The Teacher-Student Relationship: an Analysis via Heidegger’s *Einspringen-Vorausspringen* Distinction

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Abstract

*Einspringen* and *Vorausspringen* are two essential types of interrelationship in Heidegger’s philosophy. In this study, these two types are used to analyze the interrelationship between teachers and students. In order to truly understand the nature of these types, we must first understand the basic features of Heidegger’s phenomenological thinking, his notions of ek-sistence, nihilation, care and unconcealment. In the *Einspringen* relationship the fundamentally human nature (as Dasein, being-there) of both teachers and students is objectified or reified; the *Vorausspringen* relationship, on the other hand, is one of mutual “opening” and thus makes possible “authentic” (*Eigentlich*) instruction. In a teaching praxis based on a *Vorausspringen* relationship, teachers will be fully involved in their own teaching process; they will be insightful and open-minded. By the same token, their students will naturally express the uniqueness of their own being, their self-awareness as authentic *Dasein*.

Key words: Martin Heidegger, *Einspringen, Vorausspringen*, teacher-student inter-relationship, educational philosophy