

EDUCATIONAL PHILOSOPHY AND THEORY

Design, Education and Pedagogy

Edited by **LEON BENADE**
and **MARK JACKSON**



Philosophy of Education Society of Australasia



Design, Education and Pedagogy

This book explores the increasing emergence within educational institutions, such as schools and universities, of large, flexible spaces whose design is underpinned by cutting-edge principles and technologies.

These changes in educational facilities have spawned a range of new terminology. For example, terms such as 'modern learning environments', 'innovative learning environments', 'flexible learning environments' and 'new generation learning spaces' have gained currency in recent years. The development of flexible learning spaces, while suggesting design creativity, also points to the desire by governments to influence educational outcomes. The displacement of traditional classrooms also presupposes varied teaching and learning approaches, calling on teachers to work in teams and to de-privatise their practice into spaces that are transparent and porous.

These developments in the area of educational facilities suggest critical questions regarding the origins and purposes of these changes in educational thinking and practice. Questions must also be raised about the links between conception, design intention and spatial practice. Underlying these questions are competing views on the design of education facilities. This volume gathers a range of international authors who theorise these questions at the intersection of building design, pedagogy and educational policy.

The chapters in this book were originally published in the journal *Educational Philosophy and Theory*.

Leon Benade has an interest in the way 'twenty-first century learning' impacts teachers' work, particularly in relation to the establishment of innovative learning environments (ILE).

Mark Jackson has a research focus on design ethics with respect to spatial practices that extend from education facilities to broader concerns with urban political theory and practice.

Educational Philosophy and Theory

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This series is devoted to cutting-edge scholarship in educational philosophy and theory. Each book in the series focuses on a key theme or thinker and includes essays from a range of contributors. To be published in the series, a book will normally have first appeared as a special issue of *Educational Philosophy and Theory*, one of the premier philosophy of education journals in the world. This provides an assurance for readers of the quality of the work and enhances the visibility of the book in the international philosophy of education community. Books in this series combine creativity with rigour and insight. The series is intended to demonstrate the value of diverse theoretical perspectives in educational discourse, and contributors are invited to draw on literature, art and film as well as traditional philosophical sources in their work. Questions of educational policy and practice will also be addressed. The books published in this series will provide key reference points for subsequent theoretical work by other scholars, and will play a significant role in advancing philosophy of education as a field of study.

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Notes on Contributors

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Mark Jackson has a research focus on design ethics with respect to spatial practices that extend from education facilities to broader concerns with urban political theory and practice.

Kirsten Locke is a senior lecturer in philosophy of education. Her academic research is informed by fifteen years of teaching experience in primary, secondary and tertiary education in New Zealand and overseas. Kirsten's research brings poststructuralist and feminist theories and methodologies to bear on a range of intersecting and overlapping interests in education that encompass architecture, gender, policy and practice, art and music.

Amy McPherson is a lecturer in education studies at the Australian Catholic University. The abiding concern of her research is to identify and understand philosophical dimensions in the cultural logics of education. She tends to work at the intersection of epistemology, ethics and the politics of education. Recent research projects include: a study of the relationship between spatiality, embodiment, technology and classrooms; equity and widening participation in education; constructions of 'wellbeing' and 'ability' in schooling; and education for sustainability.

Caroline Morrison is a PhD candidate at the Melbourne Graduate School of Education, University of Melbourne. She is a primary teacher having taught in the Catholic sector in Melbourne for seventeen years before taking up the positions of Deputy Principal and Principal for the past ten years. Taking new generation learning environments (NGLEs) to be policy artefacts, her doctoral research involves an in-depth, qualitative case study exploring the experience and practices of leaders, teachers and students within NGLEs in three Melbourne Catholic schools.

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Emily Nelson is a teacher educator at the Eastern Institute of Technology, New Zealand. She currently teaches in a new innovative practice-based teacher education degree programme. Emily brings experience as a primary and middle level teacher and professional development facilitator to her research work. She is motivated by student voice as socially just action. Her doctorate, completed in 2014, explored how power conditions possibilities for student and teacher action in classroom-based student voice initiatives. Emily has a range of collaborative international research projects underway.

Chris Peers is a senior lecturer in education at the Faculty of Education, Monash University, Australia. Chris's research is focused on philosophical analysis of educational concepts. Most recently Chris published a book about the concept of 'class size', and is currently working on his second doctorate which addresses the history of Western conceptions of the family. He has also written about the way in which economic concepts of human capital have impacted on educational practice. Chris is also undertaking a study of the aesthetic concepts of representation and sublimation with a focus on the Australian artist Juan Davila.

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