

Since the late 1990s, 'forgotten connections' between emotion and education are being rediscovered in the course of the so-called emotional turn. For more than a century, phenomenology and phenomenological research in education have contributed to a qualitative, concise and substantial description and specification of feelings, emotions and moods.

In contrast to the phenomenological approach, feelings, emotions and moods were mainly considered adversaries of reason, rationality and discourse throughout the 20<sup>th</sup> century. As a result of this dualistic logocentrism, they were mostly ignored. Pedagogical contexts considered them disturbing to a Bildung and education that was oriented towards rationality and competence.

Against this background, phenomenological research on education has opened a perspective on feelings, emotions and moods. A phenomenological pedagogy of emotions is able to identify feelings, emotions and moods as a significant and essential basis of processes of Bildung, learning and education. In addition, the characteristics and qualities of experiencing emotions can be described and made fruitful for pedagogical processes. Bildung *through* emotions is expanded by Bildung *of* emotions – understood as cultivation and exercise of feelings, emotions and moods in their respective specificity.

#### Conference Host

Prof. Dr. Malte Brinkmann

Humboldt-University of Berlin  
Institute of Educational Studies  
Department of General Education/Philosophy of Education

Unter den Linden 6, 10099 Berlin

malte.brinkmann@hu-berlin.de  
Tel.: 0049 (0) 30 2093-4091

#### Contact (Registration and Bookings)

Cosima Fanselow

cosima.fanselow@educat.hu-berlin.de  
Tel.: 0049 (0) 30 2093-4092  
Fax: 0049 (0) 30 2093-4047

#### Conference Venue

Banquet Hall of the Humboldt-University of Berlin,  
Luisenstraße 56, 10115 Berlin

#### Registration Form

[https://www.erziehungswissenschaften.hu-berlin.de/en/allgemeine-en/research/phenomenological-research-on-education/international-symposium-on-phenomenological-research-1?set\\_language=en](https://www.erziehungswissenschaften.hu-berlin.de/en/allgemeine-en/research/phenomenological-research-on-education/international-symposium-on-phenomenological-research-1?set_language=en)



5<sup>th</sup> International Symposium on  
Phenomenological Research in Education

## Feeling – Emotion – Mood

Phenomenological and pedagogical  
perspectives

**01<sup>st</sup>-03<sup>rd</sup> of April 2019**

Humboldt-University of Berlin  
General Education/Philosophy of Education

Banquet Hall of the  
Humboldt-University of Berlin  
Luisenstraße 56, 10115 Berlin

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## Feeling – Emotion – Mood

### Phenomenological and pedagogical perspectives

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### Monday | 01.04.

<b>11:00 – 13:00</b>	Registration (Foyer in front of Banquet Hall, 2nd floor)
<b>13:00 – 13:45</b>	<b>Malte Brinkmann</b> (Berlin, GER) Welcome Speech: On Bildung and emotion (Banquet Hall, 2nd floor)
<b>13:45 – 14:30</b>	Keynote: <b>Daniele Bruzzone</b> (Milan, ITA) The Strength of Emotions and the Weakness of Feelings: Phenomenology of Affectivity as an Educational Challenge (Banquet Hall, 2nd floor)
<b>14:30 – 14:45</b>	Break
<b>14:45 – 15:30</b>	<b>Kiseob Chung</b> (Incheon, KOR) The relationship between 'humanity (Menschenwerden)' and emotion in Korean Confucian tradition (Banquet Hall, 2nd floor)
<b>15:30 – 16:00</b>	Break
<b>16:00 – 16:45</b>	Panel 1.1: <b>Norm Friesen</b> (Boise, USA) Learning, Moods and Atmospheres: A Phenomenological Video Analysis (Banquet Hall, 2nd floor)
	Panel 1.2: <b>Severin Sales Rödel</b> (Berlin, GER) Emotions and Negativity - Perspectives from Phenomenology and Theory of Learning (Room 144, Ground floor)
	Panel 1.3: <b>Robert Schneider-Reisinger</b> (Salzburg, AUT) Sketch of a critical-personal Theory of Emotions - Agnes Hellers thinking read as an educational Theory (Room 123, Ground floor)
<b>16:45 – 17:15</b>	Break
<b>17:15 – 18:00</b>	Panel 2.1: <b>Joris Vlieghe</b> (Leuven, BEL) Tiredness in education: Revisiting Buytendijk's anthropological physiology (Banquet Hall, 2nd floor)
	Panel 2.1: <b>Matteo Cacchiarelli</b> (Rome, ITA) Learning of and through e-motions. The educational specificity of the sports context (Room 144, Ground floor)
	Panel 2.3: <b>Wiebe Koopal</b> (Leuven, BEL) Moving the Flesh Emotional Intelligence between Education and Incarnation (Room 123, Ground floor)

