



CAPSTRANS/ICR Workshop Expertise, Skill and Pedagogy

Friday 25 September 2009

Venue: 30.111

All welcome. No need to register.

Abstracts and bios can now be found here: <http://phil-gong.blogspot.com/>

Recent work in philosophy and education theory has seen a growing interest in the concepts of skill and expertise. Drawing on work of, for example, Ryle, Dreyfus, Bourdieu and Wittgenstein, and on recent developments in cognitive science, theorists have been developing alternatives to the intellectualist-individualist-disembodied paradigm that has long dominated work on cognition, learning and interaction. The move to a perspective that takes the thinking, learning subject as primarily engaged and embodied has profound implications for our understanding of teaching and learning, and of cognition more generally. These developments in philosophy and education have tended to proceed in isolation, however, and this workshop will provide an opportunity to bring the two strands together, to examine differences and similarities of approach, and to explore the possibilities of collaboration across discipline areas.

Program

9:00 WELCOME

9:30 – 10:45 David Beckett (Education, University of Melbourne): Climbing the Ladder – and Kicking it Away: How Inferential Understanding Can Grow Expertise

10:45 – 11:00 BREAK

11:00 – 12:15 Richard Menary (Philosophy, University of Wollongong): Representational Intentionality and Motor Intentionality: What are their respective roles in skilled Activity?

12:15 – 1:30 LUNCH BREAK

1:30 – 2:45 Wilma Vialle & Irina Verenikina (Education, University of Wollongong): The development of expertise in communities of practice

2:45 – 4:00 David Simpson (Philosophy, University of Wollongong): Ryle, Skill, and Embodiment

4:00 – 4:15 BREAK

4:15 – 5:30 Nicola Johnson (Education, University of Wollongong): A sociological view of technological expertise

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