

# NOTES ON CONTRIBUTORS

Fernando **BÁRCENA** is Professor of Philosophy of Education at the Faculty of Education, Complutense University of Madrid. He is a full member of the research groups “Grupo de Investigaciones en Educación y Comunicación” and “Cultura cívica y políticas educativas”. He has been member of different research projects including “La filosofía después del holocausto: Justicia y Memoria” funded by the Institute of Philosophy at the CSIC in Madrid. His books include: *Hannah Arendt. Una filosofía de la natalidad* (2006), *La experiencia reflexiva en educación* (2005), and *El aprendizaje del dolor después de Auschwitz* (2001).

E-mail: fernando@edu.ucm.es

João **BOAVIDA** is Professor in the Faculty of Psychology and Educational Sciences at the University of Coimbra. He studied Philosophy and Pedagogy in the University of Coimbra and the Catholic University of Leuven. He has many publications within the fields of pedagogical assessment, didactics, ethics and deontology, epistemology, educational theory, and philosophy of education. He has given various lectures at conferences in and out of Portugal. His books include: *Educação Filosófica. Sete Ensaios* (2010), and, co-written with João Amado, *Ciências da Educação. Epistemologia, Identidade e Perspectivas* (2008).

E-mail: jjboavida@gmail.com

Ángel **CASADO MARCOS DE LEÓN** was awarded his Ph.D in Philosophy at the University of Salamanca. He is Emeritus Professor at the Autonomous University of Madrid where he held various positions which included Dean of the Faculty of Education. He is a full member of the “Asociación de Hispanismo Filosófico”, and is a member of the Editorial Board of the *Revista de Hispanismo Filosófico*. His research activity focuses on two main concerns: Philosophy of Education and Spanish Philosophy. His Publications include: *Filosofía y educación en María Zambrano* (2011), *Relatos filosóficos y educación para la paz* (2003), and *Ortega y la educación: perfiles de una trayectoria* (2001).

E-mail: angel.casado@uam.es

Kevin **CURRIE-KNIGHT** holds Masters Degrees in Political Science from the University of Richmond, and Special Education from McDaniel College. Currently, he is a Ph.D student in Education at the University of Delaware, where he focuses on the history and philosophy of education.

E-mail: kevinck@udel.edu

Florelle **D’HOEST** studied Philosophy at Universitat de València Estudi General. She was awarded her MA on Secondary Education at Complutense University of Madrid in 2010. After her meeting with some devotees of philosophy of education, she turned her interests towards that field. She has recently accepted a doctoral scholarship from Complutense University of Madrid for starting her Ph.D at the Faculty of Education, also at Complutense University of Madrid.

E-mail: florelle.dhoest@gmail.co

Michael “Mickey” **DWYER** earned his BA in Philosophy at Clark University, his M.A. in Philosophy at the University of Wyoming, and his Ph.D. in Foundations of Education at Florida State University, where he spent several years teaching as an Adjunct Professor. His primary research interests were Martin Heidegger and education, but he also had expertise in physics and its history, psychology, the neurosciences, and Wittgenstein. He passed away on the 24<sup>th</sup> of August, 2009 in the home and care of his family in Kingston, Pa.

Tom **FALK** currently resides in Ohio’s capital city, Columbus, where he is completing his doctoral degree in the Philosophy of Education at Ohio State University. Tom’s academic and intellectual interests include Ethnometodological studies and the History of Ideas. Politically, he is involved in working-class people’s efforts to organize and fight for a decent life.

E-mail: falk.31@buckeyemail.osu.edu

Haroldo **FONTAINE** earned his BA in International Affairs, his MA in Interdisciplinary Humanities, and his Ph.D. in Foundations of Education at Florida State University. Under Mickey Dwyer’s tutelage, he began to develop his research interests at the intersections of Martin Heidegger’s fundamental ontology, Friedrich Nietzsche’s vitalism, Thomas Jefferson’s political philosophy, Aristotle’s Nicomachean Ethics, the neurosciences, film and literature, and pre-service teacher education. He is currently Assistant Professor of Education at The University of the South.

