

THE REPRODUCTION OF SECONDARY AUTHORITARIANISM VIA THE EDUCATION SYSTEM OR WHAT THE COVID-19 PANDEMIC HAS BROUGHT TO LIGHT REGARDING TEACHER TRAINING

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RESUMO: This article discusses an innovative teacher training model developed between 2020 and 2024 in Germany, whose hypothesis lies in the presence of ambiguities, ambivalences and antinomies caused by social change that end up constituting latent authoritarian structures of meaning not addressed by the German education system. The research relied on mixed methods that correlated analyses of secondary data, activist round tables, interviews with students and participant observation with hermeneutic image methods and impact analyses. It was found that the program contributed to reframing experiences previously anchored in order, submission and self-focus, as well as evaluating digital capitalism, the fourth wave of digitalization.

Keywords: Teacher training. Digitalization. Authoritarianism. German education system.

LA REPRODUCCIÓN DEL AUTORITARISMO SECUNDARIO POR MEDIO DEL SISTEMA EDUCATIVO O LO QUE LA PANDEMIA DEL COVID-19 HA SACADO A LA LUZ SOBRE LA FORMACIÓN DEL PROFESSORADO

ABSTRACT: Este artículo analiza un modelo innovador de formación del profesorado desarrollado entre 2020 y 2024 en Alemania, cuya hipótesis radica en la presencia de ambigüedades, ambivalencias y antinomias provocadas por el cambio social que acaban constituyendo estructuras autoritarias latentes de significado no abordadas por el sistema educativo alemán. La investigación se basó en métodos mixtos que correlacionaban análisis de datos secundarios, mesas redondas de activistas, entrevistas con estudiantes y observación participante con métodos de imagen hermenéutica y análisis de impacto. Se constató que el programa contribuyó a replantear experiencias anteriormente ancladas en el orden, la sumisión y el autoenfoco, así como a evaluar el capitalismo digital, la cuarta ola de la digitalización.

Palabras clave: Formación del profesorado. Digitalización. Autoritarismo. Sistema educativo alemán.

A REPRODUÇÃO DO AUTORITARISMO SECUNDÁRIO POR MEIO DO SISTEMA EDUCACIONAL OU O QUE A PANDEMIA DA COVID-19 TROUXE À TONA EM RELAÇÃO À FORMAÇÃO DE PROFESSORES

RESUMEN: O presente artigo debate um modelo inovador de formação de professores desenvolvido entre 2020 e 2024 na Alemanha cuja hipótese reside na presença de ambiguidades, ambivalências e antinomias causadas pela mudança

This article is based on the results reports (2021-2023) and the final report (2024) of the FAKTUR research project funded as part of the teacher training quality offensive (https://www.qualitaetsoffensive-lehrerbildung.de/lehrerbildung/shareddocs/projekte/manufaktur-lehrerbildung-berufskolleg-faktur-_01ja2032.html?projectView=Ergebnisse).

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social que findam por constituir estruturas autoritárias latentes de significado não abordadas pelo sistema educacional alemão. A pesquisa apoiou-se em métodos mistos que correlacionaram análises de dados secundários, mesas-redondas de ativismo, entrevistas com estudantes e observação participante com métodos hermenêuticos de imagem e análises de impacto. Constatou-se que o programa contribuiu para ressignificar experiências anteriormente ancoradas na ordem, na submissão e no foco em si mesmos, além de avaliar o capitalismo digital, a quarta onda de digitalização.

Palavras-chave: Formação de professores. Digitalização. Autoritarismo. Sistema educacional alemão.

Introduction

The research project “Manufaktur Lehrerbildung Berufskolleg” (Faktur.) at the University of Siegen, funded by the Federal Ministry of Education and Research together with the federal states as part of the Teacher Training Quality Offensive, investigated an innovative study program model for teacher training between 2020 and 2024. The educational aim of this model refers to inclusion as social participation and to the professional reflexivity of teachers as a necessary basic condition for this. By profiling and optimizing the study structures according to the state of the art in the history of ideas, the manufactory aims to contribute to the professionalization of teachers’ pedagogical rationality and the reduction of control insufficiencies.

