

**Gastvortrag**

Donnerstag, 2. April 2020, 17.15–18.45 Uhr

# THE RELATION TO ONESELF IN LEARNING

**Socioeconomic backgrounds of self-direction, self-regulation,  
self-organisation and the like in the history of learning**

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Since the 1990s the topic of self-directed or self-regulated learning is widely discussed. To foster the role of the self in learning seems to be the «new» way of learning, the morally «better» way of learning and the more effective way of learning. Often, this kind of learning is differentiated from learning arrangements with a «frontal» situation or from learning forms of «learning by heart». The presentation offers a discourse analytic view on constructions and legitimations of this new learning with the self. Further, a theoretical view is developed, which allows discussing the role of the self in learning in terms of a socio-economic relationship, which differs over time in the last 200 years to understand the formation and the deconstruction of what has been called the «grammar of schooling». The «new learning» is not a more «humanistic» or more moral teaching-form which liberates the subject. It is just the form of learning belonging to post-fordistic societies. Nevertheless, it is the horizon in which we have to discuss the problem of learning today.

Daniel Wrana is professor of Philosophy of Education at the University of Halle-Wittenberg. He has been professor of self-directed learning in northwestern Switzerland from 2008–2016. He works on discourse analysis, governmentality theory and learning.

**Anmeldung**

Es ist keine Anmeldung erforderlich.

**Veranstaltungsort**

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**Zielpublikum**

Dozierende, Studierende, Lehrpersonen  
aller Stufen, Schulleitungen,  
Bildungsinteressierte

**Internationales Forschungskolloquium**

Der Gastvortrag ist Teil des internationalen Forschungskolloquiums «Konstruktionen des selbständigen Bildungssubjekts» vom 2. und 3. April 2020 an der PHBern.

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