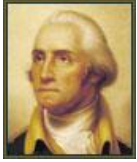


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Teaching Composition Facing the Power of the Respondent

Mark Enslin
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This paper reflects on the dynamics of interactions that might be called "composition" as analogous to interactions that might be called "teaching", including conditions and consequences of the calling, and draws on concepts of cybernetics in/of education, teaching, learning, as formulated and enacted by Heinz von Foerster, Herbert Brün, Annetta Pedretti, Gordon Pask, Larry Richards, and Humberto Maturana. The paper also reflects on the conditions and consequences of describing a dynamic as a power dynamic, and the desirability of approaching an interaction as a composer.

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