The research project follows an emancipatory interest in knowledge (Habermas, 1968), with reference to the scientific categories of mediation as laid down by Hegel, Marx, Weber, Adorno, Horkheimer, and Habermas’ representation (Habermas, 1962), inclusion as transformation in the context of digitalization as read by Parsons (1977), Luhmann (1995), and Habermas (1996), as well as profession with reference to Stichweh (1994), Oevermann (2002), and Helsper (2021). This scientific-theoretical positioning and the research question required a differentiated mixed-methods setting that correlated secondary data analyses, stakeholder activism roundtables, student surveys, context-sensitive interviews (Buchmann; Huisinga, 2011), and participant observation with image hermeneutic methods (self-descriptions as photo interviews) and impact analyses.

As part of these analyses, latent meaning structures of the students and lecturers were reconstructed, which appeared as habitually anchored experiences in the form of image patterns: order, submission, absence of people, self-focus. In conjunction with the secondary data analyses (e.g., on expectations of the teaching profession/Stifterverband; on the fourth wave of digitalization, corona crisis and delocalization/Schaupp, 2021; on digital capitalism/Staab, 2019; on singularities/Reckwitz, 2018; on conformist rebels/Henkelnmann et al., 2020), the research team came up with the following hypothesis: the ambiguities, ambivalences, and antinomies caused by social change provoke latent authoritarian structures of meaning that are not adequately addressed by the education system (school and university). This is discussed in the article and presented regarding its transnational significance.

Initial situation and specific conditions in the field of investigation

The coronavirus pandemic caused by the SARS-CoV-2 virus has demanded an unprecedented level of remote working under “stay at home” conditions as part of political measures to combat the pandemic. This applies particularly to the university context, which on the one hand reflects the generally privileged coronavirus position of students and lecturers, and on the other hand—according to an initial hypothesis—has a gradually unfavorable effect on students from the so-called “educationally disadvantaged” backgrounds

along the lines of class-specific inequality. The latter is revealed by the assumption that it manifests itself in (unconscious) practices of (self-)exclusion such as dropping out of university or mental/emotional withdrawal or self-isolation on the part of students. Practices that arise when secondary authoritarianism (low tolerance of ambiguity, lone wolf mentality, defense against the unconventional, meritocracy, etc.)¹ is socialized. These assumptions are critically examined and analyzed from the perspective of subject-oriented (vocational) education research political realm at the North-Rhine/Westphalia (NRW) state level.

The current remote practices of university work were made possible² by the fourth wave of digitalization, whose technological foundation is based on algorithmic work control and is currently becoming particularly relevant in the service sector (Schaupp, 2021, p. 46). The digital tools required for this are ambivalent in that they confront students and lecturers with their inherent (technology) determinism (Marcuse, 2014). Technologies of digital collaboration such as Zoom, Slack, WEBEX, or Microsoft Teams enable communication, which, however, is documented in metadata, thus also enabling further progress of algorithmic control (Schaupp, 2021, p. 46).

In this antinomic relationship, it is necessary to design professional remote teaching-learning arrangements that are generally suitable for the development and unfolding of human potential and specifically address existing class-specific inequalities of opportunity for students. Most providers of digital collaboration tools collect data, process it (e.g., in relation to selected questions), and trade it on the digital capital market (Staab, 2019). On the one hand, this can impair the right to informational self-determination; on the other hand, the subject loses autonomy and the ability to shape its environment, thereby endangering the democratically constituted educational mandate of universities. In this context, universities face the challenge of counteracting the autonomy-restricting user data trade and extended control options while simultaneously expanding the democracy-promoting options of remote teaching-learning formats.

What has the pandemic changed? Accelerated digitalization and delocalization at universities

Algorithmic work control as a technical rationalization strategy has been associated with (economic) crises since its implementation and spread in the 1970s³. The emergence of algorithmic work control in industry is based on necessary technical developments and coincides with the crisis of over-accumulation⁴ that marks a global economic turning point since the mid-1970s: the investment in intangible capital to which most systems of algorithmic control belong (Schaupp, 2021, p. 28).