E-mail: h.a.fontaine@gmail.com

Silvio **GALLO** teaches in the Faculty of Education at Universidade Estadual de Campinas. Previously he taught at Universidade Metodista da Piracicaba. His area of expertise is philosophy of education. His books include: *Pedagogia Libertária - Anarquistas, Anarquismos e Educação* (2007), *Deleuze & a Educação* (2003), and *Anarquismo: uma introdução filosófica e política* (2000).

E-mail: gallo@unicamp.br

Jordi **GARCÍA FARRERO** holds a BA in Pedagogy from the University of Barcelona. He has professional experience in social education and he is currently an Associate Lecturer at University of Barcelona where he teaches history of education. His Ph.D project is on philosophy of education and focuses on the relationship between education and nomadism. He has published many articles and presented papers in different conferences and seminars.

E-mail: jgarciaf@ub.edu

Gonzalo **JOVER** is Professor of Educational Theory, former head of the Department of Educational Theory and History, and administrator of the research group “Cultura cívica y políticas educativas” at the Complutense University in Madrid. His areas of expertise are educational theory and politics education. He is currently working on a number of research projects on citizenship, internationalization of higher education and institutionalization of pedagogical knowledge. He has co-authored, among others books: with Rosa Bruno-Jofre, James Scott Johnston and Daniel Thröler, *Democracy and the Intersection of Religion and Tradition: the Reading of John Dewey’s Understanding of Democracy and Education* (2011); with Rafaela García and Juan Escámez, *Ética profesional docente* (2010); and with Ibáñez-Martín, *Education in Europe: Policies and Politics* (2002).

E-mail: gjover@edu.ucm.es

Denis **KAMBOUCHNER** studied Philosophy at the École Normale Supérieure in Paris, and has since developed his academic career at the University of Besançon, of Clermont-Ferrand and Paris-X Nanterre. He is currently Professor of Philosophy at University of Paris 1 Panthéon-Sorbonne. His areas of expertise are: Descartes and the relations between the body and the soul, and Derrida's philosophy of whom he is a former student. He has also published about philosophy of education interesting critics of Meirieu's pedagogical approach. He has published among other books : *Descartes et la philosophie morale* (2008), *La crise de la culture scolaire : origines, interprétations, perspectives* (2005), and *Une école contre l'autre* (2000).

E-mail: denis.kambouchner@numericable.fr

Anna **KOUPPANOU** is a primary school teacher and a children's author. She holds a BEd and an MA in Cultural Perspectives in Education and Psychology from the University of Cyprus. She is currently pursuing a Ph.D degree at the Institute of Education, University of London. Her PhD thesis (in progress) is an investigation of Heidegger's philosophy of technology in relation to new media and education. Her research interests include space, phenomenology, media, philosophy of technology and philosophy of education.

E-mail: akouppanou@ioe.ac.uk

Inmaculada **LÓPEZ FRANCÉS** holds a BA in Pedagogy from University of Valencia and a MA in Education Research and Innovation from the National Open University. She has been awarded a doctoral scholarship and carries out her research on undergraduate students' gender attitudes at the Department of Educational Theory, University of Valencia. She is involved in the research project "Prevención y erradicación de la violencia de género. Su estudio transdisciplinar a través de los medios de comunicación, la educación y la actuación de los jueces", DER2009-13688.

E-mail: Inmaculada.Lopez-Frances@uv.

Delia **MANZANERO** is currently a Ph.D student at the Spanish Autonomous University of Madrid and a Visiting Researcher at the Faculty of Law at Oxford University, where she is carrying out research on philosophy of law, constitutionalism and international human rights law. She was an FPI Scholarship holder at New York University, where she took the Philosophy of Law course in 2009. She also spent a period of five months at the UNAM, México. She obtained a BA degree in Philosophy at the Universidad Autónoma de Madrid, followed by a Master's degree in Spanish and Latin American thought. She is currently attending a Master entitled "Philosophy of History: Democracy and world order" while also carrying out research on her PhD thesis. Her thesis as a grant holder in the *Subprograma de Ayudas para la Formación de Personal Investigador* (FPI) 2007-2011 belongs to the *Universidad Pontificia Comillas de Madrid* and is sponsored by the Ministry of Science and Innovation.

