



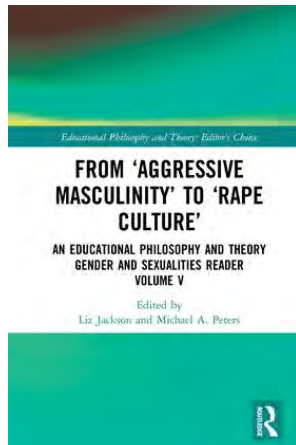
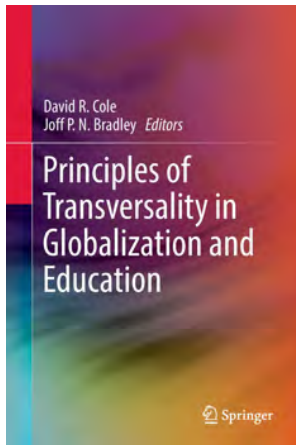
Philosophy of Education Society of Australasia

Newsletter Vol. 3, No. 3

Updates on upcoming conferences and events, member news and publications, Executive Committee announcements, and more...



New Member Publications



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PESA 2018 Conference Update from Rotorua



The PESA Newsletter is a publication of the Philosophy of Education Society of Australasia (PESA), and contains news that is for and from all members.

Letter from PESA President Tina Besley

October 2018

Hello everyone,

I hope to see many of you at the 48th annual PESA conference in Rotorua, 7-11 December this year, and offer my thanks to the organisers, Leon Benade, NESTA Devine and Andrew Gibbons from Auckland University of Technology.

I also hope that as many of you as possible will attend the Annual General Meeting (AGM) and vote, should we require elections. Due to the resignations of David Beckett as Vice President and Leon Benade as Secretary and Georgina Stewart as Member Representative in 2017, and the end of the allocated terms for both John Ozolins as Treasurer and Tina as President, all the office-holder positions will be available for election. Some committee representative terms are up as well. Liz Jackson took on the position of Vice-President and Christoph Teschers as Secretary. I fully support all of you, and thank you for the work you have been doing for PESA during your terms - in particular the 3 office holders - John, Liz and Christoph. PESA has long had an informal practice of the VP moving to President and of office holders coming from the ranks of the Executive Committee as a means of providing a suitable transition into these roles. The Executive discussed this at the mid-year meeting and recommended that we follow this practice since it has served us well for many years.

Because of the complexity of the Treasurer's job and especially since we are currently negotiating a new contract for *EPAT* with several publishers, with John's agreement, I recommend that we extend his term for one year as per ordinary resolution to that effect to be passed at the AGM, and informally appoint an assistant treasurer to train and to succeed him:

10. Executive Committee of Management

(2) (a) Subject to sub-rule (7), the terms of the President, the Vice-President, the Secretary, the Treasurer and each Member Representative will be for two years from his or her election at an Annual General Meeting, unless extended by an ordinary resolution of an Annual General Meeting.

I am optimistic that we have as smooth a transition as possible to ensure stability in this highly unusual situation. All nominations for Executive positions are to be received by the Secretary, Christoph Teschers, no later than 30 days before the AGM (9/11/2018), and notifications of proxy are to be received by no later than 7 days before the AGM (29/11/2018).

As well as being Newsletter Editor, Liz Jackson is heading the 2019 conference organizing committee, and planning is well advanced for the conference, which will be held at the University of Hong Kong, 7-11 December 2019. Reserve the dates now.

In September, both Michael and I left Waikato to take up full time positions as Distinguished Professors at Beijing Normal University, China. There are only three other Europeans employed by BNU. We have been visiting Chinese universities for some 20 years, so have seen enormous changes over this time, not least in the huge construction in so many places in the last 10 years. We have been warmly welcomed and so far have enjoyed clear skies for all but two days. At the invitation of the PECS President, Prof Shi Zhongying, we both presented keynotes at the Philosophy of Education China Association (PECS) biannual conference at Shanxi University in Taiyuan. Our 1st guest seminar was on 12 October by Paul Standish, UCL, London and SunInn Yun, Incheon University, Korea. We look forward to hosting many more international guests.

Congratulations to those of you who have had promotions, research grants, and publications accepted.

Best wishes,

Tina
PESA President
Beijing, October 2018



Tina Besley

Letter from *Newsletter* Editor Liz Jackson

October 2018

Welcome to what may be the final document-style issue of the *PESA Newsletter*.

As mentioned earlier this year, the *Newsletter* will be going fully online in the coming months. And the practice of production will become more democratic and inclusive. Members will soon be able to enter their news - professional, personal, calls for papers, pics, and more - directly on a dedicated part of the new PESA website (under construction), to appear rapidly online as 'Member News'. So instead of sending your news to me, you can enter it online whenever new events pop up. Then, on a quarterly basis, an email version will be distributed to members, summarising members news, overall. Stay tuned as developments proceed!

