



Applied Philosophy of Education: A Timely Call to Action

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Editor

It is with great pleasure that I present the inaugural issue of the *Journal of Applied Philosophy of Education (JOAPE)*. This journal was founded on the conviction that philosophy of education must not remain confined to abstract debates or disciplinary boundaries, but should actively engage with the pressing ethical, pedagogical, and institutional questions of our time.

Our aim is to create a platform where philosophical inquiry meets educational practice in a dialogical and transformative manner. The articles featured in this issue exemplify this mission. They explore the reconstruction of educational philosophy through praxis, the ethical turn in educational technology, the cultural dimensions of thinking routines, and the enduring relevance of Platonic *paideia* for contemporary education. Together, these contributions reveal how philosophy can serve as both an interpretive and transformative force within educational life.

JOAPE is conceived not only as a venue for scholarly publication but also as a living community of dialogue—linking philosophers, educators, and researchers who view education as a philosophical practice in itself. By publishing rigorous, reflective, and praxis-oriented work, the journal seeks to foster a global conversation about what applied philosophy of education can mean in today's schools, universities, and societies.

This inaugural issue marks a beginning rather than a conclusion. As *JOAPE* moves forward, we invite contributions that reimagine the relation between theory and practice, between philosophical reflection and educational action. Let this issue serve as a call to reclaim philosophy as a lived practice—a discipline that illuminates, transforms, and sustains the human meaning of education.

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