

Dewey Conference 2016 (DE2016)

University of Cambridge, UK, 28 September - 1 October, 2016

Wednesday, 28 September		
14:00 - 14:30	Welcome Welcoming speeches Chair: Christine Dodington	MAB Auditorium
14:30 - 16:00	Keynote 1 Keynote: Barbara Stengel Chair: Gert Biesta 'We can make mistakes ... And we can fix them': Countering Cruel Optimism to Promote Public Education	MAB Auditorium
16:00 - 16:30	Coffee break	Boulind Suite
16:30 - 18:00	Parallel Session A:1 Chair: Gert Biesta	DMB GS1
	<p>Interest, Democracy and Children's Computation: The Case for Aesthetic Experiences <u>Pratim Sengupta</u>¹, Amy Farris² ¹University of Calgary, Calgary, Canada, ²Vanderbilt University, Nashville, United States</p>	
	<p>Dewey's Philosophy of Mathematics Education at 100: Reconstructing School Mathematics <u>Kurt Stemhagen</u> Virginia Commonwealth University, Richmond, United States</p>	
16:30 - 18:00	Parallel Session A:2 Chair: Cathy Burke	DMB 2S3
	<p>No end to growing: Dewey and classroom experience. <u>Ruth Heilbronn</u> UCL Institute of Education</p>	
	<p>An Interpretation of John Dewey's Instrumentalism. <u>Mark Blythe</u> University of Reading, Reading, United Kingdom</p>	
16:30 - 18:00	Parallel Session A:3 Chair: Katrien van Poeck	DMB 2S5

	<p>Black Bodies in Schools: Dewey’s Democratic Provision for Participation Confronts the Challenges of ‘Fundamental Plunder’ <u>Kathleen Knight-Abowitz</u>¹, <u>Sue Ellen Henry</u>² ¹Miami University of Ohio, Oxford, United States, ²Bucknell University, Lewisburg, United States</p>
	<p>Wastelands of Gary: Democracy and education in a segregated society <u>Angelo Van Gorp</u> Ghent University Department of Social Work and Social Pedagogy, Ghent, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:4</p> <p style="text-align: right;">MAB 104</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (1) Dewey and contemporary schooling in the 21st Century <u>Steve Higgins</u> Durham University, Durham, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (2) Democratic Pedagogy: thinking together” <u>Vivienne Baumfield</u> University of Exeter, Exeter, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (3) Why and how schools might live democracy ‘as an inclusive human order’ <u>Michael Fielding</u> UCL Institute of Education, London, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:5 Chair: David Hildebrand</p> <p style="text-align: right;">MAB 106</p>
	<p>Dewey’s Concept of "Experience" and Its Importance to the "Personal/ Professional" Dilemma of Teacher Education Tutoring Process. <u>Boaz Tsabar</u> Hebrew University\David Yellin College of Education, Jerusalem, Israel</p>
	<p>Understanding the declining health of teacher educators through the grid of Dewey’s ‘educational environment’: Reviving an old concept to grapple with current phenomenon at teacher education institutions <u>Silvia Edling</u> University of Gävle, Gävle, Sweden</p>
16:30 - 18:00	<p>Parallel Session A:6 Chair: Daniel Moulin</p> <p style="text-align: right;">MAB 117</p>

	<p>Reading Themselves through an Icon: The Filters of John Dewey's Reception in Spain, 1898-1939 <u>Carlos Martínez Valle</u> Prof. Cont Doctor. School of Education. Universidad Complutense de Madrid, Madrid, Spain</p>
	<p>(Is)Lands in the Stream: Democracy, Education, and Puerto Ricans, 1898-1940. <u>Mirelsie Velazquez</u> University of Oklahoma, Norman, United States</p>
	<p>Citizenship Education in a violent context: Juarez, Mexico Case Study. <u>Marisela Terrazas Muñoz</u> Vrije Universiteit Brussel, Brussels, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:7 Chair: Susan Mayer</p> <p style="text-align: right;">MAB 118</p>
	<p>Project method and other open architectures for democratic learning: Dewey's pedagogic legacy <u>Terry Wrigley</u> Northumbria University, Edinburgh, United Kingdom</p>
	<p>Education for Shaping a 'Great Community' in the Changing Society: A Deweyan Perspective to Reconsider 'Collaborative Problem-Solving Skills and Competencies' <u>Yuuki Yamaguchi</u> Hiroshima University, Higashi-Hiroshima City, Japan</p>
	<p>Becoming researchers with shared concerns: a Deweyan approach to democratising health education <u>Julie Wintrup</u>¹, <u>Crissi Gallagher</u>² ¹University of Southampton, Southampton, United Kingdom, ²University of Southampton, Southampton, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:8 Chair: Nigel Meager</p> <p style="text-align: right;">MAB 119</p>
	<p>Deweyan Learning Communities for the Heart of Language <u>Tom Vogt</u> University of Augsburg, Medienlabor, Augsburg, Germany</p>
	<p>In Dewey's footsteps: Moving beyond the orthographic word through experiential reading <u>Meliha R. Şimşek</u></p>

	Assist. Prof.Dr., Mersin University, Faculty of Education, Department of Foreign Language Education (Chair), Turkey, Mersin, Turkey
16:30 - 18:00	Parallel Session A:9 Chair: R. Scott-Walker MAB G03
	Growing the elite athlete; Democracy and education within an Olympic coach's lifeworld <u>Colum Cronin</u> ¹ , Kathleen Armour ² <i>¹Liverpool John Moores University, Liverpool, United Kingdom, ²University of Birmingham, Birmingham, United Kingdom</i>
	Women's Health Activism, and the Democratization of Medical Knowledge <u>Diane Karns</u> University of Oklahoma, Norman, United States
16:30 - 18:00	Parallel Session A:10 Chair: Lottie Hoare MAB G10
	Inner-city Adult Students: Democracy and Education at Metropolitan College of New York <u>Grace Roosevelt</u> Metropolitan College of New York, New York, United States
	Dewey in action - democracy and experience in veterinary education? <u>David Williams</u> St John's College, University of Cambridge, Cambridge, United Kingdom
18:30 - 21:00	Conference Dinner HOM Great Hall
Thursday, 29 September	
09:30 - 11:00	Parallel Session B:1 Chair: Christine Doddington DMB 1S3
	Experience, observational filmmaking and children making art in school <u>Nigel Meager</u> University of Cambridge, Cambridge, United Kingdom
	Trying and reflecting: Frameworks to support training teachers develop understandings of literacy teaching and learning through experience <u>Andrea Gelfuso</u> ¹ , Danielle Dennis ² , Rachel Snape ³ <i>¹University of Central Florida, Orlando, United States, ²University of South Florida, Tampa, United States, ³Spinney Primary, Cambridge, United Kingdom</i>
09:30 - 11:00	Parallel Session B:2

	Chair: Maria G. Amilburu	DMB GS4
	<p>A Renaissance of Experience in the Information Age <u>Michael Glassman</u> The Ohio State University, Columbus, United States</p>	
	<p>Rereading the classics texts with the ICTs: a citizenship and intercultural project based on the Dewey's democratic concept of education <u>María del Rosario González Martín</u>, Gonzalo Jover, <u>Juan Luis Fuentes</u> Complutense University of Madrid, Madrid, Spain</p>	
09:30 - 11:00	Parallel Session B:3 Chair: Stefano Oliverio	DMB GS5
	<p>Democracy and Education, and the necessity of Uncertainty-appreciative practices. <u>Graeme Tiffany</u> Institute of Education, UCL, Leeds, United Kingdom</p>	
	<p>The Perils of External Aims: A Deweyan Critique of Grading and Standardized Testing <u>Jeff Jackson</u> University of Chicago, Chicago, IL, United States</p>	
	<p>Significance of Educational and Social Thought of Dewey and Gandhi in 21st Century India: An Interpretative Study <u>Sana Khan</u> Jawaharlal Nehru University, New Delhi, India</p>	
09:30 - 11:00	Parallel Session B:4 Chair: Joshua Forstenzer	DMB 2S3
	<p>John Dewey and Leo Tolstoy on the education of the people <u>Daniel Moulin</u> University of Navarra, Pamplona, Spain, University of Warwick, Warwick, United Kingdom</p>	
	<p>Dewey's concept of growth in the early materials of the lifelong-learning debate between 1919 and 1929 - a genealogical attempt <u>Peter Schlögl</u> Austrian Institute for Research on Vocational Training, Vienna, Austria</p>	
09:30 - 11:00	Parallel Session B:5 Chair Hong Jiang	DMB 2S4
	Symposium: Dewey and China (1) Exploration of different democracies by	

	<p>situating Deweyan democracy in the West and the East on the basis of different cultures and ideologies <u>Elizabeth Liu</u> McGill University, Montreal, Canada</p>
	<p>Symposium: Dewey and China (2) Hu Shi's Reception of Dewey's Philosophy of Education and its influences on Education in the Early Republic of China <u>Kang Zhao</u> Department of Educational Studies, College of Education, Zhejiang University, Hangzhou, China</p>
	<p>Symposium: Dewey and China (3) Consequences of <i>Democracy and Education</i>. Dewey and the Chinese world Ramón Del Castillo¹, <u>Bianca Thoilliez</u>² ¹Universidad Nacional de Educación a Distancia, Madrid, Spain, ²Universidad Autónoma de Madrid, Madrid, Spain</p>
09:30 - 11:00	<p>Parallel Session B:6 Chair: Silvia Edling</p> <p style="text-align: right;">DMB 2S5</p>
	<p>Dewey's notion of an educational environment in relation to the potential contributions of education support professionals <u>Jan Grannäs</u>, <u>Anneli Frelin</u> University of Gävle, Sweden</p>
	<p>Doing Dewey for School Improvement <u>Martin Retzl</u> Zurich University of Teacher Education, Zurich, Switzerland</p>
09:30 - 11:00	<p>Parallel Session B:7 Chair: William Wraga</p> <p style="text-align: right;">DMB 2S7</p>
	<p>Countering the Neos and Anti-Intellectualism: Dewey, Social Reconstruction, Teacher Preparation and Democratizing Education <u>Jamie Atkinson</u> University of Georgia, Athens, United States</p>
	<p>Dewey from the right: A discourse analysis of online content <u>Kelley King</u> University of North Texas, Frisco, United States A Deweyan Curriculum for</p>
09:30 - 11:00	<p>Parallel Session B:8 Chair: Angelo van Gorp</p> <p style="text-align: right;">DMB GS1</p>
	<p>Progressivism visualized: images of 'democratic schooling' in the work of</p>

	<p>John Dewey and contemporaries. <u>Peter Cunningham</u> Homerton College, University of Cambridge, United Kingdom</p>
	<p>John Dewey and visual archive: picturing authority or conjuring mistrust? <u>Lottie Hoare</u> Faculty of Education, University of Cambridge, Cambridge, United Kingdom</p>
	<p>“Schools of Tomorrow”, Today <u>Carla Carreras</u>¹, <u>Jordi Feu</u>¹, <u>Nuria Simo</u>² ¹University of Girona, Girona, Spain, ²University of Vic, Vic, Spain</p>
09:30 - 11:00	<p>Parallel Session B:9 Chair: Ana Maria Salmeron</p> <p style="text-align: right;">DMB GS3</p>
	<p>Anarchy and Education: Dewey and the Modern School Movement <u>Joscha Thiele</u> Kingston University, London, United Kingdom, Université Paris 8, Paris, France</p>
	<p>John Dewey’s Democracy and education. Its importance in Mexico today <u>Miguel de la Torre</u> Universidad Autonoma de Nuevo Leon, Monterrey, Mexico</p>
	<p>One of the Many: John Dewey in the Republic of Latvia during its parliamentary period 1918-1934. <u>Kristaps Ozolins</u> Independent, Riga, Latvia</p>
11:00 - 11:25	<p>Coffee break</p> <p style="text-align: right;">Boulind Suite</p>
11:25 - 12:40	<p>Practitioner Presentations 1 Philosophy for Children at Colegio Europeo de Madrid - Colegio Europeo de Madrid Chair: Elena Morilla</p> <p style="text-align: right;">DMB GS4</p>
11:25 - 12:40	<p>Practitioner Presentations 2 Student-led research into democratic practice in Round Square schools' - Round Square Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS5</p>
12:40 - 13:35	<p>Lunch</p> <p style="text-align: right;">HOM Great Hall</p>
13:35 - 14:50	<p>Practitioner Presentations 1 Democratic engagement at Hockerill Anglo-European College - Hockerill Anglo-European College Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS4</p>

13:35 - 14:50	Practitioner Presentations 2 Philosophy for Children at Bow School - Bow School Chair: Christine Doddington	DMB GS5
14:50 - 15:15	Coffee break	Boulind Suite
15:15 – 16:30	Keynote 2 Keynote: Alison Peacock Chair: Peter Cunningham Learning without Limits	MAB Auditorium
16:30 – 18:30	Visit to UCPS	
19:30 – 21:30	Conference Dinner	HOM Great Hall
Friday, 30 September		
09:30 - 11:00	Parallel Session C:1 Chair: Kevin Mott-Thornton	DMB 1S3
	<p>The Role of the Teacher in Early Years Education: A Man before his Time – Dewey Revisited. <u>Emer Ring</u>¹, <u>Lisha O'Sullivan</u>² ¹Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland, ²Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland</p>	
	<p>Dewey, Democracy and Adult Learners <u>Xenia Coulter</u>¹, <u>Lee Herman</u>², <u>Alan Mandell</u>³ ¹SUNY Empire State College, Saratoga Springs, NY, United States, ²SUNY Empire State College, Auburn, NY, United States, ³SUNY Empire State College, New York, NY, United States</p>	
09:30 - 11:00	Parallel Session C:2 Chair: Kurt Stemhagen	DMB 2S3
	<p>The Relevance of Democracy and Education to Teacher Education in Turkey <u>Rasit Celik</u> Karadeniz Technical University, Turkey</p>	
	<p>Dewey and Teacher's Authority- A path or a goal? Reflections from an ethnographic study in a secondary school in India. <u>Deepa Idnani</u> UCL- Institute of Education, London., London, United Kingdom</p>	
09:30 - 11:00	Parallel Session C:3 Chair: Johan Liljestrang	DMB 2S5

	<p>Growth into Citizenship: John Dewey's Philosophy and Lived Experiences in East Africa <u>Jane Blanken-Webb</u>¹, <u>Katariina Holma</u>¹, Tiina Kontinen² ¹University of Eastern Finland, Joensuu, Finland, ²University of Jyväskylä, Jyväskylä, Finland</p>
	<p>Global Teachers, Orbital Classrooms, and Global Democracy. Teachers' role one century after John Dewey. <u>Giovanni Pampanini</u>, Melita Cristaldi Studio Interdisciplinare Scienze Sociali e Umane, SISSU, Catania, Italy</p>
09:30 - 11:00	<p>Parallel Session C:4 Chair: Maria G. Amilburu MAB 106</p>
	<p>"To be is to respond": Berkeley, Dewey and a dialogic philosophy of democratic education <u>Rupert Higham</u> University of Cambridge, Cambridge, United Kingdom</p>
	<p>The role of the teacher in moral education <u>Josu Ahedo</u> The International University of La Rioja (UNIR), Logroño, Spain</p>
09:30 - 11:00	<p>Parallel Session C:5 Chair: Anneli Frelin MAB 117</p>
	<p>Early childhood education for sustainability: origins and inspirations in the work of John Dewey <u>Paulette Luff</u> Anglia Ruskin University, Chelmsford, United Kingdom</p>
	<p>The Power of Conflicts in Education: John Dewey on conflicts. <u>Jan Pouwels</u> HAN University of Applied Sciences, Nijmegen, Netherlands</p>
	<p>Moral and intellectual aspects of teaching: Recognising the inseparable <u>Rajashree Srinivasan</u> Azim Premji University, Bengaluru, India, Bengaluru, India</p>
09:30 - 11:00	<p>Parallel Session C:6 MAB 118</p>
	<p>Symposium: A transactional perspective on meaning-making. Part 1. Democratic discussions. <u>Karin Rudsberg</u>¹, Johan Öhman¹, Leif Östman² ¹Orebro University, Orebro, Sweden, ²Uppsala University, Uppsala, Sweden</p>

	<p>Symposium: A transactional perspective on meaning-making. Part 1. Ethical participation and ethical reflections <u>Elsa Lee</u>¹, Louise Sund², Johan Öhman³ ¹University of Cambridge, Cambridge, United Kingdom, ²Mälardalen University, Eskilstuna, Sweden, ³Orebro University, Orebro, Sweden</p>
09:30 - 11:00	<p>Parallel Session C:7 Chair: Juan Luis Fuentes MAB G05</p>
	<p>Experience and the quality of mental process: a true preparation for democracy? <u>Victoria Door</u>¹, <u>Clare Wilkinson</u>² ¹Keele University, Keele, United Kingdom, ²Haileybury Turnford School, Turnford, United Kingdom</p>
	<p>The Intellectual Virtue of Open-Mindedness in Democracy and Education <u>Ben Kotzee</u> University of Birmingham</p>
09:30 - 11:00	<p>Parallel Session C:8 Chair: Ruth Heilbronn MAB G03</p>
	<p>Dewey and Aristotle in Teacher Training: Complementary Concepts Concerning the Education of the Moral Self <u>Oliver Bridge</u> Oxford Brookes University, Oxford, United Kingdom</p>
	<p>Chapter XXVI: Dewey's <i>Theories of Morals</i> is Social Justice Education <u>Thomas Misco</u> Miami University, Oxford, United States</p>
	<p>"Teacher-proof" scripted lessons in corporatized public schools: What would Dewey say? <u>Tania Ramalho</u> SUNY Oswego, United States</p>
09:30 - 11:00	<p>Parallel Session C:9 Chair: : Vasco DeAgnese MAB G10</p>
	<p>Art as experience: John Dewey's educational philosophy on the Barnes Foundation's art educational experience <u>Carolyn Berenato</u> Saint Joseph's University, Philadelphia, United States</p>
	<p>Think Aloud in Groups: Mediating poetry for children with Cecília Meireles, Paulo Freire and John Dewey</p>

	<p><u>Telma Franco Diniz</u> University of Sao Paulo, Sao Paulo, Brazil</p>	
	<p>Education of Becoming: The Ethic of Creativity in Dewey's <i>Democracy and Education</i> <u>Jonathan Sallée</u> Lewis University, Romeoville, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 3 Keynote: Rosa Bruno-Jofre Chair: Gonzalo Jover</p> <p>Localizing Dewey's notions of democracy and education: a <i>longue durée</i> journey across historical configurations in Latin America</p>	MAB Auditorium
13:00 - 14:00	Lunch	HOM Great Hall
14:00 - 15:30	<p>Panel Session Chair: Ruth Heilbronn Topic: "John Dewey – too toxic for policy?" Panellists: Melissa Benn, Richard Pring and Linda Stone</p>	MAB Auditorium
15:30 – 16:00	Coffee break	Boulind Suite
16:00 - 17:30	<p>Parallel Session D:1 Chair: Ben Kotzee</p>	DMB 2S3
	<p>Education and Imagination in Dewey: Enlarging Meanings, Bringing Newness to the Fore <u>Vasco d'Agnese</u> Second University of Naples, Caserta, Italy</p>	
	<p>Experience is not the Whole Story: The Integral Role of the Situation in Dewey's <i>Democracy and Education</i> <u>David Hildebrand</u> University of Colorado Denver, USA, Denver, United States</p>	
16:00 - 17:30	<p>Parallel Session D:2 Chair: Ruth Heilbronn</p>	DMB 2S5
	<p>Dewey's Critique of Individualism and his Intersubjective Basis for Moral Authority in <i>Democracy and Education</i> <u>Brian Dotts</u> University of Georgia, Athens, United States</p>	
	John Dewey and Antonio Gramsci: thinkers for our times	