In this sense, the implementation and spread of algorithmic work control can be interpreted as symptoms of over-accumulation (Schaupp, 2021, p. 28). The retrospective view serves to illustrate the historically complex relationship between global (economic) crises and technical progress with effects on forms and control structures of work. In the crisis caused by Covid-19⁵ and its consequences, there is a direct connection with the almost widespread introduction, as well as dynamic spread and further development of digital collaboration in the educational sector. Even at universities, the digitalization of teaching and learning arrangements had not progressed as far as often anticipated before Covid-19.

The digital teaching required by the pandemic concerns not only the technical design, but also the institutional framework, such as questions of fixed or flexible working hours through the type of event organization (hybrid, synchronous, asynchronous). Given the new challenges for professional handling of digital tools, it should be noted that—as in face-to-face teaching—it is still about the professional selection of content and the didactically justified design of algorithmic forms of work (such as Jitsi, BigBlueButton, and Moodle) based on the educational mandate. During the pandemic, highly industrialized economies like Germany temporarily shifted up to half of the employed workforce to telework, with office workers being the most affected (Schaupp, 2021, p. 45).

On the specifics of remote working methods

Remote working methods provoke separations (Buchmann, 2011) between gainful employment, civic, and family work in a historically unprecedented way, although the reorganization of the relationship between gainful employment, civic, and family work is generally understood as a characteristic of late modern work organization.

From the perspective of vocational education science, this development has been discussed for 40 years as a problem of de-bounding with high-work density and increased dependencies, with reference to service sociology research (e.g., Baethge; Oberbeck, 1986). At the same time, it is also seen as a political opportunity structure to reshape the relationship between humans and nature, individuals and society (Buchmann, 2011).

While economic enterprises maintain telework considering constant or even increased productivity of workers under remote conditions with reduced infrastructure costs (Schaupp, 2021), assessments in the educational sector are rather controversial. For instance, personal physical (co-)presence of learners and teachers in educational institutions is often seen as an indispensable and important prerequisite for pedagogical settings (e.g., <https://www.schulministerium.nrw/distanzunterricht>). Regarding university teaching, the question arises whether and under what conditions new digital teaching-learning formats in university education, which is always adult education, can meet professional requirements, possibly even in a special way.

On the specifics of the student body as a specific target group

The analysis focused on students in teacher training programs at vocational colleges. This target group is representative of the overall student cohort, as all NRW study options in general and vocational teacher training are reflected in this teaching degree program (see Buchmann et al., in press). To scientifically underpin the introductory study phase⁶, empirical-qualitative indicators were collected during the project, repeatedly indicating latent narcissistic-authoritarian attitudes⁷ among teacher training students. These indicators of a pressing societal development were examined in the framework of a mixed methods sampling and were confirmed as a specific expression of the current social character (Fromm, 1973), whose significance for teacher training has so far been partially unrecognized and largely unaddressed. However, to uphold the democratically constituted educational mandate, these attitudes must be addressed during the study program—especially considering the dynamics associated with the pandemic (see above, as concluded by the research group).

The complexity of the present and its methodological consequences

Theoretical classification in educational science

In the tradition of critical educational science (Gruschka, 2004; 2014; Buchmann, 2011; Buchmann; Huisinga, 2011), particular emphasis is placed on the categories of representation, mediation, inclusion, and professionalism in the framework of the subject-object mediation model. According to this model, the relationship between subject and world is dual: “On the one hand, the subject is an object of the world, in that it is shaped. On the other hand, it is a subject and thereby a shaper of the world” (Huisinga; Buchmann, 2006, p. 31).

From an educational theory perspective, mediation always concerns the question of enlightenment in the relation between being a subject and an object, especially regarding the increasing autonomy towards old and new dependencies. As learning in contemporary society—characterized by Staab (2019) as shaped by digital capitalism, which has brought about new forms of socialization (Breuer, 2023)—significantly steps out of immediate life contexts, there is a greater need than ever for meaningful mediation services, so-called representations of the world (Habermas, 1997; Hegel, 2022).

