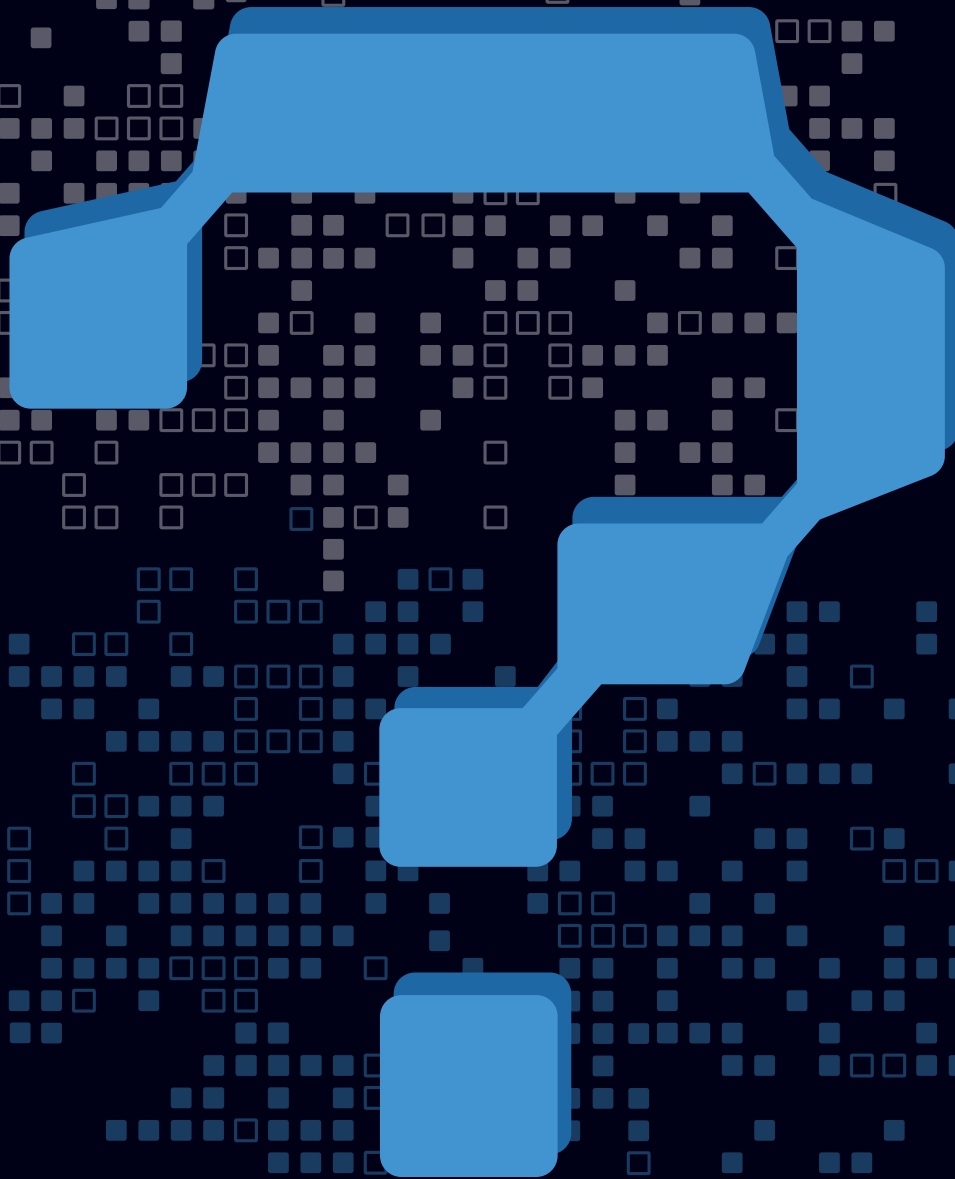


TREĆA MEĐUNARODNA KONFERENCIJA  
Č E M U J O Š O B R A Z O V A N J E  
THIRD INTERNATIONAL CONFERENCE  
W H Y S T I L L E D U C A T I O N



BEOGRAD 5-7 OKTOBAR 2022  
BELGRADE 5-7 OCTOBER 2022

humanizam, posthumanizam,  
anti-humanizam: obrazovne perspektive

humanism, posthumanism, anti-humanism:  
educational perspectives

Treća međunarodna konferencija /  
Third International Conference

**ČEMU JOŠ OBRAZOVANJE? /  
WHY STILL EDUCATION?**

*Humanizam, posthumanizam, anti-humanizam: obrazovne perspektive /  
Humanism, Posthumanism, Anti-Humanism: Educational Perspectives*

