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*“Therefore: to stand by oneself – through another’s help!”*

*Possibility and Reality in Kierkegaard’s Pedagogical Paradox*

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With his interest in the aesthetic, ethical and religious upbringing of the individual, Kierkegaard shares a number of problems and perspectives with pedagogy. Kierkegaard especially wanted to prevent manipulative activity at various levels of the communication and learning process, but he was also familiar with the elements of the pedagogical paradox, which he attempted to overcome with a sophisticated communication-theoretical strategy. The present text investigates the conditions for the transition or leap from ‘possibility’ to ‘reality’ in the acquisition of an existential authenticity. Kierkegaard’s project seems to succeed as long as the strategy is practiced within the framework of human identity formation, but it breaks down when an attempt is made to transpose it and repeat it in a Christian context.