CALL FOR PROPOSALS

2025 Annual Meeting of the Philosophy of Education Society

March 6-10, 2025

Baltimore, Maryland

The program committee invites your submissions for the 2025 annual meeting of the Philosophy of Education Society, to be held at the Kimpton Hotel Monaco Inner Harbor in Baltimore, MD, March 6-10, 2025. Submissions are welcome starting August 1, 2024, and are due on November 1, 2024. Link to the conference website will be available during summer 2024.

We invite papers and session proposals for all topics in philosophy of education. To encourage focused conversations, we also invite contributors to consider this year’s theme: “Education and the Future of the Future.”

Education and the Future of the Future

“The world is moving at a tremendous rate. No one knows where. We must prepare our children not for the world of the past, not for our world, but for their world, the world of the future.”

Many will be familiar with John Dewey’s passionate, albeit somewhat awkward, call for future-oriented education in the 1936 The March of Time episode, “New Schools for Old.”

One can’t help but wonder what Dewey would say today, when “their world, the world of the future” has become a less hopeful prospect. Report after report forecasts a world with a greater spread and intensity of forest fires, floods, and other natural disasters; a dramatic rise in heat-related human deaths; and increasing food insecurity. These are just some of the effects of anthropogenic climate change and related transgressions of planetary boundaries, effects forecast not for the distant future, but for the near future of “their world,” the adulthood of those who are children today.

Some engage openly with apocalyptic and post-apocalyptic visions of education, considering the relative value of resilience and adaptability. Others maintain radical, critical, mysterious, or other forms of hope. Yet others argue that education should not be understood as preparation for the future, but be focused on educational becoming in the present. In addition, some express concern

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that our desire to mitigate climate change is further instrumentalizing education as a policy tool, and students as agents of change.⁶

Enduring a crisis of such a scale both forces and enables us to rethink education itself, and can reveal characteristics that may have received less attention, or remained hidden altogether. Among the questions that will be asked are: What to make of education with such a gloomy vision of the future? Does “the future” still have a future as the idea that animates education? Should the future be the idea that animates education at all? And how to grapple educationally with the social inequalities and injustices that are not only persistent but, in many cases, exacerbated by the climate crisis and related ecological problems?

**Details**

**Deadline for all submissions: November 1, 2024** (submission information and links will be available on the conference website during summer 2024). We welcome all topics, and areas of inquiry, for papers or symposia (aka ‘alternative’) sessions, whether they engage the theme or not. Submission possibilities include the following formats:

- **Paper Submissions**: PES invites the submission of papers with the maximum length of 4,500 words, excluding references. Endnotes are to be used for references only, not supplemental text. Papers must conform to the PES style guidelines (see the Style Guide). Authors should make certain that references to their name, institutional affiliation, or work (e.g., “As I have argued on previous occasions…”) do not identify them to readers, as all submissions are anonymously reviewed. General and concurrent session papers reviewed and accepted by the Program Committee, and invited responses to these papers, are published in *Philosophy of Education*, the Society’s quarterly journal.

- **Symposia**: Examples include sessions organized around a central topic or question, ‘author-meets-critics’ sessions, performances, interviews, or other artistic and creative sessions. Proposals may not exceed 1,000 words, excluding references. If the session being proposed involves multiple presenters, please specify the contribution of each presenter. Criteria for review of all symposium sessions and works include originality and clarity of motivating question or idea, potential interaction with session attendees, and relevance/importance to educational philosophy and educational policy and practice.

- **Work-in-Progress Sessions**: These sessions group scholars with work-in-progress in an informal collaborative setting. Proposals should detail the question or claim being investigated, relevant sources/resources, likely direction, and mode(s) of analysis. Criteria for review include clarity and significance of the question/claim, suitability of sources/resources, suitability of mode(s) of analysis, and potential for thinking anew about issues in the field of educational philosophy.

Questions can be sent to: Oded Zipory, Program Chair, at oded.zipory@huji.ac.il

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In the past decades, the natural sciences have gained greater insight into capacities among other-than-human animals that had, traditionally, been attributed to human animals alone, such as intelligence, agency, and culture. Moreover, Indigenous perspectives on the constitutive relationships and interdependence between human and other-than-human entities are gaining greater public attention.¹

Philosophers have discussed some of the implications of these scientific insights. Martha Nussbaum characterized non-human animal life as one of the “frontiers of justice” western philosophy has not yet reckoned with and expanded the capabilities framework to non-human animals.² Other philosophers have contributed to an amicus brief supporting chimpanzee personhood.³ Beyond non-human animals, Suzanne Simard has documented how trees communicate via their mycorrhizal networks⁴, Michael Marder has published a “philosophy of vegetal life”⁵, and various places around the world have assigned personhood to rivers.⁶

Philosophy of education has not yet discussed the human boundaries of the field in depth. Some have considered human relations to non-human animals⁷, but most posthumanist work in education has been more interdisciplinary (e.g., “environmental humanities” and education). Moreover, Indigenous perspectives have not yet received much uptake in mainstream philosophy of education, and whether posthumanist and Indigenous ontologies can and should be bridged is an open question in discussions about decolonizing posthumanism.

However, there is a rich field of inquiry for philosophers of education from many philosophical approaches and schools of thought. For example, is education, by definition, a concept that pertains to human beings only and would we fall into a conceptual abyss by expanding education and educability beyond human animals? Or might we think of some other-than-human life forms as capable not just of teaching, learning, and being trained, but as educating and being educated? What kinds of moral perception and educational experience would be required to change our relations with the other-than-human world? And how can we conceive of “education” following radical ontologies that position humans as merely one node in an agentic network including also other-than-human entities?

Accepted papers will be workshopped during a series of collaborative sessions with the other contributors throughout the day on March 6, 2025, before the annual PES conference in Baltimore begins that evening. The revised papers will then be considered for publication in a special issue of Educational Theory. The pre-conference workshop presents a unique opportunity to engage with colleagues, with the goal of creating a shared intellectual conversation around the proposed theme. That is why we call these special issues “symposia” and not just a collection of individual papers. Hotel accommodation for the night of March 5 and all meals during the March 6 workshops will be covered by the journal.

Paper proposals (1000 words, excluding references) are due on September 16, 2024. These will undergo an anonymous review process and authors will be informed if their proposal has been accepted for the pre-conference workshop by October 11, 2024. Final drafts of the papers will be due about a month before the event. Authors not selected for the workshop will be encouraged to submit papers or works-in-progress sessions to the general PES conference.
Submit proposals to: rmt@illinois.edu