Successful mediation between subject and world in socially legitimized educational institutions enables the subject's understanding of the world, expands their capacity for action, and improves quality of life (Holzkamp, 1995, p. 190). Conversely, failed mediation prevents these benefits. Thus, mediation and representation are identified as two central categories of professional pedagogical action (Helsper, 2021). Curricular representations of the world, in professional content selection and justification, follow the principles of methodological guiding questions, exemplarity, and life-world orientation for the respective target audience (Wagenschein, 1965/1970).

Considering the outlined current social dynamics, social policy has insisted on inclusion as a regulatory idea. In line with the sociological discourse of Parsons (1977), Luhmann (1995), and Habermas (1996), this discourse reveals subject-related, curricular, didactic, and institutional modernization deficits in educational and upbringing processes, pedagogical knowledge bases, and action practices (cf. Buchmann, 2020). The use of the term *inclusion* in the context of teacher education research aims to elucidate the current mode (specific conditions and constitutions) of the reproduction of the teaching profession.

The following contemporary societal discourses particularly affect questions of teacher education:

- The fourth wave of digitalization, the Covid-19 crisis, and delocalization (Schaupp, 2021);
- Digital capitalism (Staab, 2019);
- A new structural transformation of the public sphere (Habermas, 2022);
- Authoritarian capitalism (Deppe, 2013);
- Society of singularities (Reckwitz, 2017);
- Digital visual cultures (Ulrich; Kohout, 2020–2024).

Overall, these factors need a reassessment of the life-world conditions of students. For educators, this means rethinking established expectations of teacher education students—especially since these expectations significantly influence selection and allocation processes in teacher education. The teacher education program must enable students to develop an enlightened relationship with themselves, which always includes processing released emotions. This means, among other things, being able to deal with contradictions that may arise during their studies on their own socialization and educational path (for example, in the uncritical reproduction of a parent's profession or in the context of educational mobility).

If the internal processes and conflicts that arise in the subject are unprocessed or, for instance, directed against the subject itself, it reveals a socially conditioned reproduction of inequality with individual (e.g., exhaustion depression) and structural (e.g., professional deficits, mismatches, disadvantages) risks that can reinforce authoritarian internal and external structures. Schuler, Schießler and Decker (2021, p. 79) refer to the external or societal structures as authoritarian dynamics and understand the authoritarian syndrome “as the individual internal side of this societal dynamic.” Analyzing these complex, implicative conditions requires a multi-perspective analytical approach.

On the multi-perspective approach and key findings

Given the complexity of the endeavor, a multi-perspective method sampling was implemented. The (partial) results of which were systematically related and correlated. Specifically, the following were employed:

secondary data analyses (theoretical references, legislative-political papers), primary data collections and analyses, stakeholder activism roundtable, future workshop, student surveys (attitude investigations, context-sensitive interviews, image interviews), participant observation, and impact analyses. The qualitative and quantitative indicators, repeatedly providing significant evidence of latent narcissistic-authoritarian attitudes among students and confirming these findings, are briefly outlined below along with the relevant theoretical references: image interviews and attitude investigations (Buchmann et al., 2024; Gimbel; Buchmann, in press).

At the beginning of each joint study entry phase, students received an exploratory and selection assignment⁸: “Please, go on a treasure hunt and photograph objects, items, or situations that you associate with school. You can also use images that are already present and circulating in the (digital) media. Choose three images that you most strongly associate with your future field of action in school.”

In the subsequent seminar session, the images were discussed, re-grouped, and re-examined in the format of an educational-scientifically founded image hermeneutic colloquium, following Gruschka (2014, p. 136-145) and Oevermann (2014), in which any existing differences and similarities became particularly evident. The focus was on questions such as whether and how educational situations were depicted, whether historical or current educational themes were reflected, imagined, or rethought, and whether they were represented, interpreted, and argued from the perspective of former students or future teachers.

