

# Interparadigmatic Perspectives Are Supported by Data Structures



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## BACKGROUND

The *organisations* involved in the following cases include secondary schools, universities, university clusters, transnational university partnerships, international environmental NGOs, and the European Union's external policy. These organisations range from public to private and from idealistic to pragmatic. All of them plan to “change the world” and for that target they undertake to *exchange views and perspectives* among the stakeholders concerned. This paper approaches to find answers to the specific set of questions through cases of international collaborative educational projects.

## SETTING THE STAGE – SEVERAL CASE STUDIES

The novelty in this research lies in providing concrete cases with concrete statistical data.

### Learning Means “Reflecting while Acting”

The approach to learning named “reflection in action” (Haberman & Suresh, 2021, Nizamis et al., 2021) is especially appropriate for international cooperation.

Here, the object of learning is not regarded as something unchangeable (such as facts in natural sciences), but rather as the result of a constructivist procedure.

In such a procedure, individual perceptions (e.g. of international conflicts such as the complex Nagorno Karabakh conflict between two Caucasian states) are reshaped and reframed, which constitutes the core of “learning” on a societal level.

An early historic example for such *dialogic reframing* might be Galileo Galilei's (1632) strategy of making a discourse out of life's irreconcilable problems: “Dialogue of the two most important systems of the world” that were at odds at his time. As another example, the “greatest American philosopher” according to his students, John Dewey, sees *dialogue as the basis of education* (Wang, 2021) – and art as the most effective communication that exists (Dennis, 1970: 3).

### Learning is Facilitated by a “Geography of Opinions and Perspectives”

Geography is the branch of science offering *perspectives onto reality*. Let us use such an unusual definition for the following deliberations.

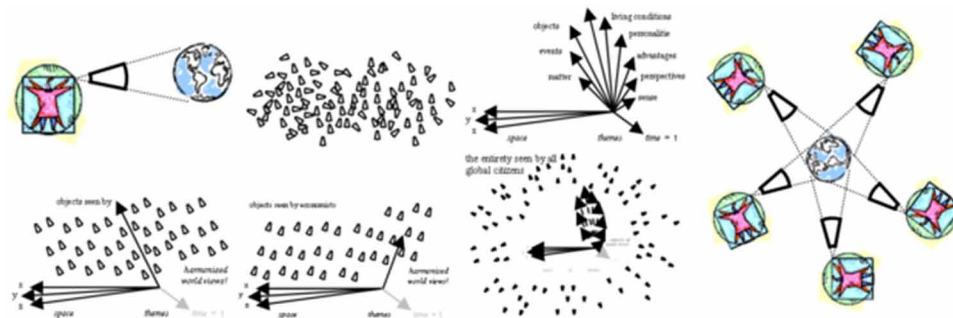
Consequently, *geography creates spaces* (of understanding) that may be converging in the best case. The main tool for converging spaces of understanding is the dialogue. The circle of argumentation is closed.

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Fundamentally, spaces are “spaces of (common) understanding”, i.e. clusters of the same or similar “explanatory software” for the perceptions of the world. In our century, fortunately the path of intercultural understanding is followed more at the expense of thinking in terms of “cultural clashes”.

An audacious statement can be made: *Our world is the entirety of perceptions*. (Our world is not the entirety of facts.) In this train of thought, it makes sense to envisage a (spatial) documentation of “perspectives onto realities” that would complement classical mapping by the additional aspect of the individual’s opinion (Ahamer 2019).

*Figure 1. Our world as the entirety of perceptions of reality. Above far left: one human perception of reality; above left: many perceptions, in disorder; above right: the dimensions represent possible perspectives, e.g. scientific disciplines, values, cultures or religions. Below far left and left: many perceptions, each aligned by the identities of two scientific cultures; below right: the entirety of all viewers’ perception, taking all possible standpoints. Far right: to become aware of all possible perspectives onto realities will facilitate the dialogue among viewers (compare Figure 4).*



Actually, the approach of “attributing a place to each perspective onto reality” is not as theoretic as it might seem at first glance. Any democracy lives on “mapping all perspectives” into the seats of a parliament – this is state-of-the-art. Not only stable states but also transnational procedures are designed this way: one of the vastest self-responsible and peaceful political restructuring processes is an example, namely the recent European integration process and the ongoing European Neighbourhood Policy with the EU’s new neighbour states.

## **European Integration as Prime Case for a Discursive Building of Structures**

As a response to the new geopolitical situation following the events of 1989, the European Union (EU) has seen a round of enlargement in May 2004 based on dialogic procedures, and consequently adopted a new framework for relations with its neighbours, the *European Neighbourhood Policy* (ENP, 2021). The ENP offers neighbouring countries the prospect of an increasingly closer relationship with the EU with the overall goal of fostering the political and economic reform processes including democratization (Berman, 1997), promoting closer economic integration as well as legal and technical approximation and sustainable development. In ENP, the cluster of ex-communist “transition economies” is comprised as ENP-East.

The central element of the ENP is a bilateral Action Plan (AP) which clearly sets out policy targets and benchmarks through which progress with an individual neighbouring country can be assessed over

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