

ALPE

Asian Link of Philosophy of Education 2026 Autumn Conference

Open Public Sessions Keynote Speech & Symposium

Asian Link of Philosophy of Education 2026 is pleased to open its Keynote Speech and Symposium to the public.

We warmly welcome everyone interested in philosophy of education, knowledge, embodiment, affect, traditional performing arts, feminism, and gender.

Asian Link of Philosophy of Education 2026では、Keynote SpeechとSymposiumを一般公開します。

教育哲学、知識、身体、感情、伝統芸能、フェミニズム／ジェンダーに関心をお持ちの皆さまのご参加を歓迎します。

Keynote Speech Saturday, October 17, 2026, 9:30–11:30

“Toward the New Form of Knowledge—Some Implications from Experiences in the Japanese Performing Arts—”

This presentation explores a new form of knowledge from the perspective of Japanese traditional performing arts. Drawing on Kumiko Ikuta’s long-standing research on waza (embodied skill and expertise), it examines how knowledge and skill are cultivated through the distinctive teaching and learning practices found in traditions such as Noh theatre, Japanese dance, the tea ceremony, and other classical arts. Rather than transmitting isolated techniques or explicit information, these traditions foster what Ikuta calls Comprehensive Understanding—an integrated form of knowing in which bodily practice, cultural values, and participation in a shared world are inseparable.

The presentation contrasts the step-by-step curriculum commonly found in Western education with the holistic approach characteristic of Japanese traditional performing arts, where learning begins by imitating an entire performance and gradually develops through repetition, participation, and appreciation. From this perspective, waza suggests a different understanding of knowledge—one that cannot be reduced to either propositional knowledge or technical skill, but emerges through embodied practice and lived experience.

At the conclusion of the presentation, Professor Saori Nakanishi, a specialist in music education and an accomplished Noh performer, will present a short live performance of a scene from the Noh play Hagoromo. We hope that, through the combination of philosophical discussion and artistic performance, participants will share a process of deepening philosophical inquiry into knowledge, learning, and education.

Keynote Speaker

Kumiko Ikuta

Professor Emerita at Tohoku University, Japan, and holds a Ph.D. in Education.

Her research interests include philosophy of education and cognitive pedagogy. She has conducted extensive research on the educational significance of the transmission of "waza" (embodied skill and expertise) in Japanese traditional performing arts, as well as on developing a pedagogical foundation for the preparation of professionals whose expertise lies in "teaching".

Her major publications include *Knowing Through Waza* (University of Tokyo Press, 1987; revised edition, 2007) and *The Language of Waza: Toward Learning Through the Sharing of Sensibility* (Keio University Press, 2011).

Saori Nakanishi

Associate Professor at Hokkaido University of Education, Japan, and holds a Ph.D. in Arts and Sciences.

Her research interests include music education and Noh studies. She has conducted research on the acquisition of waza (embodied skill and expertise) in Noh theatre, as well as on the design of courses in Japanese traditional music within teacher education programs. She is learning under Kanze Tetsunojo IX, a Noh shite actor who is one of Zeami’s descendants. Her major publication is *Learning and Enjoying Noh: A Guide to Noh Education for Schools* (Geijutsu Gendaisha, 2025).

Her major publications include *Knowing Through Waza* (University of Tokyo Press, 1987; revised edition, 2007) and *The Language of Waza: Toward Learning Through the Sharing of Sensibility* (Keio University Press, 2011).

Keynote Moderator

Hiromi Ozaki

Professor in the Faculty of Human and Social Sciences at Toyo Eiwa University, Japan.
Secretary General of the Philosophy of Education Society of Japan (PESJ).

A member of PESA since 2018, her research focuses on the philosophy of educational aims, theories of care, teacher education, embodiment, and AI, with particular attention to relationality.

Symposium Sunday, October 18, 2026, 10:00–12:00

Which Kinds of Knowledge Has Philosophy of Education Centered, Marginalized, or Excluded? — An Attempt to Begin Philosophy from Sensibilities toward the Body, Affect, and Pain —

This symposium grows out of the Women Leaders Interview Project in the Philosophy of Education Society of Japan (JPES), currently being developed for a Special Issue of Educational Philosophy and Theory (EPAT), the journal of the Philosophy of Education Society of Australasia (PESA). Initiated at the invitation of EPAT Editor-in-Chief Liz Jackson, the project examines women's leadership and the current state of feminist and gender research in JPES. It follows earlier EPAT projects on women leaders in PESA and in the Philosophy of Education Society (PES) in the United States.

Liz Jackson will discuss the significance and challenges of the Japanese interview project in light of her previous work on women's leadership and feminist and gender research within PESA and PES. Tomoka Toraiwa, who coordinated the roundtable on feminist and gender research in JPES for the Special Issue, will examine the current state and challenges of feminist and gender research in Japan, while considering how these perspectives can call into question established boundaries of legitimate knowledge in philosophy of education, particularly around affect, embodiment, and educational experience. Drawing on discussions at the 2025 PESA Conference in Perth, Michelle Ocricano will consider how feminist and gender inquiry can illuminate and challenge broader centre-periphery structures within philosophy of education and international academic life. Those discussions also suggested the possibility of connecting gender and feminist concerns with wider structural questions, including the dominance of English and Western-centred hierarchies in international academia.