In comparing their own images with those of their peers, students were sensitized to socialized ways of perception that often obscure the professional view of the school field. Only then the general structures of the images could be made visible, communicable, and documentable. Initially unexpected for the research group, the selected images from the different student cohorts rarely or never depicted educational situations or actors, rarely showed people, but mostly objects and items, presenting overall rather rigid order systems and sterile environments. Most of the images depicted supposed metaphors or showed the obvious, such as a school bell as an image for shared time with friends during breaks, rather concrete objects (besides school bells, chalkboards, overhead projectors, pencil cases, etc.), and rarely abstract ones.

The material provided overall indications of latent meaning structures, which can be grouped in terms of order and planning, submission, prosaic spaces, self-occupation, collections of information and knowledge, overwhelm, and performance, which, referring to Decker (2015, p. 21-33) and Amlinger and Nachtwey (2022, p. 163-169), can be interpreted as expressions of latent narcissistic-authoritarian attitudes.

To verify these indications, a qualitative attitude survey of teacher education students was conducted in 2022 and repeated in 2023, each examining the impact of Covid-19 on studies and individual circumstances, media usage, and side jobs, to understand the life-world connections and self-conception of the current student cohorts.

The social-psychologically motivated, pre-structured surveys are in the tradition of the F-Scale study of the early Frankfurt Institute for Social Research and have been adapted to the conditions of contemporary society, incorporating relevant current theoretical references (Ziehe, 1975; Decker; Kiess; Brähler, 2015). Further studies are required to examine the Covid-19 effects in more detail (Buchmann; Gimbel; Köhler, 2023).

The evaluations revealed the following key findings (cf. Buchmann et al., 2024; Gimbel; Buchmann, in press): presumed familiar notions of the target group “teacher education students” cannot be confirmed (e.g., in 2022, more than half of the respondents lived in parental-owned homes and were already employed, often in schools, exceeding the scope of traditional student side jobs) and require reassessment; differences in handling the Covid-19 crisis emerged; the experience of loss of control and security seemed to solidify a rather narcissistic-authoritarian psychological organization among students:

- Indications of secondary authoritarianism as a specific manifestation of the current narcissistically formed social character (Decker; Kiess; Brähler, 2015): low tolerance for ambiguity, so-called lone wolf mentality, rejection of unconventionality, performance principle, etc.;

- Ambivalence in gratification delay regarding high-performance motivation, as it correlates with narcissistic-authoritarian items, providing further evidence of secondary authoritarianism;
- Cautious indications that current teacher education and lateral entry models promote dispositions toward an authoritarian-narcissistic character among students.

Should these indications be further confirmed, educational institutions would repeatedly generate the narcissistic-authoritarian dynamics they are threatened by (and ultimately democracy) rather than addressing them. In any case, there is a significant discrepancy between the socially attributed and actual importance of universities in terms of safeguarding democracy.

Outlook: Recommendations

Overall, evidence of latent narcissistic-authoritarian attitudes in teacher education has solidified, reflecting a specific manifestation of the current social character. Following the logic of social character, this phenomenon affects all societal actors, including teachers, examiners, and learners in university and school settings. Therefore, further research into the outlined findings is urgently needed. These identified attitudes must be addressed to ensure they do not hinder professional actions in the school environment or contribute to the (re)production of anti-educational and anti-democratic sentiments.

In the context of subject-object mediation, these latent narcissistic-authoritarian attitudes indicate deficits in autonomy, expressed through rather rigid and impersonal forms of thinking, feeling, willing, and acting. This suggests the need to develop and possibly select representations that enable a livelier structured culture of thinking, feeling, willing, and acting among individuals, thereby illuminating and addressing these latent attitudes. Enlightenment in this context involves both revealing initially invisible attitudes and the pedagogically initiated process of addressing them, embedded in the never-ending process of emancipation.

