



Call for Papers

Realities - Phenomenological and Pedagogical Perspectives

6th International Symposium on Phenomenological Research in Education
Humboldt-University of Berlin
15th –17th September 2022

The experiences during the Corona pandemic have made it clear that the relationship between sciences, life-worlds and social and political realities is uncertain and ambivalent. Current phenomena such as the increasing digitalization and algorithmicization of the life-world, its increasing scientification and the simultaneous "post-factual" relativization of scientific knowledge, as well as the globalization and medialization of interpersonal relationships, can be described as a crisis of reality or realities. Experience, evidence, access to and conveying these realities seem equally questionable. In this context, pedagogy is not only confronted with the question of how realities (e. g. in online teaching) can be experienced and communicated to others and how they can be made pedagogically accessible so that learning and education can become possible. Rather, the question of how to convey ways of accessing reality and truth once again seems to be the center of pedagogical aspirations.

The questions as to what is real, what is given, what is evident, and what is true are among the key problems of phenomenology. Starting from Husserl's renunciation of idealism, his critique of the "natural attitude" and his turn towards experiential, perceptible reality, via Heidegger's opposition to scientific-technical models of factual correctness, Merleau-Ponty's emphasis on interpersonal experiential reality, Eugen Fink's analyses of social practices in the horizon of a mundane cosmology and the "real unreality" of play as well as Marion's analyses of the given to neurophenomenological investigations combining embodied and mental modes of experience – the question of the constitution of the given, or rather of the phenomenon (the question of what shows itself or how it shows itself to us), is at the center. Phenomenological thinking and research remain focused on the possibilities and limits of the

experience of reality as world. In contrast to positivist and empiricist theories, phenomenology considers reality as an ambivalent space of experience between immanence and transcendence, facticity and possibility, formation and transformation. Questions of the constitution of reality are closely connected to the concept of experience, field-theoretically connected to the concept of life-world and methodologically connected to the method of reduction. Since Husserl's work on *The Crisis of European Sciences*, Heidegger's destruction of the European history of being (Seinsgeschichte), and finally since postphenomenological deployments, e. g. embodiment theories, the question of reality also includes a critique of instrumental scientism, leading to a rehabilitation of life-world doxic, lived-bodily, and pre-predicative experiences.

This also applies to phenomenological pedagogy, which is theoretically, methodologically, and practically concerned with the constitution of realities within the experiences of learning, Bildung, and education, as well as with the subjects and materialities and their media in pedagogical institutions. Phenomenological pedagogy explores the life-world and lived-bodily modes of experience as well as the educational and didactic practices of conveying this approach to reality. Pedagogical questions of mediation are discussed and studied within the horizon of different pedagogical approaches, such as didactics, methodology, media pedagogy, and aesthetic education. Especially in the aesthetic and digital field, experiences of reality are caught up in the tension between reality and virtuality, or reality and un-reality. Phenomenological approaches try to explore the ways of experiencing life-worldly, medial, digital and social experiences in a qualitatively meaningful, empirical and experience-oriented way and thus to offer alternatives to positivistic, scientific, idealistic, or psychologistic approaches.

Contributions are invited for this year's symposium that examine the constitution and the modes of experience of realities

- in a phenomenological and pedagogical perspective, especially in historical, anthropological, philosophical, neuroscientific or socio-scientific perspectives,
- from the perspective of theories of Bildung, education, or learning,
- that problematize these perspectives from the point of view of a pedagogical ethics,
- that specify them more precisely for the experience in learning, education and Bildung,
- spell them out interculturally or transculturally,
- in pedagogical spaces and institutions or
- in digital, virtual and aesthetic spaces,
- specify subjects, materialities and mediums of learning and Bildung,
- explore subjective experiential realities between consciousness and corporeality,
- investigate in didactic contexts or in fields of professionalization.

The symposium will again be held exclusively in English.

We cordially invite you to participate and look forward to your contributions.

We ask you to send an **exposé** of no more than **3,500 characters** in English **until the 15th April 2022** to:

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Selected contributors will be notified no later than May 31, 2022.

The actual format of the symposium (presence or online format) will depend on the pandemic situation and the requirements of the Humboldt-University. You will be informed about any news on detailed conference plannings early on.

Current information can be found here:

<https://www.erziehungswissenschaften.hu-berlin.de/en/allgemeine-en/research/phenomenological-pedagogy/international-symposium-on-phenomenological-research-1>

The contributions of the symposium will again appear in book-format in the series "Phenomenological Educational Science" <https://www.springer.com/series/13404>.