#### Philosophy of Education Society Annual Conference, 2024

#### Call for Papers for the Phenomenology and Existentialism SIG Panel

#### Experimentation in Philosophical Research on Education: Phenomenological and Existential Approaches

It is common for philosophical research in education to focus on the ways in which philosophy can be used to better understand, critique and make sense of educational policies, practices and processes. There are various debates around how this is best achieved. Might philosophy, for instance, present us with conceptual tools that can be utilised in order to think about the nature of education? Or is it the case that education itself might be thought of as an inherently philosophical endeavour? Is the purpose of philosophy in education studies more future-oriented in nature - does it, for instance, help us to (re)consider the social goods that education can provide, or indeed, inhibit? How does philosophy help us understand what ought to be the aims for education, and the kinds of qualities and characteristics we should seek to cultivate on the basis of this? Might philosophy help us think more deeply about the concepts we use in education, thereby allowing for new possibilities and imaginaries to unfurl?

These questions fundamentally relate to what might be called the "method of philosophy" in the study of education, a term that itself poses a number of problems. Indeed, philosophers are often reluctant to discuss any "methodology" insofar as this might reify or instrumentalize philosophy for educational research. When we consider how methodological handbooks often instruct students on the use of "theoretical frameworks" for empirical research, then such concerns certainly appear to be valid. Institutional pressures mean that philosophers (particularly in the early stages of their career) feel increasingly compelled to use the language of methods and methodologies in order to be taken seriously as researchers. But irrespective of these external demands, isn't it also the case that we must think carefully about our ways of proceeding, and to find ways of expressing this, however misguided those demands might seem?

Phenomenological and existentialist thought offers us a particular and potent way of thinking about what it means to conduct educational research as philosophers. In fact, both phenomenology and existentialism are particularly well suited to this, given the ways in which thinkers associated with these fields have attended to the concrete realities of things, bodies, worlds, and such. Unlike many philosophies which have generally shied away from explaining methodological choices and practices, phenomenology and existentialism explicitly ground their philosophical investigations in relation to methodological concerns. It is for this reason that each phenomenologist/existentialist has tried to reinvent the method of inquiry with each new project.

Furthermore, phenomenology and existentialism openly embrace experimentation and articulation with various arts and sciences. Husserl, Heidegger, and Merleau-Ponty experimented with language and ways of writing philosophy in order to describe lived experience that might otherwise escape the reifying languages of "objective" science. Sartre, De Beauvoir and Camus' literary, theatrical, and poetic works are experiments in pushing philosophy toward creative research. Within the social sciences, Garfinkel's

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