Learning in the Framework of Calling and Respons(e)ibility

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Bahktin’s notion of existence (Holquist)

“... – we cannot choose not to be – in dialogue, not only with other human beings, but also with the natural and cultural configurations we lump together as “the world”. The world addresses us and we are alive and human to the degree that we are answerable, i. e. to the degree that we can respond to addressivity.”
"In experiencing, we are subjected to a summon. In thinking, speaking, acting, creating and influencing, we might answer (...) and (...) when the answer flames up as a response to (...) the summon – (that) is what we call responsibility”.
Pedagogical relations; three phases

- Paying heed; “being at disposal and openly receive” (Martin Buber)

- Responsibly respond; answering and acknowledging responsibility for one’s respons

- Calling; provoking the other whilst committing oneself in contributing to the others coming-into-being
Learning - an existential dialogue

• Learner and subject encountering

• Confronting each other, challenging each other’s assumptions and way of being-in-the-world

• Both provoked by the foreign encountered

• Learner and subject contributing to each other’s becoming

• Both constitutes anew
Dialogical learning; paying heed

Paying heed to the summoning - i.e. the predicaments and needs - of the subject, such as "truths" and anomalies, by...

- conversing authentically, i.e. ...
  - approach the true being of the subject
  - unreservedly self-contribute
  - appear in her authenticable being

- serving, i.e. supporting the subject’s coming-into-being
Dialogical learning; responding responsibly

Responding to the subject’s summoning – i.e. predicaments and needs - in a way acknowledging responsibility for its coming-into-being by ...

- **on behalf of the learner;**
  - realizing those dormant potentials actualized by the subject’s summoning, thereby constituting herself anew

- **on behalf of the subject;**
  - realizing those dormant potentials actualized by each unique learners way of responding responsibly, thereby constituting itself anew
Dialogical learning; calling

Contributing to the development of the subject by ...

- **provoking its assumptions, thereby evoking** ...
  - resonance and desire
  - questions, doubts and antipathy

- **daring to** ...
  - be truly affected by the predicaments and needs of the subject
  - commit oneself in a “personal and pervasive manner”
  - truly impact the subject’s coming-into-being