

# Notes on Contributors

**David Bridges** is Professor Emeritus at the University of East Anglia (where he was previously Pro Vice Chancellor) and Emeritus Fellow of St Edmund's College, Cambridge, where he continues to direct the Centre for Educational Research and Development in the Von Hügel Institute. He was until recently Director of the Association of Universities in the East of England based in the East of England Development Agency. He is a Council member of both the British and European Educational Research Associations and is an Honorary Vice President of the Philosophy of Education Society of Great Britain. His publications include '*Fiction written under oath?*' *Essays in Philosophy and Educational Research* and, edited with Richard Smith, *Philosophy, Methodology and Educational Research*.

**Nicholas C. Burbules** is Grayce Wicall Gauthier Professor in the Department of Educational Policy Studies at the University of Illinois. His research focuses on philosophy of education, critical social and political theory and technology and education. His major current projects include work on ubiquitous technologies in education, virtual reality and dialogue and 'third spaces'. His most recent book was written with Michael A Peters and Paul Smeyers, *Showing and Doing: Wittgenstein as a Pedagogical Philosopher* (Boulder, Colorado: Paradigm Publishing, 2008). He is also currently the Editor of *Educational Theory*.

**Kathleen Coessens** is Postdoctoral Researcher and Lecturer at the VUB (Vrije Universiteit Brussel, Centre for Logic and Philosophy of Science) and at the School for Music and Arts in Antwerp (Artesis Hogeschool). She teaches semiotics and sociology of artistic practice. She is a senior researcher in the international research group ORCIM (Orpheus Research Centre in Music) in Ghent. Her current research domains are representation and epistemology, creativity and bodily practices in performance art, meta-analysis and philosophy of education. Forthcoming book publications in 2009 are *De mens als Cartograaf. Filosofisch essay in de cartografie* [*The human being as a cartographer*] (Brussel: Academic and Scientific Publishers) and, with co-authors Darla Crispin and Anne Douglas, *The Artistic Turn: A Manifesto* (Leuven: Orpheus geschriften, Academische Pers Leuven).

**Marc Depaepe** is Full Professor at the Katholieke Universiteit Leuven, Campus Kortrijk, where he is chairing, as coordinator of the Human Sciences, the Faculty

of Psychology and Educational Sciences at the Campus Kortrijk. He is both former President of the *International Standing Conference for the History of Education* and the *Belgian Dutch Society for the History of Education*. Since 2005 he has been the co-editor-in-chief of *Paedagogica Historica. The International Journal of the History of Education*. He has published in several languages on the historiography, theory and methodology of the history of education; the (international) history of the sciences of education; the history of primary education in Belgium; the history of colonial education in Congo, and the educational history of Belgian migrants in France.

**Naomi Hodgson** is a doctoral student at the Institute of Education, University of London. Her research is funded by the UK Economic and Social Research Council (ESRC). She is researching the relationship between citizenship and education in European thought.

**David F. Labaree** is a Professor in the School of Education at Stanford University. He is former president of the History of Education Society and former vice president of AERA Division F. His research focuses on the history and sociology of American education, with current emphasis on the history of school reform in the US and the distinctive development of the American system of higher education.

**Frank Simon** has, since the beginning of the 1970s, been Professor in history of education at Ghent University. He is doing socio-historical research on education, more specifically on preschool and primary education. Most of his research is in collaboration with the research group on the history of education of the Katholieke Universiteit Leuven (M. Depaeppe, A. Van Gorp) and deals with education policy, teacher unions, the teaching profession, and Progressive Education (Ovide Decroly). In the last decade the research has focused on everyday educational practice, classroom history and curriculum history. Since August 2006, he has served as chairperson of the 'International Standing Conference for the History of Education' (ISCHE).

**Geertrui Smedts** obtained her doctorate in the educational sciences at K.U. Leuven in December 2008. Her research focuses on what technology implies for being a parent at institutional, interactional and conceptual levels. Her contribution to this book reflects the main thoughts of her doctoral research project.

