

**DEWEY AND EDUCATION
IN THE 21ST CENTURY:
FIGHTING BACK**

DEWEY AND EDUCATION IN THE 21ST CENTURY: FIGHTING BACK

EDITED BY

RUTH HEILBRONN

UCL Institute of Education

CHRISTINE DODDINGTON

Homerton College, University of Cambridge

RUPERT HIGHAM

UCL Institute of Education



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2018

Copyright © 2018 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78743-626-8 (Print)

ISBN: 978-1-78743-625-1 (Online)

ISBN: 978-1-78743-960-3 (Epub)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

Contents

<i>Editor Biographies</i>	vii
<i>Contributor Biographies</i>	ix
<i>Acknowledgements</i>	xv
<i>List of Tables</i>	xvii
<i>List of Figures</i>	xix

Editors' Introduction: The Book, the Conference and Fighting Back

<i>Ruth Heilbronn, Christine Doddington and Rupert Higham</i>	1
---	---

PART 1

DEWEY, EXPERIENCE AND TECHNOLOGY

Chapter 1 Preserving Rich Experience in the Digital Age <i>Bob Coulter</i>	21
Chapter 2 The Emergence of Makerspaces, Hackerspaces and Fab Labs: Dewey's Democratic Communities of the Twenty-first Century? <i>Sally Eaves and Stephen Harwood</i>	37
Chapter 3 Constructing Creative Democracy at School by Reading the Classics: A Dialogue between Martha Nussbaum and John Dewey <i>Gonzalo Jover, Rosario González Martín and Juan Luis Fuentes</i>	61

PART 2
DEWEY, EXPERIENCE AND BODIES

Chapter 4 Dewey and the Alexander Technique: Lessons in Mind–Body Learning	
<i>Charlotte Woods, Malcolm Williamson and Jenny Fox Eades</i>	83
Chapter 5 Black Bodies in Schools: Dewey’s Democratic Provision for Participation Confronts the Challenges of ‘Fundamental Plunder’	
<i>Sue Ellen Henry and Kathleen Knight Abowitz</i>	101
Chapter 6 Education in the Open: The Somaesthetic Value of Being Outside	
<i>Christine Doddington</i>	119

PART 3
DEWEY, EXPERIENCE, DEMOCRACY AND EDUCATION

Chapter 7 Dewey and the Democratic Curriculum	
<i>Neil Hopkins</i>	141
Chapter 8 Dewey Anticipates Habermas’s Paradigm of Communication: The Critique of Individualism and the Basis for Moral Authority in <i>Democracy and Education</i>	
<i>Brian Dotts</i>	161
Chapter 9 The Role of the Educators’ Disposition and Mental Processes in a Student’s Experience of Democracy	
<i>Victoria Door and Clare Wilkinson</i>	183
Chapter 10 Dewey’s Notion of Interest: Antithetic to or Sympathetic with Educational Development?	
<i>Valentine Ngalim</i>	201
<i>Epilogue: The Persistence of Dewey’s Pragmatism: On Possibilities and Risks</i>	
<i>Gert Biesta</i>	217
<i>Index</i>	221

Editor Biographies

Christine Doddington is Emerita Fellow of Homerton College, Cambridge, and was formerly a Senior Lecturer in Education at the Faculty of Education, University of Cambridge. She writes mainly in the field of Philosophy of Education with a particular interest in the arts and the work of John Dewey. Publications include chapters in *The Routledge International Handbook of the Arts and Education* (2015) and *Wellbeing, Education and Contemporary Schooling* (2017). She most recently co-authored a chapter entitled 'Dewey, Aesthetic Experience and Education for Humanity', with Andrea English in *The Oxford Handbook on Dewey* (OUP, forthcoming), and has a chapter in *Philosophy as Interplay and Dialogue* (LIT Verlag, forthcoming). She is an Elected Executive Member of the Philosophy of Education Society of Great Britain (PESGB) and of the International Editorial Board for *Education 3-13: International Journal of Primary, Elementary and Early Years Education*.