With this newsletter, we are gearing up for what will surely be an intellectually stimulating and enjoyable PESA Conference in Rotorua in December. At the same time, developments are in motion for next year's conference, which I will be organising in Hong Kong, along with a small team, including Tina Besley, Michael A. Peters, Janet Orchard, and Cheuk Hang Leung. It will be my pleasure to host the conference at the University of Hong Kong (HKU), with sponsorships under negotiation with the HKU Faculty of Education as well as the Comparative Education Research Centre (where I have recently taken on the role as Centre Director). This will be in addition to likely sponsorships by Routledge Taylor & Francis and Springer. That means that, first, the conference will be held at HKU campus. HKU is located in the Western District, one of the calmer areas of bustling Hong Kong Island. From HKU it is a steep, but beautiful (paved) hike up to Victoria Peak along the Morning Trail, so named due to its popularity for an early morning walk in the shade, enjoyed by dog walkers, Tai Chi practitioners, and flutists. Second, these sponsorships mean that the conference will not be too expensive despite the high living and space costs of Hong Kong. Registration will likely be below the rate of PESA conferences in recent years, while affordable hotel rates are also anticipated. Tentatively, we are planning for 7-11 December, 2019, with keynotes Prof Shi Zhongying (Tsinghua University, China), Prof Nuraan Davids (Stellenbosch University, South Africa), and PESA's Tina Besley (now at Beijing Normal University). The theme is 'Philosophical Dialogues in Education, East Meets West', and there is no better place to discuss east and west (and north and south, and in-between...) than Hong Kong. Mark your calendar for what will surely be a very special PESA conference.

Wishing you all a great two months, until I see you again, in Rotorua.

Best wishes,

Liz

PESA Vice-President/Newsletter Editor

Hong Kong, October 2018



PESA Exec Conference Dinner
Auckland, July

PESA News & Announcements

PESA AGM 2018 Notice – Call for Nominations and Agenda Items

Dear PESA members:

Our Annual General Meeting (AGM) is coming up as part of the PESA Conference in Rotorua on the 9th of December. As per usual, we will vote on PESA Executive Committee roles for which the two-year term has ended. Due to circumstances, all electable positions will be voted on this year and, in line with the PESA Rules, we invite nominations for President, Vice-President, Secretary, Treasurer, and up to 4 member representatives. You can find the nomination document on the PESA website (after login, go to Members tab > Document Archive > AGM documents > Page 2) or you can request a copy from the Secretary (Christoph.teschers@canterbury.ac.nz). Please forward the nomination sheet with all details to the Secretary no later than the **09th of November 2018**.

Appointment of Proxies: If you are not able to attend the AGM in person, you can nominate someone else to act as proxy on your behalf. The document can be found in the document archive as mentioned above, or requested from the PESA Secretary. Please return your proxy form by the **29th of November**.

We also invite members to bring forward any topic that you wish to be discussed at the AGM. Please email the PESA Secretary, Christoph Teschers (Christoph.teschers@canterbury.ac.nz), with any agenda items. Standing items on the agenda are:

1. the consideration of the accounts and reports of the Executive Committee;
2. the election of Executive Committee members to replace outgoing Executive Committee members;
3. any other general business requiring consideration by the Society at the general meeting.

Best wishes,

Christoph Teschers (PESA Secretary)

Editorial Development Group (EDG): Overview and Nominations

The Editorial Development Group is an academic editorial internship group. It's aim is to explore new modes of academic publication and engagement, while building up a base of editorial expertise available to PESA, drawing on the support of the *EPAT* Editorial Board and PESA's broader membership. The group was established by Editor-in-Chief of PESA journal *Educational Philosophy and Theory* (EPAT), Michael A. Peters. At the PESA conference, EDG co-leaders Sonja Arndt (University of Waikato), Marek Tesar (University of Auckland) and Liz Jackson (University of Hong Kong) will outline the history and aims of the group, and give an overview of some of the past projects and achievements. Proposals and ideas for future developments will be sought and discussed, and an invitation will be made for interested postgraduate and early career scholars to join the group. —*Sonja Arndt, Marek Tesar & Liz Jackson*.

Update to the PESA website's Privacy Statement

The PESA website's Terms of Service and Privacy Statement has been revised recently in relation to EU legal changes for website use. If you are not familiar with the website Privacy Statement or have not read it recently, we encourage you to review the updated Privacy Statement online, <https://pesa.org.au/membership/terms-of-service-and-privacy-statement>.

—*Christoph Teschers*



Fire burn, and cauldron bubble

Educational possibilities brewed with place, people and philosophy

7-11 Dec 2018, Rotorua, New Zealand

As we all begin our final preparations for the PESA 2018 Annual Conference, I chatted with Andrew Gibbons, who is organising the conference along with Leon Benade and Nesta Devine. We discussed all things burning and bubbling in Rotorua, New Zealand. Our interview is included below. —Liz Jackson.

For those of us who haven't been to Rotorua, tell us a about the place. What is Rotorua known for? What kind of things can conference attendees do in the local area, before or after the conference? We ❤️ Rotorua. Why? Well, Rotorua is an important site for early Māori-Pākehā interactions. Māori tourism began in Rotorua, and it is the first city in the country to declare itself officially bilingual, in 2017. It was first settled by Te Arawa iwi. The city is surrounded by many beautiful lakes and is rich in geothermal activity. It is an outdoor lover's dream with lots to keep you busy and lots of things to try for the first time...it's handily placed to many other exciting and beautiful inland and coastal destinations.

What will the conference site be like this year? The Millennium Hotel is right beside Lake Rotorua, and has many amenities to keep you busy relaxing before or after the sessions. The hotel pool is world famous - an entire conference of fully clothed early childhood education academics jumped in it after the conference dinner.

What is the best way to get to and from the conference site? Driving is probably the best choice because of the picturesque drive and places to stop on the way for great coffee and more touristy stuff, including something to do with Lord of the Disciplinary Technology Rings. It's open roads with single positivist carriageways so be careful, and drive on the Marxist left. The best route is through Matamata on State Highway 27. Alternatively get the bus or the plane, from wherever you land in the country, maybe, it's arguably easier but less transformational, in a prescriptive sense. By the way, customs, like Australia, are very polemic when it comes to biological and agricultural aliens. Read the card, declare everything. Don't forget to throw out your apples and bananas...and no honey. Or you will be fined.

