Webs of understanding: untangling One at the time of COVID 19

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Abstract

The present paper aims to understand philosophically, this paradigm shift between what was and what is now. The in- betweenness of this mundane, how online teaching used to be and now what has it become during COVID 19. We will try to use phenomenology as a tool to understand the 'performativity of online teaching'. This performativity will use moral concepts to understand this paradigm shift. Between what needs to be done and what should not happen in a class, where do we toe the line about 'intentionality of the audience'. This paper will do a philosophical commentary on this toed line in online teaching. In other words, it will discuss the 'unspeakable' (in Wittgenstein's term[1]) during online teaching and its impact on the self/ other dialectic.

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[1] Ludwig Wittgenstein was an analytical philosopher of language. He had written extensively on unspeakable and silence.