	<p><u>Geoffrey Hinchliffe</u> University of East Anglia, Norwich, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:3 Chair: Cathy Burke</p> <p style="text-align: right;">DMB 1S3</p>
	<p>A Contemporary Recasting of Dewey's Call for a Pragmatic Pluralism <u>Susan Mayer</u> Critical Explorers, Brookline, United States</p> <hr/> <p>Wyllistine Goodsell, Kasuya Yoshi, and Dewey's <i>Democracy and Education</i>: reconfiguring women's education and modern womanhood <u>Joyce Goodman</u> The University of Winchester, Warminster, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:4 Chair: Deron Boyles</p> <p style="text-align: right;">DMB 2S4</p>
	<p>Dewey and the Democratic Curriculum <u>Neil Hopkins</u> University of Bedfordshire, Bedford, United Kingdom</p> <hr/> <p>Educating the existential spirituality in Dewey's democratic individual <u>R. Scott Webster</u> Deakin University, Australia</p>
16:00 - 17:30	<p>Parallel Session D:5 Chair: Juan Luis Fuentes</p> <p style="text-align: right;">DMB GS3</p>
	<p>The Struggle of Learning: Dewey's concept of Learning as tied to Experience and its Meaning for Understanding the Moral Dimensions of Teaching <u>Andrea R. English</u> University of Edinburgh, Edinburgh, United Kingdom</p> <hr/> <p>Moral Perfectionism, Autonomy and Mutuality in Dewey's Democratic theory of Educational Growth <u>Kevin Mott-Thornton</u> Formerly head of RS at Sydenham High School, Frinton on Sea, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:6 Chair: Elizabeth Liu</p> <p style="text-align: right;">DMB GS4</p>
	<p>Dewey in Australia: Long shadows and odd echoes <u>Julie McLeod</u> The University of Melbourne, Parkville, Australia</p>

	<p>Developing Dewey's Sociocultural Vision: Toward Educating Citizens in the 21st Century <u>Stephen Fleury</u>¹, Michael Bentley^{2,3} ¹Le Moyne College, Syracuse, New York, United States, ²University of Tennessee, Knoxville, Tennessee, United States, ³Educational Associate of the Virginia Museum of Natural History, Martinsville, VA, United States</p>
16:00 - 17:30	<p>Parallel Session D:7 Chair: Gonzalo Jover</p> <p style="text-align: right;">MAB G05</p>
	<p>The treachery of educational preparation <u>Simon Reddy</u> Simon Reddy, Paignton, United Kingdom</p> <hr/> <p>Making transition formative. A rereading of <i>Democracy and Education</i> in relation to career transitions and educational experience <u>Manuela Palma</u>, Francesco Cappa Universita' degli Studi di Milano-Bicocca, Milano, Italy</p>
16:00 - 17:30	<p>Parallel Session D:8 Chair: Janet Orchard</p> <p style="text-align: right;">MAB G03</p>
	<p>Dewey and the Movement to Home-Schooling <u>John Scott Gray</u> Ferris State University, Big Rapids, United States</p> <hr/> <p>Continuity and Interaction: learning experiences in museums and the responsibilities of the teacher <u>Carrie Winstanley</u> Roehampton University, London, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:9 Chair: Josu Ahedo</p> <p style="text-align: right;">MAB G10</p>
	<p>John Dewey's 'Common School' and Richard Pring's battle for a 'Common School System' <u>Maria G. Amilburu</u> Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain</p> <hr/> <p>The impact of Democracy and Education on contemporary educational thought and discourse: a critical analysis <u>Maura Striano</u> University of Naples Federico II, Naples, Italy</p> <hr/> <p>Democracy through virtual platforms <u>Heidy Robles</u></p>

	Universidad del Norte, Barranquilla, Colombia
16:00 - 17:30	Parallel Session D:10 Chair: Graeme Tiffany MAB G12
	<p>Dewey and the Alexander Technique: lessons in learning through experience <u>Malcolm Williamson</u>^{1, 2, 3}, <u>Jennifer Fox-Eades</u>^{1, 2, 4}, <u>Charlotte Woods</u>^{1, 2, 5} ¹Society of Teachers of the Alexander Technique, Manchester, United Kingdom, ²Manchester Alexander Technique Training School, Manchester, United Kingdom, ³Royal Northern College of Music, Manchester, United Kingdom, ⁴Education Department, Edge Hill University, United Kingdom, ⁵Manchester Institute of Education, University of Manchester (retired), Manchester, United Kingdom</p> <hr/> <p>Experiencing disability: John Dewey and his son Sabino <u>Scot Danforth</u> Chapman University, Orange, California, United States</p>
Saturday, 1 October	
09:30 - 11:00	Parallel Session E:1 Chair: Geoff Hinchcliffe DMB 2S3
	<p>'Tentative rehearsals': beginning teachers and ethical deliberation. <u>Janet Orchard</u>¹, <u>Carrie Winstanley</u>², <u>Ruth Heilbronn</u>³ ¹Graduate School of Education, University of Bristol, Bristol, United Kingdom, ²University of Roehampton, London, United Kingdom, ³Institute of Education, University College London, London, United Kingdom</p> <hr/> <p>On the role of the teacher: John Dewey's imaginative vision of teaching <u>Deron Boyles</u> Georgia State University, Roswell, United States</p>
09:30 - 11:00	Parallel Session E:2 Chair: Peter Cunningham DMB 2S5
	<p>The Emergence of Makerspaces, Hackerspaces and Fab Labs: Dewey's Democratic Communities of the 21st Century? <u>Sally Eaves</u>¹, Stephen Harwood² ¹Aston Business School, Birmingham, United Kingdom, ²University of Edinburgh Business School, Edinburgh, United Kingdom</p> <hr/> <p>John Dewey's Notion of Interest: Antithetical to or Sympathetic with Educational Development? <u>Valentine Banfegha Ngalim</u> Higher Teacher Training College, Bambili, University of Bamenda, Bambili,</p>

	Bamenda, Cameroon	
09:30 - 11:00	Parallel Session E:3	DMB 1S3
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Urban sustainability politics as a space for experiential learning <u>Katrien Van Poeck</u>¹, Leif Östman², Thomas Block¹ ¹Ghent University, Gent, Belgium, ²Uppsala University, Uppsala, Sweden</p>	
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Embodied conflicts <u>Michael Håkansson</u>, Leif Östman Uppsala University, Uppsala, Sweden</p>	
09:30 - 11:00	Parallel Session E:4 Chair: Heydi Robles	DMB 2S4
	<p>From Dewey's "Democracy and Education" to Service-Learning Methodology: Developing a Democratic Multicultural Society <u>Laura Selmo</u> Milan-Bicocca University, Milan, Italy</p>	
	<p>Political ends and educational aims. Critique of a mutual determination relationship. <u>Ana María Salmerón</u>¹, Blanca Flor Trujillo^{2,3} ¹Universidad Nacional Autónoma de México, Ciudad de México, Mexico, ²Universidad Pedagógica Nacional, Ciudad de México, Mexico, ³DIE-CINVESTAV, Ciudad de México, Mexico</p>	
	<p>Assimilation or Interaction? An Idealistic Reading of Democracy and Education as a Hinge between Epochs: An Interpretive Hypothesis <u>Stefano Oliverio</u> University of Naples Federico II, Napoli, Italy</p>	
09:30 - 11:00	Parallel Session E:5 Chair: Andrea English	DMB 2S7
	<p>Dewey's Democratic Education and Children with ADHD: Towards a Policy for Affirmative Action <u>Evanilda Bustamante</u> Evanilda de Godoi Bustamante, Belo Horizonte, Brazil</p>	
	<p>Dewey's Daemon: The Specter of Faith in "Democracy and Education" <u>Jose R. Irizarry</u> Villanova University, Villanova, PA, United States, Religious Education</p>	

	Association, New Haven, CT, United States	
	<p>Place and conditions for democratic education in interreligious encounters <u>Johan Liljestrand</u> Senior Lecturer at University of Gävle, Gävle, Sweden</p>	
09:30 - 11:00	<p>Parallel Session E:6 Chair: Jan Pouwels</p>	DMB GS1
	<p>Academic Freedom and Progressive Education: Reconsidering Dewey's Legacy in the Context of 21st Century British Higher Education <u>Joshua Forstenzer</u> University of Sheffield, United Kingdom</p>	
	<p>The problem of teachers' autonomy (The glance from inside the Russian educational reforms) <u>Margarita Kozhevnikova</u> Federal research state institution 'Institute of Teacher and Adult Education, Russian Academy of education', St. Petersburg branch, St. Petersburg, Russia</p>	
09:30 - 11:00	<p>Parallel Session E:7 Chair: Cathy Burke</p>	DMB GS3
	<p>Democracy, Education, and Building Community: The Arthurdale Community School (1934-1943) <u>Sam Stack Jr.</u> West Virginia University, Morgantown, United States</p>	
	<p><i>Democracy and Education</i> and Dewey's Idea of the Secondary School <u>William Wraga</u> University of Georgia, Athens, United States</p>	
09:30 - 11:00	<p>Parallel Session E:8 Chair: Joyce Goodman</p>	DMB GS5
	<p>Curriculum in Kinokuni Children's Village school and prospect into democratic society in Japan <u>Yoko Yamasaki</u> Fukuyama Heisei University, Hiroshima, Japan</p>	
	<p>The Way of Being Human: What John Dewey's <i>Democracy and Education</i> Has Spoken to the Postcolonial Societies. <u>Hyunju Lee</u> The University of Iowa College of Education, Iowa City, United States</p>	
	<p>Deweyan Ideals as a Vehicle for Educational and Social Reform in Interwar</p>	

	<p>Japan <u>Peter Rothstein</u> Juniata College, Huntingdon, United States</p>	
09:30 - 11:00	<p>Parallel Session E:9 Chair: Miguel de la Torre</p>	MAB G10
	<p>Experience, Democracy and Education: the challenge of human progress <u>Clara Barroso</u>¹, Jose Luis González-Geraldo² ¹Universidad de La Laguna, La Laguna, Spain, ²Universidad de Castilla-La Mancha, Cuenca, Spain</p>	
	<p>Understanding Reflexivity in Light of Dewey's 'Trying' and 'Undergoing' <u>Mariam Attia</u> Durham University, Durham, United Kingdom</p>	
	<p>Preserving Rich Experience in the Digital Age <u>Bob Coulter</u> Missouri Botanical Garden, Saint Louis, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 4 Keynote: Gert Biesta Chair: Rupert Higham</p> <p>The most influential theory of the century? Dewey, democracy and democratic education reconsidered</p>	MAB Auditorium
13:00 - 14:00	Lunch	DMB GS4
14:00 - 16:00	<p>Unstructured time for discussion Chair:</p>	DMB GS5

Dewey Conference 2016 (DE2016)

University of Cambridge, UK, 28 September - 1 October, 2016

Wednesday, 28 September		
14:00 - 14:30	Welcome Welcoming speeches Chair: Christine Dodington	MAB Auditorium
14:30 - 16:00	Keynote 1 Keynote: Barbara Stengel Chair: Gert Biesta 'We can make mistakes ... And we can fix them': Countering Cruel Optimism to Promote Public Education	MAB Auditorium
16:00 - 16:30	Coffee break	Boulind Suite
16:30 - 18:00	Parallel Session A:1 Chair: Gert Biesta	DMB GS1
	<p>Interest, Democracy and Children's Computation: The Case for Aesthetic Experiences <u>Pratim Sengupta</u>¹, Amy Farris² ¹University of Calgary, Calgary, Canada, ²Vanderbilt University, Nashville, United States</p>	
	<p>Dewey's Philosophy of Mathematics Education at 100: Reconstructing School Mathematics <u>Kurt Stemhagen</u> Virginia Commonwealth University, Richmond, United States</p>	
16:30 - 18:00	Parallel Session A:2 Chair: Cathy Burke	DMB 2S3
	<p>No end to growing: Dewey and classroom experience. <u>Ruth Heilbronn</u> UCL Institute of Education</p>	
	<p>An Interpretation of John Dewey's Instrumentalism. <u>Mark Blythe</u> University of Reading, Reading, United Kingdom</p>	
16:30 - 18:00	Parallel Session A:3 Chair: Katrien van Poeck	DMB 2S5

	<p>Black Bodies in Schools: Dewey’s Democratic Provision for Participation Confronts the Challenges of ‘Fundamental Plunder’ <u>Kathleen Knight-Abowitz</u>¹, <u>Sue Ellen Henry</u>² ¹Miami University of Ohio, Oxford, United States, ²Bucknell University, Lewisburg, United States</p>
	<p>Wastelands of Gary: Democracy and education in a segregated society <u>Angelo Van Gorp</u> Ghent University Department of Social Work and Social Pedagogy, Ghent, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:4</p> <p style="text-align: right;">MAB 104</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (1) Dewey and contemporary schooling in the 21st Century <u>Steve Higgins</u> Durham University, Durham, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (2) Democratic Pedagogy: thinking together” <u>Vivienne Baumfield</u> University of Exeter, Exeter, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (3) Why and how schools might live democracy ‘as an inclusive human order’ <u>Michael Fielding</u> UCL Institute of Education, London, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:5 Chair: David Hildebrand</p> <p style="text-align: right;">MAB 106</p>
	<p>Dewey’s Concept of "Experience" and Its Importance to the "Personal/ Professional" Dilemma of Teacher Education Tutoring Process. <u>Boaz Tsabar</u> Hebrew University\David Yellin College of Education, Jerusalem, Israel</p>
	<p>Understanding the declining health of teacher educators through the grid of Dewey’s ‘educational environment’: Reviving an old concept to grapple with current phenomenon at teacher education institutions <u>Silvia Edling</u> University of Gävle, Gävle, Sweden</p>
16:30 - 18:00	<p>Parallel Session A:6 Chair: Daniel Moulin</p> <p style="text-align: right;">MAB 117</p>

	<p>Reading Themselves through an Icon: The Filters of John Dewey's Reception in Spain, 1898-1939 <u>Carlos Martínez Valle</u> Prof. Cont Doctor. School of Education. Universidad Complutense de Madrid, Madrid, Spain</p>
	<p>(Is)Lands in the Stream: Democracy, Education, and Puerto Ricans, 1898-1940. <u>Mirelsie Velazquez</u> University of Oklahoma, Norman, United States</p>
	<p>Citizenship Education in a violent context: Juarez, Mexico Case Study. <u>Marisela Terrazas Muñoz</u> Vrije Universiteit Brussel, Brussels, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:7 Chair: Susan Mayer</p> <p style="text-align: right;">MAB 118</p>
	<p>Project method and other open architectures for democratic learning: Dewey's pedagogic legacy <u>Terry Wrigley</u> Northumbria University, Edinburgh, United Kingdom</p>
	<p>Education for Shaping a 'Great Community' in the Changing Society: A Deweyan Perspective to Reconsider 'Collaborative Problem-Solving Skills and Competencies' <u>Yuuki Yamaguchi</u> Hiroshima University, Higashi-Hiroshima City, Japan</p>
	<p>Becoming researchers with shared concerns: a Deweyan approach to democratising health education <u>Julie Wintrup</u>¹, <u>Crissi Gallagher</u>² ¹University of Southampton, Southampton, United Kingdom, ²University of Southampton, Southampton, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:8 Chair: Nigel Meager</p> <p style="text-align: right;">MAB 119</p>
	<p>Deweyan Learning Communities for the Heart of Language <u>Tom Vogt</u> University of Augsburg, Medienlabor, Augsburg, Germany</p>
	<p>In Dewey's footsteps: Moving beyond the orthographic word through experiential reading <u>Meliha R. Şimşek</u></p>

	Assist. Prof.Dr., Mersin University, Faculty of Education, Department of Foreign Language Education (Chair), Turkey, Mersin, Turkey
16:30 - 18:00	Parallel Session A:9 Chair: R. Scott-Walker MAB G03
	Growing the elite athlete; Democracy and education within an Olympic coach's lifeworld <u>Colum Cronin</u> ¹ , Kathleen Armour ² <i>¹Liverpool John Moores University, Liverpool, United Kingdom, ²University of Birmingham, Birmingham, United Kingdom</i>
	Women's Health Activism, and the Democratization of Medical Knowledge <u>Diane Karns</u> University of Oklahoma, Norman, United States
16:30 - 18:00	Parallel Session A:10 Chair: Lottie Hoare MAB G10
	Inner-city Adult Students: Democracy and Education at Metropolitan College of New York <u>Grace Roosevelt</u> Metropolitan College of New York, New York, United States
	Dewey in action - democracy and experience in veterinary education? <u>David Williams</u> St John's College, University of Cambridge, Cambridge, United Kingdom
18:30 - 21:00	Conference Dinner HOM Great Hall
Thursday, 29 September	
09:30 - 11:00	Parallel Session B:1 Chair: Christine Doddington DMB 1S3
	Experience, observational filmmaking and children making art in school <u>Nigel Meager</u> University of Cambridge, Cambridge, United Kingdom
	Trying and reflecting: Frameworks to support training teachers develop understandings of literacy teaching and learning through experience <u>Andrea Gelfuso</u> ¹ , Danielle Dennis ² , Rachel Snape ³ <i>¹University of Central Florida, Orlando, United States, ²University of South Florida, Tampa, United States, ³Spinney Primary, Cambridge, United Kingdom</i>
09:30 - 11:00	Parallel Session B:2

	Chair: Maria G. Amilburu	DMB GS4
	<p>A Renaissance of Experience in the Information Age <u>Michael Glassman</u> The Ohio State University, Columbus, United States</p>	
	<p>Rereading the classics texts with the ICTs: a citizenship and intercultural project based on the Dewey's democratic concept of education <u>María del Rosario González Martín</u>, Gonzalo Jover, <u>Juan Luis Fuentes</u> Complutense University of Madrid, Madrid, Spain</p>	
09:30 - 11:00	Parallel Session B:3 Chair: Stefano Oliverio	DMB GS5
	<p>Democracy and Education, and the necessity of Uncertainty-appreciative practices. <u>Graeme Tiffany</u> Institute of Education, UCL, Leeds, United Kingdom</p>	
	<p>The Perils of External Aims: A Deweyan Critique of Grading and Standardized Testing <u>Jeff Jackson</u> University of Chicago, Chicago, IL, United States</p>	
	<p>Significance of Educational and Social Thought of Dewey and Gandhi in 21st Century India: An Interpretative Study <u>Sana Khan</u> Jawaharlal Nehru University, New Delhi, India</p>	
09:30 - 11:00	Parallel Session B:4 Chair: Joshua Forstenzer	DMB 2S3
	<p>John Dewey and Leo Tolstoy on the education of the people <u>Daniel Moulin</u> University of Navarra, Pamplona, Spain, University of Warwick, Warwick, United Kingdom</p>	
	<p>Dewey's concept of growth in the early materials of the lifelong-learning debate between 1919 and 1929 - a genealogical attempt <u>Peter Schlögl</u> Austrian Institute for Research on Vocational Training, Vienna, Austria</p>	
09:30 - 11:00	Parallel Session B:5 Chair Hong Jiang	DMB 2S4
	Symposium: Dewey and China (1) Exploration of different democracies by	