### Tuesday | 02.04.

<b>09:00 – 09:45</b>	Keynote: <b>Tom Feldges/Sonia Pieczenko</b> (Lindsey, GBR) Educational Neuroscience (ENS) vs. Phenomenology - The problem of a limited explanatory reach (Banquet Hall, 2nd floor)
<b>09:45 – 10:30</b>	<b>Bas Levering</b> (Utrecht, NLD) On anger and the untenable steam engine model of emotions (Banquet Hall, 2nd floor)
<b>10:30 – 11:00</b>	Break
<b>11:00 – 11:45</b>	Panel 3.1: <b>Ursula Stenger</b> (Cologne, GER) Feelings as a basal dimension of the experience of reality-constitution. Explorations using the example of nature experiences/researches in some russian and german kindergartens. (Banquet Hall, 2nd floor)
	Panel: 3.2: <b>Elena Madrussan</b> (Turin, ITA) The mood of disquiet and education (Room 144, Ground floor)
	Panel 3.3: <b>Nazario Zambaldi</b> (Meran, ITA) E-MOTION – An "imaginative variation" (Room 123, Ground floor)
<b>12:30 – 14:00</b>	Lunch
<b>14:00 – 14:45</b>	<b>Zhu Xiaohong, Qiao He, Gao Jie</b> (Peking, CHN) Re-understanding Teachers' Love – In the Perspective of Max Scheler's Phenomenology of Emotion (Banquet Hall, 2nd floor)
<b>14:45 – 15:30</b>	<b>Markus Dederich</b> (Cologne, GER) Inclusion, emotion and disability (Banquet Hall, 2nd floor)
<b>15:30 – 16:00</b>	Break
<b>16:00 – 16:45</b>	Panel 4.1: <b>Jutta Ecarius</b> (Cologne, GER) Uncertainty of mothers in education: What feelings lead to semi-professional counselling and how are they dealt with? (Banquet Hall, 2nd floor)
	Panel 4.2: <b>Yanjie Chi</b> (Shenyang, CHN) The Emotions of Lived Experience in the Process of Group Teaching - a Lesson Study in Dulangkou Junior School in China (Room 144, Ground floor)
	Panel 4.3: <b>Konstantinia Antoniou/Vasiliki Karavakou</b> (Thessaloniki, GRE) Educating the vulnerable: Toward an emotionally responsive phenomenology in adult education (Room 123, Ground floor)
<b>16:45 – 17:00</b>	Pause / Break

<b>17:00 – 17:45</b>	Panel 5.1: <b>Tatiana Shchyttsova</b> (Vilnius, LTU) Between Real and Possible: Upbringing as an intellectual-emotional nourishment (Banquet Hall, 2nd floor)
	Panel 5.2: <b>Guiseppina D'Addelfio</b> (Palermo, ITA) Value-feeling and Moral Education: Pedagogical Remarks on Dietrich von Hildebrand's Phenomenology (Room 144, Ground floor)
	Panel 5.3: <b>Fernando Murillo</b> (Santiago, CHI) The affects of Bildung: notes for an analogical understanding of emotion (Room 123, Ground floor)
<b>19:00</b>	Conference Dinner (Weinhaus Habel, Luisenstraße 19, 10117 Berlin)

### Wednesday | 03.04.

<b>09:00 – 09:45</b>	Keynote: <b>Ralf Koerrenz</b> (Jena, GER) The breath and the heart. Phenomenological Perspectives from the Hebrew Paradigm (Banquet Hall, 2nd floor)
<b>09:45 – 10:00</b>	Break
<b>10:00 – 10:45</b>	Panel 6.1: <b>Birgit Althans</b> (Lüneburg, GER) Make the mood! On the mutual use of emotions from an anthropological and pedagogical perspective (Banquet Hall, 2nd floor)
	Panel 6.2: <b>Lars Wicke</b> (Munster, GER) Education as Being Affected and Becoming Affected - The Distinguishability of Education as a Specific Social Phenomenon (Room 144, Ground floor)
<b>10:45 – 11:15</b>	Break
<b>11:15 – 12:00</b>	Panel 7.1: <b>Kristin Westphal</b> (Koblenz, GER) "Affectus Humanos" - Affects in dance, theatre and education (Banquet Hall, 2nd floor)
	Panel 7.2: <b>Sang-Sik Cho</b> (Dongguk, KOR) The 'Non-Positional (nicht-thetisches) Consciousness' in the Phenomenology and the New Horizon of Learning (Room 144, Ground floor)
	Panel 7.3: <b>Edvin Østergaard</b> (Ås, NOR) The ontological re-reversal and the revaluation of students' experience (Room 123, Ground floor)
<b>12:00 – 12:15</b>	Break
<b>12:15 – 12:45</b>	Closing Discussion (Banquet Hall, 2nd floor)