

Nordic Summer University

Symposium 2017: Learning and Bildung in a time of globalization – a need for interphilosophical thinking from a Nordic perspective

24-26. March 2017 Copenhagen at The World Culture Centre.

CALL FOR PAPERS

Background and scope

The aim of the symposium is to discuss education, learning, edification and cosmopolitics in light of globalization, cultural diversity, world citizenship, alterity, heterological thinking and new concepts of peace and cultural sustainability, both from western and non-western perspectives.

Themes

Below are five major themes, which will be used as starting points. Papers dealing with one or more of these themes are highly welcomed.

Theme 1. Global/world citizenship and intercultural and transcultural education

Many contemporary educational thinkers emphasize the importance of global citizenship and intercultural and transcultural Education. Wolfgang Klafki has for example argued for a form of edification for global citizenship, stressing that critical-constructive edification has to take into consideration global and epochal key problems and challenges as peace, mutual global understanding, ecological and technological challenges.

Theme 2. Otherness, plurality and difference: educational models of alterity

Otherness, plurality and difference: However, the fact that we live in a postcolonial, late modern, or maybe even post-modern era that questions the Dialectics of the Enlightenment, complicates attempts to develop modern ideas of edification related to global citizenship. Many contemporary thinkers have argued that we first now are beginning to realize that there are not only one rationality but many. Such themes have also found their way into educational theory. For example, Biesta inspired by various postmodern thinkers argues that the main issue in educational theory today is how we can respond responsively to, and how we can live peacefully with what and who is *other*.

Theme 3. Dialogue with non-western thinkers, ideas, thought, developing heterological thinking

Nevertheless, most of these contributions (Biesta, etc.) are primarily developed within one cultural framework, one rationality so to speak. Biesta and others claim that we have to understand Education, Bildung, and Learning in new ways, more transcultural, more interactive, more dynamic, more open, more trans-human, more world-orientated and so forth. However, Biesta and others refer only to Western ideas, thinkers, and thoughts, and therefore there seems to be a performative contradiction or at least a contradiction between what is said, the way it is said, and how one becomes able to say it. We want to argue that non-western thinking somehow is still an “un-thought,” a black hole, in contemporary thoughts about global education, despite good intentions. Biesta and others want us to appreciate intercultural education, intercultural edification (Bildung), world-orientated education, plurality, and difference and so forth, but they do not interact or think in dialogue with non-western thinkers, ideas, thought, and concepts.

Theme 4. Creation of alternative, cultural sustainable and peaceful educational orders

The notion of “reality” mentioned above should not only be seen as including “present actuality” of different worldviews. Reality includes in our understanding not only actuality and the given “orders” which situates that actuality. It also includes both conceivable and non-conceivable (from the perspective of the given order) potentialities. These potentialities, however, are *real* as they can function as motivating possibilities and are therefore crucial in relation to transformation and/or creation of alternative educational orders. This point is central in debates on educational policy and institutions as this means that policy is not only possibilities in given educational orders (and the larger orders the educational orders are embedded in). The notion of reality also opens up for questions regarding how orders (at different levels) emerge and disappears – educational politics are therefore also closely related to issues regarding aesthetics and the structures which allow and disallows different forms of “educational worlds.”

Theme 5. Institutional transformations of educational institutions, organizations, and structures

This will be helpful for explorative, action-oriented research into how the insights mentioned in theme 4 can be combined with institutional transformations of educational institutions, organizations, and structures. This can, for example, be development of new cross-disciplinary, cross-institutionalized and non-formal social forms of learning and edification processes.

Application

We invite practitioners, scholars, as well as students interested in the topic to propose papers on any aspect of the concept of “Learning and Bildung in time of globalisation”. You are welcome to apply with an abstract of about 350 words, to be submitted to j.garsdal@gmail.com or mpaulsen@sdu.dk.

Deadline for abstracts is 20/01-2017. Please cite name and affiliation in the e-mail.

It is also possible to attend without presenting a paper. If you wish to do so, please write to j.garsdal@gmail.com or mpaulsen@sdu.dk

Location

The symposium will take place at “The World Culture Centre” (<http://vkc.kk.dk/event/world-culture-centre>) in Copenhagen the 24 - 26th of March 2017. It will be arranged by Nordic Summer University, in collaboration with The World Culture Centre.

Accommodation and fees

Each participant is expected to pay a fee of 300 DKK. Once you receive confirmation that you’re proposal has been accepted you will be given more information on how to pay the fee.

Fee covers expenses for lunch Saturday and Sunday, coffee breaks and reception Friday evening.

Participants should apply to their institutions, Art Councils, local foundations or other possible sponsors to have their travel and accommodation cost covered. Those not affiliated with an institution may apply NSU for travel funding.

Organisers

Michael Paulsen, Associate professor, Department for the Study of Culture, University of Southern Denmark.

Jesper Garsdal, Associate professor, Department of Learning and Philosophy Aalborg University Denmark.