

Education as a Human Science: Phenomenological-Hermeneutical Perspective

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Outline:

1. Analysing Various Challenges and methodological situation we are in
2. Emergence of Inter/Multi Disciplinarity
3. In vogue of Dominant Traditions and Philosophical Assumptions
4. Organic Connections of Human Science with Natural Science
5. Inseparable bond between Phenomenology and Hermeneutics

1. Challenges and Methodological Situations We are in

- Huge Number Issues
- Intellectual Poverty
- Fear Fraternity
- Emotional Capturing
- Mushrooming
- Massification
- Commercialization's
- Nexus between Market and Technology
- Assistive Reproductive Technocratic traditions

2. Emergence of Inter/Multi Disciplinary Studies

- Connectome Studies
- Trauma Studies
- Campus Climate Studies
- Mad Studies
- Fraud Studies
- Justice Studies
- Crip Studies
- Queer Studies
- Mental Health Studies
- Marginalities
- Happiness Studies
- Diversity Studies
- Equity Studies
- Liberal Studies (Liberal Arts, Liberal Science)
- LGBT Studies
- Criminalization Studies
- Electoral Studies
- Violence Studies

3. In Vogue of Dominant Traditions and Philosophical Assumptions

Different Philosophical viewpoints:

- 1) Reality is outside, which need to be discovered
- 2) Reality you cannot discover but it is a social construction which is influenced by socio, cultural and political context
- 3) Reality is subjective in nature and there is nothing like social construction

Historical background of Knowledge construction:

Philosophical foundation of knowledge construction stages

- a) Natural Philosophy upto Sophist
- b) No Man's land - Emergence of Christianity to the modern period up to renaissance
- c) No gods land - From renaissance to till now

(a) Positivist Thinkers and Philosophies

Main Thinkers and Philosophy

- Aristotle - Deductive reasoning
- Descartes - Realism
- Galileo - Scientific method
- Auguste Comte – Positivism (**Great Tradition**)
- Vienna Circle - Logical positivism
- Francis Bacon - Inductive reasoning
- Karl Popper - Post positivist

(b) Interpretivist Thinkers and Philosophies

Main Thinkers and Philosophy

- **Edmund Husserl, Arthur Schultz - Phenomenology**
- **Wilhelm Dilthey, Han-Georg Gadamer - Hermeneutics**
- Herbert Blumer - Symbolic interaction
- Harold Garfinkel - Ethnomethodology

(c) Critical Theorist Thinkers and Philosophies

Main Thinkers and Philosophy

- Theodor Adorno, Max Horkheimer, Herbert Marcuse, Erich - Frankfurt School
- Fromm - Critical Theory (1930s)
- Karl Appel, Jurgen Habermas - Critical Theory (1970s)
- Paulo Friere - Critical Pedagogy
- Michel Foucault - Structuralism
- Alastair Pennycook - Critical Applied Linguistics
- Norman Fairclough - Critical Discourse Analysis
- Eve Kosofsky Sedgwick, Judith Butler - Queer theory
- Simone de Beauvoir, Betty Friedan - Feminism
- Thomas Kuhn, Jacques Derrida - Post modernism

4. Organic Connections

Human Science

- Dilthey: the proper subject matter for the ***Geisteswissenschaften*** is the human world characterized by **Geist-mind, thoughts, consciousness, values, feelings, emotions, actions, and purposes**, which find their objectifications in languages, beliefs, arts, and institutions.
- Method for human science involves **description, interpretation, and self-reflective or critical analysis**. We explain nature, but human life we must understand.
- Whereas Human science, in contrast, **studies "persons,"** or beings that have **"consciousness"** and that **"act purposefully"** in and on the world by creating objects of "meaning" that are "expressions" of how human beings exist in the world.
- human science aims at **explicating the meaning of human phenomena** (such as mental, social, historical) and at understanding the lived structures of meanings (such as in phenomenological studies of the lifeworld).

Natural Science

- Dilthey: the ***Naturwissenschaften*** (the natural or physical sciences) natural science studies **"objects of nature," "things," "natural events,"** and **"the way that objects behave."**
- Method for natural science, since Galileo, has been detached **observation, controlled experiment, and mathematical or quantitative measurement**. And when the natural science method has been applied to the behavioral social sciences, it has retained procedures of experimentation and quantitative analysis.
- Whereas natural science tends to **taxonomize** natural phenomena (such as in biology) and causally or probabilistically explain the behavior of things (such as in physics),
- Natural science involves for the most part **external observation and explanation**.

