



Contributors

Michael W. Apple Professor of curriculum and instruction and educational policy studies at the University of Wisconsin-Madison. He has written extensively on the relationship between education and differential power. Among his recent books are *Teachers and Texts* (1988) and *The Politics of the Textbook* (in press).

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Gert J.J. Biesta Taught physics in higher vocational health education and graduated in pedagogy and in philosophy. He is assistant professor in philosophy of education at the University of Groningen, The Netherlands. He is author of several articles and the co-author of a book on the philosophy of the pedagogical sciences. His work concentrates on pragmatism, both in respect to philosophy of science and pedagogy.

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Barbara Etches Graduate student in the Faculty of Education at Simon Fraser University. Her research is concerned with the relationship between expression and understanding in visual art, music, and literate practices. She works with dyslexic children in Vancouver schools.

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Jane Hewes Play specialist, completing a PhD at the University of Alberta. She has published articles on children's play and playgrounds in parenting and recreation magazines.

Francine H. Hultgren Assistant professor of home economics education at the University of Maryland, College Park. Her research and writing focus on phenomenological investigations of the student teaching experience, paradigm shifts of teachers in curriculum reconceptualization and implementation, and teaching for thinking. Her mode of inquiry seeks to bring together hermeneutics and critical theory as reflected in a graduate research course she teaches on alternative modes of inquiry, as well as a forthcoming book she is editing on *Alternate Modes of Inquiry in Home Economics Research*. Recent articles appear in the *Journal of Vocational Home Economics Education*, *Journal of Industrial Teacher Education*, and *Illinois Teacher*.

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nary language analysis. His latest book and doctoral dissertation, *Waarden in opvoeding en opvoedingswetenschap. Pleidooi voor een uitdagende pedagogiek* (Values in education and in the science of education. A plea for a challenging pedagogy), is reviewed in this volume of *Phenomenology + Pedagogy*.

Wilfried Lippitz Professor of education at the Institute for Distance Studies (DIFF) at the University of Tübingen. He initiated (in 1983) in Europe a working circle of phenomenologically oriented researchers in education. His work concentrates on basic phenomenological concepts of theory of education, on concrete research of childhood, and on improving teachers' ability in teaching their subjects in high schools. He has recently edited, with a colleague, *Phenomenological Studies on the Lifeworld of Children (Phänomene des Kinderlebens)*.

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Siebren Miedema Was a teacher in secondary school and in Teachers College. Graduated in pedagogy and philosophy. Received his doctorate from Leiden University. He is the author of numerous articles and the co-editor and author of six books. He is associate professor in the department of education, section philosophy, and history, Leiden University, The Netherlands.

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Christine Norris English as a second language instructor at Malaspina College in Nanaimo, BC since 1981. She is studying for a Master's of Education degree in curriculum studies at the University of Victoria. Her research interest is in the experience of living in another language world.

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Bill Underwood Teacher-librarian and English teacher at Gulf Islands Secondary School in Ganges, BC. He is currently enrolled in the University of Victoria's graduate program in curriculum studies. His most recent publication was an article on student writing for the *English Journal*.

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Anne Winning Doctoral student at the University of Alberta. She taught English as a second language to adults in Brisbane, Australia before coming to Canada to work with Max van Manen. Her research is concerned with the meaning of home to the human condition, particularly to immigrants.