E-mail: deliadelos@hotmail.com

Yasushi **MARUYAMA** is a Wittgensteinian scholar at Hiroshima University, Japan. He studied under C.J.B. Macmillan (Ph.D., Cornell University) at Florida State University, where he developed a close friendship with Mickey Dwyer.

E-mail: yasumaru@hiroshima-u.ac.jp

Jan **MASSCHELEIN** is Professor for Philosophy of Education at the Catholic University of Leuven. His primary areas of scholarship are: educational theory, social and political philosophy, and critical theory. Currently his research concentrates on the ‘public’ role of education in the age of networks and on ‘mapping’ and ‘walking’ as critical research practices. Recent publications include: *Globale Immunität. Ein kleine Kartographie des Europäischen Bildungsraum* (2005), and *The Learning Society from the Perspective of Governmentality* (ed., 2007).

E-mail: Jan.Masschelein@ped.kuleuven.be

Bruce **MAXWELL** is professor at the Department of Educational Sciences at University of Quebec-Trois Rivières. In 2007 he completed his doctoral studies at the University of Muenster, where he also worked as associate researcher at the Institute of Educational Studies and the Institute for the Ethics, History and Theory of Medicine. His research deals with conceptual problems in moral psychology, moral education, and professional ethics. He has recently published *Professional ethics education: Studies in compassionate empathy* (2008).

E-mail: bruce.maxwell@umontreal.ca

Andrés **MEJÍA** was awarded a Ph.D in Administration from the University of Hull, in 2002. He works at the Centre for Research and Formation in Education (CIFE), at the University of Los Andes. He is also currently a board member of the International Network of Philosophers of Education (INPE). His main research interests are presently centred on the purpose of promoting critical thinking. Additionally, he also works on the philosophy of language, philosophy of educational research, educational management, and the application of critical and soft systemic approaches in organisational and social problem situations.

E-mail: jmejia@uniandes.edu.co

Koichiro **MISAWA** has just recently completed a Ph.D at the Institute of Education, University of London. After receiving a BA in economics in 2002 from Sophia University, Japan, Misawa turned away from economics to philosophy and education. He gained his M.A. (2004) in education from International Christian University, Japan, with a thesis on Ortega y Gasset’s views on the university. Since moving to London, the direction of Misawa’s thinking has turned towards a more analytical approach to philosophy and education. His main research interests include recent developments in epistemology in the Anglophone analytical tradition, especially the philosophy of Hilary Putnam and John McDowell, social epistemology and the philosophy of education.

E-mail: fmm21nm@googlemail.com

Miriam **PRIETO EGIDO** holds a BA in Pedagogy from the Complutense University of Madrid, where she is currently undertaking a Ph.D focusing on the role of emotions, mainly fear and compassion, in the educational relationship thanks to the programme of scholarships “Formación de Personal Universitario” of the Ministry of Education. She is member of the research group “Cultura cívica y políticas educativas” at the Department of Educational Theory and History of Education, Complutense University of Madrid. She takes part in various research projects focused on Spanish politics of education and civic education. E-mail: miriampr@edu.ucm.es

Marina **SCHWIMMER** is currently a Ph.D student at the University of Montreal in the program of Applied Humanities. As part of her doctoral program, she has been a special research student for a six-month period at the Institute of Education, University of London.. She is interested in philosophy of education and educational research as disciplines, as well as teacher knowledge, ethics and professionalization. Her doctoral research takes a Derridean approach to the concept of translation and analyzes the relationship between educational research and teaching practice in the context of professionalization. E-mail: meschwi2002@yahoo.fr

Juana **SÁNCHEZ-GEY VENEGAS** is Senior Lecturer of Philosophy at Autonomous University of Madrid. Her research interests are: history of contemporary Spanish thought, with special attention to current philosophers and the philosophy of education. She has also worked on Moral Education, taking into account the generation of “young Spanish philosophers” and their ethical views Her publications include: *Filósofos españoles en la Revista de Pedagogía. 1922-1936* (co-authored with Ángel Casado in 2007), and *Filosofía y Educación. Manuscritos de María Zambrano* (edited in 2007).