What accommodation options are there? The Millennium is a very good idea. If you prefer to stay elsewhere, there's a lot of options on Fenton street, which is a long street, so do your research. There's a number of loud and friendly backpackers all within easy walking distance, and heaps of motels, for most budgets, and most of which have spa and or thermal hot tubs. Sweet as.

What inspired the theme, and how did you develop it? The conference theme was inspired by the venue. In Rotorua, the elemental forces of *Ruaumoko* are ever-present: the air sulphurous; the history and landscape shaped by eruptions; the land constantly shifting, bubbling, and burning. In recognition of these forces that constitute Rotorua, the PESA conference theme invites participants to explore the provocations inherent in the natural world, and the creativity of human responses to the world, in attending to the past, present and future of the philosophy of education. Magic.

Who are the keynote speakers this year? We are incredibly honoured and excited that our keynote speakers are Professor Elizabeth Adams St Pierre, Professor Monika Kirloskar-Steinbach, and Dr Albert Refiti. Ace. (*More on the next page...*)



PESA 2018 welcomes Professor Elizabeth Adams St Pierre, from the Department of Educational Theory and Practice in the College of Education at the University of Georgia. Her work focuses on critical and poststructural theories of language and the subject, and what she has called post qualitative inquiry or post inquiry.

More about the PESA Annual Conference...

What are you most looking forward to at the conference this year? Catching up with old friends, making new friends, the after conference dinner all in pool party, and Brooke deciding to come along. We (I mean I) also love the best pie shop in all of the country, by Kuirau Park. The PESA AGM is always very exciting and emotional, and then there's the chance to stalk some of the world's eminent philosophers in an educational way of course.

What will attendees not want to miss at the conference and/or local area? Presentations, pies, pools, people...and at times perhaps all at the same time. And Brooke says don't miss Hamurana Springs walk, it's beauty-full.

Any other tips or recommendations for attendees? There's no such thing as a reliable weather forecast. Bring clothes for all seasons (jackets, shorts, tee shirts, and a warmer jacket than the other one, literally) bring sunscreen because the ozone hole is a thing and you will burn in 15 minutes if you do not put sunscreen on...don't tell me I didn't warn you. Hat. We do not tip generally in this country but actually do quite a lot just because the service is great. Mainly you will pay bills at the cashier in a restaurant, it won't come to you like an idea in a windy lecture hall corridor. Coffee with milk equals flat white. If you have any other questions, including questions about things to do before or after, don't hesitate to email Andrew and he will ask Brooke.



The best thermal pool is some 35 kms (28 minutes) southeast of Rotorua, in a place called Waikite Valley (pronounced 'why-key-tay'). There you may bathe with locals (rather than tourists), be warmed by the real sun, and gaze on the sheep in the adjoining paddock (a big field with the greenest grass on the planet). There are also the very best beetroot burgers and hot fries on offer. —As advised by Leon Benade.

For further details on the Conference program, world class speakers, accommodation options, and to register, visit the [Conference Website](#).

EARLY BIRD REGISTRATION EXTENDED!

The Organising Committee has announced that Early Bird registration has been extended until **31 October**. Take advantage of the Early Bird registration rate to save over \$100.00 on the Full Conference rate by [registering today](#).

Please Note: To access the member rate for Conference registration your membership is required to be valid at the time of the Conference. If your membership expires prior to the Conference and you wish to renew in order to access the member rate, or if you have any other membership queries, please [click here](#).

SECURE YOUR ACCOMMODATION ONLINE

ICMS Travel, as the official housing bureau for the PESA Conference 2018, has been able to secure discounted accommodation at the Conference Venue, the Millennium Hotel. Reservations need to be made before **Tuesday, 30 October 2018**. The room rates are per night and do not include breakfast. Please note accommodation must be booked during the registration process.

For further information on Conference accommodation please [click here](#).

CONFERENCE ORGANISERS

Dr Leon Benade, Senior Lecturer/Director of Research, School of Education, Auckland University of Technology
Dr Nesta Devine, Professor of Philosophy of Education, School of Education, Auckland University of Technology
Dr Andrew Gibbons, Associate Professor, School of Education, Auckland University of Technology

The Future of Philosophy in Schools Conference 2018

The *Federation of Australasian Philosophy in Schools Associations* (FAPSA) holds a conference every second year. FAPSA is an umbrella association that supports the teaching and research in philosophy in pre-tertiary educational spaces across Australasia. Our ten associations are based in Australian Capital Territory, Hong Kong, New South Wales, New Zealand, Queensland, Singapore, South Australia, Tasmania, Victoria, and Western Australia. They offer professional development for teachers, host Philsothons, create classroom resources, and have an official online, open-access *Journal of Philosophy in Schools*.

The 2018 FAPSA Conference was held at The University of Notre Dame Australia's Fremantle Campus 10-11 July, 2018, with an In-Action Day at Hale School 9 July. The FAPSA Executive, Council and Conference convenors are very grateful to PESA for the \$5000 grant that enabled us to bring over two international keynotes for the event. Prof Michael Hand from the University of Birmingham presented a provocative keynote entitled 'Moral Education in the Community of Inquiry' and Pete Worley was our expert practitioner from The Philosophy Foundation in the UK. Pete ran some wonderful sessions with primary and high school students at our In Action Day which offered professional development for teachers of philosophy in schools. Our third keynote was Prof Sandy Lynch from UNDA who presented an insightful keynote entitled 'The Future of Philosophical Ethics in Schools: Plan and Paradox'.



