

# Appendix: List of Selected Publications

## Articles in Internationally Peer-Reviewed Academic Journals (English)

- Smeyers, P. (1990). On Broudy's "The uses of schooling". *International Review of Education*, 36, 261–263.
- Smeyers, P. (1992). The necessity for particularity in education and child-rearing. The moral issue. *Journal of Philosophy of Education*, 26, 63–74.
- Smeyers, P. (1993). On what we really care about in child-centeredness. *Philosophy of Education*, 48, 141–144.
- Smeyers, P. (1994). Some radical consequences for educational research from a Wittgensteinian point of view or does almost anything go? *Philosophy of Education*, 49, 139–147.
- Smeyers, P. (1995). On the unavoidability of power in child-rearing. Is the language of rights educationally appropriate? *Studies in Philosophy and Education*, 14, 9–21.
- Smeyers, P. (1995). Education and the educational project. In an atmosphere of post-modernism. *Journal of Philosophy of Education*, 29, 109–119.
- Smeyers, P., & Marshall J. (1995). The Wittgensteinian frame of reference and philosophy of education at the end of the twentieth century. *Studies in Philosophy and Education*, 14, 127–159.
- Smeyers, P. (1995). Authentic selves and education. *Philosophy of Education*, 50, 273–277.
- Smeyers, P. (1995). Initiation and newness in education and child-rearing. *Studies in Philosophy and Education*, 14, 229–249.
- Smeyers, P. (1995). Education and the educational project. Do we still care about it? *Journal of Philosophy of Education*, 29, 399–411.
- Smeyers, P., & Marshall J. (1995). Philosophy and education: Accepting Wittgenstein's challenge. Epilogue. *Studies in Philosophy and Education*, 14, 345–348.
- Smeyers, P. (1996). Educating ethically: Culture, commitment and integrity. *Studies in Philosophy and Education*, 15, 147–157.
- Smeyers, P. (1996). Back to the individual. On the educational importance of commitment. *Journal of Philosophy of Education*, 30, 471–478.
- Smeyers, P. (1998). Some questions about the activity-passivity dimension in Frankfurt's position. *Ethical Perspectives*, 5(1), 22–30.
- Smeyers, P. (1998). Child-rearing and parental 'intentions' in postmodernity. *Educational Philosophy and Theory*, 30, 193–214.

