

Abstract

Understanding Born in the Resonant Space of Embodiment. An anthropological and ecological sketch

Prof. Dr. Wilfried Sommer

Institut für Fachdidaktik an der Alanus Hochschule

Due to the social movement Fridays for Future climate change has arrived at the center of the affluence society. The future is our concern, the demand for changing mindsets and behavior frequently underlined. But, what does it mean to deal with these challenges in an appropriate and sustainably way in school education? First of all, the contribution will refer to Pelluchon's work on a New Enlightenment. Her endeavor is to regenerate rationalism and to imbue it with esteem and appreciation. For this, the progression of knowledge building has to be performed in a participatory way. Teaching and learning have to be both reconsidered and specified. Pelluchon's term transdescendence will serve as a starting point and open an ecological as well as epistemic perspective which can be adapted and applied to Middle and High School education. Secondly, examples will be discussed that try to cope with these challenges. The outline of a first sketch will be presented: The earth's mantle of air in relation to filling a syringe, an aesthetic approach to gravity, and an introduction of the atom, not only as a part that makes matter up, but as a localized system constructed in appropriation to the interaction with its environment. This outline will not focus on physics in detail, it will focus on a connectedness between a center and its environment and how to deal with it in a dialogical framework. The "center-environment-connectedness" suggests different perspectives, a centric and an external or eccentric one. The learner as an embodied human being resonates with these perspectives, thereby relating to the body he/she/they is and the body he/she/they has. In a next step this anthropological reference will be discussed. How might an understanding born in the resonant space of embodiment look like? Might this be an answer to the need of changing mindsets and changing behavior? Are these questions still adequate and applicable if, up until now, High School students only prepare for their university entrance exams using a 3rd-person-perspective?