FAPSA 2018 Conference dinner, Fremantle, Western Australia

This was the first time the FAPSA Conference made it all the way to Western Australia! We were delighted at the turn out (80 attendees), including 43 presenters from all around Australia, Hong Kong, New Zealand, Norway, The Philippines, Singapore, Taiwan, and the UK.

On the final morning of the conference, UNDA's Institute for Ethics and Society hosted a free public event to coincide with the conference. The breakfast panel on 'Why teach ethics in schools?' featured the keynotes Sandy Lynch and Michael Hand, Prof John Haldane, conference convenor and FAPSA President Laura D'Olimpio, and David Gribble, CEO of Constable Care Child Safety Foundation. Approximately 90 people attended this event.

For some relevant public philosophy on the theme of moral education, please check out:

- Michael Hand's 'Making Children Moral' in *Philosophy Now*, https://philosophynow.org/issues/127/Making_Children_Moral
- Laura D'Olimpio's 'Moral Education for Digital Natives', https://philosophynow.org/issues/128/Moral_Education_for_Digital_Natives for *Philosophy Now*
- Pete Worley's op ed piece for *The Guardian*, 'A school of thought: why British pupils should study philosophy', <https://www.theguardian.com/commentisfree/2018/jun/20/school-british-pupils-philosophy>
- The ABC Radio National 'Philosopher's Zone' programme on 'Ethics and Absolutes in the Classroom', <http://www.abc.net.au/radionational/programs/philosopherszone/ethics-and-absolutes-in-the-classroom/10127132>

Schools across Australasia now incorporate philosophical inquiry in the classroom, often using the Community of Inquiry pedagogy. Advocates of philosophy in schools believe students need to develop critical, creative, caring and collaborative thinking skills to better prepare them for life in a global and technological world. Teaching children philosophy and ethics is a good place to start! —**Laura D'Olimpio, conference convenor and FAPSA President.**

Meet the 2018 PESA Scholars



Yulia Nesterova, University of Hong Kong

Supervisors: Liz Jackson and Gerard A. Postiglione

Developing Indigenous Education in Taiwan: Indigenous Perspectives & Possibilities

I have been working with a number of indigenous communities in Taiwan for many years and my PhD topic was a result of many discussions with community members and indigenous leaders over years before my application for doctoral studies.

My research pursues three different but interrelated dimensions of indigenous education in Taiwan. First, through ethnographic work with indigenous communities I explore the models of indigenous education that are currently being (or planned to be) established and their influence on re-orientation of Taiwan's education system to meet indigenous peoples' needs of sustainability and de-colonization. Second, I use Critical Discourse Analysis and interviews with indigenous leaders to evaluate how well the official documents (i.e., policies, laws, transitional justice reports) support such work of indigenous communities. Third, I look at different social justice theories through the lens of postcolonial and decolonial theories, Tribal Critical Race Theory, and Indigenous Studies to construct an Indigenous Justice framework that would support stakeholders in their work in strengthening indigenous education and ensuring effectiveness of transitional justice and reconciliation processes in Taiwan.

My work has been supported by different indigenous peoples in Taiwan with some individuals acting as 'culture guides' and some others as the Advisory Board members who have been helping me to navigate the field, enter communities, develop culturally-sensitive and relevant interview protocols, abide by the ethical standards accepted by the different communities, and make sense of the data and the analysis.

I have used the PESA award to conclude my fieldwork in Taiwan that has taken place in communities located in four different counties –Taichung, Tainan, Taitung, and Hualien - and in the capital - Taipei. I will also use a part of it to attend the conference this coming December to share some of the key findings I discovered.

Judith Catton, University of Canterbury

Supervisors: Peter Roberts and Trish McMenamin

Attention, Literature, Education.

PESA granted me a postgraduate scholarship for which I am very grateful. I have proceeded to my present doctoral study not prior to, or early in, or even mid-way along a career in education, but rather, quite late in my career. I feel especially benefitted by the encouragement that the society has extended to me, and for its welcome of me into the research community. The scholarship has more than met the cost of tuition fees that I faced this year. I have acquired more books because of it, each such book one intently studied and one that I do want to have as my own, to keep. Thank you for all this, PESA.

My PhD efforts concern attention, by which is meant a kind of accomplishment by a person that quite dispatches that person's sense of herself or himself. What it is to 'recognise' some matter to which one attends involves 're-' 'cognition'. Nothing can be cognised that had not always already possessed some potential to win intersubjective agreement. The etymology of 'recognition' concerns just such precedence, precedence of intersubjective standards to the very possibility of one's own being a cognising self.

Ironically, the best personal existence is one that constantly steps beyond or outside of itself. Attention humbles the self yet at the same time is the only veritable path to self-realisation. To value in education merely that it may equip a person to earn one day more money than the next person is dull and witless. Education at its greatest lifts an individual quite outside of being merely individual.

At school, some among the greatest occasions for attention within a classroom come in the engagement of literature. At PESA's Newcastle conference in 2017, I chose to explore this conviction through discussion of Charlotte Brontë's novel *Villette*. One year on from Newcastle, I have continued to champion this conviction. Now as then, I am inspired by Simone Weil and Iris Murdoch, for the conviction is theirs too and I continue to learn it from them.

