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Moldenhawer, Bolette

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Abstract

Pedagogical work with asylum-seeking and refugee children in Denmark - a prism to the study of emotional work in education

Bolette Moldenhawer, Associate Professor, Section of Educational Studies, Department of Media, Cognition and Communication, University of Copenhagen, Denmark, bolettem@hum.ku.dk

Interpersonal and emotional aspects of pedagogical work have during the last decades been of great interest among educational researchers. This paper offers an analysis of social and moral dimensions of education by using professional interactions with asylum-seeking and refugee children as a privileged prism through which to study the emotional aspects of pedagogical work. The paper argues that the link between education and emotion is well addressed by considering the positioning of asylum-seeking and refugee children as a particularly vulnerable group characterized by anxiety and insecurity.

The investigation is informed by a micro-sociological approach based on Goffman's theory of the interaction order (1976) and Hochschild's conceptualization of emotions and emotional work (1983). As such, strategic emotional work is informing the analysis of the dilemma between professional distance and personal engagement. By understanding emotional dynamics in this specific learning context, the paper opens up for a more general understanding of interpersonal and emotional aspects of education (Turner 2009).

References

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