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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

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

Kyodai Kaikan
Kyoto University

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<td>International Comparative Study on Student Life Satisfaction</td>
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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.
Takashi Kusumi is a Professor of Psychology at the Graduate School of Education, Kyoto University. He is a cognitive psychologist whose research is on language and thinking. His research interests have wide interdisciplinary application to human-computer interaction, critical thinking and decision making. His edited Japanese book is entitled *Progress in Research on Metaphor* (Tokyo: Hitsuji shoboum, 2007).

Ai Mizokawa is a doctoral student at Kyoto University and a research fellow of the Japan Society for the Promotion of Science (JSPS). She specializes in developmental psychology, especially in young children’s understanding of emotion. Her current research interest is how children come to distinguish apparent crying from real crying.

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.

Hiraku Nakamaru is an undergraduate student in the Department of Education, Kyoto University. He is interested in the relationship between the western philosophies of Nietzsche and Emerson and the eastern philosophy of the Kyoto School of Philosophy.

Tadashi Nishihira is Professor in the Graduate School of Education at Kyoto University. His research interests have focused upon life-cycle studies, philosophy of spirituality, and Eastern philosophy. His main publications (in Japanese) include: *Philosophy and Psychology of E. H. Erikson* (University of Tokyo Press, 1993); *Spiritual life-cycle in the work of Jung, Wilber and Steiner* (University of Tokyo Press, 1997); *Inquiries into Psychology of Religion* (co-editor) (University of Tokyo Press, 2001); and the Japanese translation of E. H. Erikson’s *Young Man Luther* (Misuzu Shobo, 2002). His recent interests are in the Japanese traditional wisdom of human transformation, especially Zeami’s philosophy of “Keiko” (i.e. exercise and expertise).

Takuo Nishimura is Associate Professor of Philosophy of Education, Nara Women’s University. His research interests are in the theories of aesthetic education, especially history of interpretations of F. Schiller’s “Aesthetic Letters”. His major works include *Pedagogy of Narrative* (Tokyo: Seori-shobo, 2003, in Japanese) and *Concepts of Aesthetic Education* (Münster: Waxmann, 2007).

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Riho Sakurai-Hayes is currently a post-doctoral researcher in the Graduate School of Education at Kyoto University. Her areas of interests include education in developing countries, child labour and education, and comparative and international education. As one of the members of the “comparative happiness study” researchers based on the Global COE “Revitalizing Education for Dynamic Hearts and Minds”, since the autumn of 2007, she has been involved in happiness research at middle schools in Finland, Bhutan, and Japan.

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
The 2nd International Colloquium between the Graduate School of Education, Kyoto University, and the Institute of Education, University of London

The Self, the Other and Language II: Dialogue between philosophy and psychology