**Paul Smeyers** is Research Professor for Philosophy of Education at Ghent University and part-time Professor at K.U. Leuven. He teaches philosophy of education and methodology of the *Geisteswissenschaften* (Qualitative/Interpretative Research Methods). He has a wide involvement in philosophy of education (more than 250 publications). He holds, or has held, several positions in the *International Network of Philosophers of Education* (President since 2006). For almost a decade, he has chaired the Research Community *Philosophy and History of the Discipline of Education: Evaluation and Evolution of the Criteria for Educational Research* established by the Research Foundation Flanders, Belgium (Fonds voor Wetenschappelijk Onderzoek – Vlaanderen). Together with Nigel Blake, Richard Smith and Paul Standish he co-authored *Thinking Again. Education after Postmodernism* (Bergin & Garvey, 1998), *Education in an Age of Nihilism* (Falmer Press, 2000) and *The Therapy of Education*

(Palgrave Macmillan, 2007) and co-edited *The Blackwell Guide to the Philosophy of Education* (2003). Together with Marc Depaepe he co-edited several books published by the Research Community (Dordrecht: Springer). With Michael Peters and Nick Burbules he co-authored *Showing and doing. Wittgenstein as a Pedagogical Philosopher* (Paradigm Publishers, 2008).

**Richard Smith** is Professor of Education at the University of Durham, UK, where, for many years, he was Director of the Combined Degrees in Arts and Social Sciences. He is Editor of the new journal *Ethics and Education* and Associate Editor of the *Journal of Philosophy of Education*. His most recent authored book is (with Paul Smeyers and Paul Standish) *The Therapy of Education* (Palgrave Macmillan, 2006). His principal research interests are in the philosophy of education and the philosophy of social science.

**Lynda Stone** is Professor of Philosophy of Education, Director of Graduate Studies and Chair of Culture, Curriculum, and Change in the School of Education at the University of North Carolina at Chapel Hill, USA. She has published numerous articles and chapters internationally for 25 years. Currently, she is a member of the task force on establishing reporting standards for humanities-oriented research of the American Educational Research Association. Since the beginning of 2009 she has been President of the John Dewey Society.

**Daniel Tröhler** is Full Professor in Educational Sciences at the University of Luxembourg. Previously he was Director of the Pestalozzianum Research Institute for the History of Education and Professor at the Zurich Teachers College. His research interests are in the languages of education, international comparative education and history of education. He is the editor in chief of the Journal *Zeitschrift für pädagogische Historiographie*. His latest books are: *Zukunft bilden. Die Geschichte der modernen Zürcher Volksschule*. Zürich 2008: NZZ Libro (Ed. together with Urs Hardegger); *Persistenz und Verschwinden/Persistence and Disappearance. Pädagogische Organisationen im historischen Kontext/Educational Organizations in their Historical Contexts*. Wiesbaden 2008: VS Verlag (edited together with Michael Göhlich, and Caroline Hopf); *The Philosophy of Education by George Herbert Mead*, edited and introduced by Gert Biesta and Daniel Tröhler (Boulder, 2008: Paradigm Publishers); *Johann Heinrich Pestalozzi* (Bern, 2008: Haupt/UTB).

**Jean Paul Van Bendegem** is full-time Professor at the Vrije Universiteit Brussel (Free University of Brussels) where he teaches courses in logic and philosophy of science. He is director of the Center for Logic and Philosophy of Science ([www.vub.ac.be/CLWF/](http://www.vub.ac.be/CLWF/)), where currently 11 researchers are working. He is also president of the National Center for Research in Logic (<http://www.lofs.ucl.ac.be:16080/cnrl/>), founded in 1955 by, amongst others, Chaim Perelman and Leo Apostel. He is the editor of the journal *Logique et Analyse* (<http://www.vub.ac.be/CLWF/L&A/>). His research focuses on two themes: the philosophy of strict finitism and the development of a comprehensive theory of mathematical practice (Cf. also <http://www.vub.ac.be/CLWF/members/jean/index.shtml>). Recently he edited, jointly with Bart Van Kerkhove, *Perspectives on Mathematical*

*Practices. Bringing together Philosophy of Mathematics, Sociology of Mathematics, and Mathematics Education* (Dordrecht: Springer, 2006).

**Michael Watts** is a Senior Research Associate at the Von Hügel Institute, St Edmund's College, Cambridge, where his research focuses on widening participation in higher education. His PhD addresses the issue of access to the Universities of Oxford and Cambridge and integrates the capability approach of Amartya Sen and Martha Nussbaum with Pierre Bourdieu's sociology of education. He is the lead editor of the new journal *Power and Education*.

