

WITTGENSTEIN AND EDUCATION
British Wittgenstein Society Conference
in association with the Centre for Philosophy of Education UCL
and the Philosophy of Education Society of Great Britain

DRAFT PROGRAMME

Sunday 29 July

13.00 Registration

13.30 Welcome and introduction

13.50 Keynote 1 – Michael Luntley (Warwick University): *The Fragility of Learning*

15.10 Coffee break

15.30 Parallel Group Session 1

- 1.1a **Tom Eide Osa** (University of Bergen) – Language games and grammars in music performance practices
- 1.1b **Carla Carmona** (University of Seville) – Overcoming the distinction between the inner and the outer in arts education: a close look at the case of dance education
- 1.2a **Renia Gasparatou** (University of Patras) – Science education and the tightrope between scientism and relativism: a Wittgensteinian balancing act
- 1.2b **Magdalena Kersting** (University of Oslo) – The role of imagination in the language games of the science classroom
- 1.3a **Shannon Rodgers** – Minding education
- 1.3b **Ruth Heilbronn** (UCL Institute of Education) – Stories well told: ethics education following Wittgenstein
- 1.4a **Nuno Venturinha** (Universidade Nova de Lisboa) – Wittgenstein and the epistemology of education
- 1.4b **Cristiane Gottschalk** (University of São Paulo) – Wittgenstein’s philosophical therapy on norms and descriptions for clarifying educational confusion

17.00 Break

17.10 Keynote 2 – Symposium on social science:
Andrew Davis (Durham University), *Can Wittgenstein rescue Educational Research from Science? Rules and social taxonomies*, and **Richard Smith** (Durham University) *Towards a Wittgensteinian Social Science*

18.30 Drinks reception

19.30 Close

Monday 30 July

09.00 Parallel Group Session 2

- 2.1a **Casey Doyle** (Oxford University) – Aiding self-understanding
- 2.1b **Patrick Quinn** (University College Dublin) – On Wittgenstein and learning as self-education
- 2.2a **Ieuan Lloyd** (Swansea University) – Education as a lifeless body
- 2.2b **Antonio Scarafone** (University of Reading) – What do we learn when we learn the meaning of words?
- 2.3a **Stephen Burwood** (Hull University) – Wittgenstein’s naturalism and conceptual change
- 2.3b **Matteo Falomi** (Essex University) – Conformity and attunement

10.30 Break

10.50 Keynote 3 – Juliet Floyd (Boston University): *Wittgenstein: Teaching and Learning with Turing*

12.10 Lunch

13.40 Two parallel symposia: *Pedagogical Investigations*

Symposium A: *Religious Studies, Drama, and Imagination*

Mikel Burley (Leeds University), **Suzy Harris** (Roehampton University), and **Adrian Skilbeck** (UCL Institute of Education)

Symposium B: *Memory, Language Acquisition, and Instinct*

Danièle Moyal-Sharrock (Hertfordshire University), **Ian O’Loughlin** (Pacific University), **Paul Standish** (UCL Institute of Education)

15.10 Break

15.30 Parallel Session 3

- 3.1a **Alexis Gibbs** (Winchester University) – No such thing as a private education
- 3.1b **Siu-Sing (Kenny) Huen** (Fiji National University) – “Education as initiation into practices” reconsidered
- 3.2a **Ian Munday** (Stirling University) – Wittgenstein and the arrogation of philosophy
- 3.2b **Edward Guetti** (Universität Leipzig) – Possessions and losses: what Joyce displays about the Wittgenstein scene of instruction
- 3.3a **Nimrod Matan** (Beit Berl College) – Pedagogical influence in Wittgenstein’s *Philosophical Investigations*
- 3.3b **Desiree Weber** (Wooster College) – A pedagogic reading of Wittgenstein’s later work: an overview
- 3.4a **Eran Guter** (Max Stern Yezreel Valley College) and **Craig Fox** (California University of Pennsylvania) – Preserving the verifying phenomena
- 3.4b **Lawrence Nixon** (University of Sunderland) If ‘Nothing is hidden’ is there anything still to find? Wittgenstein and the education/further education of teachers

16.50 Break

17.10 Keynote 4 – Gordon Bearn (Lehigh University): *Wittgenstein: Spiritual Practices*

18.30 End

19.45 Conference dinner (booking required)

Tuesday 31 July

09.00 Parallel Session 4

- 4.1a **David Garner** (University of the Arts London) – Aspect-seeing in art & design education
- 4.1b **Britt Harrison** (University of York) – Film: education for grownups?
- 4.2a **Georgina Edwards** (Oxford University) – Language games in the ivory tower: comparing the *Philosophical Investigations* with Herman Hesse's *The Glass Bead Game*
- 4.2b **Rebeca Perez Leon** (Universidad Nacional Autónoma de México) – On teaching a form of life
- 4.3a **David Anderson** (Texas A&M University) – Catching the snark: A Wittgensteinian overview of philosophy for children
- 4.3b **Yasushi Maruyama, Yoshitsugu Hirata, Takahiro Sugita**, Shinichiro Yamagishi and Fukutaro Watanabe – How Wittgenstein's philosophy has impact on educational research in Japan

10.30 Break

- 10.50 Keynote 5 – Jeff Stickney** (Ontario Institute for Studies in Education, University of Toronto) – *Wittgenstein's Language-Games of Education: Reading higher and lower registers of "learning" in On Certainty*

12.10 Lunch

13.40 Parallel Session 5

- 5.1a **Mal Leicester** (University of Nottingham) – Look and see
- 5.1b **Christopher Joseph An** – Learning as an intersubjective and joint attentional encounter
- 5.2a **Peter Schloegl** (University Klagenfurt) – About friends and ways in education
- 5.2b **Patrik Kjaersdam Telléus** (Aalborg University) – Wittgenstein, problem-based learning, and higher education
- 5.3a **Emma Williams** (Warwick University) – Wittgenstein and the ways of thinking: changing the case for humanities education
- 5.3b **Matteo Rivetti** (University of Padova) – Remarks on a Wittgensteinian education to ineducation
- 5.4a **Jonathan Beale** (Queen Anne's School) – What we can learn about teaching from Wittgenstein's time as a schoolteacher
- 5.4b **Leon Culbertson** (Edge Hill University) – "A psychological regularity to which no physiological reality corresponds?" – Some remarks on learning and understanding

15.10 Break

- 15.30 Keynote 6 – Alice Crary** (The New School, New York, and Oxford University) – *Race and Animals: Wittgensteinian Reflections on a Contested Comparison*

16.50 Closing remarks