Beograd / Belgrade

5-7 oktobar 2022. / October 5-7, 2022

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## **ORGANIZACIONI I PROGRAMSKI ODBOR / ORGANISING AND PROGRAM COMMITTEES**

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## ČEMU JOŠ OBRAZOVANJE? 3 (VIZIJA KONFERENCIJE)

*Humanizam, posthumanizam, anti-humanizam:  
obrazovne perspektive*

Razumevanje trenutnog stanja u ljudskoj i obrazovnoj istoriji iziskuje razmišljanje o mnoštvu važnih pitanja. Da li se dramatično promenio svet ili se promenilo naše viđenje sveta? Kada govorimo o izmenjenom svetu, da li je reč o stanju čoveka (*conditio humana*), našem viđenju čoveka (*imago hominis*), ili oboma? Živimo li već u posthumanom dobu ili u dobu posthumanizma? Kakav uticaj posthumanistička paradigma ima, a kakav bi mogla ili trebalo da ima, na obrazovnu teoriju i praksu? Ako je obrazovanje tradicionalno posmatrano kao sinonim za humanizaciju, ono što objedinjuje humanističke i neohumanističke ideale kao njihova osnova i ključna inspiracija, da li to znači da će, sa predviđenom transformacijom čoveka, i obrazovanje biti izmenjeno? Predstavlja li posthumano obrazovanje zapravo kraj čovečnosti kakvu poznajemo? Da li kritike i sugestije koje izrastaju iz antihumanizma, transhumanizma, metahumanizma i posthumanizma u suštini poriču ideju (i dalje) aktuelnog obrazovanju ili obrazovanje može da kroz svoje prakse apsorbuje ove nove sile kako bi nastavilo svoju drevnu misiju i smisao? Postoji li drugi način i, ako da, šta bi on bio? Šta je zapravo misija posthumanog obrazovanja? Kako bi ono izgledalo, tj. kako ono izgleda? Kako funkcioniše u praksi? Koje tehnike, strategije i pedagogije ono može koristiti kako bi ostalo verno svojim osnovama i svojoj viziji? Kakve ciljeve ono ima? Šta nastoji da očuva ili uništi u pogledu humanističkih ideala? Da li decentriranje vizije obrazovanja od ljudskog ka jednakom uključivanju Drugog ili više-od-ljudskog sveta iziskuje blagu ili temeljnu reviziju kurikuluma? Zahteva li to otvorenu debatu oko pitanja mesta i uloge pedagogije i obrazovanja u svim njihovim oblicima? Koji su izazovi i potencijalne opasnosti? Odgovor na ova pitanja, naravno, zavisi od našeg razumevanja humanizma i posthumanizma, kritike koja okružuje oba koncepta, i onoga što smatramo da obrazovanje jeste ili bi trebalo da bude. Uputili smo poziv globalnoj akademskoj i nastavnoj zajednici da podnesu sažetke izlaganja za konferenciju koja će pružiti teorijske, filozofske, sociološke, praktične uvide i refleksije o ovim i srodnim pitanjima.

## WHY STILL EDUCATION? 3 (CONFERENCE VISION)

*Humanism, Posthumanism, Anti-Humanism:  
Educational Perspectives*

Grasping the present situation of our human and educational history requires (re)thinking a number of important questions. Has the world changed dramatically or is it our image of the world that has changed? When we talk about the changed world, are we talking about the human condition (*conditio humana*), our image of humanity (*imago hominis*), or both? Are we already living in the posthuman age or in the age of posthumanist thinking? What impact does the posthuman paradigm have on educational theory and practice? What impact could or should it have? If education has been traditionally observed as the synonym for humanisation, which embeds humanist and neohumanist ideals as its foundation and key inspiration, does it mean that education will be transformed alongside the envisaged transformation of humanity? Is posthuman education actually the death of humanity as we know it? Do the critiques and suggestions that arise within antihumanism, transhumanism, metahumanism, and posthumanism effectively negate the idea of (still) ongoing education or can education absorb these new forces in its practice to continue its ancient mission and meaning? Is there another way and what is it? What is actually the mission of posthuman education? What does it look like? How does it work? What techniques, strategies, and pedagogies can we use to stay true to its charter and its vision? What are its goals? What does it aim to preserve or destroy with regards to the humanist ideals? Does the decentring of educational vision from humans to an equal inclusion of Other or more-than-human world require a slight or thorough revision of the curriculum? Does it require an open debate around its place and role in pedagogy and education in all forms? What are the challenges and potential dangers? Of course, the answers to these questions depend on our understanding of humanism and posthumanism, the critique surrounding both, and what we consider education is for or should become. We invited the global scholarly and teacher community to submit abstracts for the conference that provide theoretical, philosophical, sociological, practical or any disciplinary insights on the reflections and questions we shared above.

