

# Newsletter

## PHILOSOPHY OF EDUCATION SOCIETY OF AUSTRALASIA

SEPTEMBER 2022

### LETTER FROM THE PRESIDENT

Dear Colleagues, Kia ora koutou,

I hope that you, like me and the PESA Exec, are getting excited about our upcoming PESA 50th Anniversary Conference - the first since 2018! It will be wonderful to see you all in Sydney – it's been so long!! My thanks to Sonja Arndt, Rachel Buchanan, Daniella Forster, Sarah Gurr, Andrew Madjar and Carl Mika who have formed a fantastic trans-Tasman conference team. I think you all agree that the keynotes look fantastic. Look out for more information that is being regularly released.

The PESA Exec has met in Sydney and virtually last month for a productive two full days. I would like to encourage you to check out our scholarships, grants and awards on the PESA website. I am also pleased to inform you that we have appointed Fae Carley as the new Social Media officer. They will be helping to promote PESA and the scholarship of PESA members. Michael Peters has shared with the Exec another successful 6 months of EPAT and its growth. Thank you, Michael, for your leadership of PESA's flagship journal. At the Exec meeting, we were joined by one of our founding members, PESA Fellow Kevin Harris. It was so inspiring hearing him talk about the first conferences of PESA while we are preparing for the 50th!

I really hope that you will all join us in person or virtually at the PESA Conference.

Ngā mihi

Professor Marek Tesar  
President, Philosophy of Education Society of  
Australasia

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# PESA CONFERENCE 2022 UPDATE:

Registrations are now open for the PESA Conference 2022! Early bird rates are now available until 31 October.

MEMBER RATES		NON-MEMBER RATES
IN-PERSON ATTENDEES	AU \$600	AU \$800
VIRTUAL ATTENDEES	AU \$300	AU \$500

You can register using the link on the PESA Conference Website:  
<https://pesa.org.au/conference>

For pre-existing members, we also have a Travel Bursary available until 21 October which will further discount your registration. To register using the bursary, use the registration link sent to you in the email from [secretary@pesa.org.au](mailto:secretary@pesa.org.au). If you have not received this email, please contact Andrew Madjar at [secretary@pesa.org.au](mailto:secretary@pesa.org.au).

We also have a discounted rate of \$100 for Post-graduate students and Early Career Researchers. To qualify as an ECR, you must have completed your qualification within two years of the conference date.

For all conference and registration inquiries, please contact our conference organisers, ICMS, at [pesa2022@icms.com.au](mailto:pesa2022@icms.com.au). For all other inquiries, contact Andrew Madjar at [secretary@pesa.org.au](mailto:secretary@pesa.org.au).

## KEYNOTE SPEAKERS



**Vanessa Andreotti**  
VIRTUAL



**Rosi Braidotti**  
VIRTUAL



**Simon Blackburn**



**Thomas Popkewitz**



**John Lester**

# FAELAN CARLEY SOCIAL MEDIA OFFICER

Hello, everyone! I'm Faelan Carley (they/them). I am a second-year Ph.D. candidate in Critical Studies in Education at the University of Auckland who is studying how LGBTQ+ inclusive schooling is becoming in Aotearoa New Zealand.

I am the new Social Media Officer for PESA. In this role, I manage our Facebook, Twitter, and Instagram accounts and organize our newsletters. My primary goals are to support PESA and its members by celebrating the fascinating work we produce and highlighting the events and opportunities available to our members. I hope that we can all work together to strengthen our research community by keeping everyone up to date on what's going on in the field of Philosophy of Education. Don't worry if you're not a social media user yourself. I'm happy to share your accomplishments, publications, opportunities, and events across our platforms. All you need to do is email me at [socialmedia@pesa.org.au](mailto:socialmedia@pesa.org.au) with whatever you'd like to share with the community.

If you are a social media user, follow us on Facebook, Twitter, and/or Instagram!

PhilofEdSocietyAustralasia



@PESAustralasia



## OPPORTUNITIES

Starting in October, we will add two features to our Facebook and Twitter profiles: #MemberMondays and #FeatureFriday. If you have recommendations or requests for these features, I'm all ears.

### #MemberMondays

This feature will highlight the work of a PESA member. Whether its a new project or an accomplishment, we'll highlight a member's work each Monday. If you'd like to be featured, let me know.

### #FeatureFriday

The goal of #FeatureFriday is to spread the word about the opportunities and resources available to PESA members.