	<p>situating Deweyan democracy in the West and the East on the basis of different cultures and ideologies <u>Elizabeth Liu</u> McGill University, Montreal, Canada</p>
	<p>Symposium: Dewey and China (2) Hu Shi's Reception of Dewey's Philosophy of Education and its influences on Education in the Early Republic of China <u>Kang Zhao</u> Department of Educational Studies, College of Education, Zhejiang University, Hangzhou, China</p>
	<p>Symposium: Dewey and China (3) Consequences of <i>Democracy and Education</i>. Dewey and the Chinese world Ramón Del Castillo¹, <u>Bianca Thoilliez</u>² ¹Universidad Nacional de Educación a Distancia, Madrid, Spain, ²Universidad Autónoma de Madrid, Madrid, Spain</p>
09:30 - 11:00	<p>Parallel Session B:6 Chair: Silvia Edling</p> <p style="text-align: right;">DMB 2S5</p>
	<p>Dewey's notion of an educational environment in relation to the potential contributions of education support professionals <u>Jan Grannäs</u>, <u>Anneli Frelin</u> University of Gävle, Sweden</p>
	<p>Doing Dewey for School Improvement <u>Martin Retzl</u> Zurich University of Teacher Education, Zurich, Switzerland</p>
09:30 - 11:00	<p>Parallel Session B:7 Chair: William Wraga</p> <p style="text-align: right;">DMB 2S7</p>
	<p>Countering the Neos and Anti-Intellectualism: Dewey, Social Reconstruction, Teacher Preparation and Democratizing Education <u>Jamie Atkinson</u> University of Georgia, Athens, United States</p>
	<p>Dewey from the right: A discourse analysis of online content <u>Kelley King</u> University of North Texas, Frisco, United States A Deweyan Curriculum for</p>
09:30 - 11:00	<p>Parallel Session B:8 Chair: Angelo van Gorp</p> <p style="text-align: right;">DMB GS1</p>
	<p>Progressivism visualized: images of 'democratic schooling' in the work of</p>

	<p>John Dewey and contemporaries. <u>Peter Cunningham</u> Homerton College, University of Cambridge, United Kingdom</p>
	<p>John Dewey and visual archive: picturing authority or conjuring mistrust? <u>Lottie Hoare</u> Faculty of Education, University of Cambridge, Cambridge, United Kingdom</p>
	<p>“Schools of Tomorrow”, Today <u>Carla Carreras</u>¹, <u>Jordi Feu</u>¹, <u>Nuria Simo</u>² ¹University of Girona, Girona, Spain, ²University of Vic, Vic, Spain</p>
09:30 - 11:00	<p>Parallel Session B:9 Chair: Ana Maria Salmeron</p> <p style="text-align: right;">DMB GS3</p>
	<p>Anarchy and Education: Dewey and the Modern School Movement <u>Joscha Thiele</u> Kingston University, London, United Kingdom, Université Paris 8, Paris, France</p>
	<p>John Dewey’s Democracy and education. Its importance in Mexico today <u>Miguel de la Torre</u> Universidad Autonoma de Nuevo Leon, Monterrey, Mexico</p>
	<p>One of the Many: John Dewey in the Republic of Latvia during its parliamentary period 1918-1934. <u>Kristaps Ozolins</u> Independent, Riga, Latvia</p>
11:00 - 11:25	<p>Coffee break</p> <p style="text-align: right;">Boulind Suite</p>
11:25 - 12:40	<p>Practitioner Presentations 1 Philosophy for Children at Colegio Europeo de Madrid - Colegio Europeo de Madrid Chair: Elena Morilla</p> <p style="text-align: right;">DMB GS4</p>
11:25 - 12:40	<p>Practitioner Presentations 2 Student-led research into democratic practice in Round Square schools' - Round Square Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS5</p>
12:40 - 13:35	<p>Lunch</p> <p style="text-align: right;">HOM Great Hall</p>
13:35 - 14:50	<p>Practitioner Presentations 1 Democratic engagement at Hockerill Anglo-European College - Hockerill Anglo-European College Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS4</p>

13:35 - 14:50	Practitioner Presentations 2 Philosophy for Children at Bow School - Bow School Chair: Christine Doddington	DMB GS5
14:50 - 15:15	Coffee break	Boulind Suite
15:15 – 16:30	Keynote 2 Keynote: Alison Peacock Chair: Peter Cunningham Learning without Limits	MAB Auditorium
16:30 – 18:30	Visit to UCPS	
19:30 – 21:30	Conference Dinner	HOM Great Hall
Friday, 30 September		
09:30 - 11:00	Parallel Session C:1 Chair: Kevin Mott-Thornton	DMB 1S3
	<p>The Role of the Teacher in Early Years Education: A Man before his Time – Dewey Revisited. <u>Emer Ring</u>¹, <u>Lisha O'Sullivan</u>² ¹Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland, ²Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland</p>	
	<p>Dewey, Democracy and Adult Learners <u>Xenia Coulter</u>¹, <u>Lee Herman</u>², <u>Alan Mandell</u>³ ¹SUNY Empire State College, Saratoga Springs, NY, United States, ²SUNY Empire State College, Auburn, NY, United States, ³SUNY Empire State College, New York, NY, United States</p>	
09:30 - 11:00	Parallel Session C:2 Chair: Kurt Stemhagen	DMB 2S3
	<p>The Relevance of Democracy and Education to Teacher Education in Turkey <u>Rasit Celik</u> Karadeniz Technical University, Turkey</p>	
	<p>Dewey and Teacher's Authority- A path or a goal? Reflections from an ethnographic study in a secondary school in India. <u>Deepa Idnani</u> UCL- Institute of Education, London., London, United Kingdom</p>	
09:30 - 11:00	Parallel Session C:3 Chair: Johan Liljestrang	DMB 2S5

	<p>Growth into Citizenship: John Dewey's Philosophy and Lived Experiences in East Africa <u>Jane Blanken-Webb</u>¹, <u>Katariina Holma</u>¹, Tiina Kontinen² ¹University of Eastern Finland, Joensuu, Finland, ²University of Jyväskylä, Jyväskylä, Finland</p>
	<p>Global Teachers, Orbital Classrooms, and Global Democracy. Teachers' role one century after John Dewey. <u>Giovanni Pampanini</u>, Melita Cristaldi Studio Interdisciplinare Scienze Sociali e Umane, SISSU, Catania, Italy</p>
09:30 - 11:00	<p>Parallel Session C:4 Chair: Maria G. Amilburu MAB 106</p>
	<p>"To be is to respond": Berkeley, Dewey and a dialogic philosophy of democratic education <u>Rupert Higham</u> University of Cambridge, Cambridge, United Kingdom</p>
	<p>The role of the teacher in moral education <u>Josu Ahedo</u> The International University of La Rioja (UNIR), Logroño, Spain</p>
09:30 - 11:00	<p>Parallel Session C:5 Chair: Anneli Frelin MAB 117</p>
	<p>Early childhood education for sustainability: origins and inspirations in the work of John Dewey <u>Paulette Luff</u> Anglia Ruskin University, Chelmsford, United Kingdom</p>
	<p>The Power of Conflicts in Education: John Dewey on conflicts. <u>Jan Pouwels</u> HAN University of Applied Sciences, Nijmegen, Netherlands</p>
	<p>Moral and intellectual aspects of teaching: Recognising the inseparable <u>Rajashree Srinivasan</u> Azim Premji University, Bengaluru, India, Bengaluru, India</p>
09:30 - 11:00	<p>Parallel Session C:6 MAB 118</p>
	<p>Symposium: A transactional perspective on meaning-making. Part 1. Democratic discussions. <u>Karin Rudsberg</u>¹, Johan Öhman¹, Leif Östman² ¹Orebro University, Orebro, Sweden, ²Uppsala University, Uppsala, Sweden</p>

	<p>Symposium: A transactional perspective on meaning-making. Part 1. Ethical participation and ethical reflections <u>Elsa Lee</u>¹, Louise Sund², Johan Öhman³ ¹University of Cambridge, Cambridge, United Kingdom, ²Mälardalen University, Eskilstuna, Sweden, ³Orebro University, Orebro, Sweden</p>
09:30 - 11:00	<p>Parallel Session C:7 Chair: Juan Luis Fuentes MAB G05</p>
	<p>Experience and the quality of mental process: a true preparation for democracy? <u>Victoria Door</u>¹, <u>Clare Wilkinson</u>² ¹Keele University, Keele, United Kingdom, ²Haileybury Turnford School, Turnford, United Kingdom</p>
	<p>The Intellectual Virtue of Open-Mindedness in Democracy and Education <u>Ben Kotzee</u> University of Birmingham</p>
09:30 - 11:00	<p>Parallel Session C:8 Chair: Ruth Heilbronn MAB G03</p>
	<p>Dewey and Aristotle in Teacher Training: Complementary Concepts Concerning the Education of the Moral Self <u>Oliver Bridge</u> Oxford Brookes University, Oxford, United Kingdom</p>
	<p>Chapter XXVI: Dewey's <i>Theories of Morals</i> is Social Justice Education <u>Thomas Misco</u> Miami University, Oxford, United States</p>
	<p>"Teacher-proof" scripted lessons in corporatized public schools: What would Dewey say? <u>Tania Ramalho</u> SUNY Oswego, United States</p>
09:30 - 11:00	<p>Parallel Session C:9 Chair: : Vasco DeAgnese MAB G10</p>
	<p>Art as experience: John Dewey's educational philosophy on the Barnes Foundation's art educational experience <u>Carolyn Berenato</u> Saint Joseph's University, Philadelphia, United States</p>
	<p>Think Aloud in Groups: Mediating poetry for children with Cecília Meireles, Paulo Freire and John Dewey</p>

	<p><u>Telma Franco Diniz</u> University of Sao Paulo, Sao Paulo, Brazil</p>	
	<p>Education of Becoming: The Ethic of Creativity in Dewey's <i>Democracy and Education</i> <u>Jonathan Sallée</u> Lewis University, Romeoville, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 3 Keynote: Rosa Bruno-Jofre Chair: Gonzalo Jover</p> <p>Localizing Dewey's notions of democracy and education: a <i>longue durée</i> journey across historical configurations in Latin America</p>	MAB Auditorium
13:00 - 14:00	Lunch	HOM Great Hall
14:00 - 15:30	<p>Panel Session Chair: Ruth Heilbronn Topic: "John Dewey – too toxic for policy?" Panellists: Melissa Benn, Richard Pring and Linda Stone</p>	MAB Auditorium
15:30 – 16:00	Coffee break	Boulind Suite
16:00 - 17:30	<p>Parallel Session D:1 Chair: Ben Kotzee</p>	DMB 2S3
	<p>Education and Imagination in Dewey: Enlarging Meanings, Bringing Newness to the Fore <u>Vasco d'Agnese</u> Second University of Naples, Caserta, Italy</p>	
	<p>Experience is not the Whole Story: The Integral Role of the Situation in Dewey's <i>Democracy and Education</i> <u>David Hildebrand</u> University of Colorado Denver, USA, Denver, United States</p>	
16:00 - 17:30	<p>Parallel Session D:2 Chair: Ruth Heilbronn</p>	DMB 2S5
	<p>Dewey's Critique of Individualism and his Intersubjective Basis for Moral Authority in <i>Democracy and Education</i> <u>Brian Dotts</u> University of Georgia, Athens, United States</p>	
	John Dewey and Antonio Gramsci: thinkers for our times	

	<p><u>Geoffrey Hinchliffe</u> University of East Anglia, Norwich, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:3 Chair: Cathy Burke</p> <p style="text-align: right;">DMB 1S3</p>
	<p>A Contemporary Recasting of Dewey's Call for a Pragmatic Pluralism <u>Susan Mayer</u> Critical Explorers, Brookline, United States</p> <hr/> <p>Wyllistine Goodsell, Kasuya Yoshi, and Dewey's <i>Democracy and Education</i>: reconfiguring women's education and modern womanhood <u>Joyce Goodman</u> The University of Winchester, Warminster, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:4 Chair: Deron Boyles</p> <p style="text-align: right;">DMB 2S4</p>
	<p>Dewey and the Democratic Curriculum <u>Neil Hopkins</u> University of Bedfordshire, Bedford, United Kingdom</p> <hr/> <p>Educating the existential spirituality in Dewey's democratic individual <u>R. Scott Webster</u> Deakin University, Australia</p>
16:00 - 17:30	<p>Parallel Session D:5 Chair: Juan Luis Fuentes</p> <p style="text-align: right;">DMB GS3</p>
	<p>The Struggle of Learning: Dewey's concept of Learning as tied to Experience and its Meaning for Understanding the Moral Dimensions of Teaching <u>Andrea R. English</u> University of Edinburgh, Edinburgh, United Kingdom</p> <hr/> <p>Moral Perfectionism, Autonomy and Mutuality in Dewey's Democratic theory of Educational Growth <u>Kevin Mott-Thornton</u> Formerly head of RS at Sydenham High School, Frinton on Sea, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:6 Chair: Elizabeth Liu</p> <p style="text-align: right;">DMB GS4</p>
	<p>Dewey in Australia: Long shadows and odd echoes <u>Julie McLeod</u> The University of Melbourne, Parkville, Australia</p>

	<p>Developing Dewey's Sociocultural Vision: Toward Educating Citizens in the 21st Century <u>Stephen Fleury</u>¹, Michael Bentley^{2,3} ¹Le Moyne College, Syracuse, New York, United States, ²University of Tennessee, Knoxville, Tennessee, United States, ³Educational Associate of the Virginia Museum of Natural History, Martinsville, VA, United States</p>
16:00 - 17:30	<p>Parallel Session D:7 Chair: Gonzalo Jover</p> <p style="text-align: right;">MAB G05</p>
	<p>The treachery of educational preparation <u>Simon Reddy</u> Simon Reddy, Paignton, United Kingdom</p> <hr/> <p>Making transition formative. A rereading of <i>Democracy and Education</i> in relation to career transitions and educational experience <u>Manuela Palma</u>, Francesco Cappa Universita' degli Studi di Milano-Bicocca, Milano, Italy</p>
16:00 - 17:30	<p>Parallel Session D:8 Chair: Janet Orchard</p> <p style="text-align: right;">MAB G03</p>
	<p>Dewey and the Movement to Home-Schooling <u>John Scott Gray</u> Ferris State University, Big Rapids, United States</p> <hr/> <p>Continuity and Interaction: learning experiences in museums and the responsibilities of the teacher <u>Carrie Winstanley</u> Roehampton University, London, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:9 Chair: Josu Ahedo</p> <p style="text-align: right;">MAB G10</p>
	<p>John Dewey's 'Common School' and Richard Pring's battle for a 'Common School System' <u>Maria G. Amilburu</u> Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain</p> <hr/> <p>The impact of Democracy and Education on contemporary educational thought and discourse: a critical analysis <u>Maura Striano</u> University of Naples Federico II, Naples, Italy</p> <hr/> <p>Democracy through virtual platforms <u>Heidy Robles</u></p>

	Universidad del Norte, Barranquilla, Colombia
16:00 - 17:30	Parallel Session D:10 Chair: Graeme Tiffany MAB G12
	<p>Dewey and the Alexander Technique: lessons in learning through experience <u>Malcolm Williamson</u>^{1, 2, 3}, <u>Jennifer Fox-Eades</u>^{1, 2, 4}, <u>Charlotte Woods</u>^{1, 2, 5} ¹Society of Teachers of the Alexander Technique, Manchester, United Kingdom, ²Manchester Alexander Technique Training School, Manchester, United Kingdom, ³Royal Northern College of Music, Manchester, United Kingdom, ⁴Education Department, Edge Hill University, United Kingdom, ⁵Manchester Institute of Education, University of Manchester (retired), Manchester, United Kingdom</p> <hr/> <p>Experiencing disability: John Dewey and his son Sabino <u>Scot Danforth</u> Chapman University, Orange, California, United States</p>
Saturday, 1 October	
09:30 - 11:00	Parallel Session E:1 Chair: Geoff Hinchcliffe DMB 2S3
	<p>'Tentative rehearsals': beginning teachers and ethical deliberation. <u>Janet Orchard</u>¹, <u>Carrie Winstanley</u>², <u>Ruth Heilbronn</u>³ ¹Graduate School of Education, University of Bristol, Bristol, United Kingdom, ²University of Roehampton, London, United Kingdom, ³Institute of Education, University College London, London, United Kingdom</p> <hr/> <p>On the role of the teacher: John Dewey's imaginative vision of teaching <u>Deron Boyles</u> Georgia State University, Roswell, United States</p>
09:30 - 11:00	Parallel Session E:2 Chair: Peter Cunningham DMB 2S5
	<p>The Emergence of Makerspaces, Hackerspaces and Fab Labs: Dewey's Democratic Communities of the 21st Century? <u>Sally Eaves</u>¹, Stephen Harwood² ¹Aston Business School, Birmingham, United Kingdom, ²University of Edinburgh Business School, Edinburgh, United Kingdom</p> <hr/> <p>John Dewey's Notion of Interest: Antithetical to or Sympathetic with Educational Development? <u>Valentine Banfegha Ngalim</u> Higher Teacher Training College, Bambili, University of Bamenda, Bambili,</p>

	Bamenda, Cameroon	
09:30 - 11:00	Parallel Session E:3	DMB 1S3
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Urban sustainability politics as a space for experiential learning <u>Katrien Van Poeck</u>¹, Leif Östman², Thomas Block¹ ¹Ghent University, Gent, Belgium, ²Uppsala University, Uppsala, Sweden</p>	
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Embodied conflicts <u>Michael Håkansson</u>, Leif Östman Uppsala University, Uppsala, Sweden</p>	
09:30 - 11:00	Parallel Session E:4 Chair: Heydi Robles	DMB 2S4
	<p>From Dewey's "Democracy and Education" to Service-Learning Methodology: Developing a Democratic Multicultural Society <u>Laura Selmo</u> Milan-Bicocca University, Milan, Italy</p>	
	<p>Political ends and educational aims. Critique of a mutual determination relationship. <u>Ana María Salmerón</u>¹, Blanca Flor Trujillo^{2,3} ¹Universidad Nacional Autónoma de México, Ciudad de México, Mexico, ²Universidad Pedagógica Nacional, Ciudad de México, Mexico, ³DIE-CINVESTAV, Ciudad de México, Mexico</p>	
	<p>Assimilation or Interaction? An Idealistic Reading of Democracy and Education as a Hinge between Epochs: An Interpretive Hypothesis <u>Stefano Oliverio</u> University of Naples Federico II, Napoli, Italy</p>	
09:30 - 11:00	Parallel Session E:5 Chair: Andrea English	DMB 2S7
	<p>Dewey's Democratic Education and Children with ADHD: Towards a Policy for Affirmative Action <u>Evanilda Bustamante</u> Evanilda de Godoi Bustamante, Belo Horizonte, Brazil</p>	
	<p>Dewey's Daemon: The Specter of Faith in "Democracy and Education" <u>Jose R. Irizarry</u> Villanova University, Villanova, PA, United States, Religious Education</p>	

