

**DIALOGUE, DIVERSITY AND
INTERDISCIPLINARITY IN THE FIELD
OF LEARNING AND INSTRUCTION**

BOOK OF ABSTRACTS

SEPTEMBER 7– 9 2022, BELGRADE



 EARLI
SIG 10, 21 & 25
Belgrade 2022

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SIG 10, 21 & 25 Conference 2022
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(e.g. race, ethnicity, class, gender, religious and political beliefs) and portrays both diversity and education as two separate concepts. The present paper discusses an alternative perspective based on the German educational ideal of *Bildung* (esp. Wilhelm von Humboldt, 1792/1854 & 1793/2000). *Bildung* has been interpreted in the spirit of liberalism as an inner formation of humans as individuals. Yet, there is more to Humboldt's educational ideal, even though his conductive thoughts on *Bildung* have received minor attention. First, on the basis of individuality, Humboldt sheds a different light on diversity, which avoids the potential problem of stereotyping. Second, instead of portraying diversity and education as separate conceptions, Humboldt integrates diversity into his concept of education. Humboldt emphasizes the positive consequences of diversity for society. He argues that personal development is not limited to the individual's own benefit. Instead, people with diverse ideas and talents complement and inspire each other, so, eventually, the whole of humanity can flourish. Furthermore, he indicates prerequisites for such a development. The aim of this paper is to demonstrate that Humboldt's concept of *Bildung* contains a progressive image of diversity, which offers the opportunity to enrich today's educational discussion on diversity.

EDUCATION AND/AS WANDERING: PHILOSOPHICAL AND PEDAGOGICAL EXPLORATION OF DÉRIVE

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For decades, education has been under preasure of pedagogization – a poorly named constant demand to provide new ideas, create new methods and find new solutions as to respond to the social, economical, ecological and further crises that the world suffers. Today, in our days of the pandemic, the world war threats, uncertain futures and blurred foundations, education faces even greater challenges and higher expectations. It seems that education should depart from what it has been, wandering in search for its own meaning and purpose. Through this paper, we wander with education and with each other in experimental task of criss-crossing disciplinary boundaries to displace established as well as our own understandings of educational purpose and possibilities of functioning. We challenge the pattern in which the beginning of education (point of departure) and its goal, destination (place of arrival) are predetermined, reducing along the process any deviation from the given trajectory. Has the educational ideal ever been univocal? What kind of education deviates from the given course? Is education without a clearly defined goal set in advance possible at all, and if it is, what does it have to offer? Is it possible to travel without a destination? In the end, all these questions are summed up in one, *Deridian*, which is: could education be driven by deviation and wandering – education as *dérive*?