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連絡資訊

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學歷

芬蘭奧盧大學榮譽博士 (2013)
瑞典厄勒布魯大學榮譽博士 (2007 年)
瑞典烏普薩拉大學榮譽博士 (2004 年)
萊頓大學教育學博士學位 (1992 年 10 月)

經歷

愛爾蘭梅努斯大學公共教育學系教授
愛丁堡大學教育理論與教育學系教授
2020 - 2023 年愛丁堡大學教育、教學與領導研究所副所長
挪威阿格德爾大學客座教授
芬蘭赫爾辛基藝術大學 Uniarts 客座教授

專長

教育理論、教育和社會研究的理論和哲學、政策研究、課程理論、藝術教育、宗教教育、成人教育、教師教育、公共教育和公共教育學

簡介

Gert Biesta 是教育理論與教學法 (兼職) 教授。他於 2019 年 8 月加入摩雷豪斯教育與運動學院。他還是愛爾蘭梅努斯大學公共教育與教學法中心的公共教育 (兼職) 教授。他的研究聚焦於教育理論、教育和社會研究理論與哲學，特別關注國家和全球教育政策、課程、教學和教師教育、民主與公民教育、宗教教育以及教育與藝術。他在這些領域發表了大量文章、章節和書籍，迄今為止，他的作品已出現在 20 種不同的語言中。從 2015 年至 2018 年，他是荷蘭教育委員會的副成員，這是荷蘭政府和議會的諮詢機構。自 2023 年起，他是教育委員會的正式成員。從 2020 年 9 月到 2022 年 12 月，他是荷蘭科學課程委員會的成員，該委員會負責向教育國務秘書就小學和中學課程重建提供建議。他是《亞太教師教育雜誌》的聯合編輯，也是《教育理論》的副主編。

榮譽

Book

- Biesta, G. (2021). *World-centred education*. London/New York: Routledge.
- Biesta, G.J.J. (2020). *Educational research: An unorthodox introduction*. London: Bloomsbury.
- Biesta, G.J.J. (2019). *Obstinate education: Reconnecting school and society*. Leiden: Brill | Sense.
- Biesta, G.J.J. (2017). *The rediscovery of teaching*. London/New York: Routledge.
- Biesta, G.J.J. (2017). *Letting art teach: Art education after Joseph Beuys*. Arnhem: ArtEZ Press.
- Biesta, G.J.J. (2014). *The beautiful risk of education*. Boulder, Co: Paradigm Publishers. ISBN: 978-1-61205-026-3 Winner of the AERA Division B Outstanding Book Award 2014.
- Biesta, G.J.J. (2011). *Learning democracy in school and society: Education, lifelong learning and the politics of citizenship*. Rotterdam: Sense Publishers.
- Biesta, G.J.J. (2010). *Good education in an age of measurement: Ethics, politics, democracy*. Boulder, Co: Paradigm Publishers.
- Biesta, G.J.J. (2006). *Beyond learning. Democratic education for a human future*. Boulder, Co.: Paradigm Publishers.
- Biesta, G.J.J. & Burbules, N. (2003). *Pragmatism and educational research*. Lanham, MD: Rowman and Littlefield. ISBN 0-8476-9477; ISBN 0-8476-9476 (pp. viii, 128)

journal articles

- Apple, M.A., Biesta, G., Bright, D., Giroux, H.A., Heffernan, A., McLaren, P., Riddle, S. & Yeatman, A. (accepted for publication 8 March 2022) Reflections on contemporary challenges and possibilities for democracy and education. *Journal of Educational Administration and History*.
- Biesta, G. (2022/online). The school is not a learning environment: How language matters for the practical study of educational practices. *Studies in Continuing Education*
- Biesta, G. (2022/online). Reclaiming a future that has not yet been: The Faure report, UNESCO's humanism, and the need for the emancipation of education. *International Review of Education; Journal of Lifelong Learning*.
- Biesta, G., K. Heugh, H. Cervinkova, L. Rasiński, S. Osborne, D. Forde, A. Wrench, J. Carter, C.A. Säfström, H. Soong, S. O' Keeffe, K. Paige, L.-I. Rigney, L. O' Toole, R. Hattam, M.A. Peters & M. Tesar (2022/online). Philosophy of education in a new key: Publicness, social justice, and education – a south-north conversation. *Educational Philosophy and Theory*.
- Biesta, G. (in press). School-as-institution of school-as-instrument? How to overcome instrumentalism without giving up on democracy. *Educational Theory*.
- Siegel, S. & Biesta, G. (in press/online/2022). The problem of educational theory. *Policy Futures in Education*
- Biesta, G. (in press/online) Back to school! A future for the university post-Covid-19. As part of an EPAT Collective Project, Reimagining the new pedagogical possibilities for universities post covid-19. *Educational Philosophy and Theory*. [published on-line 26 June 2020]
- Siegel, S. T. & Biesta, G. (2022). El problema de la Teoría de la Educación. *Teoría de la Educación. Revista Interuniversitaria*, 34(1), 33-48.

- Biesta, G. (2022). Why the form of teaching matters: Defending the integrity of education and of the work of teachers beyond agendas and good intentions. *Revista de Educación* 395, January-March, 13-33. DOI: [10.4438/1988-592X-RE-2022-395-519](https://doi.org/10.4438/1988-592X-RE-2022-395-519)
- Biesta, G. (2022). Por qué la forma de la enseñanza importa: una defensa de la integridad de la educación y del trabajo de los profesores más allá de programas y buenas intenciones. *Revista de Educación* 395, 13-34. DOI: [10.4438/1988-592X-RE-2022-395-519](https://doi.org/10.4438/1988-592X-RE-2022-395-519)
- Biesta, G. (2022). Have we been paying attention? Educational anaesthetics in a time of crises. *Educational Philosophy and Theory* 54(3), 221-223.
- Biesta, G. (2021). Arriesgarnos en educación: la cualificación, la socialización y la subjetivación, revisadas. (Trans. Carlos Magro Mazo). *Boletín de la Institución Libre de Enseñanza* No 123-124. Diciembre 2021.
- Biesta, G. (2021). The three gifts of teaching: Towards a non-egological future for moral education. *Journal of Moral Education* 50(1), 39-54.
- Biesta, G. (2021). Recuperar o coração democrático da educação. *Educação Unisinos* 25.
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- Biesta, G.J.J. (2020). Risking ourselves in education: Qualification, socialisation and subjectification revisited. *Educational Theory* 70(1), 89-104. DOI: [10.1111/edth.12411](https://doi.org/10.1111/edth.12411)
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- Biesta, G.J.J. (2020). Perfect education, but not for everyone: On society's need for inequality and the rise of surrogate education. *Zeitschrift für Pädagogik* 66(1), 8-14.
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