

## Notes on Contributors

**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.

**Atsuko Tsuji** is a graduate student in the Graduate School of Education at Kyoto University, who studied for nine months in 2007–2008 at the Institute of Education. Her main research is in the work of Walter Benjamin, especially his concept of experience and language, which are deeply related with ateleological aspect of learning.

**Yo Shu** is a graduate student in the Graduate School of Education at Kyoto University. He has written a thesis on Derrida's philosophy concerning the relationship between the self, the other and language.

**Amanda Fulford** is Associate Principal Lecturer in Education (Research) at Leeds Trinity University College 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.

**Katsura Saito** is a graduate student in the Graduate School of Education at Kyoto University, specializing in comparative education. She has a particular interest in language and education.

**Mitsutoshi Takayanagi** is Assistant Professor at the Faculty of Education, Shinshu University. He used to be appointed to the position of Research Fellow of the Japan Society for the Promotion of Science from April 2008 to January 2010. 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, pp. 95–105.

**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's particularly interested in the philosophy of language and philosophy of mind. She draws mainly on the work of philosophers John McDowell and Robert Brandom.

**Anna Strhan** is in the process of completing a PhD at the Institute of Education, London, on conceptualisations of subjectivity and its relation to teaching in the writings of Emmanuel Levinas and Alain Badiou. She has worked as a teacher of Religious Studies and Philosophy in a range of secondary schools, and will shortly begin an ethnographic study exploring the formation of Evangelical lifeworlds in London.

**Tatsuya Ishizaki** is a graduate student in the Graduate School of Education 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.

**Naomi Hodgson** is a doctoral student at the Institute of Education, University of London. Her research, which is informed by the work of Michel Foucault, is focussed on the role of education in the construction of European citizenship in current policy and practice.

**Yuki Ohara** is a graduate student in the Graduate School of Education at Kyoto University, specialising in Comparative Education. She has been appointed as a Research Fellow of Japan Society for the Promotion of Science to study India's Educational System. Her areas of interests include 'alternative education', 'reservation system (affirmative action)', 'private schools for the poor', 'Dalits' identity in relation to language' and 'Indian Citizenship in relation to "Bhagavad-Gita"'.

**Hiraku Nakamaru** is an undergraduate student in the Department of Education at Kyoto University. He is interested in the late Wittgenstein and Stanley Cavell's philosophy of ordinary language.

**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.