



Bildungsprozesse in pädagogischen Begegnungsräumen

Irritationen als Bildungspotential im Rahmen
der Organisation von interkulturellen Tandems

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Peter Stammerjohann

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Die Ambivalenz globaler Veränderungen und soziokultureller Bedingungen evozieren Unsicherheit. Hierbei fordert weniger das medial diskutierte Fremde als vielmehr die Phänomenologie des Fremden heraus, die im Mikrokosmos sozialer Begegnungen sichtbar wird und das Selbst zum Überdenken der eigenen Selbstverständlichkeiten auffordert. Die gesellschaftlichen Wandlungsprozesse haben auch Konsequenzen für die schulische Bildung, die kreative Antworten auf neue Herausforderungen finden muss und Explorationsräume bereitzustellen hat. In dieser Arbeit wird eine qualitative Studie zu einem Mentoring-Projekt vorgestellt, in dem die Reflexionssitzungen für die studentischen Mentorinnen einen solchen Raum eröffnen.

Peter Stammerjohann studierte Grundschulpädagogik an der Freien Universität Berlin. In diesem Rahmen absolvierte er ein Auslandssemester an der Marmara University in Istanbul mit den Fächern Anthropologie und Soziologie. Zudem erhielt er Stipendien für mehrmonatige Projektaufenthalte in Griechenland sowie Rumänien. Peter Stammerjohann arbeitet als wissenschaftlicher Mitarbeiter an der FU Berlin.

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Preface to the publication

Bildungsprozesse in pädagogischen Begegnungsräumen. Irritationen als Bildungspotential im Rahmen der Organisation von interkulturellen Tandems. (english translation of the title: Processes of Bildung in pedagogical contact zones. Crises as potential for Bildung within the framework of the organisation of intercultural tandems)

by Dr. Ingrid Kellermann

The publication “Bildungsprozesse in pädagogischen Begegnungsräumen. Irritationen als Bildungspotential im Rahmen der Organisation von interkulturellen Tandems.” (Processes of Bildung in pedagogical contact zones. Crises as potential for Bildung within the framework of the organisation of intercultural tandems.) relates to a qualitative study on mentoring, which was conducted in the framework of a teacher training program for primary school. The mentoring project is in cooperation between a German university and an inner-city primary school. Students - usually novices in their profession - form a tandem as a mentor with a child of primary school age (the mentee), for whom they assume responsibility over a period of eight months. Together they undertake afternoon activities once a week and design a portfolio of their shared experiences.

The author approaches the subject matter in a cross-disciplinary manner by considering anthropological, phenomenological and Bildung-theoretical dimensions of mentoring. By referring to discourses in educational science, the author elaborates a transformational concept of Bildung that is relevant to his study. In this context, the potential of crises gains importance, as does the experience of the alien, which the author, following Waldenfels, understands as a movens and opportunity for transformation. This is because through crises and the demands of the mentor, educational processes can be initiated and new answers to one's implicit assumptions can be found.

For through crises and experience of the alien (Waldenfels 2011), processes of Bildung can be initiated and new answers to one's own self-evident can be found. Using the example of the experience of linguacultural diversity in the context of mentoring, the author illustrates how, based on the reconstructive social research (documentary method), moments of crises and experiences of alienness can be identified, interpreted and thereby be made accessible for reflection.

The qualitative-empirical research project focuses less on the mentees who are selected by the primary school. Rather, the author turns his gaze to the experiences of the mentors, whose pedagogical expertise is, on the one hand a prerequisite, on the other hand, is first developed during the course of their studies. Thus, the mentoring project offers a variety of opportunities on many levels, such as in dealing with the family, situations as a tandem, or linguistic and cultural differences. These are occasions for the prospective teachers to experience crises and to question the familiar standards of orientation. Space for a reflective examination of the experience is provided within the scope of the mentors' accompanying seminars with their coordinator (the author of the publication and a former mentor himself). Here, the mentors address the topics relevant to them and exchange their perspectives in a discursive manner. The reconstructions of selected excerpts from group discussions between the mentors are interpreted in a sensitive and methodologically differentiated way. They refer to the fluidity of experiences of Bildung, which, even with intensive planning, do not always provide the (expected) answers to life that could spare us from mortification or crises.

The special insight value of the present study lies in its multi-perspective approach, insofar as the author sees mentoring as an educational opportunity within the (organisational) framework of the teacher training program and derives conceptual suggestions for mentoring as well as for university teaching.

Introduction

Why should we want to know a stranger
when it is easier to estrange another?
Why should we want to close the distance
when we can close the gate?
(Toni Morrison 2017, p. 38)

(Morrison, Toni (2017): *The Origin of Others*. Harvard: Harvard University Press. 8th edition.