Treća međunarodna konferencija /  
Third International Conference

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WHY STILL EDUCATION?**

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**PROGRAM KONFERENCIJE /  
CONFERENCE PROGRAM**



**Sreda, 05. oktobar 2022. / Wednesday, October 5, 2022 (4. sprat / 4<sup>th</sup> floor)**

- 14:30–15:00 Registration / Registracija
- 15:00–15:15 Otvaranje konferencije i reč dobrodošlice /  
Conference Opening and Welcome Address
- 15:15–16:45 Uvodno izlaganje / Keynote  
**Rosi Braidotti**, Utrecht University, Netherlands
- 16:45–17:00 Pauza za kafu / Coffee Break
- 17:00–18:30 Panel diskusija / Panel discussion  
**DigiLab**, Transhumanism: (De)constructing the Human?

**Četvrtak, 06. oktobar 2022. / Thursday, October 6, 2022**

- 09:00–10:15 Uvodno izlaganje / Keynote (4. sprat / 4<sup>th</sup> floor)  
**Carol A. Taylor**, University of Bath, UK
- 10:15–10:30 Pauza za kafu / Coffee Break
- 10:30–12:00 **Sesija 1a / Session 1a (4. sprat / 4<sup>th</sup> floor)**

**Education for Posthumanity? /  
Obrazovanje za posthumanost?**

**Mohammad Khari**, *Embracing the Uncertainty: Fostering Creativity and Responsibility Through Storytelling in Rhizomatic Model of Learning*

**James Garrison**, *Prometheus and Posthumanist Education*

- 10:30 – 12:00 **Sesija 1b / Session 1b (1. sprat / 1<sup>st</sup> floor)**

**Teaching In Posthuman Condition? /  
Nastava u posthumanom stanju?**

**Antonio Pinilla**, *The Who, How, and Why of a Cosmological Education in Eugen Fink*

**Geraldine McDermott-Dalton**, *Multimodality of Learning as a Posthuman Opening in Higher Education Practices? Screencast Design and Development in Lectures*

**Patricia Gibson**, *Finding Floors: Cartographies of Pedagogical Encounters with a Posthuman Teacherbot*

- 12:00 – 12:30 Pauza za kafu / Coffee Break

- 12:30 – 14:15 **Sesija 2a / Session 2a (4. sprat / 4<sup>th</sup> floor) (srpski/Serbian)**

**Osporavani humanizam? /  
Humanism Contested?**

**Tamara Plečaš**, *Stoički (pre-)humanizam kao izraz post-humanizma: od mita do ekologije*

**Marija Velinov i Predrag Krstić**, *Zašto androidi ne idu u školu?*

Miloš Agatonović, *Niče protiv humanizma*

Aleksandar Ostojić, *Pretpostavke i obećanja: obrazovanje i smrt subjekta*

12:30 – 14:15 **Sesija 2b / Session 2b (1. sprat / 1<sup>st</sup> floor)**

**Diverse Settings – Diverse Learning? /  
Raznolike postavke – raznoliko učenje?**

Tamara Kamatović, Kaitlin Lucas and Michael Kozakowski, *Democratic Classrooms: Challenges and Affordances Within Online Learning Ecosystems*

Denise Mac Giolla Ri, *Threshold Graphics and Rhizomatic Learning in Social Care Education: A Semiotic Bridge In-Between Humanism and Posthumanism*

Nadja Čekolj, Bojana Čulum Ilić, Marija Brajdić Vuković *Volunteering Has Brought Everything Closer to Us, Everything Has Become more Natural and Normal – Volunteer Programs in Formal*

Pummy Sharma, Sheriya Sareen, *Re-visiting the “Community of Inquiry” Framework Through Post-humanist Lens: A Case-Study of Higher Education Institutions in Jammu & Kashmir*

14:15 – 15:30 Pauza za ručak / Lunch Break

15:30 – 17:15 **Sesija 3 / Session 3 (4. sprat / 4<sup>th</sup> floor)**

**(De/Re)programiranje nastave? /  
(De/Re)Programming The Instruction?**

Lada Stevanović, *Čemu antropologija? Zašto je školama potrebna antropološka perspektiva?*