- Smeyers, P. (1998). Assembling reminders for educational research. Wittgenstein on philosophy. *Educational Theory*, 48, 287–308.
- Smeyers, P. (1999). ‘Care’ and wider ethical issues. *Journal of Philosophy of Education*, 33, 233–251.
- Smeyers, P., & Levering, B. (2000). Educational research: Language and content. Lessons from the Low Countries. *British Journal of Educational Studies*, 48, 70–81.
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (2000). Precarious work. *Educational Philosophy and Theory*, 32, 339–349.
- Smeyers, P., & Verhesschen, P. (2001). Narrative analysis and philosophical research: On the nature and the frame-work for the criteria of qualitative educational research. *International Journal of Qualitative Studies in Education*, 14, 71–84.
- Smeyers, P., & Lambeir, B. (2001). *Carpe diem*. Tales of desire and the unexpected. *Journal of Philosophy of Education*, 35, 283–299.
- Smeyers, P. (2001). Nietzschean doubts. Wittgensteinian musings. *Philosophy of Education*, 56, 115–117.
- Smeyers, P. (2001). Qualitative versus quantitative research design: A plea for paradigmatic tolerance in educational research. *Journal of Philosophy of Education*, 35, 477–495.
- Blake, N., Smeyers, P., Smith, R. & Standish, P. (2001). Unnecessary supplement. *Studies in Philosophy and Education*, 20, 433–441.
- Lambeir, B., & Smeyers, P. (2003). Nihilism: Beyond optimism and pessimism. Threat or blessing for education at the turn of the century. *Studies in Philosophy and Education*, 22, 183–194.
- Burbules, N., & Smeyers, P. (2003). The later Wittgenstein and ethics. Invigorating questions challenging the outlook on education. *Philosophy of Education 2002*, 248–257.
- Lambeir, B., & Smeyers, P. (2003). Dangerously one-sided, frightfully wrong. On education, individuals and twenty-first century society. *Studies in Philosophy and Education*, 22, 325–328.
- Smeyers, P., & Smith, R. (2003). Two dogmas of measurement. *Measurement: Interdisciplinary Research and Perspectives*, 1, 279–285.
- Gogolin, P., Smeyers, P., Del Dujo, A.G., & Rusch-Feja, D. (2003). European Social Science Citation Index – A chance for promoting European research. *European Educational Research Journal*, 2, 590–609.
- Smeyers, P. (2004). *Simply the best?* On the pitfalls of full humanity. *European Educational Research Journal*, 3, 807–812.
- Smeyers, P., & Hogan, P. (2005). The inherent risks of human learning. *Educational Theory*, 55, 115–121.
- Smeyers, P. (2005). Idle research, futile theory, and the risks for education: Reminders of irony and commitment. *Educational Theory*, 55, 165–183.
- Smeyers, P. (2005). The labouring sleepwalker: Evocation and expression as modes of qualitative educational research. *Educational Philosophy and Theory*, 37, 399–415.
- Smeyers, P., & Burbules, N. (2005). “Practice”: A central educational concept. *Philosophy of Education 2005*, 336–343.
- Smeyers, P. (2006). What philosophy can and cannot do for education. *Studies in Philosophy and Education*, 25, 1–18.
- Smeyers, P. (2006). ‘What it makes sense to say’. Education, philosophy and Peter Winch on social science. *Journal of Philosophy of Education*, 40, 463–485.
- Smeyers, P., & Burbules, N. (2006) The changing practices and social relations of education. *Educational Theory*, 56, 363–369.
- Smeyers, P., & Burbules N., (2006). Education as initiation into practices. *Educational Theory*, 56, 439–449.
- Smeyers, P. (2007). On dogmas and bridge-building in educational research. *Studies in Philosophy and Education*, 26, 571–576.
- Smeyers, P. (2007). Present still, the integrity of the educator. *Philosophy of Education 2006*, 462–464.

