

Promotion Dr. Veronika Ehm

Titel der Dissertation: Kunst im Kindergarten – das Schillern von Außer-Ordentlichkeit.

Eine phänomenologische und rekonstruktive Untersuchung von (ästhetischen) Erfahrungen im Rahmen eines Kunstprojekts im elementarpädagogischen Kontext.

Betreuung: Univ.-Prof. Dr. Henning Schluß, Assoz. Prof. Dott.ssa.mag. Dott. ric. Evi Agostini

Institution, Studienrichtung: Universität Wien, Doktoratsstudium der Philosophie
Bildungswissenschaft

Abstract: The dissertation entitled “Art in kindergarten - the ‘shimmer’ of the extra-ordinary. A phenomenological and reconstructive study of (aesthetic) experiences within the framework of an art project in an elementary educational context” examines the experiences of kindergarten teachers within the framework of an art project. The study takes a phenomenological look at embodied experiences and atmospheres, combined with a reconstructive analysis of the teachers’ guiding orientations. The theoretical approaches include phenomenology, aesthetic experience and atmosphere as well as praxeological sociology of knowledge. In the empirical approach, a triangulation of phenomenological vignette research and documentary methods is undertaken, which allows for a multi-layered investigation of experiences. The triangulation is developed on an epistemological level and discussed in relation to the empirical material. In the analysis of embodied experiences and atmospheres within the art project, seven phenomenological vignettes are identified in which experiences can be experienced in, through and between atmospheres. The interpretation of the group discussion allows a reconstruction of a guiding orientation of the professionals: the maintenance of the ordinary as a positive horizon, which becomes particularly recognizable against the counter-horizon of the extra-ordinary of the art project. On the basis of triangulation, two central areas of experience are elaborated: The exclusive inclusive and the immersive. The exclusively experienced art project enables inclusive and particularly shared moments in which children and teachers can simply be. In addition, the art project offers the teachers moments of calmness and immersion. These experiences are characterized by irritations that challenge the teachers’ habitual orientation. The extra-ordinary is characterized by aspects that stand out from everyday experiences, overriding the usual understanding of time and allowing new interactions. In the analysis of experiences of kindergarten teachers in the art project, the ‘shimmer’ of the extra-ordinary becomes clear. Overall, it is found that the (aesthetic) experience of the art project opens spaces of possibility for the teachers, and offers potential for professionalization.