



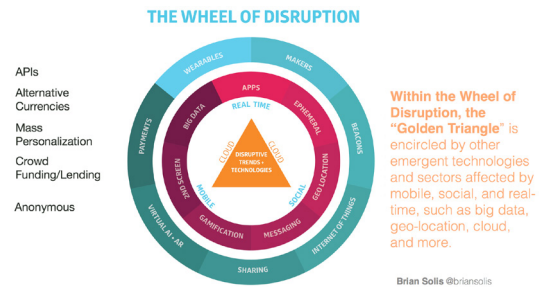
# CALL FOR PAPERS

## *Educational Philosophy and Theory*

Eds. Michael A. Peters, Tina Besley, Marek Tesar, & Liz Jackson



### Critical Philosophy of Technology: Disruption, Convergence, Addiction



The notion of technological disruption was coined by Clayton M. Christensen in an article written with Joseph Bower in 1995. Christensen refined the concept and theory in a variety of books and papers over the next decade and scholars and practitioners have systematically applied the concept to many fields including higher education. Technologies such as ‘AI-first’, personalisation and customisation, personal data value platforms, sustainability, Industry 4.0, Blockchain, CRISPR, commercial drones, the voice economy, and quantum computing have been described as Disruptive Technology Trends For 2018-2019. There have been many reviews and criticisms and yet the concept has passed into common use. As many commentators have pointed out including Christensen himself, the idea has a lineage that goes back to Schumpeter’s ‘creative destruction’ who adapted it from Marx. Disruption can have disastrous psycho-social consequences.

In another setting, the US National Science Foundation selected ‘convergent technology’ as one of ten ‘big ideas’ to describe the ‘Nano-bio-info-cogno’ paradigm that has developed over the last decade, starting in the early 2000s. These are ‘convergent technologies’ are purported to drive the next stage of the knowledge society. They have clear implications for education in the intermediate term with some disturbing convergences that harness info, bio and nano-technologies in relation to cognitive science driven model of education.

We might say the nano-self has arrived and employ a Foucauldian riff on ‘bio-politics’ to argue that research biological knowledge and information science now treats the population as a living mass to be made cognitively efficient in the chain of the nano-bio-info-cogno paradigm, disrupting our bodily identities and diminishing our control over our subjectivities in the name of optimising national cognitive advantage. While computer-based applications clearly help with the development of some cognitive skills they also demonstrate negative impacts on verbal and social skills and a curtailment of ‘deep thinking’, sometimes promoting anti-social behaviour and forms of technological addiction.

Does the ‘post-information’ ‘postdigital’ technology wave represent a new moral vision based on increased human-machine connectivity or does it require the surrender of our autonomous subjectivities, the re-wiring of neurological pathways, and the numbing of the biological body?



Philosophy of Education Society of Australasia

## EDUCATIONAL PHILOSOPHY AND THEORY



Routledge  
Taylor & Francis Group

We welcome different submissions for this Special Issue:

Short commentaries	600 words
Research notes	1000 words
Full papers	6000 words

Please send all queries and expressions of interest (including a 300-word abstract) to

Editor-in-Chief Michael A. Peters

[mpeters@bnu.edu.cn](mailto:mpeters@bnu.edu.cn)

and copy

[epat.journal@gmail.com](mailto:epat.journal@gmail.com) by 31st May, 2019.

### Timeline:

Expression of Interest (300 words) by 31 May 2019.

Full Submission by 31 August 2019

Publication 2020

For information on the aims and scope, and the submission process for [EPAT](#) see [here](#)

For information on [Philosophy of Education Society of Australasia](#) see [here](#)

Follow us on Twitter



@EpatJournal



@PESAustralasia



@RoutledgeEd

Sign up for new content alerts



[www.tandfonline.com/rept](http://www.tandfonline.com/rept)

*Educational Philosophy and Theory* publishes articles concerned with all aspects of educational philosophy. It will also consider manuscripts from other areas of pure or applied educational research. In this latter category the journal has published manuscripts concerned with curriculum theory, educational administration, the politics of education, educational history, educational policy, and higher education. As part of the journal's commitment to extending the dialogues of educational philosophy to the profession and education's several disciplines, it encourages the submission of manuscripts from collateral areas of study in education, the arts, and sciences, as well as from professional educators. Nevertheless, manuscripts must be germane to the ongoing conversations and dialogues of educational philosophy.

**2017 Impact Factor 0.864**

Ranking: 177/238 in Education & Educational Research

**2017 Citescore 0.63**

Ranking: 36/126 in History and Philosophy of Science and 528/979 in Education