E-mail: juana.sanchez-gey@uam.es

Alberto **SÁNCHEZ ROJO** holds a BA in Philosophy from Complutense University of Madrid. He was awarded a one-year scholarship at the “Department of Philosophy IV: Theory of Knowledge and History of Thought”. In 2010 he finished a MA in Secondary Education. He focused his master dissertation on the theoretical study of Intercultural Education from a philosophical perspective, and has since been interested in the relation between philosophy and education. He received a doctoral scholarship from the Complutense University of Madrid where he is currently a PhD student in the Department of Educational Theory and History of Education. He is preparing his doctoral Project under Fernando Gil Cantero and Patricia Villamor Manero’s supervision.

E-mail: asanchezrojo@estumail.ucm.es

Paul **STANDISH** is Professor of Philosophy of Education and head of the Philosophy Section at the Institute of Education, University of London. His work spans the range of philosophy of education. He is concerned with questions in ethics and education, particular points of focus being democracy and citizenship, new technology, and higher education. During the last ten years, he has been the head editor of the *Journal of Philosophy of Education*. His publications include: *The Therapy of Education* (co-authored with Smeyers and Smith in 2010), and *Philosophy of Nurse Education* (edited with Drummond in 2007).

E-mail: P.Standish@ioe.ac.uk

Barbara **J. THAYER-BACON** earned her Ph.D in philosophy of education at Indiana University (Bloomington) and is Professor of the Philosophy of Education at the University of Tennessee. She is the program coordinator for the Cultural Studies in Education program at the same institution. Her primary research areas are: philosophy of education, pragmatism, feminist theory and pedagogy, and cultural studies in education. Her latest publications include: *Beyond Liberal Democracy in Schools: The Power of Pluralism* (2008), *Relational “(e)pistemologies* (2003) and *Transforming Critical Thinking: Thinking Constructively* (2000).

E-mail: bthayer@utk.edu

Bianca **THOILLIEZ** is currently a Ph.D student at the department of Educational Theory and History of Education at Complutense University of Madrid, and she has been a special research student for a six-month period at the Institute of Education, University of London. She holds a BA with honors and DEA in Pedagogy from Complutense University of Madrid, and she got the 2<sup>nd</sup> National Award for Excellent University Academic Achievement. She has been awarded with a Doctoral Fellowship from the Spanish Ministry of Education for carrying out her doctoral research about the educational implications of American Pragmatism.

E-mail: bthoilliez@gmail.com

John **TILLSON** is registered to begin a Ph.D on the proper place of religion in schooling at the Institute of Education, University of London. He gained a BA in Philosophy at Durham University in 2004, since then he has been awarded with a PGCE in Religious Education and an MA in the Philosophy of Education from the Institute of Education, University of London. His research interests are primarily in the philosophy of religious education and his publications include 'A Critical Commentary of Stephen Law's *The War for Children's Minds*', in *Bajo Palabra, Journal of Philosophy*, II Época, N° 5 (2010): 551-556 and 'Religious Education and the Floodgates of Impartiality', in *Philosophy of Education Society Yearbook*. Urbana: IL, Philosophy of Education Society, (forthcoming in 2012). He has presented papers at many conferences and seminars in England and the United States.

E-mail: johntillson@hotmail.com

Victoria **VÁZQUEZ VERDERA** holds a BA in Pedagogy and a BA in Social Education from University of Valencia. She is a lecturer in the department of Educational Theory at that university, and has taken part in the following research projects concerned with gender issues in education: UVEG 20061224 "Plan de acción para educar en la igualdad de género" (2006 -2007), and SEJ 15544/2006 (2006-2009) and DER2009-13688 (2010-2012). Her present lines of work include philosophy of education from a gender perspective and the ethics of care within civic education.

E-mail: toya.vazquez@uv.es

John **WHITE** is Emeritus Professor of Philosophy of Education at the Institute of Education, University of London. He is interested in the mind of the learner and in interrelationships among educational aims and their application to school curricula. He is member of the Editorial Board of the *Journal of Philosophy of Education* and Honorary Vice-President of the Philosophy of Education Society of Great Britain. His recent publications include: *Exploring Well-being in Schools: a guide to making children's lives more fulfilling* (2011), *Rethinking the School Curriculum: Values, Aims and Purposes* (2004), and *The Child's Mind* (2002).

E-mail: J.White@ioe.ac.uk