Running through all three presentations is a shared concern: feminism and gender provide a point of departure for asking what philosophy of education has historically recognised as knowledge, what it has placed at the centre, and what it has marginalised or excluded. Attending to the body, affect, pain, care, lived experience, and marginalised voices, the symposium asks what has counted as philosophical knowledge and whose experiences and forms of expression have been recognised as philosophically significant. Following the three presentations, Hiromi Ito, who participated in the Special Issue roundtable, will offer comments and reflections.

The symposium is closely connected with the Reading Together session on the first day of ALPE 2026. Participants will read Sara Ahmed's "Feminism Is Sensational," the first chapter of *Living a Feminist Life*, and discuss bodily sensation, emotion, pain, personal experience, social structure, and the situated subject of inquiry. Ahmed's text thus provides a shared point of departure linking Reading Together with the symposium.

This symposium will serve as the kickoff event for the University of Osaka Global Japanese Studies research-hub project, "Establishing an International Research Hub for East Asian Philosophy of Education through Feminist and Gender Perspectives." Taking feminist and gender research as its starting point, the project seeks to reconsider the frameworks of knowledge within philosophy of education from Japanese and East Asian contexts and to open these questions to sustained transnational dialogue.

Symposium Speaker

Liz Jackson

The Karen Lo Eugene Chuang Professor in Diversity and Equity and Associate Dean Research at the University of Hong Kong.

Her research interests include philosophy of education and comparative moral philosophy. She has conducted research on emotions and virtues in education, multiculturalism in education, and the importance of global traditions in philosophy of education.

Her major publications include *Beyond Virtue: The Politics of Educating Emotions* (Cambridge University Press, 2021), *Emotions: Philosophy of Education in Practice* (Bloomsbury, 2023), and *Understanding Philosophy of Education* (Edward Elgar, forthcoming).

Michelle Ocricano

A Lecturer in the School of Education at the University of Queensland, Australia, and holds a Ph.D. in Philosophy and Sociology.

Her research sits at the intersection of continental, analytical, and Indigenous philosophies, and is driven by questions of epistemic justice, human formation, and what education makes possible — or forecloses. She has developed the concept of onto-epistemic educational injustice, which examines how educational institutions wrong students not only in what they can know but in who they can become as knowers. Her work draws on East Asian thought, postqualitative inquiry, and the philosophies of Rancière, Biesta, and Rivera Cusicanqui.

Her most recent monograph is *Who Gets to Know, Who Gets to Be: Onto-Epistemic Educational Injustice in Higher Education* (Routledge, 2026).

Tomoka Toraiwa

Professor in the Faculty of Human Relations at Sugiyama Jogakuen University, Japan.

Her research focuses on philosophy of education, feminist pedagogy, and gender and education. She has examined how feminist educational theory can reconfigure teacher-student relationships, classroom authority, and educational environments.

Her recent work explores how affect and emotion are regulated within educational settings, and how educational environments might be created to enable more responsive and relational forms of learning.

Symposium Commentator

Hiromi Ito

Professor at Sugiyama Jogakuen University, Japan.

Her research focuses on philosophy of education, care ethics, professional ethics, and teacher education. Drawing on Nel Noddings' interpretation of John Dewey's educational thought and contemporary theories of care, she examines how professional ethics can support educators' judgment in practice and contribute to safeguarding the dignity of both children and educators.

Symposium Moderator

Mika Okabe

Professor at the Graduate School of Human Sciences, The University of Osaka, and holds a Ph.D. in Human Sciences.

Her research interests include philosophy of education and educational anthropology. She examines education and human development and transformation through embodied, affective, historical, and cultural practices, especially clinical approaches and Japanese poetic language. She also explores knowledge rooted in ordinary people's lives and practices that cannot be reduced to rational or empirical systems, particularly pathos.

Her publications include "Educational Posthumanism at the Limits of Modern Humanism: Logos, Pathos, and the Circulation between Humanism and Posthumanism" (2026), "Philosophy of Education as Clinical and Critical Action" (2024), and "Catastrophe Memories and Translation" (2022).

Ruyu Hung

Distinguished Professor of Philosophy of Education, Department of Education, National Chiayi University, Taiwan.

Her research areas include ecopedagogy, educational ethics and aesthetics, with special approaches in deconstruction, phenomenology, and intercultural comparative studies. She was elected as the Fellow of the Philosophy of Education Society of Australasia (PESA) in 2022. She has numerous publications in both Chinese and English, spanning peer-reviewed journals and books. Her book Education between Speech and Writing: Crossing the Boundaries of Dao and Deconstruction (2018, Routledge) was awarded the 2019 Book Award from PESA and from the Coalition of Educational Academic Societies in Taiwan.

Webinar Information / Participation

Online: Zoom Meeting

Registration: Advance registration required

Registration deadline: October 16, 2026

Registration URL: https://us02web.zoom.us/meeting/register/1qFW5zc1RI2jqW_oJy8YPg

Registration QR code →

Participation fee: Free



Webinar Information / 参加方法

オンライン : Zoom Meeting

参加登録 : 事前登録制

参加登録締切 : 2026年10月16日

登録URL : https://us02web.zoom.us/meeting/register/1qFW5zc1RI2jqW_oJy8YPg

登録QRコード →

参加費 : 無料



Organized by the Asian Link of Philosophy of Education

Co-organized by the International Committee of the Philosophy of Education Society of Japan, and the University of Osaka Global Japanese Studies Education and Research Incubator.



The University of Osaka
Global Japanese Studies Education and Research Incubator

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