# Index

## A

Adaptive preferences, 5, 99, 100–102  
Argument(s), 1–37, 41, 46, 93, 94, 95, 96,  
97, 98, 99, 101, 102, 103, 105, 111,  
112, 114, 116, 117, 119, 127–148, 149,  
150, 151, 154, 156, 158, 159, 161, 162,  
163–165, 167, 169, 173, 174, 175, 178,  
179, 181, 182, 185, 186  
Author, implied, 5, 110, 119, 120, 121, 122

## B

Belgium, 25, 27, 28, 29, 31, 32, 162, 166  
Bibliographies, 27–28, 32  
*Bildung*, 2, 9, 10, 11, 19, 167  
Booth, W.C., 5, 110, 112, 113, 114, 116, 117,  
118–119, 120, 121, 123, 124

## C

Capability approach, 5, 93, 100, 102, 103, 104,  
105  
Care, 4, 73, 78, 85, 86, 87, 88, 89, 90  
Carroll, L., 7, 139, 163, 164, 165, 175  
19<sup>th</sup> and 20<sup>th</sup> Centuries, 25, 77  
Citizenship, 4, 51, 52, 61–74, 112, 181, 187  
Communication, 4, 18, 63, 77, 110, 111, 112,  
118, 119, 122, 123, 157, 188  
Complexity, 7, 10, 11, 56, 162, 163, 169,  
187–189  
Concept creation, 90, 121, 135–136, 149, 168  
Counterfactuality, 104  
Credibility, 6, 48, 58, 118, 145, 146, 148

## D

Data, 6, 28, 29, 30, 31, 32, 140, 143, 144, 145,  
146, 147, 148, 173, 185, 187  
Democracy, liberal, 42–43, 44, 57, 70  
De Saussure, F., 12, 13  
Dialectic, 6, 58, 89, 117, 153, 154, 155, 156,  
157, 174, 189

## E

Educational books, 84, 85  
Educational, formalism, 41–59  
Educational, goals, 3, 41, 42, 43, 44–46, 49,  
51, 52–53, 54, 101  
Educationalization, 58, 77  
Educational languages, 2, 17–19, 171  
Educational memory, 34–35  
Educational, organization, 58  
Educational, progressivism, 47–48  
Educational, reform, 3, 41–59, 114  
Education journals, 3, 25, 26, 27, 34, 190, 191  
Elster, J., 5, 100, 101, 104  
Epistemology, 111, 123, 175, 178, 179  
Ethics, 4, 11, 15, 67, 68, 70, 71, 72, 73, 74,  
87, 88, 90, 95, 110, 111, 115, 118, 119,  
121, 122, 123, 148, 165, 168, 169, 175,  
180, 185, 186, 187  
Ethics, of belief, 7, 179  
Ethos, 5, 109, 110, 114, 117–118, 119, 120,  
121, 122, 123, 144, 147  
Europe, 4, 12, 28, 31, 34, 61, 62, 63–64, 65,  
66, 69, 70, 71, 73, 74, 168, 190  
Exemplar, 5, 78, 80, 109, 110, 115–122, 130  
Extension, 5, 50, 57, 109, 110, 111, 114, 116,  
122, 141

## F

Foucault, M., 2, 4, 12, 14, 15, 16, 62, 63, 65,  
66, 68, 70, 71, 72, 73, 74, 111

## G

Governmentality, 4, 62, 70, 73, 74

## H

Higher education policy, 94–95  
Histories, 2, 3, 4, 13, 23–59, 63, 74, 112  
Historiography, 23, 24, 25, 27, 30, 31, 35, 36,  
37, 51, 59, 70

