Encyclopedia of Educational Philosophy and Theory

Michael A. Peters
Editor

Encyclopedia of Educational Philosophy and Theory

With 34 Figures and 14 Tables

Editor

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This Encyclopedia is dedicated to Professor Berislav Žarnić who passed away on May 25, 2017. Berislav was an Associate Editor of the Encyclopedia and we deeply regret that he wasn't around to see the publication of the project to which he was greatly committed. We would like to acknowledge his important contribution.

Preface

The Encyclopedia of Educational Philosophy and Theory began its life in 1999 when Paolo Ghiraldelli and I decided to establish an encyclopedia dedicated to philosophy of education although a decidedly different kind of philosophy of education than what most English-speaking scholars have been conditioned to expect. Paolo came from Brazil with a double Ph.D. and experience in media. He was interested more widely in critical and cultural accounts. I came to philosophy of education from philosophy after working on Wittgenstein to a field dominated by analytic philosophy of education. I also brought to my vision of the field an interest in philosophy of science, existential philosophy, and critical theory. “Philosophy of education” is often taken to be an application of philosophy either looking back to the philosophical tradition of philosophers who wrote specifically on education like Plato, Rousseau, and Kant or the application of an analytic method to the clarification of education concepts. In my Ph.D. thesis on Wittgenstein, I came to the conclusion that while the analytic method (if against Wittgenstein admonitions we can talk of *one* method) provided rigor, logic, and argumentation, it did not recognize the cultural and social significance of language, as revealed by the early Wittgenstein who inspired a generation of thinkers on viewing education as a set of practices. Methodological rigor notwithstanding I decided that the Springer *Encyclopedia of Philosophy and Theory*, named after the journal of the same name, should embrace a much wider view of education in terms of both philosophy and theory. This construction to my mind helped to wider the terms of reference and aided the process of making “philosophy” and “theory” more socially and culturally inclusive. It helped also to recognize the fact that much theoretical work that has not raised an eyebrow in the field deserves attention of philosophers and educational theorists. Education as an academic subject is such a huge enterprise embracing many different specialities that it is given to a kind of fragmentation. This Encyclopedia while not attempting to provide a unified view at least is based on the intention of recognizing the theoretical and philosophical significance of many different branches. It is also explicitly based on two further principles: first, the Encyclopedia attempts to be socially inclusive and culturally responsive; second, while respectful of different traditions and specialities the Encyclopedia is forward looking as much as it is sensitive to the past. This means, for example, that we can include sections on Socrates and the Socratic tradition alongside Confucius and the

Confucian tradition. One of the motivating ideas is to update educational philosophy and theory in terms of the contemporary movements in policy, technology, teacher education, to name a few possibilities, and to see them in terms of the unfolding and development of globalization.

This philosophy of the Encyclopedia requires a full exposition in terms of the dynamic evolution and development of education as a discipline. It is a philosophy of openness and inclusion that admits for instance the significance of critical theory, postcolonialism, feminism, indigenous studies, gay studies, and disability studies. The same editorial openness is implicitly based on the principles of technology-enabled features of intertextuality and dynamic updating to make the Encyclopedia a living and working document. The intention is to include new sections and entries every year.

Finally, a word of thanks to Springer staff Nick Melchior, Alexa Singh, and Sunaina Dadlwal; to my Associate Editors Andrew Gibbons, Berislav Zarnic, and Tina Besley; and to all Section Editors and contributors. This reminds me how much of worthwhile scholarship and research is a *collective* process based on some form of peer review – a notion that while relatively recent is enhanced with the digital turn.

Michael A. Peters

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About the Editor

Michael A. Peters is Professor in the Wilf Malcolm Institute for Educational Research at Waikato University, New Zealand, Emeritus Professor at the University of Illinois at Urbana-Champaign, USA, and Professorial Fellow at James Cook University, Australia. He holds degrees in Geography, Philosophy, and Education from New Zealand universities. He trained as a secondary school teacher and taught for 7 years during the years 1971–1978 and taught at NZ universities before holding posts at Glasgow and Illinois. He has been a Visiting Scholar and Fellow at many universities around the world. He is the Executive Editor of *Educational Philosophy and Theory* and Founding Editor of several other journals, including the *Open Review of Educational Research* and *The Video Journal of Education and Pedagogy*. His research interests are broadly in areas of education, philosophy, social theory, and policy.

His recent writing and scholarly activity revolves around two main areas: contemporary philosophy focusing on critical theory and poststructuralism with a particular interest in philosophy of education, and the politics of education and social policy. The two areas of interest inform each other. In the first category, Peters develops a distinctive poststructuralist approach in philosophy and education.

He writes: “The deepest influences upon my thinking and writing include Wittgenstein, Nietzsche, Lyotard, Derrida and Foucault. These philosophers teach us how to think or philosophize in the postmodern condition in an age when the grand *récits* or metanarratives have lost their legitimating power. They also provide a positive philosophical response to nihilism, globalization

and to the fragmentation and dissolution of Western culture. For these thinkers also the question of the style of philosophy is paramount and it is productive to approach their philosophies as a kind of writing.”

He is currently editing *The Companion to Wittgenstein and Education: Pedagogical Investigations* (Springer) with Jeff Stickney. He coauthored *Saying and Doing: Wittgenstein as a Pedagogical Philosopher* (2008) with Nicholas Burbules and Paul Smeyers; and *Wittgenstein: Philosophy, Postmodernism, Pedagogy* (1999) with James D. Marshall. Other philosophical works include: *Education and the Postmodern Condition* (ed.) (1996); *Poststructuralism, Politics, and Education* (1996); *Derrida, Deconstruction and Education* (2004) and *Deconstructing Derrida: Tasks for the New Humanities* (2005) with Peter Trifonas; *Derrida, Politics and Pedagogy* (2009) with Gert Biesta; and *Subjectivity and Truth: Foucault, Education, and the Culture of the Self* (2008), *Why Foucault?* (eds.) (2007), and *Governmentality Studies in Education* (eds.) (2009), all with Tina Besley.

He is also interested in the philosophy and political economy of knowledge production and consumption within the academy having written many books on knowledge economy and the university. His current projects in this area include work on distributed knowledge, digital learning and publishing systems, and “open education.”

His written works in this area include most recently *The Global Financial Crisis and the Restructuring of Education* (2015) and *Paulo Freire: The Global Legacy* (2015), both with Tina Besley; *Education, Philosophy and Politics: Selected Works* (2011) and *Education, Cognitive Capitalism and Digital Labour* (2011), with Ergin Bulut; and *Neoliberalism and After? Education, Social Policy, and the Crisis of Capitalism* (2011), *Education in the Creative Economy* with Dan Araya (2010), and *Building Knowledge Cultures* (2008), with Tina Besley.

He is a lifelong Fellow of the New Zealand Academy of Humanities and he was made an Honorary Fellow of the Royal Society of NZ in 2010. He has acted as an advisor to government on these and related matters in Scotland, NZ, South Africa, and the EU. He was awarded honorary doctorates by State University of New York (SUNY) in 2012 and University of Aalborg in 2015.

About the Associate Editors

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