

Name	Mitchell			
First Name	Gordon Barry			
Birthe date	03.04.1953			
Birthe Place	Keiskammahoek, South Africa			
Academic Education	Abschlüsse	Fachrichtung	Einrichtung/ Ort	Zeitraum/ Abschlussjahr
	B.A.	Humanities / Religious Studies	Rhodes University, South Africa	1974
	B.D.	Humanities / Religious Studies	Rhodes Universities, South Africa	1977
	D.Th.	Theology	University of Heidelberg, Germany	1989
Teaching Qualifikation	Herder Guest Professor, German Jordanian University 2019-2020 Professor for Religion and Intercultural Education, University of Hamburg 2000-2019 Senior Lecturer in Religious Studies and Education, University of Cape Town 1990-1993 Junior Lecturer in Religious Studies, University of South Africa, 1986			
Further Education				
At the University since	September 2019			
Employment level (e.g. lecturer)	Professor			
Focus of Teaching	Intercultural Humanities			
Interdisciplinary Aspects	Education / Humanities / Peace Education			
Activity in the fields of:				
▪ Further Education	Organiser of DAAD international Summer Schools/Workshops: in China (2018), Central Asia (2011, 2018, 2019), Ukraine (2017), Tanzania (2016, 2017, 2019), Jordan (2015), Georgia (2014).			
▪ Research	The Art Peace Project The Art Peace Project serves as a forum for the exploration of ways in which the creative arts can contribute to Human Rights and Peace Education. Documentation and analysis of the divergent experiences of participants in the workshops provides the necessary information for ongoing reflection on the potential of arts-based inquiry in higher education. This data has been used in scientific publications as well as in doctoral dissertations. Researching Conflict Mediation and Peace Education, Summer School at the University of Hamburg. Funded by DAAD: 570057. 2019 Researching Conflict, Peacebuilding and Sustainable Development. In co-operation with St. Augustine University, Mwanza, Tanzania. Funded by DAAD: 57459992. 2019 Arts-based Conflict Mediation. Facilitator Training in Higher Education. East-West Dialogue, Kazakhstan / Kyrgyzstan. Funded by DAAD: 57457781. 2019.			

	(Reserve) Global Humanities in Transnational Exchange. A Summer School in co-operation with the Shandong University in China. Funded by DAAD: 57404939. 2018 Storytelling on the Silk Road. In cooperation with the German-Kazach University. Students from Kazakhstan and Kyrgyzstan. Funded by DAAD: 57401735. 2018 Performing conflict. Spirals of Dialogue in Lviv. In co-operation with the Ukrainian Catholic University and the Jagiellonian University of Krakow. Funded by DAAD: 57344618. 2017 Human Rights and Peacebuilding in Higher Education. In co-operation with St. Augustine University, Mwanza, Tanzania. Funded by DAAD: Hochschulberaterprogram. 2017 Creativity and Peacebuilding in Higher Education. In co-operation with St. Augustine University, Mwanza, Tanzania. Funded by DAAD: Hochschulberaterprogram. 2016 Summer Academy. Creativity and Peacebuilding in Higher Education. University of Hamburg. Funded by Landeszentrale für Politische Bildung. 2016 Spirals of Dialogue in Jordan. In co-operation with the University of Jordan. Students from Hamburg University and the University of Jordan. Funded by DAAD: 57195161. 2015 Peacebuilding and the Performing Arts in the Caucasian Region. In co-operation with the Ivane Javakhishvili Tbilisi State University. Students from Germany, Georgia, Azerbaijan and Armenia. Funded by DAAD: 57074955. 2014 Exploring Human Rights Education in the Cape Town. Students from Germany and South Africa. Funded by DAAD. 2012 Imagining Identity! Re-Imagining Carnival in Cape Town. Photography project in partnership with the District Six Museum, Cape Town. Funded by the Goethe Institute, Johannesburg. 2012 Zooming into Hamburg. Dialog of the Diasporas. Workshop for Russian-speaking students, Hamburg. Funded by Gustav Prietsch Foundation. 2012 Peace Education & the Creative Arts in Central Asia. In co-operation with the Deutsch-Kasachischen Universität, Almaty. Students from Kazakhstan and Kyrgyzstan. Funded by DAAD: 57401735. 2011 Sommeruniversität Kunst und Frieden. An interfaculty program. Funded by Landeszentrale für Politische Bildung. 2011/2014 Images in Prague. In co-operation with the Charles University, Prague. Students from Hamburg and Prague. Funded by the City Partnership Program, City of Hamburg. 2010 Dialog der Urenkelinnen und Urenkel – Durch Begegnung lernen in Co-operation with the Arbeiter Samariter Bund. Students from Hamburg and
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	Prague. Funded by Deutsch-Tschechischen Zukunftsfonds. 2004/5 Spirals of Interreligious Dialogue Project <i>This project emphasizes the fact that no interpretation of religious phenomena is ever final. It documents the interactions between university researchers and religious communities. In order to explore possible ways of teaching about interreligious awareness, projects entitled 'Spirals of Dialogue' have been designed. This data has been used in scientific publications as well as in master and doctoral dissertations.</i> Partizipation und Friedensbildung: Hamburgs Selbstbild als Tor zur Welt. Funded by the Jubiläumsfonds Universität Hamburg. 2018-2019 Death & Dying. Funded by the Gustav Prietsch Stiftung. 2017-2018 Lehrinnovation in der Hochschuldidaktik im Bereich Religion. Funded by the Heinz Nixdorf Stiftung and the Gustav Prietsch Stiftung. 2015-2016 Spirals of Dialogue. Research in Religious Communities. Funded by the Gustav Prietsch Stiftung. 2014 Interreligious Reading of Sacred Texts. Funded by the Education Department, World Council of Churches. 2004-2005		
▪ Consulting	Member of <i>Kooperatives Graduiertenkolleg: Qualitätsmerkmale sozialer Bildungsarbeit</i>, in co-operation with Hamburg University of Applied Sciences (2015-2018) Intercultural program, Engineers without Borders (2018) Co-ordinator, <i>Intitativkreis Friedensbildung, Universität Hamburg</i> (2014-2019) Director, <i>Art Peace Project, Universität Hamburg</i> (2008 – 2019) Consultant to Landeszentrale für Politische Bildung "Human Rights and Self-Empowerment in Education" (2008 – 2011) Consultant to UNESCO "Democracy Education Project" (2002-2006)		
How are own research findings incorporated into teaching?	The development of principles for arts-based learning in higher education, has been directly incorporated into semester teaching in the Faculty of Education at the University of Hamburg, and in the School of Humanities and Languages, German Jordanian University.		
Practical Experience	When?	What?	Where?
Expert Activity	External Referee, UNESCO, Southern Africa (2020)		
	Reviewer, Volkswagen Stiftung (2018 -2019)		
	Member, Kammer für Bildung und Erziehung, Kinder und Jugend, Evangeli-		