Since Newcastle, I have completed a draft chapter on aspects of a theory of education, with reference to Hermann Hesse's novel, *The Glass Bead Game*. I have also prepared a draft chapter on Henry James's short story *The Turn of the Screw* which, as I argue, can be seen to test the reader's moral attention, the more because the story never makes explicit what it is fundamentally about. I will present from this chapter at the PESA conference in Rotorua in December. I continue to grapple with, and to care deeply about, my topic. Once again, I am grateful for the opportunity to pursue this research.



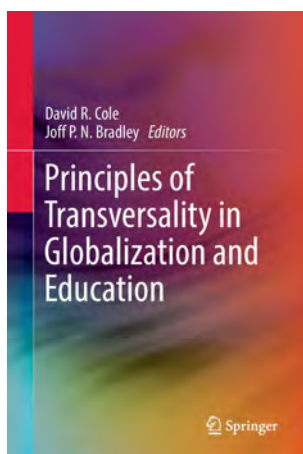
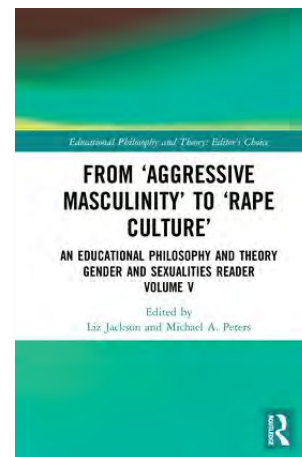
From 'Aggressive Masculinity' to 'Rape Culture': An Educational Philosophy and Theory Reader Volume V

Editors: Liz Jackson and Michael A. Peters

From 'Aggressive Masculinity' to 'Rape Culture' is the fifth volume in this series and explores the relationship between gender and sex roles and socialisation and education, foregrounding issues of inequity and different forms of oppression in various contexts. It tells a rich story of transformation of a field over nearly half a century, in relation to the theorisation of gender and sexuality in educational philosophy and theory. The transformation of this field is mapped on to broader social trends during the same period, enabling a better understanding of the potential role of educational philosophy and theory in developing feminist, queer, and related veins of scholarship in the future.

Routledge:

<https://www.routledge.com/From-Aggressive-Masculinity-to-Rape-Culture-An-Educational/Jackson-Peters/p/book/9781138314108>



Principles of Transversality in Globalization and Education

Editors: David R. Cole and Joff P. N. Bradley

This unique book comprehensively covers the evolving field of transversality, globalization and education, and presents creative, research-based thought experiments that seek to unravel the forces of globalization impacting education. Pursuing various approaches to and uses of transversality, with a focus on the ideas of Félix Guattari, it is the only book of its kind. Specifically, it examines the influence of Guattari at the forefront of educational research that addresses, enhances and sets free activist micro-perspectives, which can counter macro-global movements, such as capitalism and climate change. This book is a global education research text that includes perspectives from four continents, providing a balanced and significant work on globalization in education.

Springer:

<https://www.springer.com/us/book/9789811305825>

Academic Writing and Identity Constructions: Performativity, Space and Territory in Academic Workplaces

Editors: Louise M. Thomas and Anne B. Reinertsen

This book presents multiple cultural and contextual takes on working performances of academic/writer/thinker, both inside and outside the academy. With worldwide, seismic shifts taking place in both the contexts and terrains of universities, and subsequently the altering of what it means to write as an academic and work in academia, the editors and contributors use writing to position and re-position themselves as academics, thinkers and researchers. Using as a point of departure universities and academic/writing work contexts shaped by the increasing dominance of commodification, measurement and performativity, this volume explores responses to these evolving, shifting contexts. In response to the growing global interest in writing as performance, this book breaks new ground by theorizing multiple identity constructions of academic/writer/researcher; considering the possibilities and challenges of engaging in academic writing work in ways that are authentic and sustainable. This reflective and interdisciplinary volume will resonate with students and scholars of academic writing, as well as all those working to reconcile different facets of identity.

Palgrave Macmillan: <https://www.palgrave.com/us/book/9783030016739#aboutBook>



The Digital University: A Dialogue and Manifesto

Authors: Michael A. Peters and Peter Jandrić

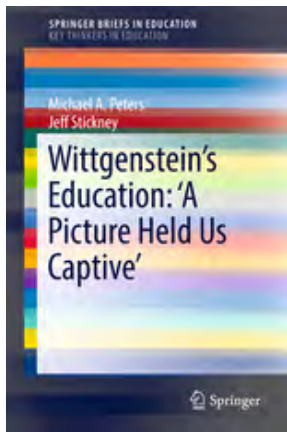
The Digital University: A Dialogue and Manifesto focuses on teaching, learning, and research in the age of the digital reason and their relationships to the so-called knowledge economy. The first part of the book, 'The University in the Epoch of Digital Reason,' presents the authors' insights into the nature of the contemporary university. The second part, 'Collective Intelligence and the Co-creation of Social Goods,' explores various collective ways of knowledge creation, dissemination, and education. The final part, 'Digital Teaching, Digital Learning and Digital Science,' presents an ongoing series of one-to-one dialogues between Michael Adrian Peters and Petar Jandrić about philosophy of education in the age of digital reason, relationships between learning, creative col(labor)ation, and knowledge cultures, digital reading, digital self, digital being, radical openness, creative labour, and the co-production of symbolic goods. Situated in, against, and beyond the current state of affairs, the book ends with the Digital University Manifesto, which explores what is to be done in and for a better future of the digital university.



