

NECESSITY AND NON-NECESSITY OF PROFESSIONALS IN THE CLASSROOM

A RESEARCH PRESENTATION

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ABSTRACT

Transformative learning can occur as an adaptive reaction to critical life events. But as pedagogical professionals we prefer to give rise to situations wherein processes of transformation are initiated. We argue transformation is an intersubjective phenomenon. We have to take into account its triadic structure when analyzing transformation. If transformation arises in form of bringing the self and the world together (Neubauer/Lehmann 2017), we assume that this can be facilitated by a third party instance. Learner and educator are two positions of a dynamic inter-relation with different but nevertheless interdependent characteristics. Against the background of transformative learning the questions of how dynamics between these two positions can provide a fertile ground for transformation arises. If transformation initially has to deal with falsification we demand an accompanied falsification which constitutes pedagogically relevant situations, speak of learning companionship.

The study tried to find out about certain figurations of the other through pedagogical efforts. We implemented our study in a university class of bachelor students. The assumption was that aspects of facilitation, companionship and connection between content and lecturer can be seen as one opportunity for transformation. The results of the study can be summarized in three different kinds of reference: 1. identification (a) dependance (b) subsumtion), 2. generating distance and 3. Being influenced. Pedagogical professionals function as companions but crises still occur regardless of the pedagogical effort that was applied before.

SELECT REFERENCES

Neubauer, T./Lehmann, A. (2017): Bildung as Transformation of Self-/World-Relations, In: Laros, A./Fuhr, T./Taylor, E. (Eds.): Transformative Learning meets "Bildung". Sense Publishers B.V.

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