As part of the discipline-integrating introductory phase in *Faktur*, case studies (on content selection and justification, perception, digitalization) were therefore developed together with students and stakeholders from all areas of teacher training with suitable representations (including *Sputnik*, *Ball Pool* and *Agora*) in order to process the narcissistic-authoritarian attitudes of the students. The case studies were developed and trialed together with students and stakeholders from all areas of teacher training (on content selection, perception, digitalization) with suitable representations (including *Sputnik*, *Balls Pool* and *Agora*), which were stored and archived in visual, auditory, narrative and textual form in the digital bidimensional *World FACTORY*. The digital bidimensional world *FACTORY* was further developed to expand the art of teaching and to effectively interlink theory and practice in the form of the linked entities *studio-stage-art of teaching* and *theory-practice-lab*.

Certain areas addressed by students more functionally for information, “knowledge enrichment,” and communication do meet their expectations of a university education, but do not contribute to addressing pre-scientific attitudes and habitual practices or developing a nuanced worldview regarding the complex field of school operations. In contrast, the complex interplay of case studies with representations such as *Sputnik*⁹ and *Agora*¹⁰ in the pedagogically lively designed areas of the bidimensional world of *Faktur* can sometimes challenge students’ expectations of their studies, such as in the case of the *Bällebad*¹¹, and help them accumulate cultural capital and, consequently, pedagogical professionalism.

The aim is to dynamically shape the phenomenology of teaching artistry. This is primarily achieved through the aesthetically oriented approaches in the teaching-learning model of *Faktur*, conceived as an anthropological endowment (Fuchs, 2014). As a supplement to in-person teaching, the digital bidimensional

world particularly aligns with the changing life realities of students, who are increasingly influenced by intermodally mediated self- and world relationships (Gimbel, 2021). The digital bidimensional world enables students to develop and expand their thinking in representations, offering qualities that in-person teaching alone cannot provide. For example, representations with aesthetic approaches in the “Perception” case study help students reflect on their initially largely automated perception (distinct through socialization) in favor of the pedagogical perspective—according to educationally mediated perception.

The potential of the aesthetic to clarify or create distance from (seemingly) immediate experiences is necessary for a significant portion of students, who are already engaged in school employment, to initiate educational processes. Thus, representations with aesthetic approaches have been meaningfully integrated into the teaching-learning model of Faktur. They can particularly transform the identified rigidity in thinking, feeling, willing, and acting (latent narcissistic-authoritarian attitudes) into a livelier structured culture.

The Faktur-specific teaching-setting model anticipates students’ resistance and regression concerning the selected representations and content, thus including moratoria. Resistance and regression are not problems to be overcome by supposedly better lesson planning or classroom management, but they are always seismographs indicating the need to review and potentially revise the pedagogical setting in the framework of subject-object mediation. Processing this connection both cognitively and emotionally to withstand resistance and regression in pedagogical actions in educational situations is challenging, perhaps impossible, given latent narcissistic-authoritarian attitudes, with all foreseeable individual (e.g., exhaustion depressions) and structural risks for the school field (un-/semi-professionalism, teacher dropout). This highlights the urgent necessity of addressing latent narcissistic-authoritarian attitudes in university teacher education to prevent them from hindering professional actions in the school field and contributing to the reproduction of anti-educational and democracy-endangering attitudes.

Considering the gained insights and their reorganization concerning contemporary society, the following conclusions and recommendations can be formulated:

- The current form of teacher education, partly due to a significantly insufficient proportion of the core discipline of educational science—as well as the frequently promoted lateral entry into teaching—, tends to maintain, reinforce, and potentially multiply the empirically proven narcissistic-authoritarian, socially influenced structure of students through educational institutions. The pandemic reveals and exacerbates existing challenges while also provoking new ones;
- There is a significant discrepancy between the socially ascribed and actual relevance of educational institutions regarding the safeguarding of democracy, especially considering the younger generation’s confrontation with intangible abstract relationships that entangle them (Dahmer, 2019, p. 25). The generally “insecure” feel powerless, and their sense of powerlessness turns into anger, which can be directed against more deprived societal groups and forms of free thinking (intellectuality), posing a threat to democracy (Dahmer, 2019, p. 25; Decker; Brähler, 2020, p. 79);
- To what extent forms of self-exclusion in studies reflect the aforementioned point should be investigated in further studies, especially since student teachers will act as future multipliers in educational institutions. Educational institutions generally have the task of addressing the outlined authoritarian entanglements (educational mandate).

