<table>
<thead>
<tr>
<th>Title</th>
<th>The Self, the Other and Language (II) : Dialogue between Philosophy and Psychology (2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td></td>
</tr>
<tr>
<td>Citation</td>
<td></td>
</tr>
<tr>
<td>Issue Date</td>
<td>2009-12</td>
</tr>
<tr>
<td>URL</td>
<td><a href="http://hdl.handle.net/2433/142987">http://hdl.handle.net/2433/142987</a></td>
</tr>
<tr>
<td>Rights</td>
<td>The copyright of papers included in this paper belongs to each author.</td>
</tr>
<tr>
<td>Type</td>
<td>Others</td>
</tr>
<tr>
<td>Textversion</td>
<td>publisher</td>
</tr>
<tr>
<td>Institution</td>
<td>Kyoto University</td>
</tr>
</tbody>
</table>
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
The Self, the Other and Language II: Dialogue between Philosophy and Psychology

Kyoto University

*This work was supported by Grant-in-Aid for Global COE (Centers for Excellence) Programme (D07) and Support Programme for Improving Graduate School of Education by Japan’s Ministry of Education Culture, Sports, Science and Technology.
TABLE OF CONTENTS

Preface
Naoko Saito 5

Programme 7

Notes on contributors 9

Articles

PART I: KEYNOTE SPEECHES

Education and the Philosophy of the Kyoto School ........... PAUL STANDISH 15
A Reply to Paul Standish ........................................... TAKUO NISHIMURA 23
Philosophical Influences in Developmental Psychology:
Vygotsky, Piaget and the Question of Normativity .............. JAN DERRY 27
The Development of a Support Group using Virtual Space for Cancer Patients
.......................................................................................... TAKASHI KUSUMI 37
Outline of Zeami’s Philosophy of Practice and Expertise: A Heuristic Resume
.......................................................................................... TADASHI NISHIHIRA 49

PART II: PAPER PRESENTATIONS AND RESPONSES

Derrida, Butler and an Education in Otherness .................. IAN MUNDAY 57
Experience in the Very Moment of Writing/Learning:
A Response to Ian Munday’s ‘Derrida, Butler and an Education in Otherness’ .................. ATSUKO TSUJI 69
Is Equality Enough to Face Others? .................................... YO SHU 73
Ventriloquising the Voice: Writing in the University
.......................................................................................... AMANDA FULFORD 77
Response to ‘Ventriloquising the Voice: Writing in the University’
.......................................................................................... KATASURA SAITO 89
Response to Amanda Fulford’s ‘Ventriloquising the Voice:
Writing in the University’ ............................................. MITSUTOSHI TAKAYANAGI 95
What in the World is Natural? ............................................. SHEILA WEBB 101
Implicit Association of Concepts and Attitudes ................. TOKIKA KURITA 107
Cross-cultural Study on Students' Life Satisfaction:
A Pilot Study on the Sense of ‘Happiness’ in Finland, Bhutan, and Japan
................................................................. RIHO SAKURAI-HAYES 111

What is Religious Education? An Examination and
Critique of current British Practice ......................... ANNA STRHAN 119

A Response to Anna Strhan’s Paper: A Clue for
Discussing Another Religious Education ............ TATSUYA ISHIZAKI 135

The Aporia of the Other in Curriculum Construction:
A Response to Anna Strhan ............................... NOBUHIKO ITANI 139

European Citizenship: Economy, Parrhesia and Sublimation
............................................................................ NAOMI HODGSON 145

The Perception of Citizenship in the Indian Context:
Response to Hodgson’s Paper ............................. YUKI OHARA 153

Response to Naomi Hodgson: The Will to Change and Morality
............................................................................. HIRAKU NAKAMARU 159

Concept Development and the Psychology of Education ...... JON GURNEY 163

Young Children’s Social and Cognitive Development:
A Response to Jon Gurney ................................. AI MIZOKAWA 171
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

Saturday, 28 February - Sunday, 1 March 2009

Kyodai Kaikan
Kyoto University

| Programme |
|-----------|-----------|
| **Saturday February 28** | **Sunday March 1** |
| **9:00** | Welcome: Masuo Koyasu | **9:30** | Jan Derry |
| **9:15** | **Paul Standish** | **Philosophy of Mind** |
| **Takuo Nishimura** | **Takashi Kusumi** | The Development of a Support Group using Virtual Space for Cancer Patients |
| Educational thoughts in the Kyoto School of Philosophy: East-West dialogue | **<Chair>** Masuo Koyasu |
| **<Commentator>** Yasushi Maehira | **<Chair>** Paul Standish |
| **<Chair>** Tadashi Nishihira | **<Chair>** Naoko Saito |
| **10:45** | Coffee break | **11:00** | Coffee break |
| **11:00** | Ian Munday & respondents: Atsuko Tsuji and Yo Shu | **11:15** | Anna Strhan & respondents: Tatsuya Ishizaki and Nobuhiko Itani |
| Derrida, Butler and an Education in Otherness | What is Religious Education? An examination and critique of current British practice |
| **<Chair>** Paul Standish | **<Chair>** Naoko Saito |
| **12:15** | Lunch meeting | **12:30** | Lunch meeting |
| **1:30** | Amanda Fulford & respondents: Katsura Saito and Mitsutoshi Takayanagi | **2:00** | Naomi Hodgson & respondents: Yuki Ohara and Hiraku Nakamura |
| Ventriloquising the Voice: Writing in the University | European citizenship: Economy, Parrhesia and sublimation |
| **<Chair>** Atsuko Tsuji | **<Chair>** Mitsutoshi Takayanagi |
| **2:45** | Coffee break | **3:15** | Coffee break |
| **3:15** | Sheila Webb | **3:30** | Jon Gurney |
| What in the world is natural? | Concept Development and the Psychology of Education |
| **Tokika Kurita** | **Respondent: Ai Mizokawa** |
| Implicit association of concepts and attitudes | Young children's social and cognitive development |
| **<Chair>** Takashi Kusumi | **<Chair>** Jan Derry |
| **4:15** | Riho Sakurai-Hayes | **4:30** | Tadashi Nishihira |
| International Comparative Study on Student Life Satisfaction | Zeami’s philosophy of practice and expertise |
| **<Chair>** Yuki Ohara | **<Chair>** Nobuhiko Itani |
| **5:00** | End of the first day | **5:30** | Conclusion – Paul Standish and Naoko Saito |
| **5:30** | Reception | **5:45** | End of conference |
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 interrelation 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).

Yuki Ohara is a Research Fellow of Japan Society for the Promotion of Science. She is in her second year of the Ph.D Course of Comparative Educational Policies at Graduate School of Education, Kyoto University. Her main research is in India’s Educational System, particularly in private schools for the poor. She teaches Computer Science and Human Relations as a part-time lecturer at Osaka Ohtani University and Mimuro Nursing College.

Katsura Saito is a graduate student at Kyoto University, specializing in comparative education. She has a particular interest in language and education.

Naoko Saito is Associate Professor in the Graduate School of Education at Kyoto University. Her primary areas of scholarship are philosophy of education and

**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
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

Publisher: Graduate School of Education, Kyoto University

Publishing date: December, 2009

Copyright: The copyright of papers included in this paper belongs to each author.

Editorial Staff:
Editor: Naoko Saito
Associate Editor: Ruprecht Mattig

Printed and bound in Japan by HOKUTO PRINT CO., LTD.