- Vanobbergen, B., & Smeyers, P. (2007). On Cioran's criticism of utopian thinking and the history of education. *Educational Philosophy and Theory*, 39, 44–55.
- Depaepe, M., & Smeyers, P. (2007). On historicized meanings and being conscious about one's own theoretical premises – A basis for a renewed dialogue between history and philosophy of education. *Educational Philosophy and Theory*, 39, 3–9.
- Smeyers, P. (2007). Research in and on higher education: Are scholars and scholarship utterly dispensable? *South African Journal of Higher Education*, 21, 415–426.
- Smeyers, P. (2008). Transgressing the dichotomies of *Bildung* and socialization. Is initiation into practices an alternative? *Zeitschrift für Pädagogische Historiographie*, 14, 35–37.
- Ramaekers, S., & Smeyers, P. (2008). Child rearing: Passivity and being able to go on. Wittgenstein on shared practices and seeing aspects. *Educational Philosophy and Theory*, 40, 638–651.
- Smeyers, P., & Burbules, N. (2008). Introduction. Wittgenstein's legacy for education. *Educational Philosophy and Theory*, 40, 585–590.
- Smeyers, P. (2008). Qualitative and quantitative research methods: Old wine in new bottles? On Understanding and interpreting educational phenomena. *Paedagogica Historica*, 44, 691–705.
- Smeyers, P., & Depaepe, M. (2008). A method has been found? On educational research and its methodological preoccupations. *Paedagogica Historica*, 44, 625–633.
- Smeyers, P. (2008). On the epistemological basis of large scale population studies and their educational use. *Journal of Philosophy of Education*, 42, 62–86.
- Bridges, D., Smeyers, P., & Smith, R. (2008). Educational research and the practical judgment of policy makers. *Journal of Philosophy of Education*, 42, 5–14.
- Smeyers, P. (2008). Child-rearing: On government intervention and the discourse of experts. *Educational Philosophy and Theory*, 40, 719–738.
- Depaepe, M., & Smeyers, P. (2008). Educationalization as an ongoing modernization process. *Educational Theory*, 58, 379–389.
- Levering, B., Ramaekers, S., & Smeyers, P. (2009). The narrative of a happy childhood: On the presumption of parents' power and the demand for integrity. *Power and Education*, 1, 83–93.
- Smeyers, P. (2009). More than a logical point: From consciousness to responsiveness. *Philosophy of Education 2008*, 399–401.
- Smeyers, P. (2009). Education, educational research, and the 'grammar' of understanding. A response to Bridges. *Ethics and Education*, 4, 125–129.
- Smeyers, P., & Waghid, Y. (2009). Initiating the debate. Educational research: On tensions, expectations, and policy. *South African Journal of Higher Education*, 23, 1065–1071.
- Waghid, Y., & Smeyers, P. (2010). On doing justice to cosmopolitan values and the otherness of the other. Living with cosmopolitan scepticism. *Studies in Philosophy and Education*, 29, 197–211.
- Smeyers, P. (2010). Empathy, paternalism and practical reason. Philosophy of education and the ethics of care revisited. *Journal of Philosophy of Education*, 44, 171–180.
- Smeyers, P., & Waghid, Y. (2010). Cosmopolitanism in relation to the self and the other: From Michel Foucault to Stanley Cavell. *Educational Theory*, 60, 449–467.
- Smeyers, P. (2010). Compulsory schooling: Shifting the focus on particular issues. *Philosophy of Education 2009*, 163–165.
- Smeyers, P. (2010). Child-rearing in the 'risk' society. On the discourse of rights and the 'best interests of a child'. *Educational Theory*, 60, 271–284.
- Smeyers, P. (2010). State intervention and technologization and regulation of parenting. *Educational Theory*, 60, 265–270.
- Smeyers, P. (2010). Revisiting philosophy of education. *Teoría de la Educación. Revista Interuniversitaria*, 22(1), 91–116.
- Smeyers, P. (2010). Monitoring the educational system? *Zeitschrift für Pädagogische Historiographie*, 16, 110–111.
- Smeyers, P., & Burbules, N. (2011). How to improve your impact factor: Questioning the quantification of academic quality. *Journal of Philosophy of Education*, 45, 1–17.