	Association, New Haven, CT, United States	
	Place and conditions for democratic education in interreligious encounters <u>Johan Liljestrand</u> Senior Lecturer at University of Gävle, Gävle, Sweden	
09:30 - 11:00	Parallel Session E:6 Chair: Jan Pouwels	DMB GS1
	Academic Freedom and Progressive Education: Reconsidering Dewey's Legacy in the Context of 21st Century British Higher Education <u>Joshua Forstenzer</u> University of Sheffield, United Kingdom	
	The problem of teachers' autonomy (The glance from inside the Russian educational reforms) <u>Margarita Kozhevnikova</u> Federal research state institution 'Institute of Teacher and Adult Education, Russian Academy of education', St. Petersburg branch, St. Petersburg, Russia	
09:30 - 11:00	Parallel Session E:7 Chair: Cathy Burke	DMB GS3
	Democracy, Education, and Building Community: The Arthurdale Community School (1934-1943) <u>Sam Stack Jr.</u> West Virginia University, Morgantown, United States	
	Democracy and Education and Dewey's Idea of the Secondary School <u>William Wraga</u> University of Georgia, Athens, United States	
09:30 - 11:00	Parallel Session E:8 Chair: Joyce Goodman	DMB GS5
	Curriculum in Kinokuni Children's Village school and prospect into democratic society in Japan <u>Yoko Yamasaki</u> Fukuyama Heisei University, Hiroshima, Japan	
	The Way of Being Human: What John Dewey's <i>Democracy and Education</i> Has Spoken to the Postcolonial Societies. <u>Hyunju Lee</u> The University of Iowa College of Education, Iowa City, United States	
	Deweyan Ideals as a Vehicle for Educational and Social Reform in Interwar	

	<p>Japan <u>Peter Rothstein</u> Juniata College, Huntingdon, United States</p>	
09:30 - 11:00	<p>Parallel Session E:9 Chair: Miguel de la Torre</p>	MAB G10
	<p>Experience, Democracy and Education: the challenge of human progress <u>Clara Barroso</u>¹, Jose Luis González-Geraldo² ¹Universidad de La Laguna, La Laguna, Spain, ²Universidad de Castilla-La Mancha, Cuenca, Spain</p>	
	<p>Understanding Reflexivity in Light of Dewey's 'Trying' and 'Undergoing' <u>Mariam Attia</u> Durham University, Durham, United Kingdom</p>	
	<p>Preserving Rich Experience in the Digital Age <u>Bob Coulter</u> Missouri Botanical Garden, Saint Louis, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 4 Keynote: Gert Biesta Chair: Rupert Higham</p> <p>The most influential theory of the century? Dewey, democracy and democratic education reconsidered</p>	MAB Auditorium
13:00 - 14:00	Lunch	DMB GS4
14:00 - 16:00	<p>Unstructured time for discussion Chair:</p>	DMB GS5

Dewey Conference 2016 (DE2016)

University of Cambridge, UK, 28 September - 1 October, 2016

Wednesday, 28 September		
14:00 - 14:30	Welcome Welcoming speeches Chair: Christine Dodington	MAB Auditorium
14:30 - 16:00	Keynote 1 Keynote: Barbara Stengel Chair: Gert Biesta 'We can make mistakes ... And we can fix them': Countering Cruel Optimism to Promote Public Education	MAB Auditorium
16:00 - 16:30	Coffee break	Boulind Suite
16:30 - 18:00	Parallel Session A:1 Chair: Gert Biesta	DMB GS1
	<p>Interest, Democracy and Children's Computation: The Case for Aesthetic Experiences <u>Pratim Sengupta</u>¹, Amy Farris² ¹University of Calgary, Calgary, Canada, ²Vanderbilt University, Nashville, United States</p>	
	<p>Dewey's Philosophy of Mathematics Education at 100: Reconstructing School Mathematics <u>Kurt Stemhagen</u> Virginia Commonwealth University, Richmond, United States</p>	
16:30 - 18:00	Parallel Session A:2 Chair: Cathy Burke	DMB 2S3
	<p>No end to growing: Dewey and classroom experience. <u>Ruth Heilbronn</u> UCL Institute of Education</p>	
	<p>An Interpretation of John Dewey's Instrumentalism. <u>Mark Blythe</u> University of Reading, Reading, United Kingdom</p>	
16:30 - 18:00	Parallel Session A:3 Chair: Katrien van Poeck	DMB 2S5

	<p>Black Bodies in Schools: Dewey’s Democratic Provision for Participation Confronts the Challenges of ‘Fundamental Plunder’ <u>Kathleen Knight-Abowitz</u>¹, <u>Sue Ellen Henry</u>² ¹Miami University of Ohio, Oxford, United States, ²Bucknell University, Lewisburg, United States</p>
	<p>Wastelands of Gary: Democracy and education in a segregated society <u>Angelo Van Gorp</u> Ghent University Department of Social Work and Social Pedagogy, Ghent, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:4</p> <p style="text-align: right;">MAB 104</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (1) Dewey and contemporary schooling in the 21st Century <u>Steve Higgins</u> Durham University, Durham, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (2) Democratic Pedagogy: thinking together” <u>Vivienne Baumfield</u> University of Exeter, Exeter, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (3) Why and how schools might live democracy ‘as an inclusive human order’ <u>Michael Fielding</u> UCL Institute of Education, London, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:5 Chair: David Hildebrand</p> <p style="text-align: right;">MAB 106</p>
	<p>Dewey’s Concept of "Experience" and Its Importance to the "Personal/ Professional" Dilemma of Teacher Education Tutoring Process. <u>Boaz Tsabar</u> Hebrew University\David Yellin College of Education, Jerusalem, Israel</p>
	<p>Understanding the declining health of teacher educators through the grid of Dewey’s ‘educational environment’: Reviving an old concept to grapple with current phenomenon at teacher education institutions <u>Silvia Edling</u> University of Gävle, Gävle, Sweden</p>
16:30 - 18:00	<p>Parallel Session A:6 Chair: Daniel Moulin</p> <p style="text-align: right;">MAB 117</p>

	<p>Reading Themselves through an Icon: The Filters of John Dewey's Reception in Spain, 1898-1939 <u>Carlos Martínez Valle</u> Prof. Cont Doctor. School of Education. Universidad Complutense de Madrid, Madrid, Spain</p>
	<p>(Is)Lands in the Stream: Democracy, Education, and Puerto Ricans, 1898-1940. <u>Mirelsie Velazquez</u> University of Oklahoma, Norman, United States</p>
	<p>Citizenship Education in a violent context: Juarez, Mexico Case Study. <u>Marisela Terrazas Muñoz</u> Vrije Universiteit Brussel, Brussels, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:7 Chair: Susan Mayer</p> <p style="text-align: right;">MAB 118</p>
	<p>Project method and other open architectures for democratic learning: Dewey's pedagogic legacy <u>Terry Wrigley</u> Northumbria University, Edinburgh, United Kingdom</p>
	<p>Education for Shaping a 'Great Community' in the Changing Society: A Deweyan Perspective to Reconsider 'Collaborative Problem-Solving Skills and Competencies' <u>Yuuki Yamaguchi</u> Hiroshima University, Higashi-Hiroshima City, Japan</p>
	<p>Becoming researchers with shared concerns: a Deweyan approach to democratising health education <u>Julie Wintrup</u>¹, <u>Crissi Gallagher</u>² ¹University of Southampton, Southampton, United Kingdom, ²University of Southampton, Southampton, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:8 Chair: Nigel Meager</p> <p style="text-align: right;">MAB 119</p>
	<p>Deweyan Learning Communities for the Heart of Language <u>Tom Vogt</u> University of Augsburg, Medienlabor, Augsburg, Germany</p>
	<p>In Dewey's footsteps: Moving beyond the orthographic word through experiential reading <u>Meliha R. Şimşek</u></p>

	Assist. Prof.Dr., Mersin University, Faculty of Education, Department of Foreign Language Education (Chair), Turkey, Mersin, Turkey
16:30 - 18:00	Parallel Session A:9 Chair: R. Scott-Walker MAB G03
	Growing the elite athlete; Democracy and education within an Olympic coach's lifeworld <u>Colum Cronin</u> ¹ , Kathleen Armour ² <i>¹Liverpool John Moores University, Liverpool, United Kingdom, ²University of Birmingham, Birmingham, United Kingdom</i>
	Women's Health Activism, and the Democratization of Medical Knowledge <u>Diane Karns</u> University of Oklahoma, Norman, United States
16:30 - 18:00	Parallel Session A:10 Chair: Lottie Hoare MAB G10
	Inner-city Adult Students: Democracy and Education at Metropolitan College of New York <u>Grace Roosevelt</u> Metropolitan College of New York, New York, United States
	Dewey in action - democracy and experience in veterinary education? <u>David Williams</u> St John's College, University of Cambridge, Cambridge, United Kingdom
18:30 - 21:00	Conference Dinner HOM Great Hall
Thursday, 29 September	
09:30 - 11:00	Parallel Session B:1 Chair: Christine Doddington DMB 1S3
	Experience, observational filmmaking and children making art in school <u>Nigel Meager</u> University of Cambridge, Cambridge, United Kingdom
	Trying and reflecting: Frameworks to support training teachers develop understandings of literacy teaching and learning through experience <u>Andrea Gelfuso</u> ¹ , Danielle Dennis ² , Rachel Snape ³ <i>¹University of Central Florida, Orlando, United States, ²University of South Florida, Tampa, United States, ³Spinney Primary, Cambridge, United Kingdom</i>
09:30 - 11:00	Parallel Session B:2

	Chair: Maria G. Amilburu	DMB GS4
	<p>A Renaissance of Experience in the Information Age <u>Michael Glassman</u> The Ohio State University, Columbus, United States</p>	
	<p>Rereading the classics texts with the ICTs: a citizenship and intercultural project based on the Dewey's democratic concept of education <u>María del Rosario González Martín</u>, Gonzalo Jover, <u>Juan Luis Fuentes</u> Complutense University of Madrid, Madrid, Spain</p>	
09:30 - 11:00	Parallel Session B:3 Chair: Stefano Oliverio	DMB GS5
	<p>Democracy and Education, and the necessity of Uncertainty-appreciative practices. <u>Graeme Tiffany</u> Institute of Education, UCL, Leeds, United Kingdom</p>	
	<p>The Perils of External Aims: A Deweyan Critique of Grading and Standardized Testing <u>Jeff Jackson</u> University of Chicago, Chicago, IL, United States</p>	
	<p>Significance of Educational and Social Thought of Dewey and Gandhi in 21st Century India: An Interpretative Study <u>Sana Khan</u> Jawaharlal Nehru University, New Delhi, India</p>	
09:30 - 11:00	Parallel Session B:4 Chair: Joshua Forstenzer	DMB 2S3
	<p>John Dewey and Leo Tolstoy on the education of the people <u>Daniel Moulin</u> University of Navarra, Pamplona, Spain, University of Warwick, Warwick, United Kingdom</p>	
	<p>Dewey's concept of growth in the early materials of the lifelong-learning debate between 1919 and 1929 - a genealogical attempt <u>Peter Schlögl</u> Austrian Institute for Research on Vocational Training, Vienna, Austria</p>	
09:30 - 11:00	Parallel Session B:5 Chair Hong Jiang	DMB 2S4
	Symposium: Dewey and China (1) Exploration of different democracies by	

	<p>situating Deweyan democracy in the West and the East on the basis of different cultures and ideologies <u>Elizabeth Liu</u> McGill University, Montreal, Canada</p>
	<p>Symposium: Dewey and China (2) Hu Shi's Reception of Dewey's Philosophy of Education and its influences on Education in the Early Republic of China <u>Kang Zhao</u> Department of Educational Studies, College of Education, Zhejiang University, Hangzhou, China</p>
	<p>Symposium: Dewey and China (3) Consequences of <i>Democracy and Education</i>. Dewey and the Chinese world Ramón Del Castillo¹, <u>Bianca Thoilliez</u>² ¹Universidad Nacional de Educación a Distancia, Madrid, Spain, ²Universidad Autónoma de Madrid, Madrid, Spain</p>
09:30 - 11:00	<p>Parallel Session B:6 Chair: Silvia Edling</p> <p style="text-align: right;">DMB 2S5</p>
	<p>Dewey's notion of an educational environment in relation to the potential contributions of education support professionals <u>Jan Grannäs</u>, <u>Anneli Frelin</u> University of Gävle, Sweden</p>
	<p>Doing Dewey for School Improvement <u>Martin Retzl</u> Zurich University of Teacher Education, Zurich, Switzerland</p>
09:30 - 11:00	<p>Parallel Session B:7 Chair: William Wraga</p> <p style="text-align: right;">DMB 2S7</p>
	<p>Countering the Neos and Anti-Intellectualism: Dewey, Social Reconstruction, Teacher Preparation and Democratizing Education <u>Jamie Atkinson</u> University of Georgia, Athens, United States</p>
	<p>Dewey from the right: A discourse analysis of online content <u>Kelley King</u> University of North Texas, Frisco, United States A Deweyan Curriculum for</p>
09:30 - 11:00	<p>Parallel Session B:8 Chair: Angelo van Gorp</p> <p style="text-align: right;">DMB GS1</p>
	<p>Progressivism visualized: images of 'democratic schooling' in the work of</p>

	<p>John Dewey and contemporaries. <u>Peter Cunningham</u> Homerton College, University of Cambridge, United Kingdom</p>
	<p>John Dewey and visual archive: picturing authority or conjuring mistrust? <u>Lottie Hoare</u> Faculty of Education, University of Cambridge, Cambridge, United Kingdom</p>
	<p>“Schools of Tomorrow”, Today <u>Carla Carreras</u>¹, <u>Jordi Feu</u>¹, <u>Nuria Simo</u>² ¹University of Girona, Girona, Spain, ²University of Vic, Vic, Spain</p>
09:30 - 11:00	<p>Parallel Session B:9 Chair: Ana Maria Salmeron</p> <p style="text-align: right;">DMB GS3</p>
	<p>Anarchy and Education: Dewey and the Modern School Movement <u>Joscha Thiele</u> Kingston University, London, United Kingdom, Université Paris 8, Paris, France</p>
	<p>John Dewey’s Democracy and education. Its importance in Mexico today <u>Miguel de la Torre</u> Universidad Autonoma de Nuevo Leon, Monterrey, Mexico</p>
	<p>One of the Many: John Dewey in the Republic of Latvia during its parliamentary period 1918-1934. <u>Kristaps Ozolins</u> Independent, Riga, Latvia</p>
11:00 - 11:25	<p>Coffee break</p> <p style="text-align: right;">Boulind Suite</p>
11:25 - 12:40	<p>Practitioner Presentations 1 Philosophy for Children at Colegio Europeo de Madrid - Colegio Europeo de Madrid Chair: Elena Morilla</p> <p style="text-align: right;">DMB GS4</p>
11:25 - 12:40	<p>Practitioner Presentations 2 Student-led research into democratic practice in Round Square schools' - Round Square Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS5</p>
12:40 - 13:35	<p>Lunch</p> <p style="text-align: right;">HOM Great Hall</p>
13:35 - 14:50	<p>Practitioner Presentations 1 Democratic engagement at Hockerill Anglo-European College - Hockerill Anglo-European College Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS4</p>

13:35 - 14:50	Practitioner Presentations 2 Philosophy for Children at Bow School - Bow School Chair: Christine Doddington	DMB GS5
14:50 - 15:15	Coffee break	Boulind Suite
15:15 – 16:30	Keynote 2 Keynote: Alison Peacock Chair: Peter Cunningham Learning without Limits	MAB Auditorium
16:30 – 18:30	Visit to UCPS	
19:30 – 21:30	Conference Dinner	HOM Great Hall
Friday, 30 September		
09:30 - 11:00	Parallel Session C:1 Chair: Kevin Mott-Thornton	DMB 1S3
	<p>The Role of the Teacher in Early Years Education: A Man before his Time – Dewey Revisited. <u>Emer Ring</u>¹, <u>Lisha O'Sullivan</u>² ¹Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland, ²Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland</p>	
	<p>Dewey, Democracy and Adult Learners <u>Xenia Coulter</u>¹, <u>Lee Herman</u>², <u>Alan Mandell</u>³ ¹SUNY Empire State College, Saratoga Springs, NY, United States, ²SUNY Empire State College, Auburn, NY, United States, ³SUNY Empire State College, New York, NY, United States</p>	
09:30 - 11:00	Parallel Session C:2 Chair: Kurt Stemhagen	DMB 2S3
	<p>The Relevance of Democracy and Education to Teacher Education in Turkey <u>Rasit Celik</u> Karadeniz Technical University, Turkey</p>	
	<p>Dewey and Teacher's Authority- A path or a goal? Reflections from an ethnographic study in a secondary school in India. <u>Deepa Idnani</u> UCL- Institute of Education, London., London, United Kingdom</p>	
09:30 - 11:00	Parallel Session C:3 Chair: Johan Liljestrang	DMB 2S5

	<p>Growth into Citizenship: John Dewey's Philosophy and Lived Experiences in East Africa <u>Jane Blanken-Webb</u>¹, <u>Katariina Holma</u>¹, Tiina Kontinen² ¹University of Eastern Finland, Joensuu, Finland, ²University of Jyväskylä, Jyväskylä, Finland</p>
	<p>Global Teachers, Orbital Classrooms, and Global Democracy. Teachers' role one century after John Dewey. <u>Giovanni Pampanini</u>, Melita Cristaldi Studio Interdisciplinare Scienze Sociali e Umane, SISSU, Catania, Italy</p>
09:30 - 11:00	<p>Parallel Session C:4 Chair: Maria G. Amilburu MAB 106</p>
	<p>"To be is to respond": Berkeley, Dewey and a dialogic philosophy of democratic education <u>Rupert Higham</u> University of Cambridge, Cambridge, United Kingdom</p>
	<p>The role of the teacher in moral education <u>Josu Ahedo</u> The International University of La Rioja (UNIR), Logroño, Spain</p>
09:30 - 11:00	<p>Parallel Session C:5 Chair: Anneli Frelin MAB 117</p>
	<p>Early childhood education for sustainability: origins and inspirations in the work of John Dewey <u>Paulette Luff</u> Anglia Ruskin University, Chelmsford, United Kingdom</p>
	<p>The Power of Conflicts in Education: John Dewey on conflicts. <u>Jan Pouwels</u> HAN University of Applied Sciences, Nijmegen, Netherlands</p>
	<p>Moral and intellectual aspects of teaching: Recognising the inseparable <u>Rajashree Srinivasan</u> Azim Premji University, Bengaluru, India, Bengaluru, India</p>
09:30 - 11:00	<p>Parallel Session C:6 MAB 118</p>
	<p>Symposium: A transactional perspective on meaning-making. Part 1. Democratic discussions. <u>Karin Rudsberg</u>¹, Johan Öhman¹, Leif Östman² ¹Orebro University, Orebro, Sweden, ²Uppsala University, Uppsala, Sweden</p>