Peter Lang: https://www.peterlang.com/view/9781433145155/fm_about_the_book.xhtml

Wittgenstein's Education: 'A Picture Held Us Captive'

Authors: Michael A. Peters and Jeff Stickney



Dedicated to educators who are not philosophy specialists, this book offers an overview of the connections between Wittgenstein's later philosophy and his own training and practice as an educator. Arguing for the centrality of education to Wittgenstein's life and works, the authors resist any reduction of Wittgenstein's philosophy to remarks on pedagogy while addressing the current controversy surrounding the role of training in the enculturation process. Significant events in his education and life are examined as the background for successful interpretation, without lending biographical details explanatory force. The book discusses the importance of Wittgenstein's training and dismissal as an elementary teacher in light of his later, frequent use of many 'scenes of instruction' in his Cambridge lectures and notebooks. These depictions culminated in his now famous *Philosophical Investigations* - a counter to his earlier philosophy in the *Tractatus*. The book argues that Wittgenstein's reflections on education - spanning from mathematics training to the acquisition of language and cultivation of aesthetic appreciation - are of central significance to both the man and his pedagogical style of philosophy.

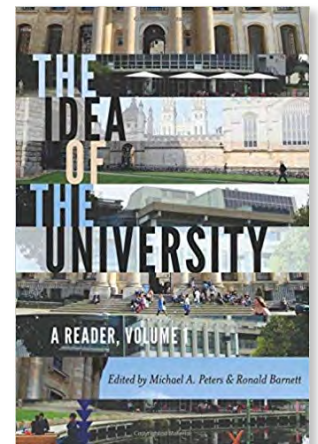
Springer: <https://www.springer.com/us/book/9789811084102>

The Idea of the University: A Reader, Volume I

Editors: Michael A. Peters and Ronald Barnett

The Idea of the University: A Reader, Volume I is a unique compilation of selected works of the major thinkers who have contributed to the discourse on the idea of the university in the German, English, American and French traditions, dating from the establishment of the University of Berlin in 1810. Readings include excerpts from Kant and Humboldt in the German tradition of *Bildung* through to Jaspers, Habermas and Gadamer; Newman, Arnold, Leavis and others in the British tradition; Kerr, Bok and Noble, among others, in the American tradition; and Bourdieu, Lyotard and Derrida in the French tradition. Each reading is prefaced with a brief editor's explanatory note. The text is matched by a second volume of original essays on contemporary perspectives.

Peter Lang: https://www.peterlang.com/view/9781433136467/xhtml/fm_about_the_book.xhtml



The Status of *Educational Philosophy and Theory*

Michael A. Peters and Liz Jackson

For PBRF, NZ; Research Excellence Framework, UK; Excellence in Research for Australia (ERA)

Educational Philosophy and Theory (EPAT - <http://www.tandfonline.com/loi/rept20>) is the flagship journal of the Philosophy of Education Society of Australasia. The journal was established in 1969 and the Society celebrates its 50th year in 2018. The journal, published by Taylor & Francis and owned by the Society, is one of the leading journals in the world for philosophy of education. The journal publishes 14 issues per year, making it the most published in the field. It has thousands of readers internationally with some editorials and articles being read by over 6,000 readers. It has a database of reviewers and contributors of over 3,500 scholars.

EPAT publishes articles concerned with all aspects of educational philosophy. It considers 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.

The impact factor of EPAT has increased from 0.566 (2016) to 0.864 (2018).

It is one of the journals included in the Social Science Citation Index. The SSCI citation database covers some 3,000 of the world's leading journals in social sciences (https://en.wikipedia.org/wiki/Social_Sciences_Citation_Index). The journal now has a ranking of 177/238 in the Educational and Educational Research subject category (Clarivate).

EPAT received 135,718 article downloads in 2017 which is 69.9% higher than downloads received in 2016. Downloads so far for 2018 are 55% higher than for the same period in 2017.

Social Sciences Citation Index - Education & Educational Research - Journal List

Total journals: 238

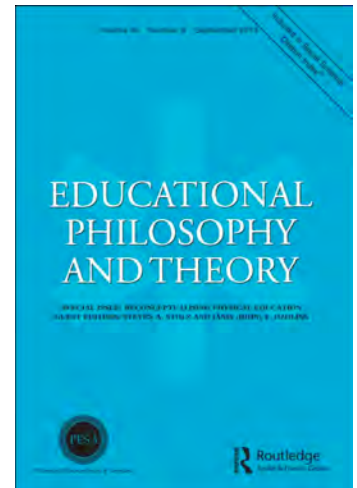
EPAT listed alphabetically as number 61.

Scopus

42/121 in History and Philosophy of Science (Arts & Humanities)

498/934 in Education (Social Sciences)

EPAT currently support various initiatives of interest to PESA members in addition to providing the main income stream for the society. These include the Editorial Development Group, the Indigenous Philosophy Group, and the Routledge Taylor & Francis books series 'Editors Choice' and a new monograph series. Please see the following pages and check online for opportunities to publish in EPAT special issues or submit your articles online.



