

## ***Short Author Bios***

**Alex Aßmann:** After studying social pedagogy, sociology, philosophy and education at universities of Ludwigshafen, Heidelberg and Frankfurt, Alex Aßmann received his diploma in social pedagogy (2003) and his PhD in educational studies (2008). Since the completion of his doctoral thesis on *Pedagogy and Irony*, he has been working as lecturer and assistant-professor at universities of Mainz and Heidelberg. Since 2013, Dr. Aßmann is a visiting professor for educational studies at Göttingen University. The biography of Klaus Mollenhauer, which he has written over the past five years, will be published by Ferdinand-Schöningh-Press next spring.

**Gert Biesta** ([www.gertbiesta.com](http://www.gertbiesta.com)) is currently Professor of Educational Theory and Policy at the University of Luxembourg, and Visiting Professor at NLA University College, Bergen, Norway. His work focuses on the theory and philosophy of education and the theory and philosophy of educational research, with a particular interest in questions of democracy and democratization. His latest book, *The Beautiful Risk of Education*, was published in 2014 by Paradigm Publishers USA.

**Norm Friesen** ([www.normfriesen.info](http://www.normfriesen.info)) is currently (2014-2015) working as a Visiting Professor in the Department of Curriculum and Pedagogy at the University of British Columbia, Vancouver. He is the author of *Re-Thinking E-Learning Research: Foundations, Methods and Practices* (2009), and *The Place of the Classroom and the Space of the Screen: Relational Pedagogy and Internet Technology* (2011). Dr. Friesen also recently edited and translated the pedagogical classic that is the focus of this special issue, *Forgotten Connections: On Culture and Upbringing* (Routledge, 2014).

**Stefan T. Hopmann**, has worked as Professor of Comparative Education and History of Education at the University of Vienna since 2005, following similar appointments in Germany and Norway. He has worked as a visiting scholar at universities e.g. in Denmark, Norway, Finland, Switzerland, and the US, and served as editor-in-chief of the international *Journal of Curriculum Studies*. Since a doctoral dissertation on *Curriculum Making as Administrative Action (Lehrplanarbeit als Verwaltungshandeln; Kiel 1988)* involved in historical and comparative curriculum research, including comparative studies (*Didaktik meets Curriculum*, 1995ff.; *Achieving School Accountability in Practice*, 2003ff.) as well as empirical research and national case studies. Currently leading a longitudinal study on policy based curriculum change in Austria (2010-2014).

**Bas Levering** teaches Philosophy and History of Education at the University of Utrecht since the beginning of the seventies, since 1975 as an associate professor. From 2004 to 2012 he worked as professor of Pedagogy at the Fontys Professional University in Tilburg, Netherlands. From 2009 to 2011 he was a guest-professor of Pedagogy at Ghent University in Belgium. He published numerous books and articles on pedagogy, research methodology, philosophy of science and ethics. He is European editor of the *International Journal of Qualitative Methods* and editor in chief of a Dutch Pedagogical Magazine.

**Jan Masschelein** teaches Philosophy of Education and is director of the Laboratory for

Education and Society at the University of Leuven (Belgium). His primary areas of scholarship are educational theory, critical theory, social philosophy. Currently his research concentrates on the public character of education and on 'mapping' and 'walking' as critical research practices. He co-authored (with Maarten Simons): *Globale Immunität. Ein kleine Kartographie des Europäischen Bildungsraum* (2005); *Jenseits der Exzellenz. Eine kleine Morphologie der Welt-Universität.* (2010) and *In defence of the school. A public issue* (2013, free downloadable: <http://ppw.kuleuven.be/ecs/les>). They co-edited *The learning society from the perspective of governmentality* (2007) and *Rancière, Public Education and the Taming of Democracy* (2011).

**Wouter Pols** was trained as an elementary school teacher. He studied educational studies at the University of Leiden (Netherlands). He started his career in education as a teacher in special education. After that he worked as teacher-educator at different schools and institutions of higher education. He is currently working part-time at the Knowledge Center *Talent Development* of the Hogeschool Rotterdam. With Joop Berding he published *Schoolpedagogiek*, a textbook on upbringing and education for teachers in the elementary school.

**Tone Saevi** is associate professor in education at NLA University College, School of Education, Norway, and Editor-in Chief of the open access journal *Phenomenology & Practice*. She is the author of a number of books and articles, among them, "Phenomenology in Educational Research" (*Oxford Bibliographies in Education* 2014), "Between being and knowing: Addressing the fundamental hesitation in hermeneutic phenomenological writing" (*Indo-Pacific Journal of Phenomenology* 2013) and "Lived relationality as fulcrum for pedagogical-ethical practice" (*Studies in Philosophy and Education* 2011).

**Stein M. Wivestad** was born in 1945, has three children and nine grandchildren, has worked in primary school (all subjects) for two years, and has taught *Pedagogikk* with bachelor and master students at Norsk Lærerkademi (NLA University College) in Bergen, Norway. His research is concerned with foundational questions in general pedagogic. He leads a research group, which develops a project called "Upbuilding examples for adults close to children," a free database describing pictures, films, music and texts that groups of adults could experience and discuss. See [www.oppbyggeligeeksempler.no](http://www.oppbyggeligeeksempler.no).