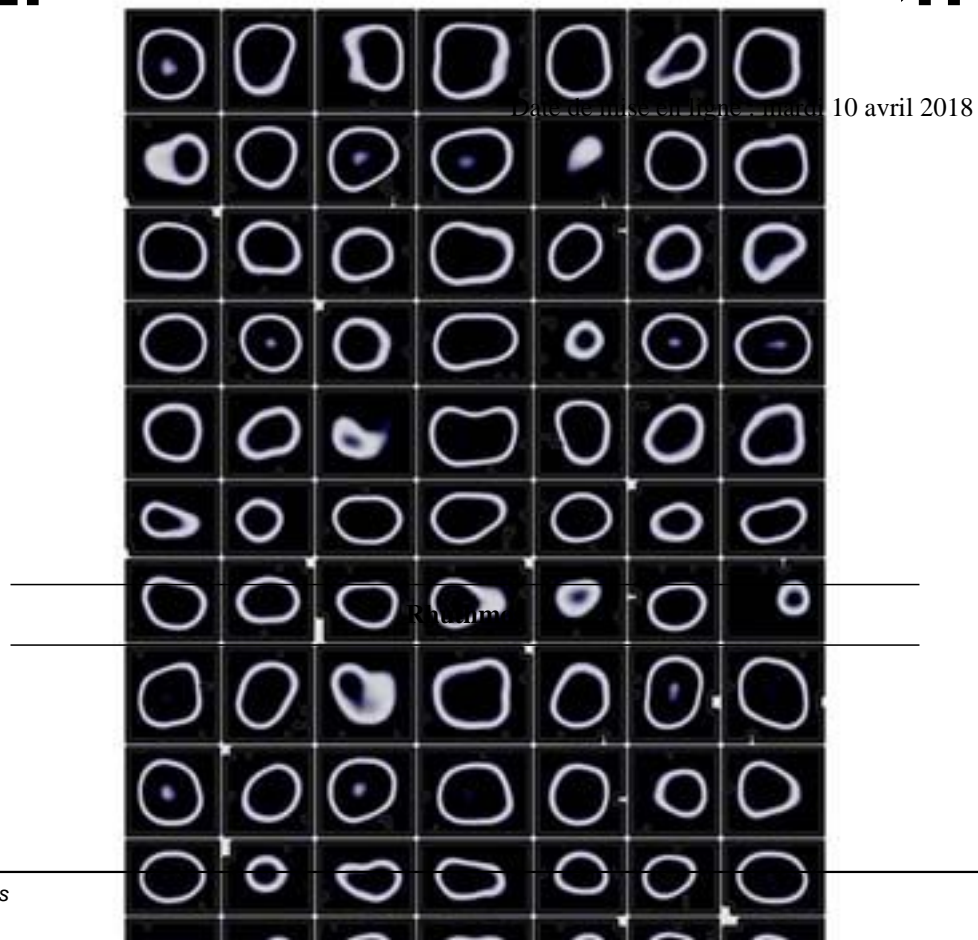


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A Reply to Marianna Papastephanou's Review of Time and the Rhythms of Emancipatory Education



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This text has already been published in [Studies in Philosophy and Education](#), Feb. 2018, n° 37, p.103-107.

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As we all know it, writing and reading takes time. In the contemporary social and academic context, often shaped by a destabilizing sense of acceleration and urgency, protecting the moments required for such 'time-consuming' activities is not something that can be taken for granted anymore. The way we commit to a specific task expresses as much about the meaning it may carry that what we say or write about it. I am therefore particularly grateful that Marianna Papastephanou accepted to read so carefully *Time and the Rhythms of Emancipatory Education*. The relevance of her comments and questions make me feel that she really understood what I have tried to accomplish in this monograph. As an embedded watermark, the time 'encapsulated' in the writing of her text also reveals something about the topicality of this theme for researchers in education. Among the numerous comments and questions formulated by Papastephanou, I have chosen to focus on four issues that appear to me as particularly crucial to explore : the importance of the concept of rhythm in education ; the ambivalences and the rhythmicity of emancipatory education ; the fluctuating nature of the relationships between individual and collective changes ; and the recursive dimension of rhythmanalysis as a time to 'negotiate' the rhythms we live through. [...]