Paula Petričević, *Čemu filozofija u školama?*

Tamara Nikolić, *Sloboda da budem i postanem: ontološki zaokret u dokoličarskom obrazovanju*

Milana Gajović, *Pojam empatije između humanizma i transhumanizma*

17:15 – 17:30 Pauza za kafu / Coffee Break

17:30 – 19:15 **Sesija 4 / Session 4 (4. sprat / 4<sup>th</sup> floor)**

**The Ethics of Desubjectivation? /  
Etika desubjektivacije?**

Alberto Simonetti, *Education for Posteriority*

Aura-Elena Schussler, *Posthuman Education—As a Rhizomatic Process Towards the Posthuman Subject*

Nevena Mitranić, *Diffraction Made Me Do It: Ethical Dilemmas of Doing Research with Relational Ontologies in Kindergarten Practice*

Stefan Janković, *There Is More Beyond: Non-Relationality, Object-Oriented-Ontology and the Conundrums of “Surplus” Reality*

**Petak, 07. oktobar 2022. / Friday, October 7, 2022**

09:00 – 10:30 Uvodno izlaganje / Keynote (4. sprat / 4<sup>th</sup> floor)  
**Stefan Lorenz Sorgner**, John Cabot University in Rome, Italy

10:30 – 10:45 Pauza za kafu / Coffee Break

10:45 – 12:30 **Sesija 5 / Session 5 (4. sprat / 4<sup>th</sup> floor)**

**Posthuman Humanism? /  
Posthumani humanizam?**

**Nataša Lacković**, *What Is an Integrated Relational Pedagogy and in What Way Is It Posthuman?*

**Jocey Quinn**, *Piercing the Cloak of Invisibility: Posthuman Explorations of Everyday Learning*

**Jelena Stojković**, *III, Child-Bot: Becomings, Assemble!*

12:30 – 12:45 Pauza za ručak / Lunch Break

12:45 – 14:30 **Sesija 6a / Session 6a (4. sprat / 4<sup>th</sup> floor)**

**Postpedagogical Imagination? /  
Postpedagoška imaginacija?**

**Kay Sidebottom**, *More-Than-Human Teachers*

**Mikhail Bukhtoyarov and Anna Bukhtoyarova**, *Employing the Educational Machine: Augmentation or Dehumanization?*

**Camila Aschner-Restrepo**, *Practicing Utopia in the Classroom: Some Ideas and Case Studies*

12:45 – 14:30 **Sesija 6b / Session 6b (1. sprat / 1<sup>st</sup> floor)**

**Multimedia for Posthumans? /  
Multimedija za postljude?**

**Ioanna-Maria Stamati and Vasso Kapetanou**, *Cinema, Different Cyborgs, Accessibility and Convenience*

**Dragana Stojanović**, *Offline Education and Its Immersive Potential: Memory, Postmemory, and History in the Informational Age*

**Jelena Ostojić**, *Ethics of Artificial Intelligence in Education*

14:30 – 15:30 Pauza za ručak / Lunch Break

15:30 – 17:15 **Sesija 7a / Session 7a (4. sprat / 4<sup>th</sup> floor)**

**Schooling or Humanisation? /  
Školovanje ili humanizacija?**

**Aleksandar Fatić**, *Reinventing Education as Therapy in the Age of Narcissism*

**Mark Losoncz**, *The Anachronism of Posthumanism – Four Attacks Against the Discourse on Posthumanism*

**Natasha Rennolds**, *Keeping Children Safe – A Speculative Posthuman Inquiry*

**Natasha Beranek**, *The Transformations of the Human School: Reflections on Its Experimental Curriculum and Practice*

15:30 – 17:15 **Sesija 7b / Session 7b (1. sprat / 1<sup>st</sup> floor)**

**Transhuman Multiverse? /  
Transhumani multiverzum?**

**Marius Markuckas**, *Historical Ontology as a Tool for the Critique of the (Trans) humanist Educational Paradigm*

**Meem Arafat Manab and Adnan Aziz Chowdhury**, *Spaces Within Spaces: An Anti-pedagogy to Counter the Reproduction of Spatial Silence and Structural Oppression*