Educational Philosophy and Theory Special Issue: Diversity Politics, Teaching and the Rise of the Alt-Right

Social commentators, both Right and Left, have drawn attention to the ways identity politics has seemingly by-passed class-based social visions of the future, especially in America where Trump has captured white working class voters, who are full of anxieties about 'the browning of America' and believe that they are in danger of becoming the victims of discrimination themselves. Delton (2017), for instance, argues 'the problem with the rising left is that it thinks working-class people in a highly diverse society will be able to put aside other allegiances such as race and gender to challenge a neoliberal economy that has, arguably, been pretty friendly to identity politics.' Chua (2018) describes 'How America's identity politics went from inclusion to division' explaining 'When groups feel threatened, they retreat into tribalism' and arguing 'In America today, every group feels this way to some extent. Whites and blacks, Latinos and Asians, men and women, Christians, Jews, and Muslims, straight people and gay people, liberals and conservatives - all feel their groups are being attacked, bullied, persecuted, discriminated against.' She suggests that identity politics occurs on both sides of the political spectrum - nobody supports 'an America without identity politics, for an American identity that transcends and unites all the country's many subgroups.' In America, Chua and others argue we have passed the era of liberalism and civil rights, and now national unity and equal opportunity are no longer the values that transcend group difference. Lilla (2016) writing of 'The End of Identity Liberalism' argues that the Left's exaltation of diversity is 'a splendid principle of moral pedagogy, but disastrous as a foundation for democratic politics in our ideological age.' He suggests 'In recent years American liberalism has slipped into a kind of moral panic about racial, gender and sexual identity that has distorted liberalism's message and prevented it from becoming a unifying force capable of governing.' He goes on to say that the Left, if they want to return to political power, need to put a feel-good 'Identitarianism' behind them. Yet as Leffel (2017) points out, Lilla seems to have forgotten 'that Trump won the election *because* of identity politics' (my italics). America was founded on slavery and white supremacy, liberal identitarianism finally emerged in the 1960s after years of struggle, as a fully blown corrective and alternative legal system based on civil rights. Lilla was accused of 'underwriting the whitening of American nationalism' to make white supremacy respectable again. Whichever way you spin it 'identity liberalism' is an issue and white identity politics was in part responsible for Trump's election victory. It is certainly no longer 'business as usual' as its ramifications for liberal internationalism with the beginning of trade wars are still working themselves out. Fukuyama's (1989) 'The End of History' that saw history in Hegelian terms as a clash of ideology, to proudly announce 'Liberal democracy has won' now seems utterly absurd. As Ikenberry (2018) puts it the liberal international world order that dominated for seventy years is in crisis. Trump has proved himself recalcitrant on 'Trade, alliances, international law, multilateralism, environment, torture and human rights' (p. 7) and liberal democracy itself is in retreat as new authoritarianism, at once populist, nationalist and xenophobic, rapidly spreads around the world signalling 'big man' politics in countries as diverse as Hungary, Poland, Philippines and Turkey.

For teachers and academics who spent the last forty years fighting neoliberalism and teaching the values of social democracy and human rights, this dramatic turnabout is disorienting, confusing and disheartening. What are the critical issues involved in this debacle? What and how should we teach against or about the alt-right? And what of liberal identity politics in the classroom?

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To indicate an expression of interest please send a 300-word abstract with title, name, affiliation and email address by **November 30, 2018** to:

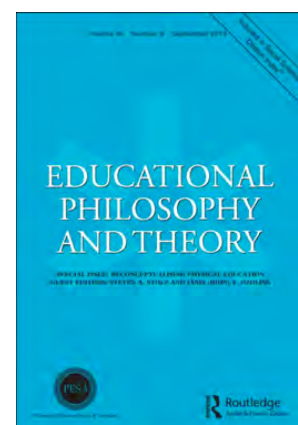
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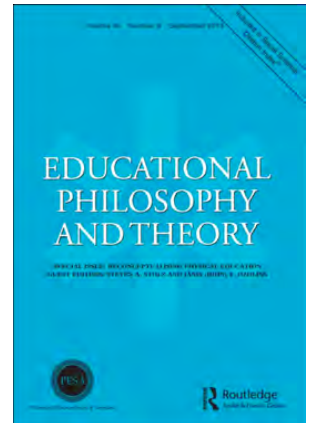
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Educational Philosophy and Theory Special Issue: Critical Philosophy & Pedagogy of the Image

We live in a world of 'visual cultures' in a mediated world of social relations which is programmable given its algorithmic character. Its numerical coding allows for the automation of many of its functions and visual creation is no longer tied to technologies of exact reproduction such as copying. The new image-making technologies are part of a wider technological paradigm and mode of development of 'informational capitalism' characterized by image generation, processing, and transmission that have become the fundamental sources of productivity, power and identity. This image-making is the raw material of knowledge capitalism is increasingly the basis of a socially networked universe in which the material conditions for the formation, circulation, and utilization of knowledge and learning are rapidly changing from an industrial to information and image-based economy. Increasingly the emphasis has fallen on learning and media systems and network flows that depend upon the acquisition of new skills of image manipulation, analysis and understanding as a central aspect of the personal, the image-community, as well as national media and global contexts. These trends signal changes in the production and consumption of symbolic visual goods, associated changes in their contexts of use, and new modes of distribution. The radical concordance of image, text and sound, and development of new information and knowledge infrastructures have encouraged the emergence of a global media networks linked with telecommunications that signal the emergence of global consumer culture the platforms and parameters determined by information utility conglomerates constituting the new trillion-dollar capitalist economy.

What new subjectivities are constituted through image-based media and what role does image generation and control play in these processes? What new possibilities do the new image-based media afford students for educational autonomy? What distinctive forms of immaterial labor and affect do social and image-based media create? And what is the transformational potential of new image-based and social media that link education to its radical historical mission?



