

## Notes on Contributors

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**Fiona Brettel** is an MA student at the Institute of Education, with particular interests in the work of Simone Weil. She is a teacher of art and a practising artist.

**Nadine Cartner** is a research student at the Institute of Education. Her main research interest is in the theme of empathy, which she is pursuing with some reference to cases of autism. She works in the further education sector. In recent years she has been Editor of the Newsletter of the Philosophy of Education Society of Great Britain.

**Ruth Cigman** is Senior Research Fellow at the Institute of Education, University of London. Her main research interests are in: moral psychology and moral education; ethical perspectives on the self and learning; special educational policy and the philosophy of inclusion; medical education, particularly the teaching of ethics to medical undergraduates. She is Joint Editor of *Impact*, a policy-related pamphlet series, and co-editor of *Included or Excluded? The challenge of the mainstream for some SEN children* (2006, London: Routledge).

**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.

**Moyra Fowler** is Senior Lecturer in Engineering at the University of Hertfordshire and a PhD student at the Institute of Education, where she is studying questions of higher education in relation to the work of Levinas.

**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.

**Michael Hand** is Senior Lecturer in Education and Director of Postgraduate Research Programmes at the Institute of Education. He is Secretary of the Philosophy of Education Society of Great Britain. He is interested in a broad range of topics in philosophy of education, including the nature and aims of religious education, the justifiability of faith schooling and religious upbringing, the defensibility of autonomy as an educational aim, the possibility of teaching philosophy to children, and the usefulness of the concept of intelligence. His most recent work is on the teaching of controversial issues and on the distinction between what should be taught directly and what non-directly, particularly in the moral sphere. He has taken such topics as homosexuality and patriotism as his test cases in trying to develop coherent policy proposals in this area.

**Hanako Ikeda** is a research student at Kyoto University. Her main interests are in the work of Simone Weil, with particular reference to the concept of attention, which has been the focus of her research since her graduation thesis.

**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.

**Anna Kouppanou** is a graduate student at the Institute of Education. Her particular interest is in the nature of being in the world of the Internet, which she is pursuing with reference to Heidegger. She is the author of children's books.

**Yasuko Miyazaki** is an assistant professor at Center for the Promotion of Excellence in Higher Education, Kyoto University. Her main interests are in the work of French thinker Georges Bataille (1897-1962). She tries to find and talk about his thoughts in educational contexts. She also teaches part-time at Kobe College.

**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 work of J. L. Austin, Judith Butler, Stanley Cavell, Gilles Deleuze and Jacques Derrida.

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**Manami Ozaki** is a graduate student at the Department of Human and Environmental studies in Kyoto University, where she studies spirituality from psychosomatic perspectives. She teaches psychology at several universities and dance as a tool to restore spirituality. Her background includes health education, public health, body-mind medicine, psychiatry, transpersonal psychology and orthodox psychology.

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**Shilpa Sharma** is a doctoral student at the Institute of Education. Her current research is looking at notions of character and character education and its implications for school education.

**Paul Standish** is Professor of Philosophy of Education at the Institute of Education. His recent publications include *The Therapy of Education: Philosophy, Happiness and Personal Growth* (Basingstoke: Palgrave Macmillan, 2007), co-authored with Paul Smeyers and Richard Smith, and *The Philosophy of Nurse Education* (Basingstoke: Palgrave Macmillan, 2007), co-edited with John Drummond. He is Editor of the *Journal of Philosophy of Education*.

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