# SLOW ACADEMIA

Wonder, Wandering, Generosity & Presence  
in the University

## PaTHES Thematic Webinar Series, Fall 2022

This season of PaTHES webinars explores slow academia. Typically defined in the negative – something other than frenetic, competitive, metricised, anxiety-promoting academia – its advocates are most visible in academic self-help such as Maggie Berg and Barbara K. Seeber's (2016) *The slow professor*, and its critics on social media including The Thesis Whisperer blog (*Slow academia is for the privileged*) and The Post-Pandemic University (*Four reasons slow scholarship will not change academia*). We are delighted to host several scholars who have engaged critically with the idea of slowness – as a topic or as a mode of doing academic work – to explore possibilities for inhabiting the university differently.

### *Upcoming Dates*

September 29

October 7

## PESA PUB

PESA Pub is an online monthly social event for PESA members to have a natter and a chuckle about all things philosophical, tell some long and short educational stories, make new friends and reconnect with old friends. PESA members are very welcome to invite colleagues and students who may be interested in joining PESA.

Email [Andrew Gibbons](#) for questions.

Email [Andrew Madjar](#) for access.

### *Upcoming Dates*

October 6

November 24



EVENTS



# EDUCATION AND THE SOCIAL CONTRACT

## Educational Philosophy and Theory

**Deadline: December 15, 2022**

Both historically as well as conceptually, the idea of the 'social contract' represents one of the central metaphors of political theory: we can find it both in some of the 'classics' of the political tradition, e.g. with Grotius, Hobbes, Locke, von Pufendorf, Rousseau and Kant as well as with some of the most important contemporary authors including John Rawls, Carole Pateman, Charles W. Mills, David Gauthier, etc. In fact, the idea of the social contract remains an integral part of some of the central discussions in contemporary academic research, e.g. distributive justice, the minimal state, gender equality, racism, environmental justice etc. Interestingly enough, the revitalization of contemporary political philosophy initiated by John Rawls with his theoretical endeavor of 'justice as fairness' has been framed under the umbrella of the social contract.

This journal special issue of Educational Philosophy and Theory [entitled Education and the Social Contract] aims to bring together a set of contributions discussing the role of education in the social contract tradition, the mutual advantage conception of societal transformation and the importance of education as a common good.

### *Submission Instructions*

If you are interested in contributing to this Special Issue, please send your abstract as a PDF or Word document to Dr. Mitja Sardoc (mitja.sardoc@guest.arnes.si) and Professor Tomaž Deželan (dezelant@fdv.uni-lj.si) by December 15, 2022. Your abstract should be up to 500 words and describe previously unpublished work.

The document should also include:

- the name and institution of the corresponding author;
- names and institutions of other authors;
- 50-word biographical statement of all authors;
- email address for the corresponding author;
- draft title for the article; and
- a draft abstract of up to 500 words.

If abstracts are accepted, we will invite authors to submit full-length articles for peer review. Up to eight abstracts will be selected for development into an article for the special issue. Papers should be approximately 6,000 words in length, including references, tables and appendices. Final acceptance of manuscripts will be subject to peer review.

### **Timeframe**

**Abstract submission (up to 500 words): by 15 December 2022**

**Notification of acceptance: no later than 5 January 2023**

**Submission of full paper for review: by 31 June 2023**

If you have any queries regarding this Special Issue of Educational Philosophy and Theory, please contact the Special Issue Editors, Dr. Mitja Sardoc (mitja.sardoc@guest.arnes.si) and Professor Tomaž Deželan (dezelant@fdv.uni-lj.si).

**Website:** [https://bit.ly/\\_Educational\\_Philosophy](https://bit.ly/_Educational_Philosophy)

**Contact:** mitja.sardoc@guest.arnes.si

CALL FOR ABSTRACTS

## SPECIAL ISSUES



Volume 54, Issue 3  
Special Issue - Education for sustainable development in the 'Capitalocene'  
*Guest Editors* - Helena Pedersen, Sally Windsor, Benjamin Knutsson, Dawn Sanders, Arjen Wals & Olof Franck  
<https://www.tandfonline.com/toc/rept20/54/3>



Volume 54, Issue 7  
Special Issue - Empire and education  
*Guest Editors* - Alexander Means, Amy Sojot, Yuko Ida & Manca Sustarsic  
<https://www.tandfonline.com/toc/rept20/54/7>



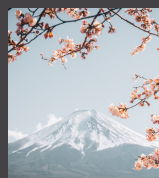
Volume 54, Issue 5  
Special Issue - Bernard Stiegler and education: Experiments in negentropic knowledge  
*Guest Editor* - Joff Bradley  
<https://www.tandfonline.com/toc/rept20/54/5>



Volume 54, Issue 8  
Philosophy of education in a new key  
<https://www.tandfonline.com/toc/rept20/54/8>



Volume 54, Issue 6  
The pandemic issue  
<https://www.tandfonline.com/toc/rept20/54/6>