- Smeyers, P. (2011). Transdisciplinarity? On discipline, method and the danger of a new homogenization of educational research. *European Educational Research Journal*, 10, 143–147.
- Smeyers, P. (2011). On what education is for. *Philosophy of Education 2010*, 214–216.
- Smeyers, P. (2011). Philosophy of ... Philosophy and ... Taking the conditions we find ourselves in seriously. *European Educational Research Journal*, 10, 292–301.
- Smeyers, P. (2012). Review of Yusef Waghid, *Conceptions of Islamic Education: Pedagogical framings*. *Studies in Philosophy and Education*, 30, 91–98.
- Waghid, Y., & Smeyers, P. (2012). Beyond democratic citizenship education: Making an argument for religious freedom through an extended ethic of care. *Journal of Education*, 53, 117–132.
- Smeyers, P. (2012). Chains of dependency: On the disenchantment and the illusion of being free at last (Part 1). *Journal of Philosophy of Education*, 46, 177–191.
- Smeyers, P. (2012). Chains of dependency: On the disenchantment and the illusion of being free at last (Part 2). *Journal of Philosophy of Education*, 46, 461–471.
- Postma, D. W., & Smeyers, P. (2012). Like a swallow, moving forward in circles. On the future dimension of environmental care and education. *Journal of Moral Education*, 41, 399–412.
- Smeyers, P., & Depaepe, M. (2012). The lure of psychology for education and educational research. *Journal of Philosophy of Education*, 46, 315–331.
- Waghid, Y., & Smeyers, P. (2012). Reconsidering *ubuntu*: on the educational potential of a particular ethic of care. *Educational Philosophy and Theory*, 44 (Special Issue), 6–20.
- Waghid, Y., & Smeyers, P. (2012). Taking into account African philosophy: An impetus to amend the agenda of philosophy of education. *Educational Philosophy and Theory*, 44 (Special Issue), 1–5.
- Smeyers, P. (2012). Moral perception and judgment and a truly radical change of social practices. *Ethics and Education*, 7, 199–205.
- Smeyers, P. (2013). Making sense of the legacy of epistemology in education and educational research. *Journal of Philosophy of Education*, 47, 311–321.
- Smeyers, P. (2014). Education *in/for* non-violence: Messages for believers and non-believers. A response to Hanan Alexander and Yusef Waghid. *Ethics and Education*, 9, 79–83.
- Waghid, Y., & Smeyers, P. (2014). Re-envisioning the future: Democratic citizenship education and Islamic Education. *Journal of Philosophy of Education*, 48, 539–558.
- Smeyers, P., De Ruyter, D., Waghid, Y., & Strand, T. (2014). Publish yet perish. On the pitfalls of philosophy in an age of impact factors. *Studies in Philosophy and Education*, 33, 647–666.
- Smeyers, P., & Fendler, L. (2015). Revisiting the Wittgensteinian legacy. Perspectives on representational and non-representational language-games for educational history and theory. *Paedagogica Historica*, 51, 674–690.
- Fendler, L., & Smeyers, P. (2015). Focusing on presentation instead of representation. Perspectives on representational and non-representational language-games for educational history and theory. *Paedagogica Historica*, 51, 691–701.
- Dekker J., & Smeyers, P. (2015). Material culture and educational research: An Introduction. *Paedagogica Historica*, 51, 671–673.
- Smeyers, P., & Depaepe, M. (2015). Die Forschungsgemeinschaft “Philosophy and History of the Discipline of Education” Ein Rückblick. *Zeitschrift für Pädagogik*, 61, 623–342.
- Smeyers, P. (2016). The rise of data in education systems: collection, visualization and use. *History of Education*, 45, 122–127.
- Smeyers, P. (2016). Neurophilia: Guiding educational research and the educational field. *Journal of Philosophy of Education*, 50, 62–75.
- Smeyers, P., & Depaepe, M. (2016). Introduction: Educational research: Discourses of change and changes of discourse. *Journal of Philosophy of Education*, 50, 6–7.
- Hemseloet, E., & Smeyers, P. (2016). Understanding Roma ‘practices’. Prompting educational research to surpass ‘what is the case’ to ‘what needs to be done’. *Teoría de la Educación. Revista Interuniversitaria*, 28(2), 201–224.
- Roets, R., Smeyers, P., Vandenbroeck, M., De Bie, M., Derluyn, I., Roose, R., Vanobbergen, B., Bradt, L., & Van Gorp, A. (2017). Du choc des idées jaillit la lumière: thinking with Eric Broekaert’s integrated and holistic paradigm of education. *Therapeutic Communities: The International Journal of Therapeutic Communities*, 38, 169–176.

