

Call for Papers

Phenomenology – Pedagogy / Pedagogy – Phenomenology

3rd International Symposium on Phenomenological Research in Education

Humboldt-University Berlin

24th – 26th September 2015

Location: Auditorium, Grimm-Centre, Geschwister-Scholl-Straße 1-3, 10117 Berlin

The symposium „Phenomenology – Pedagogy; Pedagogy – Phenomenology“ raises the questions of commonalities and differences with respect to the concepts, the relation and the research possibilities of pedagogical practice and phenomenology. The guiding idea for the 3rd international symposium on phenomenological research in education is to discuss the productive elements of the relation between pedagogy and phenomenology. In addition to this, the different and common disciplinary and practical points of reference are brought to discussion. The symposium also aims at contributing to the analysis and systematization of different traditional and contemporary models and approaches within the German-speaking and international community of phenomenological research in education and pedagogy.

The initial idea for carrying out a symposium on this topic is the fact, that there has been a long tradition of pedagogical reference to philosophical thinking. This relation and exchange is coined by discontinuities and crises in modern and late modern times. This precarious and asymmetrical relation can also be drawn between pedagogy and phenomenology, considering the multiplicity of approaches within phenomenological pedagogy. This might be due to the fact that pedagogy is situated between lived education (“Lebenslehre”, Eugen Fink) on the one hand and autonomous science of education on the other hand. This has given the discipline an uncertain status from its very beginnings on (Tenorth 2004). However, it seems evident that pedagogical practice and pedagogical theory do not merge seamlessly into phenomenology, also phenomenological thinking and research do not merge into pedagogical practice and educational research. The specific logics of pedagogical practice and educational reflection within the context of disciplinary terms (“einheimische Begriffe”, Herbart), normative (educational) anticipations and transformative experiences in learning seem to play a major role in the relationship between phenomenology and pedagogy.

Phenomenology as a philosophy of experience (Waldenfels 1992), a philosophy of practice (van Manen 2007) or *in* practice (Depraz 2012) has ever since its beginnings drawn close connections to pedagogy and educational research. Within this fruitful collaboration, pedagogical experiences are described in their structures (Heinrich Rombach) and as basic elementary phenomena (Eugen Fink). They are also explored within communication (Klaus Schaller), learning (Werner Loch) or re-learning (Günther Buck), within intercorporeal experiences (Käte Meyer-Drawe) as well as in anthropological (Martinus J. Langeveld) and lifeworld experiences (Wilfried Lippitz, Max van Manen). Furthermore, this variety of phenomena is collected in a theoretical and conceptual way and described in a qualitative-empirical way (see Lippitz 2003, Brinkmann 2011). Taking this together, phenomenological pedagogy is able to present an impressive amount of analyses on pedagogical phenomena. However, a clear theoretical distinction to the phenomenal field of the humane and the Humanities is still to be made, as well as a consequent and pedagogical analysis and compilation (Rombach 1979, p. 141). In addition to this, the field and discourses of phenomenological research in education have been widened. Today, there are numerous references and connections being made to the field of pedagogy, especially from the fields of aesthetic education, embodiment theory and neuroscience.

We would like to invite you to take part in our phenomenological symposium and would be most delighted if you contributed with a talk.

We specifically invite contributions which address one or several of the following issues:

- Systematic reflection on the relation “Phenomenology – Pedagogy” (and vice versa)
- Presentations of current research projects illustrating and reflecting this relation
- Historical reconstruction of approaches and models within phenomenological research in education
- Critical discussion of international (and national) discourses on or within phenomenological research in education

Please send a short outline of your contribution (max. 3500 characters) to **Malte Brinkmann** (contact details below).

The outline should be handed in by **30th April 2015**. Speakers will be informed 15th May 2015 and further details will be passed on.

Prof. Dr. Malte Brinkmann
Allgemeine
Erziehungswissenschaft
Humboldt-Universität zu Berlin
Unter den Linden 6, 10099
Berlin (malte.brinkmann@hu-berlin.de)

For questions on accommodation or hotel reservations, please contact:

Frau Cosima Fanselow, Tel.: (030) 2093-4092/1632, Fax: (030) 2093-4092,
E-Mail: cosima.fanselow@rz.hu-berlin.de.
Postal Adress: Unter den Linden 6, 10099 Berlin, Deutschland/Germany

References:

(Vgl.: Brinkmann, Malte (2011): Pädagogische Erfahrung - Phänomenologische und ethnographische Forschungsperspektiven. In: Breinbauer, I. Maria/Weiß, G. (Hg.): Einsätze theoretischer Erziehungswissenschaft. Würzburg. S. 61–78.; Depraz, Natalie (2012): Phänomenologie in der Praxis. Eine Einführung. Freiburg, München.; Lippitz, Wilfried (2003): Phänomenologische Forschungen in der deutschen Erziehungswissenschaft. In: Lippitz, W. (Hg.): Differenz und Fremdheit. Phänomenologische Studien in der Erziehungswissenschaft. Frankfurt am Main. S. 15–42.; Rombach, Heinrich (1979): Phänomenologische Erziehungswissenschaft und Strukturpädagogik. In: Schaller, K. (Hg.): Erziehungswissenschaft der Gegenwart. Prinzipien u. Perspektiven moderner Pädagogik. Bochum. S. 136–154.; Tenorth, Heinz-Elmar (2004): Erziehungswissenschaft. In: Benner, D./Oelkers, J. (Hg.): Historisches Wörterbuch der Pädagogik. Weinheim [u.a.]. S. 341–382.; van Manen, Max (2007): Phenomenology of Practice. In: Phenomenology & Practice. Jg. 1. H. 1. S. 11–30.; Waldenfels, Bernhard (1992): Einführung in die Phänomenologie. München.)