



Postphenomenology and Technologies Within Educational Settings (Contributions to the volume, edited by Markus Bohlmann and Patrizia Breil)

CALL FOR PAPERS

Series Postphenomenology and the Philosophy of Technology
Edited by Robert Rosenberger

Digital technologies are becoming smarter, more social, more regulatory, and we are relying more and more on their rationality even in highly protected areas. Thus, our lives, our lifeworlds and the way we communicate, learn, socialize and educate ourselves and others, change alongside the development of advanced technologies (Ihde, 1990, 2009). Philosophical reflections on technology can focus these changes and critically question their significance for what it means to be human. Postphenomenological inquiries examine the particularities of relations between humans and technology based on the premise that technologies *mediate* experience and therefore shape our understanding of the world or open up new realms of perception (Verbeek, 2016). Humans and technologies are constituted by means of their relation. Starting from specific tools or technologies, postphenomenology reflects theoretical conceptualizations against the backdrop of real-life application scenarios, it can also be used as a methodology for empirical studies in the field of education (Rosenberger & Verbeek, 2015).

In the course of the last few years, digital technologies have become an increasingly important topic in the context of education (OECD, 2021). A key question is how education in general and educational institutions need to change in the light of digitalization. In addition to infrastructural changes and ethical challenges related to data privacy, the research emphasis lies mostly on didactical questions concerning the effective use of digital media in educational settings (Rummler et al. 2020). Postphenomenological research can make an important contribution to this field and open up new perspectives on teaching and learning both in and beyond the classroom. Fruitful fields of research can be, but are not limited to, questions concerning education and self-formation through human-

technology-relations, the different meanings of digital technologies for pedagogical practice depending on their situational usage or the general role of technological mediation in education.

Our aim for the volume is to assemble interdisciplinary contributions that shed light on digital technologies and their meaning for educational settings from a postphenomenological perspective. Thereby we want to further encourage the international discourse on postphenomenology and its usefulness for related disciplines such as educational science and cross-curricular, didactic questions. The questions that can be discussed in this volume can be arranged at different levels of abstraction:

- 1) *Conceptual theoretical level:* What can key concepts of postphenomenology contribute to the discussion on digital technologies and education? Which human-technology-/ or cyborg-relations are central to pedagogical interaction or have great pedagogical potential? To what extent does a relational ontology, as proposed by postphenomenology, change our understanding of classroom dynamics or the relationship between teachers, learners and technologies? How do digital technologies change our view on pedagogical practice at a micro- and macroperceptual level, how is attention to pedagogical content affected by this? What are the multistabilities of technologies in educational settings? Are there common didactical or educational concepts that need to be reconsidered from a post-phenomenological perspective? How can postphenomenology add to critical and political discourse on digital technologies?
- 2) *Empirical technological level:* Which concrete technologies, tools and virtual (learning) environments are particularly suitable for a postphenomenological investigation in the context of education? As postphenomenology is a philosophy of technology after the empirical turn, we welcome case studies and empirical approaches from various disciplines (educational psychology, didactics, science and technology studies, ...) to the use of digital technologies in educational settings. These studies can focus technologies in a variety of educational institutions, or even informal educational processes, and analyze all forms of technological mediated stabilities of settings that address people to teach or learn. How can the empirical praxis of digital teaching and learning be analysed postphenomenologically? What methodological considerations must precede such a postphenomenological study?
- 3) *Phenomenological in-depth level:* There are certain phenomena that have been constituted or significantly transformed by advanced digital technologies, for example gaming, video conferencing and chatting. Which technological phenomena prove to be useful for pedagogical purposes from a postphenomenological perspective? How do these phenomena, intentionally or unintentionally, influence education and *Bildung* in and outside educational institutions? Do certain phenomena have an inherent pedagogical potential that has hardly been considered so far and has not yet been made fruitful for the discourse on education and *Bildung*?

We welcome submissions on these and related topics. Interested researchers are asked to send a short abstract (max. 500 words) outlining the substantive focus of the planned contribution to markus.bohlmann@uni-muenster.de or patrizia.breil@uni-tuebingen.de by 15. September 2022.

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