Ruth Heilbronn gained her PhD in Philosophy of Education at the UCL Institute of Education and has led teams in teacher education and secondary schools. Publications include research on the induction of newly qualified teachers for the Department for Education (Research Report 338, 2002) and articles and book chapters on ethical teacher education, values education, reflective practice and ethical deliberation. Relevant publications include *Teacher Education and the Development of Practical Judgement* (Continuum, 2008) and co-edited books: *Research-Based Best Practice for Schools* (Routledge, 2002); *Critical Practice in Teacher Education*, with John Yandell (IoE Press, 2010); *Philosophical Perspectives on Teacher Education*, with Lorraine Foreman-Peck (Wiley Blackwell, 2015); and *Dewey in Our Time*, with Peter Cunningham (UCL IoE Press, 2016). She is an Executive Member of the PESGB.

Rupert Higham is a Lecturer in Educational Leadership at the UCL Institute of Education and is Programme Leader for the Applied Educational Leadership and Management MA. His research seeks to enhance teacher and student agency through responsible leadership. Theoretically, he has explored Deweyan Pragmatism as a foundation

for democratic agency. Empirically, he has worked with schools in several countries on values-led improvement through the *Index for Inclusion*, and more recently, with an international network of schools on deepening democratic culture. Rupert is also a Founding Member of Cambridge Educational Dialogue Research, a new research centre dedicated to improving the quality of educational dialogue.

Contributor Biographies

Kathleen Knight Abowitz is a Professor in the Department of Educational Leadership at Miami University in Oxford, Ohio. She is currently serving as Chair of the Department and has been on Faculty since 1995. Her scholarship uses political and moral philosophy to address questions of community, the public and democracy as these concepts relate to education and P-16 schools and institutions. Her books include *Publics for Public Schools: Legitimacy, Democracy and Leadership* (Paradigm Press, 2013), and *Engaging Youth in Leadership for Social and Political Change* (Jossey-Bass, 2015). She is Past President of the John Dewey Society and the Ohio Valley Philosophy of Education Society.

Gert Biesta is Professor of Education in the Department of Education of Brunel University London; Visiting Professor at NLA University College Bergen, Norway; and NIVOZ Professor for Education at the University for Humanistic Studies in the Netherlands. He jointly coordinates the Educational Theory SIG of EARLI (European Association for Research Learning and Instruction). From 1999 to 2014, he was Editor-in-Chief of the journal *Studies in Philosophy and Education*. He has written many books and journal articles. He is currently a Co-editor of the Routledge Book Series, *New Directions in the Philosophy of Education*, with Michael Peters, and of *Theorizing Education*, with Julie Allan and Richard Edwards.

Bob Coulter, EdD, is currently the Director of the Litzsinger Road Ecology Center, a field site managed by the Missouri Botanical Garden. Previously he was an award-winning Elementary Grade Teacher. He has published more than 100 articles and has chapters in more than a dozen edited volumes. He is also the author of two books: the Choice Award-winning *No More Robots: Building Kids' Character, Competence, and Sense of Place* (2014), and more recently *Building Kids' Citizenship through Community Engagement* (2018).

Victoria Door is the Director of CPD at the Professional Association of Alexander Teachers (PAAT). She first encountered Dewey through

reading *Human Nature and Conduct* and *Experience and Nature* when training as a Teacher of the Alexander Technique. Dewey continued to provide inspiration for her as she went on to combine her experience as a Teacher of the Alexander Technique with her work as a Languages Teacher in the UK secondary school system. In 2002, she moved to Keele University where she led the MFL PGCE and completed a PhD (Bath) in language learning and attention. Her books include *Developing Creative and Critical Educational Practitioners* (2014) and *Save Our Teachers' Souls* (2016). Currently, she is researching and writing on Dewey's contribution to, and support of, Alexander's work. As part of this, Victoria is exploring how Dewey's and Alexander's ideas can be practically incorporated in teacher education, in conjunction with PAAT.

Brian Dotts is an Associate Professor of Educational Foundations at the University of Georgia where he teaches undergraduate and graduate courses in Educational Foundations related to politics, policy, constitutional law, history, historical inquiry and research methods, sociology, social and political theories, philosophy and multiculturalism. He has published widely on the history of American education, specifically focusing on education and political theories during the American Revolution and early national period, common school politics during the Antebellum Era, John Dewey and Social Reconstructionism during the early twentieth century, and Educational Foundations as an academic field. His primary theoretical lens is Critical Theory. He is co-editor of *The Elusive Thomas Jefferson: The Man behind the Myths* (McFarland Publishing, 2017).