	scher Kirche Deutschland (2016-2021) Executive Board, Institut für Konfliktmediation (2015 –) Executive Board, Crossings e.V., Hamburg (2015 -)
Publications	SELECTED RECENT PUBLICATIONS Mitchell G. 2020. “Art and storytelling as self-reflection in higher education”, in T. Iwers/C. Rollof, eds. <i>Achtsamkeit in Bildungsprozessen – Professionalisierung und Praxis</i>. Springer Verlag Mitchell, G. 2020. Erzählen und Reflektieren. In: S. Schwarz/H. Rupp, eds. <i>Lebensweg, religiöse Erziehung und Bildung. Religionspädagogik als Autobiographie</i>. Band 7. Würzburg: Königshausen & Neumann Mitchell, G /Howells, A. 2020. <i>The Mwanza Process. Co-Learning Spaces in Higher Education</i>. Hamburg Mitchell. G., Gainza, I. 2019. <i>Global Humanities in Transnational Exchange</i>, Hamburg: Universität Hamburg. Mitchell. G., Adambossinova, S. 2018. <i>Silk Road Storytelling. Narrative and Image in Transnational Exchange</i>, Hamburg: Universität Hamburg. Mitchell, G., Tutein, J. 2018. „Religion & Religionspädagogik“, in Reiner Lehberger (ed.) <i>Lehrlabor Religion: Kooperation in der Lehrerbildung</i>, Verlag: Books on Demand, 157-162. Mitchell, G. 2017. “Storytelling. Learning to think in times of war and terror”, in D. Salomon, et al. (eds) <i>Pädagogik in Zeiten von Krieg und Terror</i>, Jahrbuch für Pädagogik 2017. Berlin: Peter Lang, 257-68 Mitchell, G. 2017, Religiöse Bildung in der multikulturellen Stadt, <i>Theo-Web. Zeitschrift für Religionspädagogik</i> 16: 2, 48-59. Mitchell., G. 2017. „Theologisieren in Kunst. Religionspädagogik der Vielfalt“, in H. Roebben & M. Rothgangel (eds), <i>Jugendtheologie und Diversität</i>, Jahrbuch für Jugendtheologie Band 5. Calwer- Verlag: Stuttgart, 28-41. Pietrzak-Franger, M., Mitchell, G., Roscher, I. 2017. <i>Death & Dying</i>, Hamburg: Universität Hamburg. Giele, N., Mitchell, G. 2017. <i>Performing Conflicts. Spirals of Dialogue in Lviv</i>, Hamburg: Universität Hamburg. Mitchell. G. 2016. “The Art Peace Project”, in S. Butterwick & C. Roy, <i>Working the margins of community-based adult learning: The power of arts-making in finding voice and creating conditions for seeing/listening</i>, Rotterdam, 103-114.
Memberships	Deutsche Gesellschaft für Erziehungswissenschaft
International Background through:	

