

## 教育学研究科・グローバル教育展開オフィス

福居 奈名絵・臨床心理学コース・博士課程3年

国際学会：Philosophy of Education Society of Australasia

参加地・期間：Perth, Australia・2025年12月7日～12月10日

発表題目：Reframing Suffering: Inner Transformation and Human Development

### 成果の概要

This was my first time participating in an international conference organized by the Philosophy of Education Society of Australasia (PESA). Having previously attended an international humanities conference organized by the International Academic Forum (IAFOR) last year, I was able to compare the two experiences. In comparison, I strongly felt that participants at PESA were generally better prepared for their presentations, and that the overall academic quality of the presentations was considerably higher. Most presenters demonstrated a clear research focus, strong theoretical grounding, and careful preparation, which left a deep impression on me.

Although I prepared for my own presentation to the best of my ability, after completing it I reflected that I should have practiced more thoroughly. I regularly engage in listening practice focused mainly on American English; however, since the conference was held in Australia, this was my first opportunity to be exposed extensively to Australian English. I found it challenging to become accustomed to the accent, and there were several moments throughout the conference when comprehension was difficult. While I felt that native English-speaking participants were clearly advantaged in terms of language, I also came to realize that this was not something I needed to feel inferior about.

Regarding my own presentation, I intend to devote more time to rehearsal and refinement for future conferences. Nevertheless, during the Q&A session following my 20-minute presentation, I was able to respond clearly to questions from several audience members, beyond my initial expectations. I felt that I succeeded in communicating my key ideas effectively. This impression was also shared by a junior colleague of mine, a student from the University of Hong Kong, who attended my presentation and later commented that my responses during the discussion were clear and convincing.

My primary research interests lie in Mahayana Buddhism and Eastern philosophy. In contrast, many participants at PESA appeared to be scholars and graduate students whose main academic background is rooted in Western philosophy. As a result, some Australian graduate students and researchers seemed relatively unfamiliar with Buddhism, and I felt that my presentation may have been intellectually demanding (difficult to comprehend?) for certain members of the audience. At the same time, this experience reaffirmed the importance of introducing non-Western philosophical perspectives into international discussions within the philosophy of education.

One of the most valuable aspects of the conference was the opportunity to engage in close and meaningful interaction with other researchers. Between presentation sessions, PESA organized lunches and afternoon tea, which provided informal yet productive settings for academic exchange. During these times, I was able to converse with researchers from a variety of countries and academic backgrounds. In particular, I had fruitful discussions with Dr. Ka Ya Lee from the University of Hong Kong, Professor Wang from National Taiwan Ocean University, whose specialization is environmental philosophy, and a graduate student from the University of Western Australia.

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Through these exchanges, we shared research interests, perspectives, and information, and were able to build collegial relationships.

Overall, I was impressed by the attentiveness of the participants, many of whom listened carefully to others' presentations and actively engaged by asking thoughtful questions. I was also struck by the high level of English proficiency demonstrated by non-native English-speaking graduate students, especially those from China, which served as a strong source of motivation for my own academic development. At the same time, I became acutely aware of the relatively weak global presence of Japanese researchers, including graduate students, at international conferences. Although English functions as the common language of international academia, opportunities to receive systematic training in academic English within Japan are far more limited compared to institutions such as the University of Hong Kong, where all courses are conducted in English. I believe this difference contributes, at least in part, to the lower visibility of Japanese scholars on the global academic setting.

During the conference, several symposia were held, and I observed that Australian philosophers of education tend to emphasize distinctly Western concepts such as "critical thinking" and "analytical skills" as the most important qualities to be cultivated in education. From this perspective, it appeared that movement toward de-Westernized or non-Western conceptual frameworks may be relatively limited. Nonetheless, attending these symposia allowed me to gain deeper insight into contemporary philosophical discussions in Australian educational contexts.

One of the most significant outcomes of this conference was the opportunity to better understand the academic standards and expectations of international scholars by observing their presentations, as well as to engage in in-depth academic dialogue through participation in symposia.

Although the cultural differences initially caused some uncertainty, interacting with people in Perth, a city characterized by multicultural coexistence, proved to be a continuous source of learning. I am also deeply grateful for the warmth and kindness shown by local people.

Finally, through the generous support provided by the Global Education Office, I was able to gain invaluable academic experiences that would not have been possible within Japan alone. This conference participation has strengthened my motivation to continue engaging in international academic activities and has provided important insights for my future research. I would like to express my sincere gratitude to the Global Education Office for their support, which made this meaningful international academic experience possible.