Jenny Fox Eades has worked in education since 1987. She qualified as a Special Needs Teacher and has taught children from 4 to 18 across the ability range. For 15 years, she worked as a Freelance Education Adviser, in the United Kingdom, Australia and Denmark, running workshops and projects on well-being in schools and speaking at conferences. Her PhD is in well-being in education and explores a more contemplative approach to educational research. Jennifer is the author of several education books and school programmes, including *Celebrating Strengths: Building Strengths-Based Schools* (Capp Press, 2008) and *Strengths Gym* (PPRC, 2011) a Personal, Social and Health Education (PSHE) programme for high schools.

Sally Eaves combines a depth of experience as a Chief Technology Officer, Director of Education, Practising Professor of FinTech and

Global Strategic Advisor, consulting on the application of disruptive technologies for both business and societal benefits. She is an award-winning thought leader in innovation, digital transformation and emergent technology, notably blockchain, artificial intelligence, machine learning and robotics. A Member of the Forbes Technology Council, she is an accomplished author with regular contributions to leading business, technology and education publications, and a new book *Edge of Disruption* confirmed for 2018. She is an international keynote speaker and respected online influencer across multiple social media channels, particularly in the fields of blockchain, artificial intelligence, technology for good and leadership in innovation.

Juan Luis Fuentes is an Assistant Professor in the Department of Theory and History of Education at Complutense University of Madrid. He has been a Visiting Scholar at Eastern Washington University (US), Roehampton University (UK), Freie Universität (Germany) and University of Birmingham (UK) and is a Member of the ‘Civic Culture and Educational Policies’ research group at Complutense University of Madrid. His principal research interests include theory and philosophy of education, character education, intercultural education and the use of Information and Communication Technologies in the educational sphere. He is an Associate Editor of *Educación XXI* and has received the ‘Antonio Millán Puelles Award’ and the ‘Young Researcher Award’.

Stephen Harwood is a Practitioner turned Academic, currently holding the post of Lecturer at the University of Edinburgh Business School. His interest in social complexity and the handling of complex social problems has led to research into how to teach management topics, as well as, specifically, how to deliver a research methods course. This shifts attention from the teaching of abstractions to how the real world of organizational practice can be embedded into the student’s learning experience, for example, how research has relevance to the management world of practice. This has resulted in an interest in the work of John Dewey along with others such as Charles Peirce and Lev Vygotsky. Much of this research has been written up in the form of journal, conference and working papers.

Sue Ellen Henry is a Professor of Education and Director of the Teaching and Learning Center at Bucknell University. Her scholarship focuses on social class influences on children’s experiences in schools,

xii Contributor Biographies

the influence of emotion in the classroom and multicultural education. She is the author of *Children's Bodies in Schools: Corporeal Performances of Social Class* (2014, Palgrave) and her work has been published in *Teachers College Record*, *Educational Theory*, *Educational Studies* and *Emotion, Space and Society*. Her current research focuses on the body hexis that elementary teachers associate with children of various social class backgrounds.

Neil Hopkins is currently a Senior Lecturer in Education at the University of Bedfordshire, teaching undergraduates, postgraduates and supervising doctoral students. He also teaches on the PGCE/Cert Ed for Post-Compulsory Education at the University. He is the author of *Citizenship and Democracy in Further and Adult Education* (Springer, 2014). He is Bedford branch Secretary for the PESGB and is responsible for research in the School of Teacher Education at the University of Bedfordshire. He is currently an External Examiner for PGCE/Cert Ed Post-Compulsory Education at the University of Essex.

Gonzalo Jover is Professor of Education at the Complutense University in Madrid, where he was Head of the Department of Educational Theory and History of Education from 2006 to 2009 and Adviser to the vice chancellor of Postgraduate Programs and Continuing Education from 2010 to 2012. He also served as Adviser for the Spanish Ministry of Education during the ninth Parliamentary Term. At present, he holds the position of Associate Dean for Research at the Faculty of Education. He has been Visiting Scholar at Boston University, Teachers College of Columbia University and Queen's University (Canada), as well as Visiting Professor at several European universities. He is President of the Spanish Pedagogical Association and Associate Editor of the *Revista Española de Pedagogía*. He has authored more than 100 publications.