Morrison's quotation reflects the ambivalence and conflictuality of societal-global changes that affect all spheres of existence (cf. Brown 2015). The old narratives and the firmly held socio-cultural framework, including its norms and values, now have only limited validity. With the overcoming of boundaries and the opening up of spaces (mobility, artificial intelligence, digitalisation, etc.) new possibilities are emerging - whether these are seen as opportunities or risks depends on the viewpoint of the observer. This also applies to the compression of time: the progressive automation of many areas of work, the technologisation and the „Vermessung der Welt“ [“measurement of the world”] (Kehlmann 2008) are changing people's everyday practices. Not least, the standardisation of the education sector suggests that there are unambiguous answers to unquantifiable questions.

Change is an open process in which options for new structural frameworks, worldviews and lifestyles are inherent. A viable future, however, depends on learning to deal with indeterminacy, imponderability and the alien, and to develop creative abilities to find new answers. The world of education is also particularly affected by this change. With reference to Schleiermacher, the question of “Was will eigentlich die ältere Generation mit der jüngeren?“ [“What does the older generation actually want with the younger?”] is more urgent than ever (Ecarius 2008, p.22). How can we prepare student teachers for their future tasks as teachers and students for life in society?

We are still inexperienced in overcoming the monolingual habitus (Gogolin 2010) in our educational system. We have little experience in dealing with multilingualism and intercultural exchange or other, less familiar perspectives. The broad spectrum of institutional creative freedom must at least be questioned and adapted to new circumstances. In addition to knowledge transfer, the main issue is to rethink relationships between teachers and students. The mentoring project discussed in this paper provides the opportunity for this.

In the first chapter, the connection between the *mortification of mankind* [Kränkung der Menschheit] and the crises *of man* [Irritationen des Menschen] is first considered. The perspectives from the macro to the micro level reveal commonalities of a *primordial human phenomenon*, which forces one to (re)think and holds potentials to change one's image of the world and oneself. In scientific discourse, this arises not least from the experiences of the alien, which points to the performative dimensions of progression and Bildung of the human being. In the second part of the work, an example of a moment of crises and its inherent potential for Bildung introduces the context of this work before unfolding the theoretical framework. Here, the focus is first placed on the concept of *mentoring* [Mentoring] and variations, forms and levels of mentoring are outlined. Considerations regarding a *transformative concept of Bildung* [(Transformatorischer) Bildungsbegriff] (Koller 2014, 2018) as well as *experiences of the alien* [Fremderfahrung als Chance für Bildungsprozesse] (Waldenfels 1997, 2011) conclude the second chapter.

The third chapter unfolds the methodology that can be used to examine moments of crises in the context of mentoring. It includes the video-based data collection of the group discussions, the data processing of the previously collected audio recordings of the group discussions from 2012/13 and 2013/14, and the video material from the current mentoring project 2018/19.

The data analysis follows the documentary method (Bohnsack 2014). In the third, empirical part of the paper, moments are identified and interpreted from the first two group discussions of the 2018/19 cycle in which crises lead to a particular density in the discourse. The examples represent different phases of the project: the preparation phase, the kick-off party, and the first mentor meeting after the tandems have spent a few weeks of afternoon activities together.

The first group discussion is about conceptual images that the mentors load with meanings and mentally prepare themselves for their first encounter with the mentee. "*The so-called "worst-case scenario"* [„Das sogenannte Worst-Case-Szenario“] is a conceptual image that the group imbues with meaning on the basis of a text, without this occurring in the text. In the discourse, individual orientations become visible, which are charged with expectations of themselves and the unknown mentee until they get to know each other. The *caesura* [Zäsur] is the kick-off event [Startfest], when the curtain raises and imagination and reality meet. Here, expectations can either be fulfilled or disappointed. This is discussed at the second mentor meeting, „*(V)Erfahrenheit – The Real Worst Case*“ [“(V)Erfahrenheit - The Real Worst Case"]. Only during the meeting does it become clear to all students that it has occurred: the real breakdown of a tandem relationship. The reconstruction elaborates the way in which the mentors support each other in the discourse and stimulate (re)thinking. Following the presentation of the excerpts from the data material, the results of the study are discussed by considering the question of what insights can be derived from the interpretations of moments of crises (chapter *Diskussion der Ergebnisse*). In the chapter *From the Dyad to the Triad - Relationships of the Participants* [Von der Dyade zur Triade – Beziehungen der Beteiligten], the focus is on the complexity of the pedagogical relationships in the mentoring project, which goes beyond the mentor-mentee relationship. The findings of the study provide valuable indications for the development of an approach, which are taken up in the chapter *Reflective Exchange and (Creative) Response to the Alien* [Reflexiver Austausch und (kreatives) Antworten auf das Fremde]. The conclusion is the summary, which is a meta-reflection that captures the key thoughts about the study.