	<p>Symposium: A transactional perspective on meaning-making. Part 1. Ethical participation and ethical reflections <u>Elsa Lee</u>¹, Louise Sund², Johan Öhman³ ¹University of Cambridge, Cambridge, United Kingdom, ²Mälardalen University, Eskilstuna, Sweden, ³Orebro University, Orebro, Sweden</p>
09:30 - 11:00	<p>Parallel Session C:7 Chair: Juan Luis Fuentes MAB G05</p>
	<p>Experience and the quality of mental process: a true preparation for democracy? <u>Victoria Door</u>¹, <u>Clare Wilkinson</u>² ¹Keele University, Keele, United Kingdom, ²Haileybury Turnford School, Turnford, United Kingdom</p>
	<p>The Intellectual Virtue of Open-Mindedness in Democracy and Education <u>Ben Kotzee</u> University of Birmingham</p>
09:30 - 11:00	<p>Parallel Session C:8 Chair: Ruth Heilbronn MAB G03</p>
	<p>Dewey and Aristotle in Teacher Training: Complementary Concepts Concerning the Education of the Moral Self <u>Oliver Bridge</u> Oxford Brookes University, Oxford, United Kingdom</p>
	<p>Chapter XXVI: Dewey's <i>Theories of Morals</i> is Social Justice Education <u>Thomas Misco</u> Miami University, Oxford, United States</p>
	<p>"Teacher-proof" scripted lessons in corporatized public schools: What would Dewey say? <u>Tania Ramalho</u> SUNY Oswego, United States</p>
09:30 - 11:00	<p>Parallel Session C:9 Chair: : Vasco DeAgnese MAB G10</p>
	<p>Art as experience: John Dewey's educational philosophy on the Barnes Foundation's art educational experience <u>Carolyn Berenato</u> Saint Joseph's University, Philadelphia, United States</p>
	<p>Think Aloud in Groups: Mediating poetry for children with Cecília Meireles, Paulo Freire and John Dewey</p>

	<p><u>Telma Franco Diniz</u> University of Sao Paulo, Sao Paulo, Brazil</p>	
	<p>Education of Becoming: The Ethic of Creativity in Dewey's <i>Democracy and Education</i> <u>Jonathan Sallée</u> Lewis University, Romeoville, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 3 Keynote: Rosa Bruno-Jofre Chair: Gonzalo Jover</p> <p>Localizing Dewey's notions of democracy and education: a <i>longue durée</i> journey across historical configurations in Latin America</p>	MAB Auditorium
13:00 - 14:00	Lunch	HOM Great Hall
14:00 - 15:30	<p>Panel Session Chair: Ruth Heilbronn Topic: "John Dewey – too toxic for policy?" Panellists: Melissa Benn, Richard Pring and Linda Stone</p>	MAB Auditorium
15:30 – 16:00	Coffee break	Boulind Suite
16:00 - 17:30	<p>Parallel Session D:1 Chair: Ben Kotzee</p>	DMB 2S3
	<p>Education and Imagination in Dewey: Enlarging Meanings, Bringing Newness to the Fore <u>Vasco d'Agnese</u> Second University of Naples, Caserta, Italy</p>	
	<p>Experience is not the Whole Story: The Integral Role of the Situation in Dewey's <i>Democracy and Education</i> <u>David Hildebrand</u> University of Colorado Denver, USA, Denver, United States</p>	
16:00 - 17:30	<p>Parallel Session D:2 Chair: Ruth Heilbronn</p>	DMB 2S5
	<p>Dewey's Critique of Individualism and his Intersubjective Basis for Moral Authority in <i>Democracy and Education</i> <u>Brian Dotts</u> University of Georgia, Athens, United States</p>	
	John Dewey and Antonio Gramsci: thinkers for our times	

	<p><u>Geoffrey Hinchliffe</u> University of East Anglia, Norwich, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:3 Chair: Cathy Burke</p> <p style="text-align: right;">DMB 1S3</p>
	<p>A Contemporary Recasting of Dewey's Call for a Pragmatic Pluralism <u>Susan Mayer</u> Critical Explorers, Brookline, United States</p> <hr/> <p>Wyllistine Goodsell, Kasuya Yoshi, and Dewey's <i>Democracy and Education</i>: reconfiguring women's education and modern womanhood <u>Joyce Goodman</u> The University of Winchester, Warminster, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:4 Chair: Deron Boyles</p> <p style="text-align: right;">DMB 2S4</p>
	<p>Dewey and the Democratic Curriculum <u>Neil Hopkins</u> University of Bedfordshire, Bedford, United Kingdom</p> <hr/> <p>Educating the existential spirituality in Dewey's democratic individual <u>R. Scott Webster</u> Deakin University, Australia</p>
16:00 - 17:30	<p>Parallel Session D:5 Chair: Juan Luis Fuentes</p> <p style="text-align: right;">DMB GS3</p>
	<p>The Struggle of Learning: Dewey's concept of Learning as tied to Experience and its Meaning for Understanding the Moral Dimensions of Teaching <u>Andrea R. English</u> University of Edinburgh, Edinburgh, United Kingdom</p> <hr/> <p>Moral Perfectionism, Autonomy and Mutuality in Dewey's Democratic theory of Educational Growth <u>Kevin Mott-Thornton</u> Formerly head of RS at Sydenham High School, Frinton on Sea, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:6 Chair: Elizabeth Liu</p> <p style="text-align: right;">DMB GS4</p>
	<p>Dewey in Australia: Long shadows and odd echoes <u>Julie McLeod</u> The University of Melbourne, Parkville, Australia</p>

	<p>Developing Dewey's Sociocultural Vision: Toward Educating Citizens in the 21st Century <u>Stephen Fleury</u>¹, Michael Bentley^{2,3} ¹Le Moyne College, Syracuse, New York, United States, ²University of Tennessee, Knoxville, Tennessee, United States, ³Educational Associate of the Virginia Museum of Natural History, Martinsville, VA, United States</p>
16:00 - 17:30	<p>Parallel Session D:7 Chair: Gonzalo Jover</p> <p style="text-align: right;">MAB G05</p>
	<p>The treachery of educational preparation <u>Simon Reddy</u> Simon Reddy, Paignton, United Kingdom</p> <hr/> <p>Making transition formative. A rereading of <i>Democracy and Education</i> in relation to career transitions and educational experience <u>Manuela Palma</u>, Francesco Cappa Universita' degli Studi di Milano-Bicocca, Milano, Italy</p>
16:00 - 17:30	<p>Parallel Session D:8 Chair: Janet Orchard</p> <p style="text-align: right;">MAB G03</p>
	<p>Dewey and the Movement to Home-Schooling <u>John Scott Gray</u> Ferris State University, Big Rapids, United States</p> <hr/> <p>Continuity and Interaction: learning experiences in museums and the responsibilities of the teacher <u>Carrie Winstanley</u> Roehampton University, London, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:9 Chair: Josu Ahedo</p> <p style="text-align: right;">MAB G10</p>
	<p>John Dewey's 'Common School' and Richard Pring's battle for a 'Common School System' <u>Maria G. Amilburu</u> Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain</p> <hr/> <p>The impact of Democracy and Education on contemporary educational thought and discourse: a critical analysis <u>Maura Striano</u> University of Naples Federico II, Naples, Italy</p> <hr/> <p>Democracy through virtual platforms <u>Heidy Robles</u></p>

	Universidad del Norte, Barranquilla, Colombia
16:00 - 17:30	Parallel Session D:10 Chair: Graeme Tiffany MAB G12
	<p>Dewey and the Alexander Technique: lessons in learning through experience <u>Malcolm Williamson</u>^{1, 2, 3}, <u>Jennifer Fox-Eades</u>^{1, 2, 4}, <u>Charlotte Woods</u>^{1, 2, 5} ¹Society of Teachers of the Alexander Technique, Manchester, United Kingdom, ²Manchester Alexander Technique Training School, Manchester, United Kingdom, ³Royal Northern College of Music, Manchester, United Kingdom, ⁴Education Department, Edge Hill University, United Kingdom, ⁵Manchester Institute of Education, University of Manchester (retired), Manchester, United Kingdom</p> <hr/> <p>Experiencing disability: John Dewey and his son Sabino <u>Scot Danforth</u> Chapman University, Orange, California, United States</p>
Saturday, 1 October	
09:30 - 11:00	Parallel Session E:1 Chair: Geoff Hinchcliffe DMB 2S3
	<p>'Tentative rehearsals': beginning teachers and ethical deliberation. <u>Janet Orchard</u>¹, <u>Carrie Winstanley</u>², <u>Ruth Heilbronn</u>³ ¹Graduate School of Education, University of Bristol, Bristol, United Kingdom, ²University of Roehampton, London, United Kingdom, ³Institute of Education, University College London, London, United Kingdom</p> <hr/> <p>On the role of the teacher: John Dewey's imaginative vision of teaching <u>Deron Boyles</u> Georgia State University, Roswell, United States</p>
09:30 - 11:00	Parallel Session E:2 Chair: Peter Cunningham DMB 2S5
	<p>The Emergence of Makerspaces, Hackerspaces and Fab Labs: Dewey's Democratic Communities of the 21st Century? <u>Sally Eaves</u>¹, Stephen Harwood² ¹Aston Business School, Birmingham, United Kingdom, ²University of Edinburgh Business School, Edinburgh, United Kingdom</p> <hr/> <p>John Dewey's Notion of Interest: Antithetical to or Sympathetic with Educational Development? <u>Valentine Banfegha Ngalim</u> Higher Teacher Training College, Bambili, University of Bamenda, Bambili,</p>

	Bamenda, Cameroon	
09:30 - 11:00	Parallel Session E:3	DMB 1S3
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Urban sustainability politics as a space for experiential learning <u>Katrien Van Poeck</u>¹, Leif Östman², Thomas Block¹ ¹Ghent University, Gent, Belgium, ²Uppsala University, Uppsala, Sweden</p>	
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Embodied conflicts <u>Michael Håkansson</u>, Leif Östman Uppsala University, Uppsala, Sweden</p>	
09:30 - 11:00	Parallel Session E:4 Chair: Heydi Robles	DMB 2S4
	<p>From Dewey's "Democracy and Education" to Service-Learning Methodology: Developing a Democratic Multicultural Society <u>Laura Selmo</u> Milan-Bicocca University, Milan, Italy</p>	
	<p>Political ends and educational aims. Critique of a mutual determination relationship. <u>Ana María Salmerón</u>¹, Blanca Flor Trujillo^{2,3} ¹Universidad Nacional Autónoma de México, Ciudad de México, Mexico, ²Universidad Pedagógica Nacional, Ciudad de México, Mexico, ³DIE-CINVESTAV, Ciudad de México, Mexico</p>	
	<p>Assimilation or Interaction? An Idealistic Reading of Democracy and Education as a Hinge between Epochs: An Interpretive Hypothesis <u>Stefano Oliverio</u> University of Naples Federico II, Napoli, Italy</p>	
09:30 - 11:00	Parallel Session E:5 Chair: Andrea English	DMB 2S7
	<p>Dewey's Democratic Education and Children with ADHD: Towards a Policy for Affirmative Action <u>Evanilda Bustamante</u> Evanilda de Godoi Bustamante, Belo Horizonte, Brazil</p>	
	<p>Dewey's Daemon: The Specter of Faith in "Democracy and Education" <u>Jose R. Irizarry</u> Villanova University, Villanova, PA, United States, Religious Education</p>	

	Association, New Haven, CT, United States	
	<p>Place and conditions for democratic education in interreligious encounters <u>Johan Liljestrand</u> Senior Lecturer at University of Gävle, Gävle, Sweden</p>	
09:30 - 11:00	<p>Parallel Session E:6 Chair: Jan Pouwels</p>	DMB GS1
	<p>Academic Freedom and Progressive Education: Reconsidering Dewey's Legacy in the Context of 21st Century British Higher Education <u>Joshua Forstenzer</u> University of Sheffield, United Kingdom</p>	
	<p>The problem of teachers' autonomy (The glance from inside the Russian educational reforms) <u>Margarita Kozhevnikova</u> Federal research state institution 'Institute of Teacher and Adult Education, Russian Academy of education', St. Petersburg branch, St. Petersburg, Russia</p>	
09:30 - 11:00	<p>Parallel Session E:7 Chair: Cathy Burke</p>	DMB GS3
	<p>Democracy, Education, and Building Community: The Arthurdale Community School (1934-1943) <u>Sam Stack Jr.</u> West Virginia University, Morgantown, United States</p>	
	<p>Democracy and Education and Dewey's Idea of the Secondary School <u>William Wraga</u> University of Georgia, Athens, United States</p>	
09:30 - 11:00	<p>Parallel Session E:8 Chair: Joyce Goodman</p>	DMB GS5
	<p>Curriculum in Kinokuni Children's Village school and prospect into democratic society in Japan <u>Yoko Yamasaki</u> Fukuyama Heisei University, Hiroshima, Japan</p>	
	<p>The Way of Being Human: What John Dewey's <i>Democracy and Education</i> Has Spoken to the Postcolonial Societies. <u>Hyunju Lee</u> The University of Iowa College of Education, Iowa City, United States</p>	
	<p>Deweyan Ideals as a Vehicle for Educational and Social Reform in Interwar</p>	

	<p>Japan <u>Peter Rothstein</u> Juniata College, Huntingdon, United States</p>	
09:30 - 11:00	<p>Parallel Session E:9 Chair: Miguel de la Torre</p>	MAB G10
	<p>Experience, Democracy and Education: the challenge of human progress <u>Clara Barroso</u>¹, Jose Luis González-Geraldo² ¹Universidad de La Laguna, La Laguna, Spain, ²Universidad de Castilla-La Mancha, Cuenca, Spain</p>	
	<p>Understanding Reflexivity in Light of Dewey's 'Trying' and 'Undergoing' <u>Mariam Attia</u> Durham University, Durham, United Kingdom</p>	
	<p>Preserving Rich Experience in the Digital Age <u>Bob Coulter</u> Missouri Botanical Garden, Saint Louis, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 4 Keynote: Gert Biesta Chair: Rupert Higham</p> <p>The most influential theory of the century? Dewey, democracy and democratic education reconsidered</p>	MAB Auditorium
13:00 - 14:00	Lunch	DMB GS4
14:00 - 16:00	<p>Unstructured time for discussion Chair:</p>	DMB GS5

Dewey Conference 2016 (DE2016)

University of Cambridge, UK, 28 September - 1 October, 2016

Wednesday, 28 September		
14:00 - 14:30	Welcome Welcoming speeches Chair: Christine Dodington	MAB Auditorium
14:30 - 16:00	Keynote 1 Keynote: Barbara Stengel Chair: Gert Biesta 'We can make mistakes ... And we can fix them': Countering Cruel Optimism to Promote Public Education	MAB Auditorium
16:00 - 16:30	Coffee break	Boulind Suite
16:30 - 18:00	Parallel Session A:1 Chair: Gert Biesta	DMB GS1
	<p>Interest, Democracy and Children's Computation: The Case for Aesthetic Experiences <u>Pratim Sengupta</u>¹, Amy Farris² ¹University of Calgary, Calgary, Canada, ²Vanderbilt University, Nashville, United States</p>	
	<p>Dewey's Philosophy of Mathematics Education at 100: Reconstructing School Mathematics <u>Kurt Stemhagen</u> Virginia Commonwealth University, Richmond, United States</p>	
16:30 - 18:00	Parallel Session A:2 Chair: Cathy Burke	DMB 2S3
	<p>No end to growing: Dewey and classroom experience. <u>Ruth Heilbronn</u> UCL Institute of Education</p>	
	<p>An Interpretation of John Dewey's Instrumentalism. <u>Mark Blythe</u> University of Reading, Reading, United Kingdom</p>	
16:30 - 18:00	Parallel Session A:3 Chair: Katrien van Poeck	DMB 2S5

	<p>Black Bodies in Schools: Dewey’s Democratic Provision for Participation Confronts the Challenges of ‘Fundamental Plunder’ <u>Kathleen Knight-Abowitz</u>¹, <u>Sue Ellen Henry</u>² ¹Miami University of Ohio, Oxford, United States, ²Bucknell University, Lewisburg, United States</p>
	<p>Wastelands of Gary: Democracy and education in a segregated society <u>Angelo Van Gorp</u> Ghent University Department of Social Work and Social Pedagogy, Ghent, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:4</p> <p style="text-align: right;">MAB 104</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (1) Dewey and contemporary schooling in the 21st Century <u>Steve Higgins</u> Durham University, Durham, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (2) Democratic Pedagogy: thinking together” <u>Vivienne Baumfield</u> University of Exeter, Exeter, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (3) Why and how schools might live democracy ‘as an inclusive human order’ <u>Michael Fielding</u> UCL Institute of Education, London, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:5 Chair: David Hildebrand</p> <p style="text-align: right;">MAB 106</p>
	<p>Dewey’s Concept of "Experience" and Its Importance to the "Personal/ Professional" Dilemma of Teacher Education Tutoring Process. <u>Boaz Tsabar</u> Hebrew University\David Yellin College of Education, Jerusalem, Israel</p>
	<p>Understanding the declining health of teacher educators through the grid of Dewey’s ‘educational environment’: Reviving an old concept to grapple with current phenomenon at teacher education institutions <u>Silvia Edling</u> University of Gävle, Gävle, Sweden</p>
16:30 - 18:00	<p>Parallel Session A:6 Chair: Daniel Moulin</p> <p style="text-align: right;">MAB 117</p>

	<p>Reading Themselves through an Icon: The Filters of John Dewey's Reception in Spain, 1898-1939 <u>Carlos Martínez Valle</u> Prof. Cont Doctor. School of Education. Universidad Complutense de Madrid, Madrid, Spain</p>
	<p>(Is)Lands in the Stream: Democracy, Education, and Puerto Ricans, 1898-1940. <u>Mirelsie Velazquez</u> University of Oklahoma, Norman, United States</p>
	<p>Citizenship Education in a violent context: Juarez, Mexico Case Study. <u>Marisela Terrazas Muñoz</u> Vrije Universiteit Brussel, Brussels, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:7 Chair: Susan Mayer</p> <p style="text-align: right;">MAB 118</p>
	<p>Project method and other open architectures for democratic learning: Dewey's pedagogic legacy <u>Terry Wrigley</u> Northumbria University, Edinburgh, United Kingdom</p>
	<p>Education for Shaping a 'Great Community' in the Changing Society: A Deweyan Perspective to Reconsider 'Collaborative Problem-Solving Skills and Competencies' <u>Yuuki Yamaguchi</u> Hiroshima University, Higashi-Hiroshima City, Japan</p>
	<p>Becoming researchers with shared concerns: a Deweyan approach to democratising health education <u>Julie Wintrup</u>¹, <u>Crissi Gallagher</u>² ¹University of Southampton, Southampton, United Kingdom, ²University of Southampton, Southampton, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:8 Chair: Nigel Meager</p> <p style="text-align: right;">MAB 119</p>
	<p>Deweyan Learning Communities for the Heart of Language <u>Tom Vogt</u> University of Augsburg, Medienlabor, Augsburg, Germany</p>
	<p>In Dewey's footsteps: Moving beyond the orthographic word through experiential reading <u>Meliha R. Şimşek</u></p>

