

ABSTRACT/ OUTLINE
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The marginalization of 'pedagogikk' as a science discipline in the age of educational science

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In this paper I am investigating three aspects in the educational ideas of the late Erling Lars Dale. Firstly, I argue that Dale, through his views on learning, turns away from the basic principles of 'pedagogikk,' with the result that 'pedagogikk' as a science discipline is weakened. Secondly, I point to the problem that learning has a limited vocabulary which makes it impossible to investigate important questions, for example questions about becoming an independent and responsible person. Thirdly, I highlight that Dale's concept of formation [*dannelse*] does extend from a vertical to a horizontal perspective. But there is still a problem here. The problem is that the concept of formation aims at reconciliation between the self and the other, whereupon the parties end up speaking the same language. Thus I propose to introduce the concept of uniqueness, where the responsibility is not related to any system whatsoever but rather to each individual. It is about an absolute subjectivity, where the single individual is responsible for his or her own responsibility. Dale, on the other hand, never goes into this issue, with the consequence that his perspectives of 'pedagogikk' ends with reconciliation of different sorts. Therefore I argue that 'pedagogikk,' as opposed to medicine for example, is first and foremost legitimized as science discipline when there is room for non-calculable aspects, as uniqueness neither can nor should be inserted in the frame of that which is calculable.

Key words: Learning · Formation · 'Pedagogikk' as a science discipline · Erling Lars Dale