5. Inseparable bond between Phenomenology and Hermeneutics

- Phenomenology describes how one orients to lived experience,
- Hermeneutics describes how one interprets the "texts" of life,
- Being and Language are inseparable and intentionality is interconnectedness of all things.
- The philosopher Gadamer argues In his book Truth and Method (1975) that the preoccupation with (objective) method or technique is really antithetical to the spirit of human science scholarship.
- From a phenomenological point of view, to do research is always to question the way we experience the world, to want to know the world in which we live as human beings.
- To know the world is profoundly to be in the world in a certain way, the act of researching questioning-theorizing is the intentional act of attaching ourselves to the world, to become more fully part of it, or better, to become the world.
- Hermeneutic phenomenology is a human science which studies persons. In research terminology one often uses "subjects" or "individuals" to refer to the persons involved in. The term "person" refers to the uniqueness of each human being. "As persons, we are incomparable, unclassifiable, uncountable, irreplaceable"

(a) What Is a Hermeneutic Phenomenological Human Science?

- is the study of lived experience
- is the explication of phenomena as they present themselves to consciousness
- is the study of essences
- is the description of the experiential meanings we live as we live them
- is the human scientific study of phenomena
- is the attentive practice of thoughtfulness
- is a search for what it means to be human
- is a poetizing activity

(b) Turning and Investigating of Lived Experience

- The Nature of Lived Experience
- Orienting to the Phenomenon
- Formulating the Phenomenological Question
- Explicating Assumptions and Pre-understandings
- The Nature of Data (datum: thing given or granted)
- Using Personal Experience as a Starting Point
- Tracing Etymological Sources
- Searching Idiomatic Phrases
- Obtaining Experiential Descriptions from Others
- Protocol Writing (lived-experience descriptions)
- Interviewing (the personal life story)
- Observing (the experiential anecdote)
- Experiential Descriptions in Literature
- Biography as a Resource for Experiential Material
- Diaries, Journals, and Logs as Sources of Lived Experiences
- Art as a Source of Lived Experience
- Consulting Phenomenological Literature

(c) Hermeneutic Phenomenological Reflection

- Conducting Thematic Analysis
- Situations
- Seeking Meaning
- What Is a Theme?
- Uncovering Thematic Aspects
- Isolating Thematic Statements
- Composing Linguistic transformations
- Gleaning Thematic Descriptions from Artistic Sources
- Interpretation through Conversation
- Collaborative Analysis: The Research Seminar/Group