**Marija M. Bulatović**, *A Possible Transhumanist Educational Effect: The Case of Museum “Metahuman”*

17:15 – 17:30 Pauza za kafu / Coffee Break

17:30 – 19:15 **Sesija 8 / Session 8 (4. sprat / 4<sup>th</sup> floor)**

**Usvajanje i/ili vrednovanje? /  
Adoption and/or Valuation?**

**Ana Lipij**, *Implikacije teze utelovljene kognicije na koncepcije učenja i obrazovanja*

**Jelica A. Veljović**, *Posthumanistički akt čitanja humanističke tradicije: nove perspektive*

**Aleksandar Milanković**, *Vaspitno-obrazovni proces i sloboda*

**Jasminka Milošević**, *Jacin manifest ili kako omogućiti učenicima da sami sebe oblikuju*

Jelena Stojković

### 3XJA, DETE-ROBOT: POSTAJANJA, UJEDINITE SE!

U svet(ovima) u kojima koegzistiraju *mnoštva*, detinjstva *postaju* asemblaži ljudi i ne-ljudi. Humanizam je dugo oduzimao, i dalje oduzima, legitimitet detinjstvu nametanjem različitih dualizama (odrasli-dete, prirodno-tehnološko, ljudsko-neljudsko...) kao odraza stvarnosti koju *racionalna(?)*, *zrela(?)*, *odrasla(?)* bića kreiraju. Međutim, to otvara značajno pitanje: gde je *mnoštvenost*, odnosno, u našem konkretnom pitanju gde su *deca* i *tehnologije* čije se postajanje u *svetu* i *svetom* previđa fokusiranjem na dominantni diskurs odraslosti? Posthumanizam, shvaćen u najširem smislu, ponudio je oslobađanje deteta od značenja koja mu dodeljuju odrasli, od bivanja i postajanja odraslim i svođenja detinjstva na jednu od razvojnih faza. Zapravo, u uslovima *digitalnog postajanja* (koje nije vezano samo za aktuelnu krizu izazvanu pandemijom, iako volimo sebe da zavaravamo na taj način), posthumanizam je ponudio prostor da dete i detinjstvo dovedu u pitanje granice koje im nameće dominantni diskurs. Otuda je naša namera (priznaćete, zvuči pretenciozno) da teorijski razmotrimo *preplitanje mnoštvenosti u ludilu višestrukosti sveta*. To nas dalje navodi da preispitamo dominantno shvatanje deteta, detinjstva i pedagogije kroz koncept koji smo nazvali *3xJa detinjstvo*, bez želje da etiketiramo i ograničimo, već da otvorimo prostor za različita postajanja u asemblažima (sa posebnim osvrtom na *postajanje sa tehnologijama/postajanje tehnologijom/postajanje tehnološkim*). Zaplet misli sa kojim nas suočava prethodno izražena namera jeste – *da li u pisanju ovog rada sebe vidimo kao deo tih rekonfiguracija detinjstava ili ostajemo po strani, da kao objektivni posmatrači tumačimo 3xJa detinjstva?*

**Ključne reči:** posthumanizam, 3xJa detinjstvo, digitalne tehnologije, predškolsko vaspitanje i obrazovanje, asemblaži

### III, CHILD-BOT: BECOMINGS, ASSEMBLE!

In the world(s) in which many co-exist, childhoods are becoming human and non-human assemblages. For a long time, Humanism has, and until this day is, depriving childhood legitimacy by forcing upon many dualisms (adult-child, natural-technological, human-(non)human...) as a reflection of the reality created by *rational(?)*, *mature(?)* and *adult(?)* beings. However, this raises a very important question: where are many *others*, in our case *children* and *technology*, whose becomings *in* and *through* the world(s) are overlooked by focusing on the dominant discourse of adulthood? Posthumanism, understood in the broadest sense, has offered *liberation of the child* from meanings assigned by adults, from *being* human and individual and *liberation of childhood* from representing a certain developmental phase. Actually, in the context of *digital becoming* (which is not just related to the current pandemic crisis, even though we love to deceive ourselves in that way), Posthumanism has offered a space for child and childhood to question boundaries forced upon by the dominant discourse. Hence, our intention is (and it sounds pretentious) to consider, on a theoretical level, the relational entanglements of *others* (human and non-human) in the *multiverse of madness*. That leads us to reconsider a dominant understanding of child, childhood and pedagogy through the concept we named *III childhood*, without intention to label or constrain, but to open a space for rethinking becomings in assemblages (especially, to reflect on *becoming with technologies/becoming technologies/becoming technological*). The tangle of thoughts leads us to reconsider our intention and to ask ourselves a question – *are we the part of those reconfigurations of childhoods, or do we tend to position ourselves as objective bystanders who interpret III childhoods?*

**Keywords:** posthumanism, III childhood, digital technology, early childhood education, assemblages

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