

Contributors

Aharon Aviram Ben-Gurion University, Beer-Sheva, Israel's interests focus on the impact of postmodernity on education and society, and on formulating macro- and micro-level strategies for adapting the education system to today's changing realities in light of Humanistic values. He has published numerous articles and several books on the desired future of education in postmodern democratic societies. He is the chair of the Center for Futurism in Education at Ben-Gurion University, whose long-term goal is to contribute to the design of desired educational futures by way of critically structuring theoretical as well as practical change processes in education. Aviram has led pioneering Israeli and European projects and think-groups focused on the "merger" of technology and education, the radical change of the school, education systems and higher education and the development of virtual lifelong learning environments aimed at enhancing human development and flourishing. For Aviram, the best uses of technology in any educational or lifelong learning framework would be those that enhance personal autonomy and participatory belonging, which are the two values he takes to be the cornerstones of Humanism and Humanistic education. Aviram's latest book, *Navigating Through the Storm: Education in Postmodern Democratic Society*, was published by Sense Publishers in 2010.

Robin Barrow Simon Fraser University, Burnaby, Canada, who was educated at Westminster School and Christ Church, Oxford, is currently Professor of Philosophy of Education at Simon Fraser University, Canada, where he was also Dean of Education from 1990–2000. Previously, he was Reader in Philosophy of Education at the University of Leicester, UK. He is the author of over 100 papers and some 25 books in the fields of philosophy and classics, including, most recently, *Plato* (Continuum) and *An Introduction to Moral Philosophy and Moral Education* (Routledge). He was elected a Fellow of the Royal Society of Canada in 1996.

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education law and ethics. His forthcoming book, *The Falling Rate of Learning and the Neoliberal Endgame (Zero)*, analyses educational possibility in an age of economic and environmental collapse. Recent essays have appeared in the *Monthly Review* magazine and have served as a resource for the Occupy Student Debt campaign. Prof. Blacker is currently Editor of *Education Review*, edrev.info, an open-access online journal of scholarly book reviews with over 32,000 subscribers. He holds degrees in Philosophy and Education Policy Studies from the University of Illinois at Urbana-Champaign and has taught at Illinois State University and Teachers College, Columbia University.

Andrew Davis School of Education, Durham University, Durham, UK taught in primary schools for 8 years before teaching Philosophy of Education and Mathematics Education at the universities of Cambridge and Durham, UK. He was one of the authors of the best-selling *Mathematical Knowledge for Primary Teachers* and has published extensively on the topics of educational assessment and learning. He is currently Research Fellow at the School of Education, Durham University, and Assistant Editor of the *Journal of Philosophy of Education*.

Paul Gibbs Middlesex University, London, UK is interested in professional practice, work-based learning and the marketing of higher education. The linking themes are time and temporality. He is specifically interested in, and has published on, the notion of academic time, its consumerisation and the impact this has on a rationale for the university and compulsory education. He is currently editor for Springer Educational Thinkers series and a Professor of Education in the Institute for Work Based Learning, Middlesex University.

Geoffrey Hinchliffe University of East Anglia, Norwich, UK works at the University of East Anglia where he is Director of Academic Practice, a programme aimed at early career academics. He also teaches undergraduates in the Philosophy of Education. He has also taught in adult education over several years and has a range of research interests including capability theory, educational authority and republican liberty.

Volker Kraft FH Neubrandenburg, Neubrandenburg, Germany, born in 1951; diploma in educational science and psychology; 1984 doctoral degree (Dr. phil.) at the Faculty of Philosophy of Kiel University (topic of doctoral dissertation: “Nature and norm—Rousseau’s EMILE as an anthropological ‘ideal typus’ of moral education”); 1995 habilitation (Dr. phil. habil.) at the Faculty of Philosophy of Kiel University (topic: “Biographical constellations of educational theories”—the psychoanalysis of educational thinking”) and *venia legendi* for “educational science”; since 1996, full Professor for Pedagogics/Social Pedagogy, Psychology and Counselling at the University of Applied Sciences Neubrandenburg and member of the Faculty of Philosophy of Kiel University; 1999–2006 responsible convenor of the Philosophy of Education Network within the European Educational Research Association (EERA); 2008 Visiting Fellow at the Van Hugel Institute for Educational Research, Cambridge University, UK; main research interests: psychoanalysis of educational thinking, systems theory, general education (*Allgemeine*

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Anders Schinkel VU University Amsterdam, Amsterdam, The Netherlands was born in Kampen, The Netherlands, in 1979. After taking MAs in History and Philosophy, both at Erasmus University Rotterdam, he obtained his PhD in Philosophy at VU University Amsterdam, with a dissertation on (and entitled) *Conscience and Conscientious Objections* (Pallas Publications, Amsterdam, 2007). He has published in the areas of philosophy of history, animal ethics, (meta-) ethics, and philosophy of education. He is now Assistant Professor in the latter field, at the Faculty of Psychology and Education of VU University Amsterdam.

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