

Summary Report on the Thematic Research

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On October 8, 2023, the 66th annual meeting of the Philosophy of Education Society of Japan was held at Kyushu University. At the event, a Thematic Research titled "How to Envision 'Education': Based on the Publication of *Encyclopedia of Philosophy of Education*" was conducted. The concept statement for the theme of this project was as follows.

Encyclopedia of Philosophy of Education, whose project was initiated in 2019, was published by Maruzen Publishing in July of this year with the collaboration of many members of the Philosophy of Education Society of Japan. This encyclopedia represents the first attempt by the society to create a specialized encyclopedia and covers over 300 items across three parts and fifteen chapters, presenting the forefront of contemporary educational philosophy research. The preface, titled "On the Publication," contains the following passage:

Education, whether it is interpersonal educational activities or public educational policies, involves influencing others who may not necessarily follow our intentions. Furthermore, the success of these influences is determined not in the present but in an uncertain future that cannot be predicted with certainty. This uncertainty in education cannot be eliminated even through empirical scientific research. Regardless of how meticulously one designs empirical investigations and demonstrates causal relationships, the very premises of those causal relationships may be unexpectedly overturned by unforeseen others or may change over time. Philosophy underpinning education needs to overcome this uncertainty that arises in both the social and temporal dimensions. This does not mean denying or excluding uncertainty but rather having the capacity to encompass it. Multiple

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perspectives on an unpredictable future, a broad consideration of unintended consequences, flexible and robust value consciousness to support decision-making, and a historical perspective that looks from the past to the future are all required. Therefore, philosophy of education needs to have the depth and endurance that go beyond individual experiences and empirical data limitations. *Encyclopedia of Philosophy of Education* aims to provide a solid foundation for this purpose.

As mentioned, *Encyclopedia of Philosophy of Education* as a whole strongly emphasizes the standpoint of "education." However, considering the current state of educational discourse in our country, there is a noticeable trend towards "Individualized Optimal Learning" and "collaborative learning," with recent discussions on the potential of "learner and learning environment matching" using "educational AI tools" (as articulated in the 2018 Ministry of Education, Culture, Sports, Science, and Technology's statement on "Human Resource Development for Society 5.0"). This trend is evident, echoing what Gert Biesta terms "the 'learnification' of education," where "the language of education is increasingly replaced by language that is specific to learning." In light of these developments, how can we academically conceptualize "education" from the standpoint of educational philosophy? Or should we perhaps contemplate its impossibility?

In this year's research project, we aim to deepen the discussion around the question of "How to envision 'education,'" as outlined above. To do this, we have invited three members to present their views. These members include Satoshi Tanaka, who played a central role in selecting entries for the encyclopedia as the editorial coordinator, Mika Okabe, who was involved in the editorial work of the encyclopedia as an editorial board member, and Koichiro Misawa, who can offer critical perspectives from a position of relative detachment from the editorial process. It is important to note that we have requested each presenter to provide insights and perspectives that directly address the aforementioned question, rather than merely reflecting on the editorial process and its outcomes. The three presentations will differ significantly in terms of their foundational perspectives and the prospects they offer. It is in the coexistence of such diverse perspectives and outlooks that the significance of this academic society lies. By interweaving diverse and alternative viewpoints, we hope to create a forum that allows us, as the Philosophy of Education Society of Japan, to fundamentally question "education."