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Proceedings of the 2nd International Colloquium between the Graduate School of Education, Kyoto University (Japan) and the Institute of Education, University of London (UK)

The Self, the Other and Language (II): Dialogue between Philosophy and Psychology

28 February-1 March 2009
Kyodai Kaikan
Kyoto University

The Global COE Programme
Revitalizing Education for Dynamic Hearts and Minds
&
Support Programme for Improving Graduate School Education
KYOTO UNIVERSITY
Proceedings of the 2nd International Colloquium
between the Graduate School of Education, Kyoto University (Japan)
and the Institute of Education, University of London (UK)

The Self, the Other and Language II:
Dialogue between Philosophy and Psychology

Kyoto University

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**The Self, the Other and Language II: Dialogue between Philosophy and Psychology**

**Saturday, 28 February - Sunday, 1 March 2009**

Kyodai Kaikan
Kyoto University

**Programme**

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NOTES ON CONTRIBUTORS

Jan Derry is Senior Lecturer in Philosophy of Education at the Institute of Education and Project Leader of the Philosophy of Technology-Enhanced Learning SIG funded under European Framework 6 Network of Excellence Kaleidoscope. Her principal research interests are in: the philosophical presuppositions of the post-Vygotskian research field and their implications for theories of mind and activity; the inter-relation of pedagogy and knowledge; professional knowledge and judgment; concept development; and the philosophy of technology mediated learning.

Amanda Fulford is Associate Principal Lecturer in Education (Research) at the Leeds Trinity & All Saints, and a research student at the Institute of Education, University of London. Her research, which is informed by the work of Stanley Cavell, is focused on the idea of literacy, with reference to the rise and influence of New Literacy Studies.

Jon Gurney is a research student at the Institute of Education, University of London and a science teacher in a London high school. His research interests include the epistemology of science education and the semantics of concept use within science.

Naomi Hodgson is a research student at the Institute of Education, University of London. Her research, which is informed by the work of Michel Foucault, is focused on the relationship between citizenship and education in European thought.

Tatsuya Ishizaki is a graduate student at Kyoto University, and his main interests are in the work of Emmanuel Levinas. He also teaches part-time at a nursing school and at a correspondence high school, where he has a special responsibility for supporting students with special needs.

Nobuhiko Itani is a Research Associate at Kyoto University. The main purpose of his research is to investigate the possibility of ontological education, reconsidering Bollnow’s educational theory. This is related to the deconstruction of education as utilization.

Masuo Koyasu is Professor of Psychology and Sub-Dean of the Graduate School of Education, Kyoto University. He also holds a position as the project leader of the Global COE Program Revitalizing Education for Dynamic Hearts and Minds (2007-2012). His research interests have focused upon how young children develop an understanding of other minds. His early work was concerned with children’s abilities in hypothesis-testing, understanding non-literal expressions, perspective-taking, and drawing.

Tokika Kurita is a graduate student at Kyoto University. Her research topic is benevolent stereotype, especially towards people with disabilities. The purpose of her research is the understanding of disabilities in education. She supports children with developmental disorder in learning.
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Ian Munday is a lecturer in philosophy of education at the University of Cambridge and a PhD student at the Institute of Education. His research interests are in performativity and performatives, with reference to the works of J.L. Austin, Judith Butler, Stanley Cavell, Gilles Deleuze and Jacques Derrida.

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**Yo Shu** is an undergraduate student in the Department of Education, Kyoto University. He has written a thesis on Derrida’s philosophy concerning the relationship between the self, the other and language.

**Paul Standish** is Professor of Philosophy of Education at the Institute of Education, London. His recent publications include *The Therapy of Education* (Basingstoke: Palgrave Macmillan), co-authored with Paul Smeyers and Richard Smith, and *The Philosophy of Nurse Education* (Basingstoke: Palgrave Macmillan), co-edited with John Drummond. He is Editor of the Journal of Philosophy of Education.

**Anna Strhan** is a research student at the Institute of Education. Her main research interest is in the work of Emmanuel Levinas. She is also a teacher of religious studies at a secondary school in London.

**Mitsutoshi Takayanagi** is a graduate student at The Graduate School of Education, Kyoto University, and he has been appointed to the position of Research Fellow of the Japan Society for the Promotion of Science from April, 2008. His academic interests are in Stanley Cavell’s Emersonian Moral Perfectionism and teacher education. He is the author of *Transforming the Profession of Teaching in a Changing Society: Teaching as Philosophical Inquiry and Stanley Cavell’s ‘The Senses of Walden’*, Educational Studies in Japan, 2, 95-105.

**Atsuko Tsuji** is a graduate student at The Graduate School of Education, Kyoto University, who studied for nine months in 2007-2008 at the Institute of Education. Her main research interest is in the work of Walter Benjamin, especially his concept of experience and language.

**Sheila Webb** is a PhD student with the Institute of Education, London. Her research topic is the conceptual development of children, with a focus on the formation of concepts and their relation to the world. With a background in linguistics, she is also interested in the part played by language in this development. She draws on the work of philosopher John McDowell.
PART I

KEYNOTE SPEECHES
PART II

PAPER PRESENTATIONS AND RESPONSES
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