

## Call for Papers

### Symposium at Humboldt-Universität zu Berlin

#### Phenomenological Research in Education and its Methodization and Systematization: A Contradiction?

**Date:** 27<sup>th</sup> – 29<sup>th</sup> of June 2013

**Place:** Auditorium im Grimm-Zentrum, Geschwister-Scholl-Straße 1-3, 10117 Berlin

Phenomenological research in education as a differentiated sub-discipline with a long tradition is based on the understanding that the matter (or: *die Sache*) and the approach to the matter are inseparable (Waldenfels 1992). The aim to rehabilitate pre- and non-scientific forms of meaning is combined with a distinct mistrust towards scientific methodization and objectivation – an attitude deriving from Husserl's *Krisisschrift* (Husserl 1950). The phenomenological approach can be traditionally characterized as a certain "manner or style" (Merleau-Ponty 1974), a way of discovering boundaries in our experience without abandoning certain scientific standards of research. Whether phenomenology succeeded in taking the phenomenological reduction (*Reduktion*) as an operative term (Fink 2004) to a third way between objectivism and psychologism in science is still to be discussed. Given the range and diversity of phenomenological research, this open question is difficult to answer (Brinkmann 2010). As a result the field of phenomenological research is constituted by tensions between openness and plurality in the approaches taken on the one hand, and a firmly phenomenological operation on the other hand.

Educational Science (Erziehungswissenschaft) as both pragmatic and theoretical discipline tries to reflect in a phenomenological perspective on the fact that the phenomena of education and learning occur historically and systematically prior to their scientific modelling. This difference has to be reflected in phenomenological theory and research in education. In recent decades social and socio-theoretical desiderata of the phenomenological method built the centre of research interest (Lippitz 1980/1993, Meyer-Drawe 2008). Nowadays, the field is dominated by open questions connected to the empirical reconstruction of educational experience. The "theoretical-empirical" conceptualization of phenomenological research in education is based on a long tradition: from grounded theory methodology (Glaser/Strauss 1967) to participating observation and participating experience (Beekmann 1984), to hermeneutic-phenomenological field research (phenomenology of practice, van Manen 2007) and phenomenography (Marton/Booth 1997) to phenomenological-ethnographic approaches (Stieve 2012, Brinkmann 2011) and phenomenological research based on vignettes (*Vignettenforschung*, see Schratz et al. 2012). Research practice is characterized by tensions between the methodization of empirical approaches and the "naïve" description of (presumably) genuine experience (natural attitude, *natürliche Einstellung*) deriving from the lifeworld.

Within the symposium at Berlin Humboldt-Universität we will critically discuss the problems mentioned above: Phenomenological research in education between methodization and systematization. We specifically invite contributions which address one or several of the following issues:

- Systematic and historic reconstructions of phenomenological research in education and/or of the relation between philosophical and educational phenomenology
- Critical examinations of international discourses on methodization and systematization in phenomenological Educational Science
- Empirical reconstruction of pedagogical or lifeworld-based experience. The empirical approach should be conceptualized and reflected in the perspective of phenomenological theory and reduction (Husserl: *Reduktion*)

We would like to invite you to take part in our phenomenological symposium and we are looking forward to your contribution. Please send a short abstract of your contribution (max. 3500 characters) to:

**Prof. Dr. Malte Brinkmann, Allgemeine Erziehungswissenschaft, Humboldt-Universität zu Berlin (malte.brinkmann@hu-berlin.de).**

The abstract should be handed in by **30<sup>th</sup> of April 2013**. Speakers will be informed by 15<sup>th</sup> of May 2013 and further details will be passed on.

For questions on accommodation or hotel reservations, please contact:

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