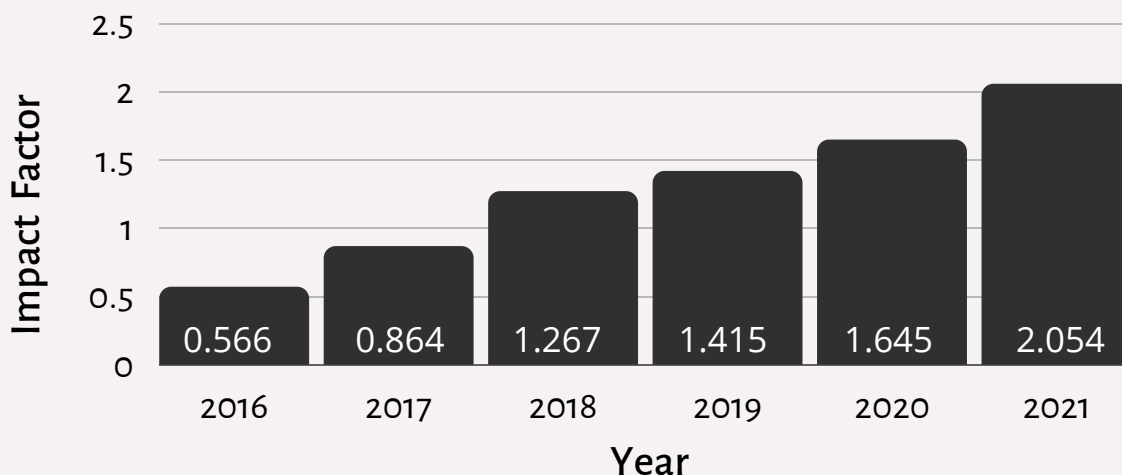


Volume 54, Issue 9  
Special Issue - Educational Philosophy of East Asian Humanism: The Japanese Case  
*Guest Editor* - Morimichi Kato  
<https://www.tandfonline.com/toc/rept20/54/9>

Volume 54, Issue 10  
Special Issue - The Shanghai Model  
*Guest Editor* - Zhongjing Huang  
<https://www.tandfonline.com/toc/rept20/54/10>



## EPAT'S IMPACT FACTOR BY YEAR



The impact factor indicates the number of citations of the average article in this journal.

# MEMBER PUBLICATIONS

## PRACTICAL RATIONALITY, LEARNING AND CONVENTION

Essays in the Philosophy of Education

Christopher Winch



## PRACTICAL RATIONALITY, LEARNING AND CONVENTION ESSAYS IN THE PHILOSOPHY OF EDUCATION

Chris Winch

The proposed volume covers Christopher Winch's work over a period of 37 years and illustrates four interconnected themes that have informed his thinking over that period. Writing from a Wittgensteinian perspective, Winch is primarily interested in applying Wittgenstein's general approach to philosophising to educational problems and puzzles of a variety of different kinds. Throughout the collection there is an emphasis on the complexity and subtlety of many of the philosophical problems associated with education, the importance of appreciating differences and the contestability of many educational judgements. Thus the volume starts with a section on

rationality and argument and a discussion of some of the perplexities about the nature of literacy and whether it represents a cognitive 'leap forward' for the human race or whether it is an enabling technology. It is followed, in a reply to David Cooper, by an article that emphasises the importance of charitable interpretation in understanding reasoning and looks at some of the difficulties involved in understanding reasoning in informal contexts.

Winch's interest in rule-following and concept formation is the theme of the next few articles. Winch has long been interested in philosophical aspects of professional action and judgement. The third section of this book focuses on that preoccupation. Gilbert Ryle's ideas as well as Wittgenstein's have been a significant influence on this. This section closes with a discussion of the sense we can make of the claim that theoretical knowledge can inform agency in professional contexts. The fourth section gathers together seven papers on learning and training that Winch has published over the last 25 years. The overarching theme of this section is the highly variegated nature of the phenomena of learning and the difficulty of constructing a 'grand theory' of learning.

## EDUCATIONAL RESEARCH AN UNORTHODOX INTRODUCTION Gert Biesta

With so much technical information about research methods it is easy to lose sight of the bigger picture of why we carry out educational research and where and how research might contribute to the improvement of education. Educational Research: An Unorthodox Introduction steps you through the wider social and political contexts of educational research, focusing on fundamental questions such as what education actually 'is' and what it is for. In doing so, the book raises questions that more 'orthodox' introductions to the theory and practice of educational research often leave aside.

Gert Biesta covers a range of key issues which permeate any educational research project, including the roles of theory in research, what it means and takes to improve education, the nature of educational practice, the history of educational research and scholarship, the connection between research, professionalism and democracy and what the social and political dimensions of academic publishing are. Each chapter includes a set of questions to stimulate further discussion.

GERT BIESTA  
EDUCATIONAL  
RESEARCH  
An Unorthodox Introduction