▪ Management Activity	Director, <i>InterCultural Resources CC</i>, Johannesburg (1994-1999) Development of intercultural training programs for to the South African Police Services, University of South Africa, Gauteng Education Department, African Life Assurance, ESKOM, De Beers Consolidated Diamond Mines, First National Bank, President's Education Initiative, National Union of Mineworkers.
▪ Academic Activity	Guest Professor, Macau University of Science and Technology, Macau (2019) Guest Professor, St. Augustine University of Tanzania, Mwanza Tanzania (2017, 2018) Guest Professor, Stellenbosch University, South Africa (2016) Guest Professor, University of Jyväskylä, Finland (2012, 2014) Guest Professor, University of Cape Town, South Africa (2009, 2011)
▪ Awards	
▪ Personal Origin	Born at Keiskammahoek, South Africa. German Citizenship 19.05.2016
Special Features	SUPERVISED DOCTORAL DISSERTATIONS <i>As First Supervisor:</i> Valentina Iziumska. Forthcoming. Friedensbildung durch Kunst. Eine rekonstruktive Untersuchung des Bildungspotenzials der partizipativen Erfahrungen der Teilnehmenden in einem künstlerisch-interkulturellen Studentenaustausch, Universität Hamburg. Sofie Olbers. Forthcoming. Refugees im Rampenlicht. Eine Praxis/Diskursanalyse der Re-Präsentation des Flüchtlings im postdramatisch-performancenahen Theater Hamida Sarah Behr. Forthcoming. „Man denkt eigentlich permanent darüber nach, weil man ja darüber bewertet wird“ — Eine Untersuchung friedenspädagogischer Bildungsprozesse angesichts religiöser Diversität, Universität Hamburg. Christian Besch. 2019. Die Aufgabe der Schule bei der Entwicklungsaufgabe Kulturelle Identität am Beispiel traditioneller Musik in der südkoreanischen Schule. Mariam Haarhaus. 2017. "Positionierungen im Fluchtkontext. Eine empirische Untersuchung zur Handlungsfähigkeit geflüchteter Jugendlicher vor dem Hintergrund gesellschaftlicher Flüchtlingskonstruktionen, Universität Hamburg. Barbara Meißner. 2017. SUBJEK – SPIEL – RAUM. Eine multimodale Interaktionsanalyse performativer Selbstdarstellung im schulischen Theaterraum, Universität Hamburg. Titus Pacho. 2017. Service-Learning in Higher Education in Zimbabwe, Universität Hamburg. Jonas Dietrich. 2015. Musisches Philosophieren mit Kindern Grundschule, Universität Hamburg. Svetlana Brajtigam-Gensicke. 2011. Geschichtserinnerung und Identitätsbildung in Umbruchgesellschaften am Beispiel von Jugendlichen aus Serbien.

	Universität Hamburg. <i>As Second Supervisor:</i> Kim Kwang-Chul. 2015. Die Rolle der evangelischen Religionspädagogik in den religiösen Konflikten Südkoreas. Die Einführung des dialogisch-interreligiösen Lernens in Südkorea, Universität Hamburg. Margarita Zoe Giannoutsou. 2013. Kirchendolmetschen - Interpretieren oder Transformieren? Universität Hamburg. Fulya Damla Kentli. 2009. Career Choice of Deutsche-Schule-Istanbul's Graduates: Influence of 'Hidden Curriculum', Universität Hamburg. Christa Dommel. 2007. Religions-Bildung im Kindergarten in Deutschland und England. Vergleichende Bildungsforschung für frühkindliche Pädagogik aus Religionswissenschaftlicher Perspektive. Universität Bremen. Hyangmo Kim. 2006. Destroying the Wall. In Search of 'Unity in Difference' in 'Onjung' Biblical Hermeneutics on the Basis of Korean and South African Political and Cultural Contexts, University of Cape Town. Matthias Gensicke. 2005. Zwischen Beharrung und Veränderung: Die Niederduitse Gereformeerde Kerk im Umbruchprozess Südafrikas nach Ende der Apartheid 1990-1999. Universität Hamburg. Christine Müller. 2005. Zur Bedeutung von Religion für jüdische Jugendliche in Deutschland, Universität Hamburg.
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