## Articles in Peer-Reviewed Academic Journals (Dutch and German)

- Smeyers, P. (1981). De predictieve waarde van proefexamens voor de eerste kandidaturen psychologie en pedagogische wetenschappen aan de K. U. Leuven. *Pedagogisch Tijdschrift*, 6, 117–127.
- Smeyers, P., & De Keyser, C. (1981). Aansluiting van secundair en tertiair onderwijs. *Pedagogisch Tijdschrift*, 6, 158–163.
- Smeyers, P., Van Gool E., & De Keyser C. (1983). Een analytische wijsbegeerte van opvoeding en onderwijs. Twee Angelsaksische bijdragen tot de ‘Philosophy of Education’. (I). Een studie van het werk van I. Scheffler en R.S. Peters en van hun opvatting over ‘Philosophy of Education’. *Pedagogisch Tijdschrift*, 8, 66–73.
- Smeyers, P., Van Gool E., & De Keyser C. (1983). Een analytische wijsbegeerte van opvoeding en onderwijs. Twee Angelsaksische bijdragen tot de ‘Philosophy of Education’. (II). Een studie van het werk van I. Scheffler en R.S. Peters en van hun opvatting over ‘Philosophy of Education’. *Pedagogisch Tijdschrift*, 8, 125–134.
- Hellemans, M., Masschelein, J., & Smeyers, P. (1985). Der Sozialwissenschaftler als Interpret. *Phänomenologisch-pädagogische Verhandlungen*, 7, 9–22.
- Smeyers, P. (1985). Hirst’s ‘Forms of Knowledge’. Een epistemologie als basis voor de selectie van curriculuminhouden. *Pedagogische Verhandelingen*, 8, 82–89.
- Smeyers, P. (1986). Een Wittgensteiniaanse duiding van de discussie omtrent Freinet of klassiek lager onderwijs. *Pedagogisch Tijdschrift*, 11, 3–14.
- Smeyers, P. (1987). Opvoeding een initiatie in vanzelfsprekendheden. Een Wittgensteiniaans-Lacaniaanse duiding van het opvoedingsconcept. *Pedagogisch Tijdschrift*, 12, 81–93.
- Smeyers, P. (1987). Inspirator en eminent vertegenwoordiger. R.S. Peters’ impact op de “Philosophy of Education”. *Pedagogisch Tijdschrift*, 12, 183–191.
- Smeyers, P. (1987). Nogmaals, geen psychologisch maar een wijsgerig perspectief. Bedenkingen bij Spieckers kanttekeningen op mijn ‘Opvoeding een initiatie in vanzelfsprekendheden’. *Pedagogisch Tijdschrift*, 12, 176–177.
- Smeyers, P. (1987). Over de relatie tussen filosofie, theoretische en normatieve pedagogiek. *Pedagogische Verhandelingen*, 10, 37–46.
- Smeyers, P. (1988). Wat is dat toch, wijsgerige pedagogiek? Over het statuut en het object van een door Wittgenstein geïnspireerde filosofie van opvoeding en onderwijs. *Pedagogisch Tijdschrift*, 13, 23–46.
- Smeyers, P. (1988). Is het doel van de opvoeding zoek? Bedenkingen over de aard van opvoedingsdoelen n.a.v. een ‘kommunikationstheoretische Wende’. *Pedagogisch Tijdschrift*, 13, 441–453.
- Smeyers, P., & Levering, B. (1989). Persoonlijke verantwoordelijkheid als pedagogische basiswaarde aan het einde van de twintigste eeuw. *Pedagogisch Tijdschrift*, 14, 132–140.
- Smeyers, P. (1989). Over de methode van de wetenschappelijke pedagogiek. *Pedagogisch Tijdschrift*, 14 (Speciaal Nummer), 9–14.
- Smeyers, P. (1991). Het verlangen naar zekerheid en geborgenheid. Enkele wijsgerig pedagogische beschouwingen over opvoeding en onderwijs in de multi-culturele samenleving. *Pedagogisch Tijdschrift*, 16, 125–138.
- Smeyers, P. (1992). Over zijn en behoren in de wetenschappelijke pedagogiek. Een bijdrage vanuit de taal filosofie als filosofie van een praxis. *Pedagogisch Tijdschrift*, 17, 139–160.
- Smeyers, P. (1992). Opvoeding en onderwijs. Over initiatie en de mogelijkheid van kritiek. *Pedagogisch Tijdschrift*, 17, 270–288.
- Smeyers, P. (1992). Over macht en liefde in de opvoeding. *Comenius*, 12, 301–325.
- Smeyers, P. (1993). Charles Taylor en de hernieuwde aandacht voor het authentieke individu. *Pedagogisch Tijdschrift*, 18, 268–287.
- Smeyers, P. (1993). Inleiding tot “Opvoeding, democratie en nationalisme”. *Pedagogisch Tijdschrift*, 18 (Speciaal Nummer), 5–7.