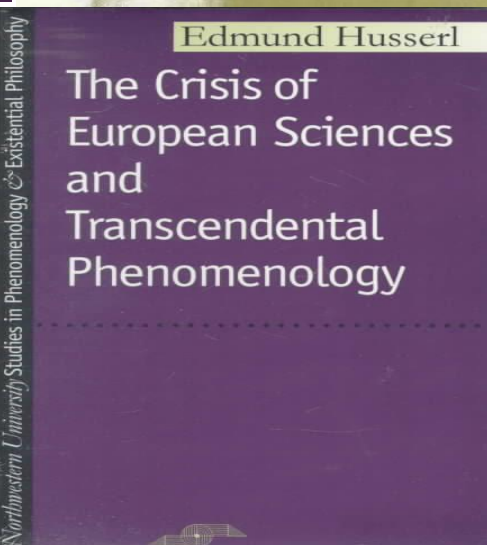
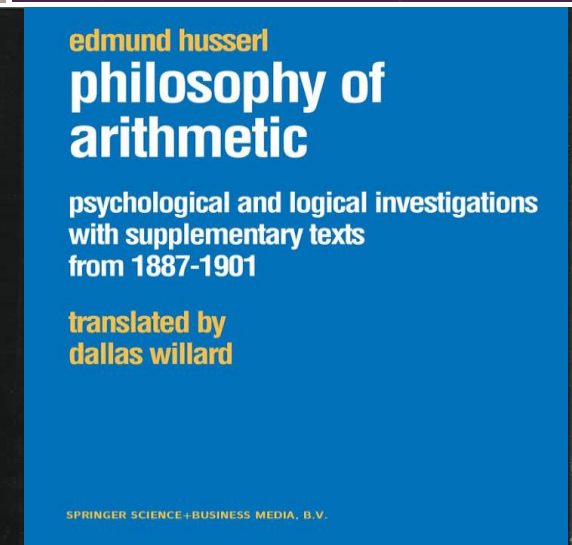
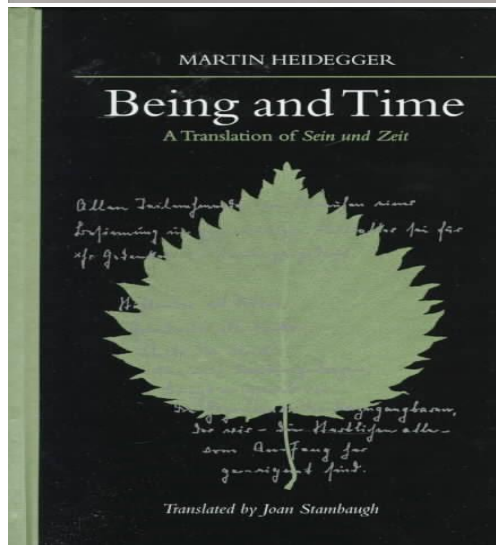
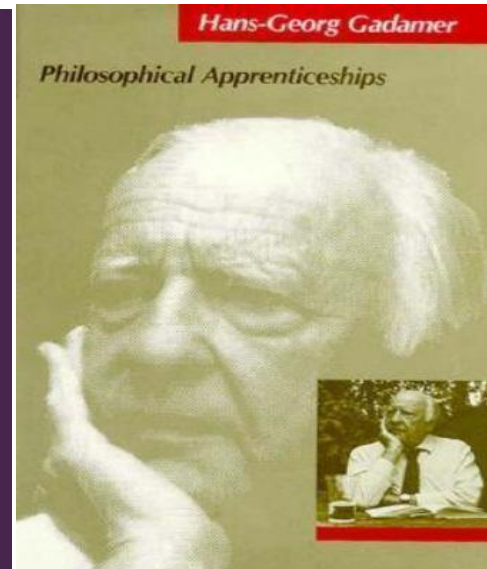
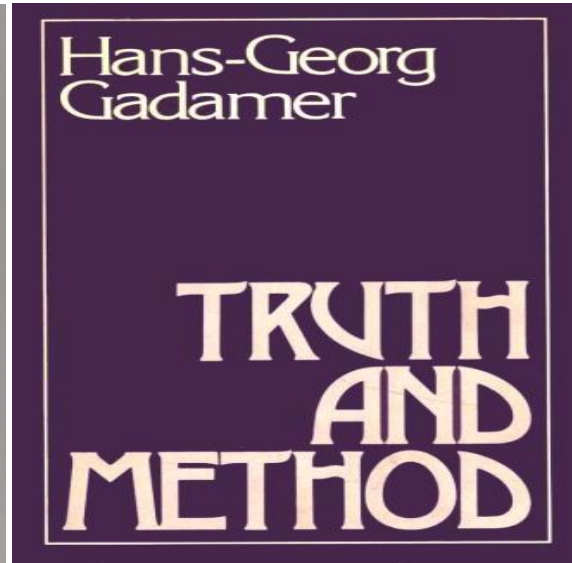
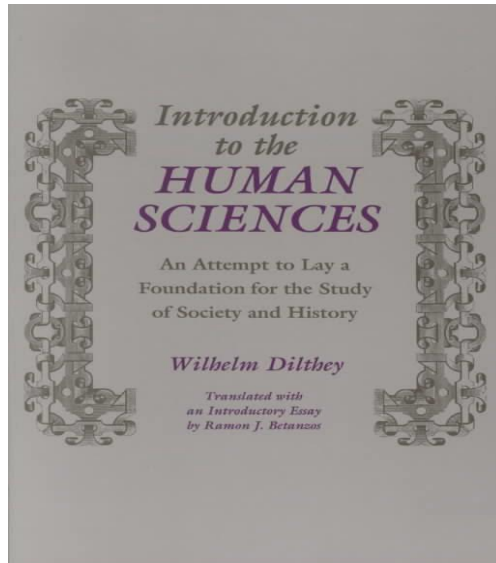
(d) Education Becoming as a Economic Enterprise

- Education seen as teaching, training and learning skill (underlying, intangible and invisible market interest) are carefully, consciously well-designed project of global corporations)
- In the name of globalization things are becoming worse.
- Neo liberal economy is growing like anything,
- Market spaces are over flooded with new technologies.
- New technologies, underlying market interest are shaping our curriculums, constructing our ideas, and directing us with respect to our needs, aspirations and for everything.
- Skill became a passion. Every one talks about skills.
- Skill is dangerous- So many institutions come up in the name of skills.
- We do not talk much about Education than skill, Education is much more “Humanization Process”
- Education as Humanization Enterprise and Education as Human Science

(e) Key Words

- **Aletheia**- is the early Greek term for truth
- **Being**- “Being of an entity”
- **Being-in-the-world**- the way human beings exist, act, or are involved in the world- for example, as parent, as teacher, as man, as woman, or as child.
- **Bracketing**- the act of suspending one's various beliefs in the reality of the natural world in order to study the essential structures of the world.
- **Essence**- the inner essential nature of a thing, the true being of a thing or “to be”.
- **Intentionality**- the inseparable connectedness of the human being to the world.
- **Noema**- which we orient ourselves
- **Noesis**- the interpretive act directed to an intentional object
- **Ontic**- Ontic inquiry is concerned with the things or entities of the world.
- **Semiotics**- the science of signs
- **Spatiality**- lived space
- **Temporality**- lived time

Magnum opus of Dilthey, Gadamer, Hasserl & Heidegger



Conclusion

- Diversity is Beauty as like as Beauty as a wealth in same way Diversity yet to establish as beauty.
- The need of the hour is expanding ourselves from rigid, hierarchical, and conservative model to congenial, gender sensitive, healthier and friendly environment.
- Having a critic of all the things and *understanding of understanding* in a *totalitarian forms*.
- Promoting Research in the form of Being, Belonging and becoming.

“Education is not a preparation for life; Education is life itself”

– John Dewey

Thank you