	Assist. Prof.Dr., Mersin University, Faculty of Education, Department of Foreign Language Education (Chair), Turkey, Mersin, Turkey
16:30 - 18:00	Parallel Session A:9 Chair: R. Scott-Walker MAB G03
	Growing the elite athlete; Democracy and education within an Olympic coach's lifeworld <u>Colum Cronin</u> ¹ , Kathleen Armour ² <i>¹Liverpool John Moores University, Liverpool, United Kingdom, ²University of Birmingham, Birmingham, United Kingdom</i>
	Women's Health Activism, and the Democratization of Medical Knowledge <u>Diane Karns</u> University of Oklahoma, Norman, United States
16:30 - 18:00	Parallel Session A:10 Chair: Lottie Hoare MAB G10
	Inner-city Adult Students: Democracy and Education at Metropolitan College of New York <u>Grace Roosevelt</u> Metropolitan College of New York, New York, United States
	Dewey in action - democracy and experience in veterinary education? <u>David Williams</u> St John's College, University of Cambridge, Cambridge, United Kingdom
18:30 - 21:00	Conference Dinner HOM Great Hall
Thursday, 29 September	
09:30 - 11:00	Parallel Session B:1 Chair: Christine Doddington DMB 1S3
	Experience, observational filmmaking and children making art in school <u>Nigel Meager</u> University of Cambridge, Cambridge, United Kingdom
	Trying and reflecting: Frameworks to support training teachers develop understandings of literacy teaching and learning through experience <u>Andrea Gelfuso</u> ¹ , Danielle Dennis ² , Rachel Snape ³ <i>¹University of Central Florida, Orlando, United States, ²University of South Florida, Tampa, United States, ³Spinney Primary, Cambridge, United Kingdom</i>
09:30 - 11:00	Parallel Session B:2

	Chair: Maria G. Amilburu	DMB GS4
	<p>A Renaissance of Experience in the Information Age <u>Michael Glassman</u> The Ohio State University, Columbus, United States</p>	
	<p>Rereading the classics texts with the ICTs: a citizenship and intercultural project based on the Dewey's democratic concept of education <u>María del Rosario González Martín</u>, Gonzalo Jover, <u>Juan Luis Fuentes</u> Complutense University of Madrid, Madrid, Spain</p>	
09:30 - 11:00	Parallel Session B:3 Chair: Stefano Oliverio	DMB GS5
	<p>Democracy and Education, and the necessity of Uncertainty-appreciative practices. <u>Graeme Tiffany</u> Institute of Education, UCL, Leeds, United Kingdom</p>	
	<p>The Perils of External Aims: A Deweyan Critique of Grading and Standardized Testing <u>Jeff Jackson</u> University of Chicago, Chicago, IL, United States</p>	
	<p>Significance of Educational and Social Thought of Dewey and Gandhi in 21st Century India: An Interpretative Study <u>Sana Khan</u> Jawaharlal Nehru University, New Delhi, India</p>	
09:30 - 11:00	Parallel Session B:4 Chair: Joshua Forstenzer	DMB 2S3
	<p>John Dewey and Leo Tolstoy on the education of the people <u>Daniel Moulin</u> University of Navarra, Pamplona, Spain, University of Warwick, Warwick, United Kingdom</p>	
	<p>Dewey's concept of growth in the early materials of the lifelong-learning debate between 1919 and 1929 - a genealogical attempt <u>Peter Schlögl</u> Austrian Institute for Research on Vocational Training, Vienna, Austria</p>	
09:30 - 11:00	Parallel Session B:5 Chair Hong Jiang	DMB 2S4
	Symposium: Dewey and China (1) Exploration of different democracies by	

	<p>situating Deweyan democracy in the West and the East on the basis of different cultures and ideologies <u>Elizabeth Liu</u> McGill University, Montreal, Canada</p>
	<p>Symposium: Dewey and China (2) Hu Shi's Reception of Dewey's Philosophy of Education and its influences on Education in the Early Republic of China <u>Kang Zhao</u> Department of Educational Studies, College of Education, Zhejiang University, Hangzhou, China</p>
	<p>Symposium: Dewey and China (3) Consequences of <i>Democracy and Education</i>. Dewey and the Chinese world Ramón Del Castillo¹, <u>Bianca Thoilliez</u>² ¹Universidad Nacional de Educación a Distancia, Madrid, Spain, ²Universidad Autónoma de Madrid, Madrid, Spain</p>
09:30 - 11:00	<p>Parallel Session B:6 Chair: Silvia Edling</p> <p style="text-align: right;">DMB 2S5</p>
	<p>Dewey's notion of an educational environment in relation to the potential contributions of education support professionals <u>Jan Grannäs</u>, <u>Anneli Frelin</u> University of Gävle, Sweden</p>
	<p>Doing Dewey for School Improvement <u>Martin Retzl</u> Zurich University of Teacher Education, Zurich, Switzerland</p>
09:30 - 11:00	<p>Parallel Session B:7 Chair: William Wraga</p> <p style="text-align: right;">DMB 2S7</p>
	<p>Countering the Neos and Anti-Intellectualism: Dewey, Social Reconstruction, Teacher Preparation and Democratizing Education <u>Jamie Atkinson</u> University of Georgia, Athens, United States</p>
	<p>Dewey from the right: A discourse analysis of online content <u>Kelley King</u> University of North Texas, Frisco, United States A Deweyan Curriculum for</p>
09:30 - 11:00	<p>Parallel Session B:8 Chair: Angelo van Gorp</p> <p style="text-align: right;">DMB GS1</p>
	<p>Progressivism visualized: images of 'democratic schooling' in the work of</p>

	<p>John Dewey and contemporaries. <u>Peter Cunningham</u> Homerton College, University of Cambridge, United Kingdom</p>
	<p>John Dewey and visual archive: picturing authority or conjuring mistrust? <u>Lottie Hoare</u> Faculty of Education, University of Cambridge, Cambridge, United Kingdom</p>
	<p>“Schools of Tomorrow”, Today <u>Carla Carreras</u>¹, <u>Jordi Feu</u>¹, <u>Nuria Simo</u>² ¹University of Girona, Girona, Spain, ²University of Vic, Vic, Spain</p>
09:30 - 11:00	<p>Parallel Session B:9 Chair: Ana Maria Salmeron</p> <p style="text-align: right;">DMB GS3</p>
	<p>Anarchy and Education: Dewey and the Modern School Movement <u>Joscha Thiele</u> Kingston University, London, United Kingdom, Université Paris 8, Paris, France</p>
	<p>John Dewey’s Democracy and education. Its importance in Mexico today <u>Miguel de la Torre</u> Universidad Autonoma de Nuevo Leon, Monterrey, Mexico</p>
	<p>One of the Many: John Dewey in the Republic of Latvia during its parliamentary period 1918-1934. <u>Kristaps Ozolins</u> Independent, Riga, Latvia</p>
11:00 - 11:25	<p>Coffee break</p> <p style="text-align: right;">Boulind Suite</p>
11:25 - 12:40	<p>Practitioner Presentations 1 Philosophy for Children at Colegio Europeo de Madrid - Colegio Europeo de Madrid Chair: Elena Morilla</p> <p style="text-align: right;">DMB GS4</p>
11:25 - 12:40	<p>Practitioner Presentations 2 Student-led research into democratic practice in Round Square schools' - Round Square Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS5</p>
12:40 - 13:35	<p>Lunch</p> <p style="text-align: right;">HOM Great Hall</p>
13:35 - 14:50	<p>Practitioner Presentations 1 Democratic engagement at Hockerill Anglo-European College - Hockerill Anglo-European College Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS4</p>

13:35 - 14:50	Practitioner Presentations 2 Philosophy for Children at Bow School - Bow School Chair: Christine Doddington	DMB GS5
14:50 - 15:15	Coffee break	Boulind Suite
15:15 – 16:30	Keynote 2 Keynote: Alison Peacock Chair: Peter Cunningham Learning without Limits	MAB Auditorium
16:30 – 18:30	Visit to UCPS	
19:30 – 21:30	Conference Dinner	HOM Great Hall
Friday, 30 September		
09:30 - 11:00	Parallel Session C:1 Chair: Kevin Mott-Thornton	DMB 1S3
	<p>The Role of the Teacher in Early Years Education: A Man before his Time – Dewey Revisited. <u>Emer Ring</u>¹, <u>Lisha O'Sullivan</u>² ¹Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland, ²Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland</p>	
	<p>Dewey, Democracy and Adult Learners <u>Xenia Coulter</u>¹, <u>Lee Herman</u>², <u>Alan Mandell</u>³ ¹SUNY Empire State College, Saratoga Springs, NY, United States, ²SUNY Empire State College, Auburn, NY, United States, ³SUNY Empire State College, New York, NY, United States</p>	
09:30 - 11:00	Parallel Session C:2 Chair: Kurt Stemhagen	DMB 2S3
	<p>The Relevance of Democracy and Education to Teacher Education in Turkey <u>Rasit Celik</u> Karadeniz Technical University, Turkey</p>	
	<p>Dewey and Teacher's Authority- A path or a goal? Reflections from an ethnographic study in a secondary school in India. <u>Deepa Idnani</u> UCL- Institute of Education, London., London, United Kingdom</p>	
09:30 - 11:00	Parallel Session C:3 Chair: Johan Liljestrang	DMB 2S5

	<p>Growth into Citizenship: John Dewey's Philosophy and Lived Experiences in East Africa <u>Jane Blanken-Webb</u>¹, <u>Katariina Holma</u>¹, Tiina Kontinen² ¹University of Eastern Finland, Joensuu, Finland, ²University of Jyväskylä, Jyväskylä, Finland</p>
	<p>Global Teachers, Orbital Classrooms, and Global Democracy. Teachers' role one century after John Dewey. <u>Giovanni Pampanini</u>, Melita Cristaldi Studio Interdisciplinare Scienze Sociali e Umane, SISSU, Catania, Italy</p>
09:30 - 11:00	<p>Parallel Session C:4 Chair: Maria G. Amilburu MAB 106</p>
	<p>"To be is to respond": Berkeley, Dewey and a dialogic philosophy of democratic education <u>Rupert Higham</u> University of Cambridge, Cambridge, United Kingdom</p>
	<p>The role of the teacher in moral education <u>Josu Ahedo</u> The International University of La Rioja (UNIR), Logroño, Spain</p>
09:30 - 11:00	<p>Parallel Session C:5 Chair: Anneli Frelin MAB 117</p>
	<p>Early childhood education for sustainability: origins and inspirations in the work of John Dewey <u>Paulette Luff</u> Anglia Ruskin University, Chelmsford, United Kingdom</p>
	<p>The Power of Conflicts in Education: John Dewey on conflicts. <u>Jan Pouwels</u> HAN University of Applied Sciences, Nijmegen, Netherlands</p>
	<p>Moral and intellectual aspects of teaching: Recognising the inseparable <u>Rajashree Srinivasan</u> Azim Premji University, Bengaluru, India, Bengaluru, India</p>
09:30 - 11:00	<p>Parallel Session C:6 MAB 118</p>
	<p>Symposium: A transactional perspective on meaning-making. Part 1. Democratic discussions. <u>Karin Rudsberg</u>¹, Johan Öhman¹, Leif Östman² ¹Orebro University, Orebro, Sweden, ²Uppsala University, Uppsala, Sweden</p>

	<p>Symposium: A transactional perspective on meaning-making. Part 1. Ethical participation and ethical reflections <u>Elsa Lee</u>¹, Louise Sund², Johan Öhman³ ¹University of Cambridge, Cambridge, United Kingdom, ²Mälardalen University, Eskilstuna, Sweden, ³Orebro University, Orebro, Sweden</p>
09:30 - 11:00	<p>Parallel Session C:7 Chair: Juan Luis Fuentes MAB G05</p>
	<p>Experience and the quality of mental process: a true preparation for democracy? <u>Victoria Door</u>¹, <u>Clare Wilkinson</u>² ¹Keele University, Keele, United Kingdom, ²Haileybury Turnford School, Turnford, United Kingdom</p>
	<p>The Intellectual Virtue of Open-Mindedness in Democracy and Education <u>Ben Kotzee</u> University of Birmingham</p>
09:30 - 11:00	<p>Parallel Session C:8 Chair: Ruth Heilbronn MAB G03</p>
	<p>Dewey and Aristotle in Teacher Training: Complementary Concepts Concerning the Education of the Moral Self <u>Oliver Bridge</u> Oxford Brookes University, Oxford, United Kingdom</p>
	<p>Chapter XXVI: Dewey's <i>Theories of Morals</i> is Social Justice Education <u>Thomas Misco</u> Miami University, Oxford, United States</p>
	<p>"Teacher-proof" scripted lessons in corporatized public schools: What would Dewey say? <u>Tania Ramalho</u> SUNY Oswego, United States</p>
09:30 - 11:00	<p>Parallel Session C:9 Chair: : Vasco DeAgnese MAB G10</p>
	<p>Art as experience: John Dewey's educational philosophy on the Barnes Foundation's art educational experience <u>Carolyn Berenato</u> Saint Joseph's University, Philadelphia, United States</p>
	<p>Think Aloud in Groups: Mediating poetry for children with Cecília Meireles, Paulo Freire and John Dewey</p>

	<p><u>Telma Franco Diniz</u> University of Sao Paulo, Sao Paulo, Brazil</p>	
	<p>Education of Becoming: The Ethic of Creativity in Dewey's <i>Democracy and Education</i> <u>Jonathan Sallée</u> Lewis University, Romeoville, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 3 Keynote: Rosa Bruno-Jofre Chair: Gonzalo Jover</p> <p>Localizing Dewey's notions of democracy and education: a <i>longue durée</i> journey across historical configurations in Latin America</p>	MAB Auditorium
13:00 - 14:00	Lunch	HOM Great Hall
14:00 - 15:30	<p>Panel Session Chair: Ruth Heilbronn Topic: "John Dewey – too toxic for policy?" Panellists: Melissa Benn, Richard Pring and Linda Stone</p>	MAB Auditorium
15:30 – 16:00	Coffee break	Boulind Suite
16:00 - 17:30	<p>Parallel Session D:1 Chair: Ben Kotzee</p>	DMB 2S3
	<p>Education and Imagination in Dewey: Enlarging Meanings, Bringing Newness to the Fore <u>Vasco d'Agnese</u> Second University of Naples, Caserta, Italy</p>	
	<p>Experience is not the Whole Story: The Integral Role of the Situation in Dewey's <i>Democracy and Education</i> <u>David Hildebrand</u> University of Colorado Denver, USA, Denver, United States</p>	
16:00 - 17:30	<p>Parallel Session D:2 Chair: Ruth Heilbronn</p>	DMB 2S5
	<p>Dewey's Critique of Individualism and his Intersubjective Basis for Moral Authority in <i>Democracy and Education</i> <u>Brian Dotts</u> University of Georgia, Athens, United States</p>	
	John Dewey and Antonio Gramsci: thinkers for our times	

	<p><u>Geoffrey Hinchliffe</u> University of East Anglia, Norwich, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:3 Chair: Cathy Burke</p> <p style="text-align: right;">DMB 1S3</p>
	<p>A Contemporary Recasting of Dewey's Call for a Pragmatic Pluralism <u>Susan Mayer</u> Critical Explorers, Brookline, United States</p> <hr/> <p>Wyllistine Goodsell, Kasuya Yoshi, and Dewey's <i>Democracy and Education</i>: reconfiguring women's education and modern womanhood <u>Joyce Goodman</u> The University of Winchester, Warminster, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:4 Chair: Deron Boyles</p> <p style="text-align: right;">DMB 2S4</p>
	<p>Dewey and the Democratic Curriculum <u>Neil Hopkins</u> University of Bedfordshire, Bedford, United Kingdom</p> <hr/> <p>Educating the existential spirituality in Dewey's democratic individual <u>R. Scott Webster</u> Deakin University, Australia</p>
16:00 - 17:30	<p>Parallel Session D:5 Chair: Juan Luis Fuentes</p> <p style="text-align: right;">DMB GS3</p>
	<p>The Struggle of Learning: Dewey's concept of Learning as tied to Experience and its Meaning for Understanding the Moral Dimensions of Teaching <u>Andrea R. English</u> University of Edinburgh, Edinburgh, United Kingdom</p> <hr/> <p>Moral Perfectionism, Autonomy and Mutuality in Dewey's Democratic theory of Educational Growth <u>Kevin Mott-Thornton</u> Formerly head of RS at Sydenham High School, Frinton on Sea, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:6 Chair: Elizabeth Liu</p> <p style="text-align: right;">DMB GS4</p>
	<p>Dewey in Australia: Long shadows and odd echoes <u>Julie McLeod</u> The University of Melbourne, Parkville, Australia</p>

	<p>Developing Dewey's Sociocultural Vision: Toward Educating Citizens in the 21st Century <u>Stephen Fleury</u>¹, Michael Bentley^{2,3} ¹Le Moyne College, Syracuse, New York, United States, ²University of Tennessee, Knoxville, Tennessee, United States, ³Educational Associate of the Virginia Museum of Natural History, Martinsville, VA, United States</p>
16:00 - 17:30	<p>Parallel Session D:7 Chair: Gonzalo Jover</p> <p style="text-align: right;">MAB G05</p>
	<p>The treachery of educational preparation <u>Simon Reddy</u> Simon Reddy, Paignton, United Kingdom</p> <hr/> <p>Making transition formative. A rereading of <i>Democracy and Education</i> in relation to career transitions and educational experience <u>Manuela Palma</u>, Francesco Cappa Universita' degli Studi di Milano-Bicocca, Milano, Italy</p>
16:00 - 17:30	<p>Parallel Session D:8 Chair: Janet Orchard</p> <p style="text-align: right;">MAB G03</p>
	<p>Dewey and the Movement to Home-Schooling <u>John Scott Gray</u> Ferris State University, Big Rapids, United States</p> <hr/> <p>Continuity and Interaction: learning experiences in museums and the responsibilities of the teacher <u>Carrie Winstanley</u> Roehampton University, London, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:9 Chair: Josu Ahedo</p> <p style="text-align: right;">MAB G10</p>
	<p>John Dewey's 'Common School' and Richard Pring's battle for a 'Common School System' <u>Maria G. Amilburu</u> Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain</p> <hr/> <p>The impact of Democracy and Education on contemporary educational thought and discourse: a critical analysis <u>Maura Striano</u> University of Naples Federico II, Naples, Italy</p> <hr/> <p>Democracy through virtual platforms <u>Heidy Robles</u></p>

