



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: valeria friso

(dis)orientation in education: philosophy (un)compass for navigating uncertainty

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how to quote this article:

Santi, M., Barreneche, M. M., Contage, D. G., Ubertini, S., Weber, B., & Zorzi, E. (2025). (dis)orientation in education: philosophy (un)compass for navigating uncertainty. *childhood & philosophy*, 21, 1-21. doi: 10.12957/childphilo.2025.92339.



The abstract and the title introduce the reader well to the content of the article and the multiple puns (such as (c)skill or educational (dis)orientation process) are also consistent with the content and stimulate the reader in an engaging way.

The paper is clearly suited to publication in this journal because it deals with both childhood and philosophy. The structure of the argument is clear and the ideas are well developed. The main reflections are intriguing and well supported by the general argument of the article.

The argument is rich and pedagogically grounded and positions Philosophy for Children (P4C) as a foundation to support and promote Education for Wandering (EO). The emphasis on "sharing the human experience of wandering" through dialogue underlines a shift from traditional educational goals (e.g., acquiring correct answers) to cultivating open and exploratory modes of thinking. Indeed, it can be said that the article proposes to bring P4C closer and into dialogue with the concept of wandering, and this is certainly an innovative perspective in the panorama of pedagogical discussion. Although P4C is often linked to critical thinking or the promotion of democratic citizenship, in this article it becomes a means to embrace uncertainty, relational vulnerability and epistemic openness.

I think it could be of great interest for the magazine to publish this article also hoping that it can contribute to the debate around orientation, a topic that too often is addressed using methods that are not always historically in step with the times and with a constantly changing context.

The references are particularly rich, which, for an article of this length, denotes a great ability to juggle between sources.