



There continues to be a strong presence of philosophy of education at BERA. The 2017 Conference saw us, once again, in the sunny resort of Brighton with Gert Biesta as one of the keynote presenters. Attendance at the Philosophy SIG events was good and we organised several symposia with colleagues with a more empirical agenda. These ‘mixed’ symposia were particularly well attended, with one organised by Janet Orchard over-spilling the allotted room. PESGB member Jo Trowsdale (Warwick) received the *Anna Craft Memorial Prize* from the Creativities SIG for her paper on engineering education and the arts.

David Aldridge, Gert Biesta, and colleagues at Brunel have been appointed as the Editorial Team for BERA’s flagship journal, BERJ, for the next five years. David has decided, as a result, to stand down as co-convenor of the SIG. We are hoping that the process to appoint a successor will begin soon. We congratulate David on this significant appointment at the heart of BERA’s research agenda.

In 2017 we also organised a day conference, with colleagues from a range of disciplines within education, focussed on ‘Complexity Theory in Education’. This was held in association with PESGB and the Institute of Physics, and was well attended by members of all three Societies. We are grateful to Mark Hardman for organising the day and hosting it at UCL-IOE.

We have just finished the reviewing process for BERA 2018 (at the University of Northumbria, 11th – 13th September). We have had a reasonable number of submissions for the SIG, and we know of a number of other submissions that have been made by PESGB members to other SIGs. It is always good to have more submissions, and even at this early stage I would encourage you to think about submitting an abstract for **BERA 2019** (the deadline will be late January 2019).

We are organising a day conference for the 16th May on ‘bodies’ in education in collaboration with members of the sports pedagogies, and creativities SIGs. This will be held at Warwick University from 10-5. As an alternative presentation format, we have a call for ‘research cases’, rather than the usual papers. I have attached details to this report and it would be good to see philosophers of education as part of the day.

Richard Davies, David Aldridge, Janet Orchard
SIG organising sub-committee 2017



Jo Trowsdale (R) receives the award from Pam Bunard (Co-convenor, Creativities SIG)

Embodiment-Ed

16th May

10am—5pm

University of Warwick

This day conference confronts the body/bodies as not only sites of learning, but as an active multi-faceted aspect of education. Drawing on a range of disciplinary and transdisciplinary perspectives from the arts, philosophy, science, education, sports pedagogies, and practitioner activity; we seek to analyse, without reductionist dissection, the roles bodies play and interplay in educational activities.

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For more details, including the call for 'cases', see overleaf

Day outline

- 10 Opening provocation: Richard Hayhow, Open Theatre
- 11 Cases in a case - Session 1 (parallel sessions)
- Session 2 (parallel sessions)
- 12.15 Keynote presentation: Malcolm Thorburn, University of Edinburgh
- 1.15 Lunch and networking
- 2 Cases in a case - Session 3 [parallel sessions]
- Session 4 [parallel sessions]
- 3 Keynote performance/discussion: Sarah and Mark Worth, Highly Sprung Performance
- 4 Wine reception and networking

Call for 'cases'

Four, half hour, sessions during the day will be given over to responses to this call. It is expected that all presenters produce a short narrative to accompany their presentation. All presentations are expected to focus on a particular incident or aspect of educational practice or research that illuminates broader issues related to the theme of the conference.

The presentations are expected to be active, embodied and interactive that not only allow, but also encourage discussion between presenters and other delegates. The preferred approach is to you the 'Case in a Case' method (see below). However, other forms of embodied and active presentations are also acceptable.

Case in a Case – expletory note

The idea of a 'case in a case' is to tell the story of your research through a series of objects that are significant to the research and to locating it within the broader research landscape. It is usual to have about eight objects (which may be physical representations of virtual objects).

The objects are laid out in sequence along a table and, if appropriate, connections can be drawn between them on the paper tablecloth. The presenter then uses the objects to tell the story of the research, identify its key points and outlines the significant conclusions. In doing so, the presenter is drawing attention both to the objects and to the meaning they have in their research; as well as drawing attention to the implications of the particular research to the broader themes of the conference.

After talking through the objects, other participants identify areas in need of further clarification or of interest to them. This leads on to a more open discussion of the research and its conclusions. This process is encouraged by presenter and participants actually walking the length of the table three times.

Normally, the table is in the centre of the room and free of chairs.

More details, and indications of willingness to present a 'case in a case':

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