- Smeyers, P. (1993). "Much ado about nothing?" Mag het, kan het en/of moet kinderopvang misschien? Enkele wijsgerig-pedagogische beschouwingen over de inzet van het debat. *Pedagogisch Tijdschrift*, 18, 399–416.
- Smeyers, P. (1994). De opvoeder na het postmodernisme: integriteit en particuliere betrokkenheid. *Pedagogisch Tijdschrift*, 19, 305–331.
- Smeyers, P. (1995). Paul Hirsts epistemologische reflecties over de inhoud van het onderwijs. Bijna juist, steeds de provocatie waard. *Pedagogisch Tijdschrift*, 20, 65–74.
- Smeyers, P., Spiecker, B., Steutel, J., Levering, B., Van Haften, W., & Snik, G. (1995). Discussie: C.J.B. Macmillan. *Pedagogisch Tijdschrift*, 20, 199–216.
- Smeyers, P. (1996). Over "vertrouwen" en "zorg" als morele en als pedagogische basisconcepten. *Pedagogisch Tijdschrift*, 21, 48–68.
- Smeyers, P. (1996). Een feministische visie op ethiek en pedagogiek: Nel Noddings' Ethics of Care. *Pedagogisch Tijdschrift*, 21, 69–80.
- Smeyers, P. (1997). Ethiek als expressie: een uitweg voor de pedagogiek? *Pedagogisch Tijdschrift*, 22, 149–169.
- Smeyers, P., & Levering, B. (1998). Over de toekomst van het Nederlands als taal voor wetenschappelijke publicaties in de pedagogiek. *Comenius*, 18, 77–88.
- Smeyers, P., & Levering, B. (1998). Inleiding tot "Interpretatief onderzoek in pedagogiek en onderwijskunde. Voorlopige balans en hernieuwde plaatsbepaling van de kwalitatieve benaderingswijze". *Pedagogisch Tijdschrift*, 23, 177–180.
- Smeyers, P. (1998). Recht doen aan de eenheid van taal en wereld. Pedagogisch interpretatief onderzoek: *Pedagogisch Tijdschrift*, 23, 181–201.
- Smeyers, P. (1999). Het ongrijpbare verlangen. Pedagogische bespiegelingen over en voor het individu. *Comenius*, 19, 245–261.
- Smeyers, P., & Masschelein, J. (2000). De pedagogiek en de representatiecrisis. *Pedagogisch Tijdschrift*, 25, 209–212.
- Smeyers, P., & Masschelein, J. (2000). Contouren en uitwegen van de representatiecrisis in de pedagogiek. *Pedagogisch Tijdschrift*, 25, 213–232.
- Smeyers, P., & Lambeir, B. (2001). *Carpe diem*, verlangen en nihilisme: zegen of onraad voor opvoeding bij de eeuwwende. *Pedagogisch Tijdschrift*, 26, 87–107.
- Smeyers, P., & Levering, B. (2001). Nieuwe vorm, andere inhoud. Toch postmoderne wijsgerige pedagogiek. *Pedagogisch Tijdschrift*, 26, 213–232.
- Lambeir, B., & Smeyers, P. (2002). Spijt over wat niet is geweest. Opvoeding en ... van nu af moet je gaan. *Pedagogisch Tijdschrift*, 26, 57–74.
- Levering, B., & Smeyers, P. (2002). Replik. *Kwalon. Tijdschrift voor Kwalitatief Onderzoek in Nederland*, 7, 36–37.
- Levering, B., Ramaekers, S., & Smeyers, P. (2004). "Als ze maar gelukkig zijn". De integriteit van ouders in het geding. *Pedagogisch Tijdschrift*, 29, 39–53.

## Books As (Co-)Author (English)

- Blake, N., Smeyers, P., Smith, R., & Standish, P. (1998). *Thinking again: Education after postmodernism*. New York: Bergin & Garvey.
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (2000). *Education in an age of nihilism*. London: Falmer Press.
- Smeyers, P., Smith, R., & Standish, P. (2007). *The therapy of education*. Houndsmills, Basingstoke: Palgrave Macmillan.
- Peters, M., Burbules, N., & Smeyers, P. (2008). *Showing and doing: Wittgenstein as a pedagogical philosopher*. Boulder, Colorado: Paradigm Publishers.
- Smeyers, P., & Smith, R. (2014). *Understanding education and educational research*. Cambridge: Cambridge University Press.

## Books As (Co-)Author (Dutch)

- Lambeir, B., Postma, D. W., Levering, B., & Smeyers, P. (2003). *Hoezo pedagogisch?* Amsterdam: SWP.
- Lambeir, B., Levering, B., Smeyers, P., & Vanobbergen, B. (2006). *Zonde van de tijd. Zeven opstellen over opvoeding.* Amsterdam: SWP.

