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(Eds.)

TACIT
DIMENSIONS
OF **PEDAGOGY**

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edited by
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Anna Herbert and
Anja Kraus

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Introduction

This publication has emerged from a symposium held in Berlin on Tacit Dimensions of Pedagogy in March 2011.

The symposium dealt critically with the actual tendency to take for granted that reflection as an important dimension of pedagogy and pedagogical efforts produces a “consciousness” which implies that our experiences can be fully grasped on a cognitive level. Moreover, pedagogical theories and practices mostly argue in a normative way, often referring to empirical research based on the concept of quantifiable competences, a measurable output or the like. Especially, from the phenomenological perspective, this view is not completely acceptable. Reflection here is regarded as a “secondary experience”, ciphered out from a basic pre-reflexive multiplicity, e.g. of experiences. Thus, finding ourselves in a concrete situation, we tend to complete our actual experiences by reconstructing the invisible sides of the situation, realizing the unsaid as it is revealed by the explicit, by focusing on issues read between the lines. In doing so we often recur to a corporally conveyed experiential knowledge whenever we want to decide whether or how something makes sense to us. All this can be regarded as a tacit side in pedagogical practices and processes. Beside explicit decisions concerning pedagogical measures, social settings, subjects, schedules, didactical tasks a.s.o. the implicit meanings of spoken and written statements and the tacit expressions and contextualizations of body-communication and -interaction play a central role in pedagogical situations. This is also true for aesthetical frames, for the objects and for other un verbalized resources and limitations of certain commodities, tools and architectural environments. These aspects constitute a sort of incidental scenery that might grant pedagogical interventions and support ways of teaching and learning or might also inhibit them.

Besides learning, the sketched issue also concerns the question of how to develop or gain competencies and not at last literacy respectively *Bildung* and with this the ethical, political and emancipatory dimensions of education.

The aim is thus to provide an innovative theoretical framework for the democratic and emancipatory development of education. The argument is that the main aim of the enhancement of self-development as the fundamental goal of education is to clarify to which extent especially implicit influences constrain or empower learners and teachers in understanding, transcending and creating the world. For this aim at first the distinction between implicit and explicit phenomena has to be clarified in theoretical as well as in empirical regards. The same is true for the possibilities to document them. Thus, methods to analyze implicit or tacit processes as mentioned

above as well as to analyse the relations between them are to be explained, discussed and developed further.

The development of methodical procedures appropriate to bring out pedagogically – in a wider sense anthropologically – effective factors that are normally invisible or hidden may correspond to certain artistic practices, or may also be inspired by them. Therefore, this volume starts with a short hint on the explorations of the artist *Anna Jakupovic* on a topic of social relevance.

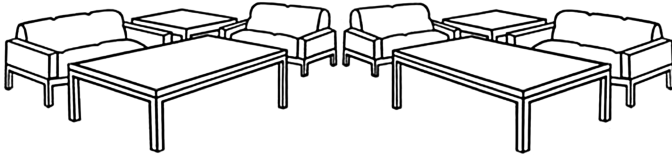
Christoph Wulf presents the concept of mimesis as a modus of participating actively in a spectacle, of handling differences and of embodying movements of others. His case study brings out that even ritualised physical performances to a large extent create their own rules. The participants of these performances join in these practices in a mimetic process, on the one side by drawing to previously acquired schemata and bodily techniques and on the other side by developing them further. By doing this, they create a ritualised group relation. *Andrea Sabisch* offers a thesis that could be related to Wulf's argumentation by stating that aesthetic experience, rather than being only one mode of experience among others, even forms the basis for all kinds of experience. According to this thesis, based in bodily phenomenology, the central learning principle "transforming by responding" is worked out: When we attentively respond to something which affects us, an aesthetic self-formation is initiated. The application of this principle is widened to qualitative empirical research. *Anja Kraus* deepens the phenomenological interpretation of learning as transformation by sketching some of its empirical basics, referring to a means of instruction, the "Sensitive Threshold". Especially digital media make it possible to juxtapose films, images, texts, audio-media already at hand, to combine them and to proceed with them. Here, information is not only mediated multimodally, respectively through different sensory channels, they can also be recalled multimodally, by movements and even in a tactile way. *Norm Friesen* unfolds a hermeneutic and phenomenological approach to learning by investigating the procedure of animal dissection in the classroom, comparing it with its replacement by the use of online simulations. By means of this comparison aspects of a simulation in its relationship to embodied experience are worked out. Friesen shows the considerable significance of these educational aspects that normally remain tacit, respectively repressed in pedagogical settings. By referring to objective hermeneutics *Bernd Hackl & Sandra Hummel* analyze a short passage of verbal and corporal interaction between a teacher and her students. At first "acting as a friend" the teacher introduces a new topic as if it were a special present to the students. As the students take her at her word, she proceeds the lesson in a strict manner. These verbal and corporal messages are obviously transmitted in very

short spans of time, they are beyond consciousness and have the effect of assuring their “tacitness”. Looking at the effects of implicit temporal and spatial dimensions in the so called “open” classroom interaction of students *Sabine Reh & Kathrin Berdelmann* work out how social positions are created within a process ultimately cooperative. Focusing on the implicit effects of the interplay between certain spatial and temporal elements, the study shows that flexible spatial arrangements and the pedagogical idea of allowing for the “subjective” time of learners give raise to power and privileged positions amongst the pupils. *Jürgen Budde*’s contribution starts from the critique of ethnography as simply being subjectivistic or only describing research strategy. To answer this critique, he suggests a systematic distinction of two modes of interactions, “routine” and “breach”, to analyze the sorting function of practices in school. He describes an example of interaction showing “routines” as a flexible and wide range of varieties. On the contrary the “breach” marks a fundamental break attended by stable, confronting and non-routinised practices.

Bosse Bergstedt, Anna Herbert,
Anja Kraus and Christoph Wulf,
January 2012

me

you



world

anna jakupovic

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Pedagogical Approaches to Learning

