifying existing theories and does not go so far as to point out their problems or explore the possibilities of new theories.