	Universidad del Norte, Barranquilla, Colombia
16:00 - 17:30	Parallel Session D:10 Chair: Graeme Tiffany MAB G12
	<p>Dewey and the Alexander Technique: lessons in learning through experience <u>Malcolm Williamson</u>^{1, 2, 3}, <u>Jennifer Fox-Eades</u>^{1, 2, 4}, <u>Charlotte Woods</u>^{1, 2, 5} ¹Society of Teachers of the Alexander Technique, Manchester, United Kingdom, ²Manchester Alexander Technique Training School, Manchester, United Kingdom, ³Royal Northern College of Music, Manchester, United Kingdom, ⁴Education Department, Edge Hill University, United Kingdom, ⁵Manchester Institute of Education, University of Manchester (retired), Manchester, United Kingdom</p> <hr/> <p>Experiencing disability: John Dewey and his son Sabino <u>Scot Danforth</u> Chapman University, Orange, California, United States</p>
Saturday, 1 October	
09:30 - 11:00	Parallel Session E:1 Chair: Geoff Hinchcliffe DMB 2S3
	<p>'Tentative rehearsals': beginning teachers and ethical deliberation. <u>Janet Orchard</u>¹, <u>Carrie Winstanley</u>², <u>Ruth Heilbronn</u>³ ¹Graduate School of Education, University of Bristol, Bristol, United Kingdom, ²University of Roehampton, London, United Kingdom, ³Institute of Education, University College London, London, United Kingdom</p> <hr/> <p>On the role of the teacher: John Dewey's imaginative vision of teaching <u>Deron Boyles</u> Georgia State University, Roswell, United States</p>
09:30 - 11:00	Parallel Session E:2 Chair: Peter Cunningham DMB 2S5
	<p>The Emergence of Makerspaces, Hackerspaces and Fab Labs: Dewey's Democratic Communities of the 21st Century? <u>Sally Eaves</u>¹, Stephen Harwood² ¹Aston Business School, Birmingham, United Kingdom, ²University of Edinburgh Business School, Edinburgh, United Kingdom</p> <hr/> <p>John Dewey's Notion of Interest: Antithetical to or Sympathetic with Educational Development? <u>Valentine Banfegha Ngalim</u> Higher Teacher Training College, Bambili, University of Bamenda, Bambili,</p>

	Bamenda, Cameroon	
09:30 - 11:00	Parallel Session E:3	DMB 1S3
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Urban sustainability politics as a space for experiential learning <u>Katrien Van Poeck</u>¹, Leif Östman², Thomas Block¹ ¹Ghent University, Gent, Belgium, ²Uppsala University, Uppsala, Sweden</p> <p>Symposium: A transactional perspective on meaning-making. Part 2. Embodied conflicts <u>Michael Håkansson</u>, Leif Östman Uppsala University, Uppsala, Sweden</p>	
09:30 - 11:00	Parallel Session E:4 Chair: Heydi Robles	DMB 2S4
	<p>From Dewey's "Democracy and Education" to Service-Learning Methodology: Developing a Democratic Multicultural Society <u>Laura Selmo</u> Milan-Bicocca University, Milan, Italy</p> <p>Political ends and educational aims. Critique of a mutual determination relationship. <u>Ana María Salmerón</u>¹, Blanca Flor Trujillo^{2,3} ¹Universidad Nacional Autónoma de México, Ciudad de México, Mexico, ²Universidad Pedagógica Nacional, Ciudad de México, Mexico, ³DIE-CINVESTAV, Ciudad de México, Mexico</p> <p>Assimilation or Interaction? An Idealistic Reading of Democracy and Education as a Hinge between Epochs: An Interpretive Hypothesis <u>Stefano Oliverio</u> University of Naples Federico II, Napoli, Italy</p>	
09:30 - 11:00	Parallel Session E:5 Chair: Andrea English	DMB 2S7
	<p>Dewey's Democratic Education and Children with ADHD: Towards a Policy for Affirmative Action <u>Evanilda Bustamante</u> Evanilda de Godoi Bustamante, Belo Horizonte, Brazil</p> <p>Dewey's Daemon: The Specter of Faith in "Democracy and Education" <u>Jose R. Irizarry</u> Villanova University, Villanova, PA, United States, Religious Education</p>	

	Association, New Haven, CT, United States	
	<p>Place and conditions for democratic education in interreligious encounters <u>Johan Liljestrand</u> Senior Lecturer at University of Gävle, Gävle, Sweden</p>	
09:30 - 11:00	<p>Parallel Session E:6 Chair: Jan Pouwels</p>	DMB GS1
	<p>Academic Freedom and Progressive Education: Reconsidering Dewey's Legacy in the Context of 21st Century British Higher Education <u>Joshua Forstenzer</u> University of Sheffield, United Kingdom</p>	
	<p>The problem of teachers' autonomy (The glance from inside the Russian educational reforms) <u>Margarita Kozhevnikova</u> Federal research state institution 'Institute of Teacher and Adult Education, Russian Academy of education', St. Petersburg branch, St. Petersburg, Russia</p>	
09:30 - 11:00	<p>Parallel Session E:7 Chair: Cathy Burke</p>	DMB GS3
	<p>Democracy, Education, and Building Community: The Arthurdale Community School (1934-1943) <u>Sam Stack Jr.</u> West Virginia University, Morgantown, United States</p>	
	<p><i>Democracy and Education</i> and Dewey's Idea of the Secondary School <u>William Wraga</u> University of Georgia, Athens, United States</p>	
09:30 - 11:00	<p>Parallel Session E:8 Chair: Joyce Goodman</p>	DMB GS5
	<p>Curriculum in Kinokuni Children's Village school and prospect into democratic society in Japan <u>Yoko Yamasaki</u> Fukuyama Heisei University, Hiroshima, Japan</p>	
	<p>The Way of Being Human: What John Dewey's <i>Democracy and Education</i> Has Spoken to the Postcolonial Societies. <u>Hyunju Lee</u> The University of Iowa College of Education, Iowa City, United States</p>	
	<p>Deweyan Ideals as a Vehicle for Educational and Social Reform in Interwar</p>	

	<p>Japan <u>Peter Rothstein</u> Juniata College, Huntingdon, United States</p>	
09:30 - 11:00	<p>Parallel Session E:9 Chair: Miguel de la Torre</p>	MAB G10
	<p>Experience, Democracy and Education: the challenge of human progress <u>Clara Barroso</u>¹, Jose Luis González-Geraldo² ¹Universidad de La Laguna, La Laguna, Spain, ²Universidad de Castilla-La Mancha, Cuenca, Spain</p>	
	<p>Understanding Reflexivity in Light of Dewey's 'Trying' and 'Undergoing' <u>Mariam Attia</u> Durham University, Durham, United Kingdom</p>	
	<p>Preserving Rich Experience in the Digital Age <u>Bob Coulter</u> Missouri Botanical Garden, Saint Louis, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 4 Keynote: Gert Biesta Chair: Rupert Higham</p> <p>The most influential theory of the century? Dewey, democracy and democratic education reconsidered</p>	MAB Auditorium
13:00 - 14:00	Lunch	DMB GS4
14:00 - 16:00	<p>Unstructured time for discussion Chair:</p>	DMB GS5

Dewey Conference 2016 (DE2016)

University of Cambridge, UK, 28 September - 1 October, 2016

Wednesday, 28 September		
14:00 - 14:30	Welcome Welcoming speeches Chair: Christine Dodington	MAB Auditorium
14:30 - 16:00	Keynote 1 Keynote: Barbara Stengel Chair: Gert Biesta 'We can make mistakes ... And we can fix them': Countering Cruel Optimism to Promote Public Education	MAB Auditorium
16:00 - 16:30	Coffee break	Boulind Suite
16:30 - 18:00	Parallel Session A:1 Chair: Gert Biesta	DMB GS1
	<p>Interest, Democracy and Children's Computation: The Case for Aesthetic Experiences <u>Pratim Sengupta</u>¹, Amy Farris² ¹University of Calgary, Calgary, Canada, ²Vanderbilt University, Nashville, United States</p>	
	<p>Dewey's Philosophy of Mathematics Education at 100: Reconstructing School Mathematics <u>Kurt Stemhagen</u> Virginia Commonwealth University, Richmond, United States</p>	
16:30 - 18:00	Parallel Session A:2 Chair: Cathy Burke	DMB 2S3
	<p>No end to growing: Dewey and classroom experience. <u>Ruth Heilbronn</u> UCL Institute of Education</p>	
	<p>An Interpretation of John Dewey's Instrumentalism. <u>Mark Blythe</u> University of Reading, Reading, United Kingdom</p>	
16:30 - 18:00	Parallel Session A:3 Chair: Katrien van Poeck	DMB 2S5

	<p>Black Bodies in Schools: Dewey’s Democratic Provision for Participation Confronts the Challenges of ‘Fundamental Plunder’ <u>Kathleen Knight-Abowitz</u>¹, <u>Sue Ellen Henry</u>² ¹Miami University of Ohio, Oxford, United States, ²Bucknell University, Lewisburg, United States</p>
	<p>Wastelands of Gary: Democracy and education in a segregated society <u>Angelo Van Gorp</u> Ghent University Department of Social Work and Social Pedagogy, Ghent, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:4</p> <p style="text-align: right;">MAB 104</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (1) Dewey and contemporary schooling in the 21st Century <u>Steve Higgins</u> Durham University, Durham, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (2) Democratic Pedagogy: thinking together” <u>Vivienne Baumfield</u> University of Exeter, Exeter, United Kingdom</p>
	<p>Symposium: Dewey, Democracy and Education in the UK in 2016 (3) Why and how schools might live democracy ‘as an inclusive human order’ <u>Michael Fielding</u> UCL Institute of Education, London, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:5 Chair: David Hildebrand</p> <p style="text-align: right;">MAB 106</p>
	<p>Dewey’s Concept of "Experience" and Its Importance to the "Personal/ Professional" Dilemma of Teacher Education Tutoring Process. <u>Boaz Tsabar</u> Hebrew University\David Yellin College of Education, Jerusalem, Israel</p>
	<p>Understanding the declining health of teacher educators through the grid of Dewey’s ‘educational environment’: Reviving an old concept to grapple with current phenomenon at teacher education institutions <u>Silvia Edling</u> University of Gävle, Gävle, Sweden</p>
16:30 - 18:00	<p>Parallel Session A:6 Chair: Daniel Moulin</p> <p style="text-align: right;">MAB 117</p>

	<p>Reading Themselves through an Icon: The Filters of John Dewey's Reception in Spain, 1898-1939 <u>Carlos Martínez Valle</u> Prof. Cont Doctor. School of Education. Universidad Complutense de Madrid, Madrid, Spain</p>
	<p>(Is)Lands in the Stream: Democracy, Education, and Puerto Ricans, 1898-1940. <u>Mirelsie Velazquez</u> University of Oklahoma, Norman, United States</p>
	<p>Citizenship Education in a violent context: Juarez, Mexico Case Study. <u>Marisela Terrazas Muñoz</u> Vrije Universiteit Brussel, Brussels, Belgium</p>
16:30 - 18:00	<p>Parallel Session A:7 Chair: Susan Mayer</p> <p style="text-align: right;">MAB 118</p>
	<p>Project method and other open architectures for democratic learning: Dewey's pedagogic legacy <u>Terry Wrigley</u> Northumbria University, Edinburgh, United Kingdom</p>
	<p>Education for Shaping a 'Great Community' in the Changing Society: A Deweyan Perspective to Reconsider 'Collaborative Problem-Solving Skills and Competencies' <u>Yuuki Yamaguchi</u> Hiroshima University, Higashi-Hiroshima City, Japan</p>
	<p>Becoming researchers with shared concerns: a Deweyan approach to democratising health education <u>Julie Wintrup</u>¹, <u>Crissi Gallagher</u>² ¹University of Southampton, Southampton, United Kingdom, ²University of Southampton, Southampton, United Kingdom</p>
16:30 - 18:00	<p>Parallel Session A:8 Chair: Nigel Meager</p> <p style="text-align: right;">MAB 119</p>
	<p>Deweyan Learning Communities for the Heart of Language <u>Tom Vogt</u> University of Augsburg, Medienlabor, Augsburg, Germany</p>
	<p>In Dewey's footsteps: Moving beyond the orthographic word through experiential reading <u>Meliha R. Şimşek</u></p>

	Assist. Prof.Dr., Mersin University, Faculty of Education, Department of Foreign Language Education (Chair), Turkey, Mersin, Turkey
16:30 - 18:00	Parallel Session A:9 Chair: R. Scott-Walker MAB G03
	Growing the elite athlete; Democracy and education within an Olympic coach's lifeworld <u>Colum Cronin</u> ¹ , Kathleen Armour ² <i>¹Liverpool John Moores University, Liverpool, United Kingdom, ²University of Birmingham, Birmingham, United Kingdom</i>
	Women's Health Activism, and the Democratization of Medical Knowledge <u>Diane Karns</u> University of Oklahoma, Norman, United States
16:30 - 18:00	Parallel Session A:10 Chair: Lottie Hoare MAB G10
	Inner-city Adult Students: Democracy and Education at Metropolitan College of New York <u>Grace Roosevelt</u> Metropolitan College of New York, New York, United States
	Dewey in action - democracy and experience in veterinary education? <u>David Williams</u> St John's College, University of Cambridge, Cambridge, United Kingdom
18:30 - 21:00	Conference Dinner HOM Great Hall
Thursday, 29 September	
09:30 - 11:00	Parallel Session B:1 Chair: Christine Doddington DMB 1S3
	Experience, observational filmmaking and children making art in school <u>Nigel Meager</u> University of Cambridge, Cambridge, United Kingdom
	Trying and reflecting: Frameworks to support training teachers develop understandings of literacy teaching and learning through experience <u>Andrea Gelfuso</u> ¹ , Danielle Dennis ² , Rachel Snape ³ <i>¹University of Central Florida, Orlando, United States, ²University of South Florida, Tampa, United States, ³Spinney Primary, Cambridge, United Kingdom</i>
09:30 - 11:00	Parallel Session B:2

	Chair: Maria G. Amilburu	DMB GS4
	<p>A Renaissance of Experience in the Information Age <u>Michael Glassman</u> The Ohio State University, Columbus, United States</p>	
	<p>Rereading the classics texts with the ICTs: a citizenship and intercultural project based on the Dewey's democratic concept of education <u>María del Rosario González Martín</u>, Gonzalo Jover, <u>Juan Luis Fuentes</u> Complutense University of Madrid, Madrid, Spain</p>	
09:30 - 11:00	Parallel Session B:3 Chair: Stefano Oliverio	DMB GS5
	<p>Democracy and Education, and the necessity of Uncertainty-appreciative practices. <u>Graeme Tiffany</u> Institute of Education, UCL, Leeds, United Kingdom</p>	
	<p>The Perils of External Aims: A Deweyan Critique of Grading and Standardized Testing <u>Jeff Jackson</u> University of Chicago, Chicago, IL, United States</p>	
	<p>Significance of Educational and Social Thought of Dewey and Gandhi in 21st Century India: An Interpretative Study <u>Sana Khan</u> Jawaharlal Nehru University, New Delhi, India</p>	
09:30 - 11:00	Parallel Session B:4 Chair: Joshua Forstenzer	DMB 2S3
	<p>John Dewey and Leo Tolstoy on the education of the people <u>Daniel Moulin</u> University of Navarra, Pamplona, Spain, University of Warwick, Warwick, United Kingdom</p>	
	<p>Dewey's concept of growth in the early materials of the lifelong-learning debate between 1919 and 1929 - a genealogical attempt <u>Peter Schlögl</u> Austrian Institute for Research on Vocational Training, Vienna, Austria</p>	
09:30 - 11:00	Parallel Session B:5 Chair Hong Jiang	DMB 2S4
	Symposium: Dewey and China (1) Exploration of different democracies by	

	<p>situating Deweyan democracy in the West and the East on the basis of different cultures and ideologies <u>Elizabeth Liu</u> McGill University, Montreal, Canada</p>
	<p>Symposium: Dewey and China (2) Hu Shi's Reception of Dewey's Philosophy of Education and its influences on Education in the Early Republic of China <u>Kang Zhao</u> Department of Educational Studies, College of Education, Zhejiang University, Hangzhou, China</p>
	<p>Symposium: Dewey and China (3) Consequences of <i>Democracy and Education</i>. Dewey and the Chinese world Ramón Del Castillo¹, <u>Bianca Thoilliez</u>² ¹Universidad Nacional de Educación a Distancia, Madrid, Spain, ²Universidad Autónoma de Madrid, Madrid, Spain</p>
09:30 - 11:00	<p>Parallel Session B:6 Chair: Silvia Edling</p> <p style="text-align: right;">DMB 2S5</p>
	<p>Dewey's notion of an educational environment in relation to the potential contributions of education support professionals <u>Jan Grannäs</u>, <u>Anneli Frelin</u> University of Gävle, Sweden</p>
	<p>Doing Dewey for School Improvement <u>Martin Retzl</u> Zurich University of Teacher Education, Zurich, Switzerland</p>
09:30 - 11:00	<p>Parallel Session B:7 Chair: William Wraga</p> <p style="text-align: right;">DMB 2S7</p>
	<p>Countering the Neos and Anti-Intellectualism: Dewey, Social Reconstruction, Teacher Preparation and Democratizing Education <u>Jamie Atkinson</u> University of Georgia, Athens, United States</p>
	<p>Dewey from the right: A discourse analysis of online content <u>Kelley King</u> University of North Texas, Frisco, United States A Deweyan Curriculum for</p>
09:30 - 11:00	<p>Parallel Session B:8 Chair: Angelo van Gorp</p> <p style="text-align: right;">DMB GS1</p>
	<p>Progressivism visualized: images of 'democratic schooling' in the work of</p>

	<p>John Dewey and contemporaries. <u>Peter Cunningham</u> Homerton College, University of Cambridge, United Kingdom</p>
	<p>John Dewey and visual archive: picturing authority or conjuring mistrust? <u>Lottie Hoare</u> Faculty of Education, University of Cambridge, Cambridge, United Kingdom</p>
	<p>“Schools of Tomorrow”, Today <u>Carla Carreras</u>¹, <u>Jordi Feu</u>¹, <u>Nuria Simo</u>² ¹University of Girona, Girona, Spain, ²University of Vic, Vic, Spain</p>
09:30 - 11:00	<p>Parallel Session B:9 Chair: Ana Maria Salmeron</p> <p style="text-align: right;">DMB GS3</p>
	<p>Anarchy and Education: Dewey and the Modern School Movement <u>Joscha Thiele</u> Kingston University, London, United Kingdom, Université Paris 8, Paris, France</p>
	<p>John Dewey’s Democracy and education. Its importance in Mexico today <u>Miguel de la Torre</u> Universidad Autonoma de Nuevo Leon, Monterrey, Mexico</p>
	<p>One of the Many: John Dewey in the Republic of Latvia during its parliamentary period 1918-1934. <u>Kristaps Ozolins</u> Independent, Riga, Latvia</p>
11:00 - 11:25	<p>Coffee break</p> <p style="text-align: right;">Boulind Suite</p>
11:25 - 12:40	<p>Practitioner Presentations 1 Philosophy for Children at Colegio Europeo de Madrid - Colegio Europeo de Madrid Chair: Elena Morilla</p> <p style="text-align: right;">DMB GS4</p>
11:25 - 12:40	<p>Practitioner Presentations 2 Student-led research into democratic practice in Round Square schools' - Round Square Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS5</p>
12:40 - 13:35	<p>Lunch</p> <p style="text-align: right;">HOM Great Hall</p>
13:35 - 14:50	<p>Practitioner Presentations 1 Democratic engagement at Hockerill Anglo-European College - Hockerill Anglo-European College Chair: Rupert Higham</p> <p style="text-align: right;">DMB GS4</p>

