



childhood & philosophy

núcleo de estudos de filosofias e infâncias [nefi/uerj]
international council of philosophical inquiry with children [icpic]

e-issn: 1984-5987 | p-issn: 2525-5061

review 2

reviewer: sijin yan

distress centres of greater toronto, toronto, canada

the trajectories of pedagogical philosophizing in finland: overcoming the institutional boundaries between education and philosophy

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citation of evaluated article:

Tomperi, T. (2025). The trajectories of pedagogical philosophizing in finland: overcoming the institutional boundaries between education and philosophy. *childhood & philosophy*, 8, 1–32. 10.12957/childphilo.2025.89503. DOI: 10.12957/childphilo.2025.89503



The article provides a well-researched and insightful examination of the history, challenges, and potential of pedagogical philosophizing (PePhi) in Finland. The historical overview and institutional analysis offer a strong foundation for understanding how PePhi has developed within Finnish education, and the integration of John Dewey's pedagogical philosophy effectively supports the argument for bridging the gap between subject-centered and student-centered teaching. The discussion on Finland's dual school system and its impact on teacher training is particularly valuable, as it highlights an often-overlooked barrier to implementing philosophy in schools.

One area where the article could be strengthened is the lack of concrete examples illustrating how PePhi functions in real classrooms. While the historical and theoretical discussions are well-developed, the argument would be more compelling with specific examples or references to empirical literature. For instance, are there existing case studies or research findings documenting how Finnish teachers have attempted to integrate PePhi? Showcasing student responses in a philosophy session would also provide a clearer picture of its challenges and successes.

Additionally, engaging with recent international literature on P4C and philosophical inquiry in schools could strengthen the discussion by situating Finland's experience within a broader global context. Most importantly, the conclusion could offer more concrete recommendations on how to move forward. For example, how might policymakers and educators better support PePhi's adoption? Could specific teacher training programs, curriculum revisions, or pilot projects be proposed? Addressing these practical steps would help bridge the gap between theoretical insights and actionable solutions.

Overall, the article makes a significant contribution to the discussion on philosophy in education, and its analysis of Finland's unique challenges is both timely and relevant. A few refinements—such as incorporating real-world examples and providing concrete recommendations in the end (even if in a very brief way)—would further enhance its impact. I appreciate the depth of the work and look forward to seeing how these ideas continue to shape discussions on PePhi in Finland and beyond.

Overall Suitability for the Journal:

This article is a strong fit for *childhood & philosophy*, as it engages deeply with the relationship between philosophy and education, particularly in the Finnish context. It raises important pedagogical questions about how philosophy is taught in schools and the challenges faced by teachers at different levels.

Strengths of the Article:

- The article discusses timely and relevant issues in philosophy for children (P4C) and its pedagogy.
- It provides a detailed, nuanced analysis of the philosophical and pedagogical challenges in the Finnish education system.
- It effectively highlights the tension between content-focused subject teaching and the need for genuine philosophical inquiry in classrooms.
- The abstract clearly summarizes the main themes and positions the article within the existing literature.

Areas for Improvement:

- While the article is well-grounded in the Finnish context, it would benefit from a broader comparative perspective. Discussing similar challenges in other countries or incorporating international literature would enhance its contribution to the field.
- Beyond the purely theoretical (Deweyan) discussions, the article could briefly provide some practical suggestions for addressing the pedagogical challenges it identifies. Even a short section outlining potential approaches or strategies for integrating philosophical inquiry into education would add valuable and **actionable insights**.

Recommendation:

Given its relevance and scholarly contribution, I recommend **accepting the article with minor revisions**. Addressing the comparative perspective and expanding on practical pedagogical implications would further strengthen its impact.