A reactive approach or symptom treatments will not contribute to addressing the highlighted structural insufficiencies; instead, new, scientifically grounded solutions must be sought, whose implementation needs to be negotiated and executed dialogically between science and politics. Thus, the pandemic could effectively serve as a political opportunity structure for democratization.

Notes

1. The working group led by Oliver Decker, Johannes Kiess and Elmar Brähler at the University of Leipzig has been conducting socio-psychological studies on right-wing extremist attitudes in Germany every two years since 2002. The results show a sharp decline in right-wing extremist statements and at the same time a devaluation of asylum seekers, Muslims, Sinti and Roma. The authors interpret this as “secondary authoritarianism” against the backdrop of Germany’s “economic insularity” (Decker; Kiess; Brähler, 2015).
2. The four waves of digitalization according to Schaupp (2021) are: computer integrated manufacturing and the threat of automation; financialization and lean production; post-growth capitalism and the new algorithmic labor control; and Covid-19 crisis and delocalization.
3. According to Habermas (1973, p. 12), one can only speak of a crisis when subjects collectively experience a societal development “as critically endangering their existence and feel their social identity threatened, only then can we speak of a crisis.”
4. An overaccumulation crisis, in critical political economy, refers to the situation in which current profits may be high, but the realization of future profits appears uncertain due to the lack of demand and other factors. This uncertainty, in turn, prevents companies from expanding their production infrastructure. This tendency becomes more pronounced with increasing capital concentration (Schaupp, 2021, p. 27).
5. “The coronavirus pandemic caused a global recession, the extent of which in the last one and a half centuries has been surpassed only by the two world wars and the Great Depression” (Schaupp, 2021, p. 45). This recession was accompanied by a loss four times greater than the losses during the financial crisis (Schaupp, 2021, p. 45). The global decline in investment in 2020 was “significantly sharper than during the global financial crisis” (World Bank, 2020 *apud* Schaupp, 2021, p. 45).
6. The special feature of *Faktur* is that the introductory seminars in educational science and technical didactics are offered together in this introductory phase of the program. Students are therefore confronted with different scientific and epistemological positions in one course, which can be discussed directly and controversially with the professors from the different disciplines.
7. With reference to Decker (2015, p. 21-33) and Amlinger and Nachtwey (2022, p. 163-169), the specific relationship between authoritarianism and narcissistic internal states as a social figure is included in the present analysis. On the one hand, individuals were addressed more than ever as self-determining subjects, but at the same time they had no sovereign control over the social conditions on the basis of which they were to develop their competitive autonomy. As a result, they rebelled against late modern society, but in the name of its central norms: self-determination and self-realization. Libertarian authoritarianism (as a new social figure, according to the author of the present article) was fueled by this contradictory unity of identification and subversion (Amlinger; Nachtwey, 2022, p. 174).
8. Gruschka (2005, p. 10) already posed the question in 2005 of whether the image, as a non-language-based document type, might fulfill the task of making the linguistically unavailable aspects of the social practice of pedagogy observable and subject to inquiry for its meaning.
9. Representation of the implications of the so-called Sputnik Shock as the beginning of the education expansion in the Federal Republic of Germany and possible new transformations considering the first Covid-19 vaccine on the teaching profession and teaching-learning settings.
10. Representation of the implications of the nature of public discourse then and now on the teaching profession and teaching-learning settings.

11. Representation of the implications of new forms of work, such as new workplace conditions (in education), which might make creativity more functional and stripped of imagination, as well as those that address imagination, relaxation, and vitality. Additionally, domain-specific implications as new work intersections concerning the relationship between consumption and childcare, for example at IKEA.

Conflict of interest

Nothing to declare.

Data availability statement

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