This work draws on and extends a paper called "Ten theses on the shift from (static) text to (moving) image" (free access at <https://www.tandfonline.com/doi/full/10.1080/23265507.2018.1470768>) and is related to the broader research agenda associated with the [Video Journal of Education and Pedagogy](#) and the [Association for Visual Pedagogies](#).

Provocations

An historical epoch dominated by Greek ocular metaphors may...yield to one in which the philosophical vocabulary incorporating these metaphors seems quaint as the animistic vocabulary of pre-classical times. Rorty (1980), *Philosophy and the Mirror of Nature*:

Heidegger was influential in providing an account of the metaphysics underlying Greek philosophy in terms of vision and visibility. Heidegger's account of Western metaphysics is deeply embedded in a metaphysics of presence where Being means presence and "seeing" is a means of grasping what exists.

Mitchell (1994) was one of the first to register a growing theoretical interest in visual culture suggesting a complex transformation was occurring in the human sciences and the sphere of public culture leading to a shift to the 'pictorial turn' and the twin ideas that 'visual experience or "visual literacy" may not be fully explicable on the model of textuality'.

In *The Future of the Image* Rancière (2008) suggests that there are two prevailing views about image and reality: the first, exemplified by Baudrillard, maintains that nothing is real anymore, because all of reality has become virtual, a parade of simulacra and images without any true substance; the second believes that there are no more images, because an 'image' is a thing clearly distanced or separate from reality and as we have lost this distance we are no longer able to discern between images and reality; and thus, the image, as a category, no longer exists...

To read the full description of the provocations and description for the call for papers, please see the *EPAT* webpage: <http://explore.tandfonline.com/cfp/ed/rept-philosophy-pedagogy-of-the-image>.

Call for Papers

To indicate an expression of interest please send a 300-word abstract with title, name, affiliation and email by **February 28, 2019** to:

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COMIUCAP Conference 2019 Call for Papers

Truth, Lies, Fake News and Moral Education

28-30 May 2019

Broadway Campus, Broadway, University of Notre Dame Australia, Sydney

Fake news, the use of marketing to put a positive gloss on results and outcomes that are less than optimal and downright lies are commonplace on social media, as well as in journalism. Intolerance of, and active persecution of, opinions divergent from one's own are normal in a society that has lost its sense of the importance of truth. The first question this conference seeks to consider is how to retrieve the concept of truth and examine what resources are available, particularly in the Catholic Intellectual tradition, that might assist in elucidating this issue. Secondly, given the disregard for truth evidenced through fake news, the deliberate misrepresentation of data and outright lying, the question of what is to be done to cultivate a love of truth will also be examined. This latter question raises the issue of how moral education can be deployed in order to re-establish a commitment to truth.

Participants are invited to contribute to the following themes:

- 1) The concept of truth and what makes something true.
- 2) Lying, exaggerating, and fake news: their moral implications
- 3) Cultivating a love of truth and its implications for moral education
- 4) Democratic government, political advertising, multimedia and the role of truth
- 5) Truth, ideology and the interpretation of data.
- 6) Truth and the aims of education
- 7) Objectivity in journalism and reporting the news.

Other papers may be accepted at the discretion of the Conference Committee

Abstracts

Abstracts of 250-350 words to be received by **December 31st, 2018**. Send abstracts to john.ozolins@nd.edu.au.

Abstracts should be sent as Word Documents. Participants should provide a five line biographical note. Acceptances of presentations will be notified within 2 weeks of receipt of Abstracts.

It is envisaged that papers from the conference will be published through one of the major publishers. If authors wish their papers to be considered for the proposed volume, full papers should be sent no later than **31 July 2019** to john.ozolins@nd.edu.au.

Papers should be no more than 6000 words, and in Word. Author contact details, including affiliation (if any) and short 250 word bio, should be sent as a separate file from the Abstract and paper.



Philosophy of Education Society of Australasia

49th Annual Conference
7-11 December 2019, Hong Kong



Philosophical Dialogues in Education, East Meets West

By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest. (Confucius)

It is the mark of an educated mind to be able to entertain a thought without accepting it. (Aristotle)

For this conference, we welcome you to Hong Kong, where the historic legacies and contemporary trends of eastern and western (and northern and southern) cultures and societies vividly converge, diverge, and intersect in daily life. This conference will focus on mixings, minglings, and clashes as seen in educational philosophy and theory, in Hong Kong, the Asia Pacific, and around the world. The conference organising committee welcomes research exploring diversity in inquiry, argument, and theory, within and across traditions, emphasising the following themes:

- Truth and Harmony
- Individual Rights and Social Responsibility
- Analytical and Holistic Thinking
- Wisdom and Knowledge
- Contemplation and Action
- Reason and Reality
- Self and Others

The conference will also address the significance for philosophy of education of embracing comparative, transcultural, and intercultural approaches. Explorations emphasising global, international, and cosmopolitan possibilities are also welcome. A special double issue of *Educational Philosophy & Theory* and a monograph will be developed from select texts and presentations from the conference proceedings. Presentations may be given in Cantonese, Mandarin, or English.

Keynote Speakers

Prof Shi Zhongying, Tsinghua University, China

Prof Nuraan Davids, Stellenbosch University, South Africa

Prof Tina Besley, Beijing Normal University, China

Organising Committee

Liz Jackson, University of Hong Kong

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Co-Sponsored by the Comparative Education Research Centre, University of Hong Kong. More details coming soon.