Rosario González Martín holds a PhD in Education from Universidad Complutense de Madrid where she is an Associate Professor in the Department of Theory and History of Education. She has held Associate Professorships in Philosophy of Education at the Universidad Autónoma de Madrid and Universidad de Santiago de Chile. She is a Member of the research group 'Civic Culture and Educational Policies', of the 'Phenomenology, First Philosophy Association' and of the 'Spanish Association of Personalism'. She is currently engaged in the project 'The Value of Civic Commitment in the University: Design, Development and

Evaluation of a Service-Learning Programme'. She has organized and directed an international conference on 'Emotion, Ethics and Education' and is Member of the Colloquium on Violence and Religion of the International Association of Scholars of Mimetic Theory.

Valentine Ngalim is the Chair of the Philosophy Department and a Senior Lecturer in Higher Teacher Training College, Bambili, of the University of Bamenda, Cameroon. He gained his PhD in the Philosophy of Education from the UNESCO Chair of Central Africa, under the supervision of the University of Marien Ngouabi, Brazzaville, Congo. His research interest centres on critical issues in education, with particular emphasis on educational politics, curricular issues and subject didactics. He has published several articles and a book titled *Lack of Harmonisation in the Curricula of Cameroon Secondary Education: Causes in Centre and Northwest Regions* (2014, Saarbruecken, Scholars Press).

Clare Wilkinson is currently the Special Educational Needs Coordinator in a secondary academy in Hertfordshire, England. She has previously held posts of Deputy Head of Learning, Head of Year, SenCo and has served on the school's Senior Leadership Team. She has taught for over a decade in the state sector, teaching history, religious education and child development at a range of levels. She has an interest in the writings of Dewey, especially the relationship between teaching and pedagogy, and the extent to which Dewey's philosophy is vital for the current teaching profession as it goes through yet another period of financial constraints.

Malcolm Williamson, BA (Open), Associate of the Royal College of Music (ARCM), studied at the Royal College of Music and played with several orchestras, including the National Orchestra of Iceland and the Royal Scottish National Orchestra. He was introduced to the Alexander Technique as a student and subsequently was trained to teach the method with Alexander's assistant Walter Carrington. He was Chairman of the main professional body (Society of Teachers of the Alexander Technique) from 1994 to 1996 and a Teacher-Trainer from 2001 to 2017. He campaigns for the Alexander Technique as a foundation to music education and has taught at the Royal Northern College of Music, Manchester, for over 30 years. He gave the Annual F. M. Alexander Memorial Lecture in 2016, 'Beyond Words', an exploration of the influence of William James's *Principles of Psychology* on the

evolution of Alexander's technique for greater Constructive Conscious Control and choice in an individual's reactions.

Charlotte Woods has almost four decades of international experience in education. Her early career was as a Language Teacher, Teacher Educator and Educational Manager, including 10 years with the British Council in Italy, Portugal and Morocco. This was followed by 20 years in academia, during which time she completed a doctorate investigating workplace emotion and well-being. In 2015, Charlotte retired from a Senior Lectureship in Education at the Manchester Institute of Education, University of Manchester. She trained for three years at the Manchester Alexander Technique Training School with Malcolm Williamson and qualified as a Teacher with the Society for Teachers of the Alexander Technique in July 2017.

Acknowledgements

We would like to thank the following:

Chapter 6: This chapter was originally published by Christine Doddington as 'Education in the open: The somaesthetic value of being outside', in *Other Education* 3(1), 2014, editor Helen E. Lees. We acknowledge full permission to reprint here. <http://www.othereducation.com/index.php/OE/article/view/41>

Chapter 8: This chapter originally appeared in Brian W. Dotts, 'Dewey anticipates Habermas's paradigm of communication: The critique of individualism and the basis for moral authority in democratic education', in *Education and Culture*, 32(1), pp. 111–129. This material appears courtesy of Purdue University Press. All rights reserved. <http://docs.lib.purdue.edu/eandc/vol32/iss1/art9>

List of Tables

Chapter 8

Table 8.1	Understanding the Cultural Requirements for Change and Reconstruction	164
-----------	--	-----

List of Figures

Chapter 2

Figure 1	Education as Experienced Naturally in Contrast to the Traditional View	40
Figure 2	Education as Experienced Naturally and Its Feed into a Formal Setting	43
Figure 3	Conceptualizing Makerspaces (Based upon Analysis of NESTA, 2015)	49
Figure 4	Signage from Access Space Main Lab	51
Figure 5	A 20 × 20 Canvas Exhibition at Access Space	52
Figure 6	A Quiet Zone at Bristol Hackspace	54