## Books and Special Issues As (Co-)Editor (English)

- Smeyers, P. (Ed.). (1994). *Identity, culture and education* (Papers of the fourth biennial conference). Leuven: International Network of Philosophers of Education.
- Smeyers, P., & Marshall J. (Eds.). (1995). *Philosophy and education: Accepting Wittgenstein's challenge.* Dordrecht: Kluwer.
- Crawley, F., Smeyers, P., & Standish, P. (Eds.). (2000). *Universities remembering Europe. Nations, culture and Higher Education.* New York: Berghahn Books.
- Peters, M., Marshall, J., & Smeyers, P. (Eds.). (2001). *Nietzsche's legacy for education: Past and present values.* Westport: Bergin & Garvey.
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (Eds.). (2003). *The Blackwell guide to the philosophy of education.* Oxford: Blackwell.
- Smeyers, P., & Depaepe, M. (Eds.). (2003). *Beyond empiricism. On criteria for educational research.* Leuven: Leuven University Press.
- Smeyers, P., & Hogan, P. (Guest Eds.). (2005). The inherent risks of human learning. *Educational Theory*, 55(2).
- Smeyers, P., & Peters, M. (Guest Eds.). (2005). *James Marshall. Educational Philosophy and Theory*, 37(3).
- Smeyers, P., & Peters, M. (Eds.). (2006). *Postfoundationalist themes in the philosophy of education.* Oxford: Basil Blackwell.
- Smeyers, P., & Depaepe, M. (Eds.). (2006). *Educational research: Why 'What works' doesn't work.* Dordrecht: Springer.
- Smeyers, P., & Burbules, N. (Guest Editors). (2006). The changing practices and social relations of education. *Educational Theory*, 56(4).
- Smeyers, P. (Guest Editor). (2006). Voices of philosophy of education. *Studies in Philosophy of Education*, 25(1–2).
- Depaepe, M., & Smeyers, P. (Guest Editors). (2007) Refuge in theory. *Educational Philosophy and Theory*, 39(1).
- Smeyers, P., & Depaepe, M. (Eds.). (2007). *Educational research: Networks and technologies.* Dordrecht: Springer.
- Smeyers, P., & Depaepe, M. (Eds.). (2008). *Educational research: The educationalisation of social problems.* Dordrecht: Springer.
- Smeyers, P., & Burbules, N. (Guest Editors). (2008). Wittgenstein's legacy for education. *Educational Philosophy and Theory*, 40(5).
- Bridges, D., Smeyers, P., & Smith, R. (Guest Ed.). (2008). 'Evidence-based education policy': What evidence? What basis? Whose policy? *Journal of Philosophy of Education*, 42(Supp.).
- Smeyers, P., Depaepe, N., De Coninck-Smith, N. (Guest Editors). (2008). Focusing on method. *Paedagogica Historica*, 44(6).
- Depaepe, M., & Smeyers, P. (Guest Eds.). (2008). Educationalization. *Educational Theory*, 58(4).
- Smeyers, P., & Depaepe, M. (Eds.). (2009). *Educational research. Proofs, arguments, and other reasonings: The language of education.* Dordrecht: Springer.
- Bridges, D., Smeyers, P., & Smith, R. (Eds.). (2009). 'Evidence based educational policy': What evidence? What basis? Whose policy? Oxford: Blackwell.

- Smeyers, P., & Waghid, Y. (Guest Eds.). (2009). The state of Higher Education in South-Africa: Fifteen years since democracy. *South African Journal of Higher Education*, 23(6).
- Smeyers, P., & Depaepe, M. (Eds.). (2010). *Educational research. The ethics and aesthetics of statistics*. Dordrecht: Springer.
- Smeyers, P., & Depaepe, M. (Eds.). (2013). *Educational research: The attraction of psychology*. Dordrecht: Springer.
- Smeyers, P., Depaepe, M., & Keiner, E. (Eds.). (2013). *Educational research: The importance and effects of Institutional spaces*. Dordrecht: Springer.
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