

## **Philosophy, Technology, and Education**

Track Chairs: Jacob Pleasants (Iowa State University, [jbleasa@iastate.edu](mailto:jbleasa@iastate.edu))

Joanne Olson (Texas A&M University, [jkolson@tamu.edu](mailto:jkolson@tamu.edu))

Michael Clough (Texas A&M University, [mclough@tamu.edu](mailto:mclough@tamu.edu))

In the United States and around the world, many public education policies are currently focusing on “STEM” – in practical terms, this means a growing emphasis on engineering and technology education alongside more traditional science education efforts. One common rationale for the growing focus on technology and engineering is that all members of the public need to be more informed about those disciplines so that they can make more informed personal and societal decisions. What is less clear within the education community, however, is what the public should know about technology. Currently, public education focuses primarily on preparing students to be skilled *users* of technology; a growing focus is also on preparing them to be competent *producers* of technology. Yet little has been said about preparing students to be informed *questioners* of technology.

As members of the education community, we believe that scholarship in philosophy and technology is highly relevant given the current directions of educational policy. We would also argue that more dialogue is needed between the education community and the philosophy and technology community. We wish to use this track to open up those lines of dialogue by exploring the following questions:

- How does and should education relate to broader issues of technology and power within society? Contributions could focus on K-12, post-secondary, private, public, or informal education sources.
- What are the characteristics of an “informed public” with respect to technology, and to what extent is an informed public necessary or desirable?
- What should the role of education be with respect to technology? What roles can be played by public K-12 schooling, informal and free-choice education sources (e.g., journalism, museums, media), and post-secondary institutions?
- Given the rise of technoscience, is there value in discussing philosophical concerns about technology in science classes (which are more likely to be required than technology classes)?
- What insights can be gained by thinking through the intersection of philosophy of technology and philosophy of education? Are historical resources such as John Dewey and Ivan Illich, whose work is influential in both these fields, useful?

\*We particularly welcome contributions that compare perspectives on the above issues across different cultural contexts of education.

300-word abstracts for individual papers should be submitted by Dec 1 at <https://easychair.org/conferences/?conf=spt2019> . Please make sure to mention at the top of the page that the paper is for the special track “[Name of Track]”.

Timeline ·

December 1st 2018: Deadline for the submission of abstracts

February 1st, 2019: Expected notification of acceptance

May 20th-22th, 2019: Conference dates