- History of Education, 2, 3, 23, 24, 25, 27, 28, 30, 33, 34, 35, 47, 51, 52, 58, 162, 166, 175
- Hyperreality, 5, 93, 95, 97, 99, 102, 104, 105
- I**
- Iconophobia, 34, 36–37
- K**
- Knowledge economy, 4, 61–74
- L**
- Linguistic turn, 2, 14, 115
- Listening, 6, 119, 149–160
- Literature, 4, 6, 13, 33, 58, 61, 112, 116, 118, 119, 123, 124, 131, 151, 162, 170, 182, 184, 190, 191
- Logicism, 129
- M**
- Method, 6, 7, 10, 11, 17, 19, 26, 33, 51, 111, 113, 115, 116, 120, 122, 143, 156, 161–176, 177
- Methodology, 174
- Modern sciences, 10, 117
- N**
- Nussbaum, M., 100, 101, 184, 185, 186, 187, 188, 191
- O**
- Open access, 45, 144, 145
- Open source, 144, 147
- P**
- Paradigms, 1, 3, 6, 9, 13, 14, 16, 17, 18, 33, 34, 35, 84, 116, 130, 159, 161, 162, 175
- Parenting, 4, 77–90
- Pedagogical periodical, 25–27, 34
- Pedagogical press, 3, 25, 26
- Philosophy, 2, 5, 6, 7, 12–14, 18, 23, 25, 26, 110, 112, 113, 114, 123, 124, 136, 149, 151, 153, 155, 156, 157, 158, 159, 160, 161, 162, 166, 170, 174, 175, 182, 186
- Philosophy of Education, 5, 109, 114–115, 120, 156, 159, 174, 175, 190
- PISA (Programme for International Student Assessment), 10, 11, 131, 140
- Plato, 6, 112, 113, 123, 153, 155, 156, 157, 158, 159
- Pocock, J.G.A., 13, 14, 17, 18
- Policy, 4, 7, 8, 10, 20, 28–31, 32, 50, 52, 54, 61, 62, 63, 65, 66, 69, 70, 71, 72, 73, 94–95, 96, 97, 99, 102, 105, 115, 117, 146, 168, 170, 171, 177–191
- basis of, 63, 180, 182, 183–184, 188, 190
- deliberation, 19, 112, 120, 187–189
- educational, 29, 47, 50, 52, 93, 105, 115, 177, 182, 184, 190
- evidence based, 7, 177, 178, 182, 183, 184
- judgement, 7, 179, 185, 186, 187, 188, 189, 190
- Proof(s), 2, 3, 5, 6, 23–37, 127–141, 156, 163, 174
- mathematical, 5, 6, 128, 130, 131, 134, 135, 137, 139
- Publishing, electronic, 6, 144
- R**
- Reasoning, 1, 5, 7, 23–37, 81, 87, 128, 131, 133, 134, 137, 140, 143, 149, 154, 161, 165, 177–191
- Research
- as adding a ‘voice’, 2, 7, 8, 116, 146, 174, 188
- community, 2, 7, 8, 147, 148, 162, 166, 177, 178, 182, 183, 190
- educational, 1–8, 10, 11, 14, 23, 31, 61–74, 93–124, 130–132, 143–148, 160, 161–191
- ethics, 148
- as ‘off the world’, 7, 174
- as a ‘performative intervention’, 7, 174
- as ‘of the world’, 7, 120, 174
- Rhetor, 119
- Rhetoric of reform, 3, 51
- Rhetoric(s), 1–8, 13, 24, 26, 29, 41, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 56, 58, 93, 95, 96, 109–124, 127, 128, 130, 131, 143, 146, 153, 155, 156, 159, 167, 170, 171, 173–176, 182
- S**
- Self-writing, 4
- Sen, A., 100, 103
- Significs, 137
- Social class, 34, 53
- Sociology of Education, 94
- Sources, 2, 3, 6, 7, 23–37, 46, 55, 57, 58, 118, 123, 124, 136, 143, 144, 147, 169, 178, 188
- material, 34–35
- Standards (AERA), 5, 120, 121, 124
- Statistics, 3, 10, 24, 28–31, 33, 64

**T**

- Teaching, 3, 4, 5, 11, 23, 30, 33, 41, 46, 47, 48, 49, 50, 51, 52, 54, 56–57, 72, 77, 82, 88, 133, 158, 190
- Technology, 1, 4, 64, 69, 73, 77–90, 120, 144, 157, 158, 162, 168, 169, 170
- Textbooks, 11, 31–34, 47, 52, 70, 135
- Tradition, 2, 3, 5, 6, 9, 11, 13, 14, 15, 16, 17, 18, 19, 23, 27, 36, 47, 48, 50, 55, 56, 63, 64, 65, 66, 100, 109, 110, 111, 112–115, 116, 117, 118, 119, 120, 121, 122, 124, 144, 147, 157, 163, 165, 167, 169, 179, 189
- Truth, 6, 14, 15, 71, 72, 81, 111, 116, 118, 119, 120, 132, 146, 149, 150, 151, 152, 159, 164, 165, 168, 172, 179

**U**

- Usefulness, 7, 162, 163, 167
- Utilitarianism, 5, 48, 93, 95–102, 103, 104, 105, 179, 185

**V**

- Validity, 145
- Virtue, 2, 13, 18, 19, 44, 149
- Visual material, 24

**W**

- Whorf, B.L., 12
- Winch, P., 7, 150, 164, 175