13:35 - 14:50	Practitioner Presentations 2 Philosophy for Children at Bow School - Bow School Chair: Christine Doddington	DMB GS5
14:50 - 15:15	Coffee break	Boulind Suite
15:15 – 16:30	Keynote 2 Keynote: Alison Peacock Chair: Peter Cunningham Learning without Limits	MAB Auditorium
16:30 – 18:30	Visit to UCPS	
19:30 – 21:30	Conference Dinner	HOM Great Hall
Friday, 30 September		
09:30 - 11:00	Parallel Session C:1 Chair: Kevin Mott-Thornton	DMB 1S3
	<p>The Role of the Teacher in Early Years Education: A Man before his Time – Dewey Revisited. <u>Emer Ring</u>¹, <u>Lisha O'Sullivan</u>² ¹Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland, ²Mary Immaculate College, University of Limerick, Limerick, Ireland., Limerick, Ireland</p>	
	<p>Dewey, Democracy and Adult Learners <u>Xenia Coulter</u>¹, <u>Lee Herman</u>², <u>Alan Mandell</u>³ ¹SUNY Empire State College, Saratoga Springs, NY, United States, ²SUNY Empire State College, Auburn, NY, United States, ³SUNY Empire State College, New York, NY, United States</p>	
09:30 - 11:00	Parallel Session C:2 Chair: Kurt Stemhagen	DMB 2S3
	<p>The Relevance of Democracy and Education to Teacher Education in Turkey <u>Rasit Celik</u> Karadeniz Technical University, Turkey</p>	
	<p>Dewey and Teacher's Authority- A path or a goal? Reflections from an ethnographic study in a secondary school in India. <u>Deepa Idnani</u> UCL- Institute of Education, London., London, United Kingdom</p>	
09:30 - 11:00	Parallel Session C:3 Chair: Johan Liljestrang	DMB 2S5

	<p>Growth into Citizenship: John Dewey's Philosophy and Lived Experiences in East Africa <u>Jane Blanken-Webb</u>¹, <u>Katariina Holma</u>¹, Tiina Kontinen² ¹University of Eastern Finland, Joensuu, Finland, ²University of Jyväskylä, Jyväskylä, Finland</p>
	<p>Global Teachers, Orbital Classrooms, and Global Democracy. Teachers' role one century after John Dewey. <u>Giovanni Pampanini</u>, Melita Cristaldi Studio Interdisciplinare Scienze Sociali e Umane, SISSU, Catania, Italy</p>
09:30 - 11:00	<p>Parallel Session C:4 Chair: Maria G. Amilburu MAB 106</p>
	<p>"To be is to respond": Berkeley, Dewey and a dialogic philosophy of democratic education <u>Rupert Higham</u> University of Cambridge, Cambridge, United Kingdom</p>
	<p>The role of the teacher in moral education <u>Josu Ahedo</u> The International University of La Rioja (UNIR), Logroño, Spain</p>
09:30 - 11:00	<p>Parallel Session C:5 Chair: Anneli Frelin MAB 117</p>
	<p>Early childhood education for sustainability: origins and inspirations in the work of John Dewey <u>Paulette Luff</u> Anglia Ruskin University, Chelmsford, United Kingdom</p>
	<p>The Power of Conflicts in Education: John Dewey on conflicts. <u>Jan Pouwels</u> HAN University of Applied Sciences, Nijmegen, Netherlands</p>
	<p>Moral and intellectual aspects of teaching: Recognising the inseparable <u>Rajashree Srinivasan</u> Azim Premji University, Bengaluru, India, Bengaluru, India</p>
09:30 - 11:00	<p>Parallel Session C:6 MAB 118</p>
	<p>Symposium: A transactional perspective on meaning-making. Part 1. Democratic discussions. <u>Karin Rudsberg</u>¹, Johan Öhman¹, Leif Östman² ¹Orebro University, Orebro, Sweden, ²Uppsala University, Uppsala, Sweden</p>

	<p>Symposium: A transactional perspective on meaning-making. Part 1. Ethical participation and ethical reflections <u>Elsa Lee</u>¹, Louise Sund², Johan Öhman³ ¹University of Cambridge, Cambridge, United Kingdom, ²Mälardalen University, Eskilstuna, Sweden, ³Orebro University, Orebro, Sweden</p>
09:30 - 11:00	<p>Parallel Session C:7 Chair: Juan Luis Fuentes MAB G05</p>
	<p>Experience and the quality of mental process: a true preparation for democracy? <u>Victoria Door</u>¹, <u>Clare Wilkinson</u>² ¹Keele University, Keele, United Kingdom, ²Haileybury Turnford School, Turnford, United Kingdom</p>
	<p>The Intellectual Virtue of Open-Mindedness in Democracy and Education <u>Ben Kotzee</u> University of Birmingham</p>
09:30 - 11:00	<p>Parallel Session C:8 Chair: Ruth Heilbronn MAB G03</p>
	<p>Dewey and Aristotle in Teacher Training: Complementary Concepts Concerning the Education of the Moral Self <u>Oliver Bridge</u> Oxford Brookes University, Oxford, United Kingdom</p>
	<p>Chapter XXVI: Dewey's <i>Theories of Morals</i> is Social Justice Education <u>Thomas Misco</u> Miami University, Oxford, United States</p>
	<p>"Teacher-proof" scripted lessons in corporatized public schools: What would Dewey say? <u>Tania Ramalho</u> SUNY Oswego, United States</p>
09:30 - 11:00	<p>Parallel Session C:9 Chair: : Vasco DeAgnese MAB G10</p>
	<p>Art as experience: John Dewey's educational philosophy on the Barnes Foundation's art educational experience <u>Carolyn Berenato</u> Saint Joseph's University, Philadelphia, United States</p>
	<p>Think Aloud in Groups: Mediating poetry for children with Cecília Meireles, Paulo Freire and John Dewey</p>

	<p><u>Telma Franco Diniz</u> University of Sao Paulo, Sao Paulo, Brazil</p>	
	<p>Education of Becoming: The Ethic of Creativity in Dewey's <i>Democracy and Education</i> <u>Jonathan Sallée</u> Lewis University, Romeoville, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 3 Keynote: Rosa Bruno-Jofre Chair: Gonzalo Jover</p> <p>Localizing Dewey's notions of democracy and education: a <i>longue durée</i> journey across historical configurations in Latin America</p>	MAB Auditorium
13:00 - 14:00	Lunch	HOM Great Hall
14:00 - 15:30	<p>Panel Session Chair: Ruth Heilbronn Topic: "John Dewey – too toxic for policy?" Panellists: Melissa Benn, Richard Pring and Linda Stone</p>	MAB Auditorium
15:30 – 16:00	Coffee break	Boulind Suite
16:00 - 17:30	<p>Parallel Session D:1 Chair: Ben Kotzee</p>	DMB 2S3
	<p>Education and Imagination in Dewey: Enlarging Meanings, Bringing Newness to the Fore <u>Vasco d'Agnese</u> Second University of Naples, Caserta, Italy</p>	
	<p>Experience is not the Whole Story: The Integral Role of the Situation in Dewey's <i>Democracy and Education</i> <u>David Hildebrand</u> University of Colorado Denver, USA, Denver, United States</p>	
16:00 - 17:30	<p>Parallel Session D:2 Chair: Ruth Heilbronn</p>	DMB 2S5
	<p>Dewey's Critique of Individualism and his Intersubjective Basis for Moral Authority in <i>Democracy and Education</i> <u>Brian Dotts</u> University of Georgia, Athens, United States</p>	
	John Dewey and Antonio Gramsci: thinkers for our times	

	<p><u>Geoffrey Hinchliffe</u> University of East Anglia, Norwich, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:3 Chair: Cathy Burke</p> <p style="text-align: right;">DMB 1S3</p>
	<p>A Contemporary Recasting of Dewey's Call for a Pragmatic Pluralism <u>Susan Mayer</u> Critical Explorers, Brookline, United States</p> <hr/> <p>Wyllistine Goodsell, Kasuya Yoshi, and Dewey's <i>Democracy and Education</i>: reconfiguring women's education and modern womanhood <u>Joyce Goodman</u> The University of Winchester, Warminster, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:4 Chair: Deron Boyles</p> <p style="text-align: right;">DMB 2S4</p>
	<p>Dewey and the Democratic Curriculum <u>Neil Hopkins</u> University of Bedfordshire, Bedford, United Kingdom</p> <hr/> <p>Educating the existential spirituality in Dewey's democratic individual <u>R. Scott Webster</u> Deakin University, Australia</p>
16:00 - 17:30	<p>Parallel Session D:5 Chair: Juan Luis Fuentes</p> <p style="text-align: right;">DMB GS3</p>
	<p>The Struggle of Learning: Dewey's concept of Learning as tied to Experience and its Meaning for Understanding the Moral Dimensions of Teaching <u>Andrea R. English</u> University of Edinburgh, Edinburgh, United Kingdom</p> <hr/> <p>Moral Perfectionism, Autonomy and Mutuality in Dewey's Democratic theory of Educational Growth <u>Kevin Mott-Thornton</u> Formerly head of RS at Sydenham High School, Frinton on Sea, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:6 Chair: Elizabeth Liu</p> <p style="text-align: right;">DMB GS4</p>
	<p>Dewey in Australia: Long shadows and odd echoes <u>Julie McLeod</u> The University of Melbourne, Parkville, Australia</p>

	<p>Developing Dewey's Sociocultural Vision: Toward Educating Citizens in the 21st Century <u>Stephen Fleury</u>¹, Michael Bentley^{2,3} ¹Le Moyne College, Syracuse, New York, United States, ²University of Tennessee, Knoxville, Tennessee, United States, ³Educational Associate of the Virginia Museum of Natural History, Martinsville, VA, United States</p>
16:00 - 17:30	<p>Parallel Session D:7 Chair: Gonzalo Jover</p> <p style="text-align: right;">MAB G05</p>
	<p>The treachery of educational preparation <u>Simon Reddy</u> Simon Reddy, Paignton, United Kingdom</p> <hr/> <p>Making transition formative. A rereading of <i>Democracy and Education</i> in relation to career transitions and educational experience <u>Manuela Palma</u>, Francesco Cappa Universita' degli Studi di Milano-Bicocca, Milano, Italy</p>
16:00 - 17:30	<p>Parallel Session D:8 Chair: Janet Orchard</p> <p style="text-align: right;">MAB G03</p>
	<p>Dewey and the Movement to Home-Schooling <u>John Scott Gray</u> Ferris State University, Big Rapids, United States</p> <hr/> <p>Continuity and Interaction: learning experiences in museums and the responsibilities of the teacher <u>Carrie Winstanley</u> Roehampton University, London, United Kingdom</p>
16:00 - 17:30	<p>Parallel Session D:9 Chair: Josu Ahedo</p> <p style="text-align: right;">MAB G10</p>
	<p>John Dewey's 'Common School' and Richard Pring's battle for a 'Common School System' <u>Maria G. Amilburu</u> Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain</p> <hr/> <p>The impact of Democracy and Education on contemporary educational thought and discourse: a critical analysis <u>Maura Striano</u> University of Naples Federico II, Naples, Italy</p> <hr/> <p>Democracy through virtual platforms <u>Heidy Robles</u></p>

	Universidad del Norte, Barranquilla, Colombia
16:00 - 17:30	Parallel Session D:10 Chair: Graeme Tiffany MAB G12
	<p>Dewey and the Alexander Technique: lessons in learning through experience <u>Malcolm Williamson</u>^{1, 2, 3}, <u>Jennifer Fox-Eades</u>^{1, 2, 4}, <u>Charlotte Woods</u>^{1, 2, 5} ¹Society of Teachers of the Alexander Technique, Manchester, United Kingdom, ²Manchester Alexander Technique Training School, Manchester, United Kingdom, ³Royal Northern College of Music, Manchester, United Kingdom, ⁴Education Department, Edge Hill University, United Kingdom, ⁵Manchester Institute of Education, University of Manchester (retired), Manchester, United Kingdom</p> <hr/> <p>Experiencing disability: John Dewey and his son Sabino <u>Scot Danforth</u> Chapman University, Orange, California, United States</p>
Saturday, 1 October	
09:30 - 11:00	Parallel Session E:1 Chair: Geoff Hinchcliffe DMB 2S3
	<p>'Tentative rehearsals': beginning teachers and ethical deliberation. <u>Janet Orchard</u>¹, <u>Carrie Winstanley</u>², <u>Ruth Heilbronn</u>³ ¹Graduate School of Education, University of Bristol, Bristol, United Kingdom, ²University of Roehampton, London, United Kingdom, ³Institute of Education, University College London, London, United Kingdom</p> <hr/> <p>On the role of the teacher: John Dewey's imaginative vision of teaching <u>Deron Boyles</u> Georgia State University, Roswell, United States</p>
09:30 - 11:00	Parallel Session E:2 Chair: Peter Cunningham DMB 2S5
	<p>The Emergence of Makerspaces, Hackerspaces and Fab Labs: Dewey's Democratic Communities of the 21st Century? <u>Sally Eaves</u>¹, Stephen Harwood² ¹Aston Business School, Birmingham, United Kingdom, ²University of Edinburgh Business School, Edinburgh, United Kingdom</p> <hr/> <p>John Dewey's Notion of Interest: Antithetical to or Sympathetic with Educational Development? <u>Valentine Banfegha Ngalim</u> Higher Teacher Training College, Bambili, University of Bamenda, Bambili,</p>

	Bamenda, Cameroon	
09:30 - 11:00	Parallel Session E:3	DMB 1S3
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Urban sustainability politics as a space for experiential learning <u>Katrien Van Poeck</u>¹, Leif Östman², Thomas Block¹ ¹Ghent University, Gent, Belgium, ²Uppsala University, Uppsala, Sweden</p>	
	<p>Symposium: A transactional perspective on meaning-making. Part 2. Embodied conflicts <u>Michael Håkansson</u>, Leif Östman Uppsala University, Uppsala, Sweden</p>	
09:30 - 11:00	Parallel Session E:4 Chair: Heydi Robles	DMB 2S4
	<p>From Dewey's "Democracy and Education" to Service-Learning Methodology: Developing a Democratic Multicultural Society <u>Laura Selmo</u> Milan-Bicocca University, Milan, Italy</p>	
	<p>Political ends and educational aims. Critique of a mutual determination relationship. <u>Ana María Salmerón</u>¹, Blanca Flor Trujillo^{2,3} ¹Universidad Nacional Autónoma de México, Ciudad de México, Mexico, ²Universidad Pedagógica Nacional, Ciudad de México, Mexico, ³DIE-CINVESTAV, Ciudad de México, Mexico</p>	
	<p>Assimilation or Interaction? An Idealistic Reading of Democracy and Education as a Hinge between Epochs: An Interpretive Hypothesis <u>Stefano Oliverio</u> University of Naples Federico II, Napoli, Italy</p>	
09:30 - 11:00	Parallel Session E:5 Chair: Andrea English	DMB 2S7
	<p>Dewey's Democratic Education and Children with ADHD: Towards a Policy for Affirmative Action <u>Evanilda Bustamante</u> Evanilda de Godoi Bustamante, Belo Horizonte, Brazil</p>	
	<p>Dewey's Daemon: The Specter of Faith in "Democracy and Education" <u>Jose R. Irizarry</u> Villanova University, Villanova, PA, United States, Religious Education</p>	

	Association, New Haven, CT, United States	
	Place and conditions for democratic education in interreligious encounters <u>Johan Liljestrand</u> Senior Lecturer at University of Gävle, Gävle, Sweden	
09:30 - 11:00	Parallel Session E:6 Chair: Jan Pouwels	DMB GS1
	Academic Freedom and Progressive Education: Reconsidering Dewey's Legacy in the Context of 21st Century British Higher Education <u>Joshua Forstenzer</u> University of Sheffield, United Kingdom	
	The problem of teachers' autonomy (The glance from inside the Russian educational reforms) <u>Margarita Kozhevnikova</u> Federal research state institution 'Institute of Teacher and Adult Education, Russian Academy of education', St. Petersburg branch, St. Petersburg, Russia	
09:30 - 11:00	Parallel Session E:7 Chair: Cathy Burke	DMB GS3
	Democracy, Education, and Building Community: The Arthurdale Community School (1934-1943) <u>Sam Stack Jr.</u> West Virginia University, Morgantown, United States	
	Democracy and Education and Dewey's Idea of the Secondary School <u>William Wraga</u> University of Georgia, Athens, United States	
09:30 - 11:00	Parallel Session E:8 Chair: Joyce Goodman	DMB GS5
	Curriculum in Kinokuni Children's Village school and prospect into democratic society in Japan <u>Yoko Yamasaki</u> Fukuyama Heisei University, Hiroshima, Japan	
	The Way of Being Human: What John Dewey's <i>Democracy and Education</i> Has Spoken to the Postcolonial Societies. <u>Hyunju Lee</u> The University of Iowa College of Education, Iowa City, United States	
	Deweyan Ideals as a Vehicle for Educational and Social Reform in Interwar	

	<p>Japan <u>Peter Rothstein</u> Juniata College, Huntingdon, United States</p>	
09:30 - 11:00	<p>Parallel Session E:9 Chair: Miguel de la Torre</p>	MAB G10
	<p>Experience, Democracy and Education: the challenge of human progress <u>Clara Barroso</u>¹, Jose Luis González-Geraldo² ¹Universidad de La Laguna, La Laguna, Spain, ²Universidad de Castilla-La Mancha, Cuenca, Spain</p>	
	<p>Understanding Reflexivity in Light of Dewey's 'Trying' and 'Undergoing' <u>Mariam Attia</u> Durham University, Durham, United Kingdom</p>	
	<p>Preserving Rich Experience in the Digital Age <u>Bob Coulter</u> Missouri Botanical Garden, Saint Louis, United States</p>	
11:00 - 11:30	Coffee break	Boulind Suite
11:30 - 13:00	<p>Keynote 4 Keynote: Gert Biesta Chair: Rupert Higham</p> <p>The most influential theory of the century? Dewey, democracy and democratic education reconsidered</p>	MAB Auditorium
13:00 - 14:00	Lunch	DMB GS4
14:00 - 16:00	<p>Unstructured time for discussion Chair:</p>	DMB GS5