

Academic education: What is the purpose?

Giselinde Kuipers

KU LEUVEN

What is?

The purpose?

For whom?

What is?

The purpose?

For whom?

A social interaction aiming to transfer, share and develop:

1. Knowledge (kennis)
2. Skills (kunde)

A social interaction aiming to transfer, share and develop:

1. Knowledge (kennis)
2. Skills (kunde)

3. Ways of thinking and seeing

A social interaction aiming to transfer, share and develop:

1. Knowledge (kennis)
2. Skills (kunde)

3. Ways of thinking and seeing
4. The formation (*Bildung*) of the self

Sociology:

*The self is
the result of
social interaction
and thus: social relations*

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EDITION BY DANIEL R. HUEBNER AND HANS JOAS

George Herbert Mead

MIND, SELF
& SOCIETY

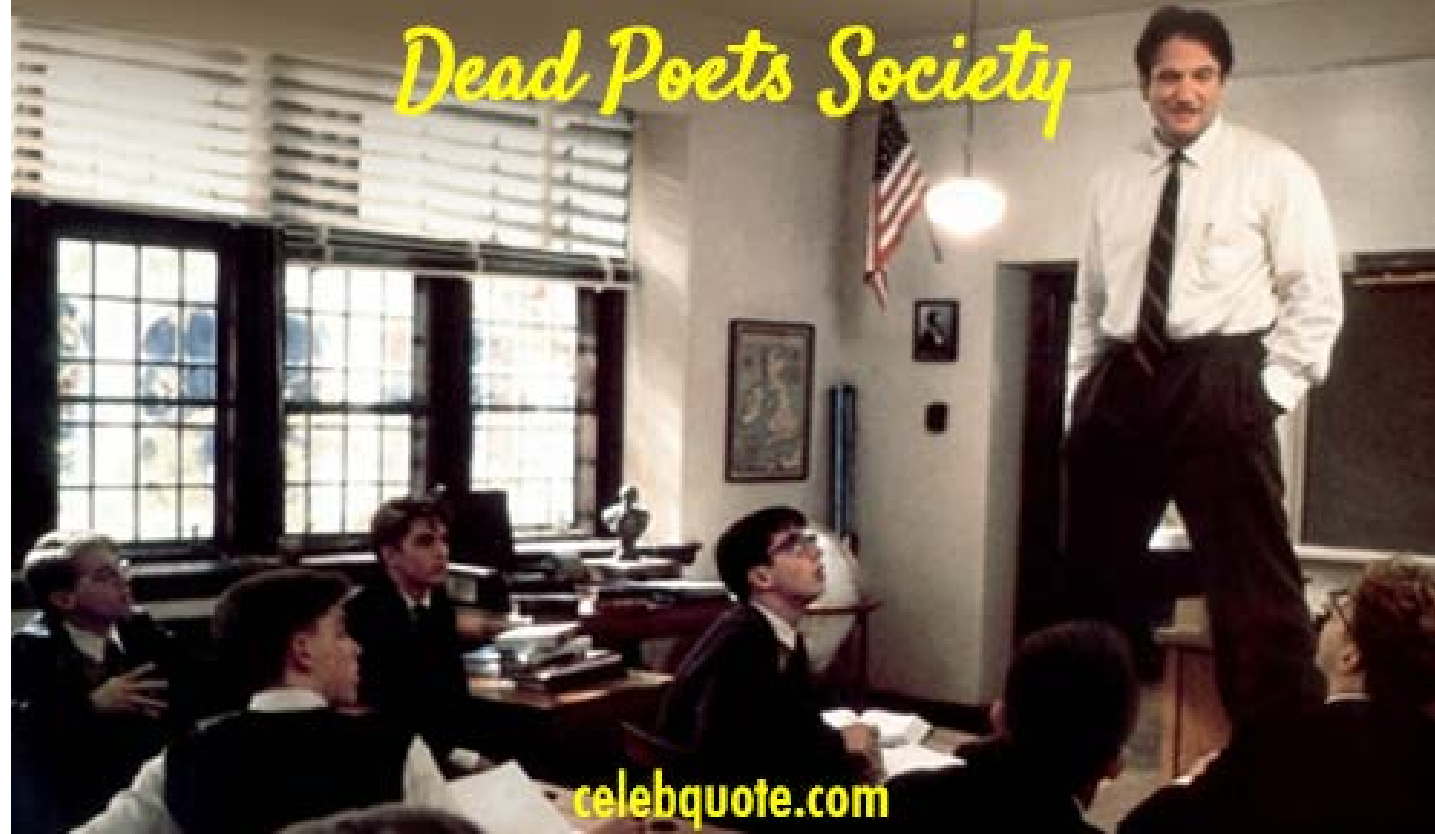
{THE DEFINITIVE EDITION}





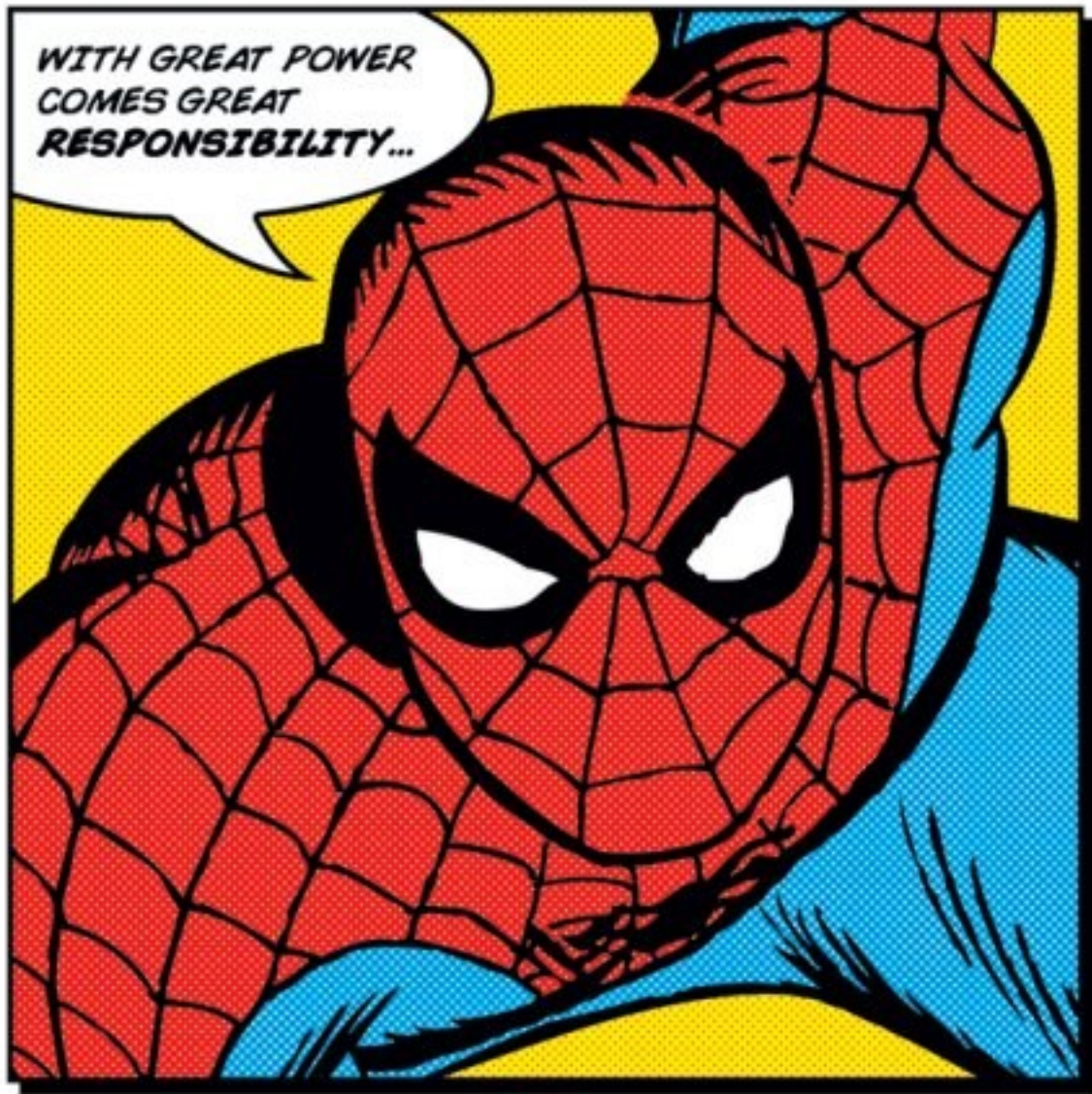
I **STAND** UPON MY DESK
TO REMIND MYSELF THAT
WE MUST CONSTANTLY
LOOK AT THINGS
IN A DIFFERENT WAY

Dead Poets Society



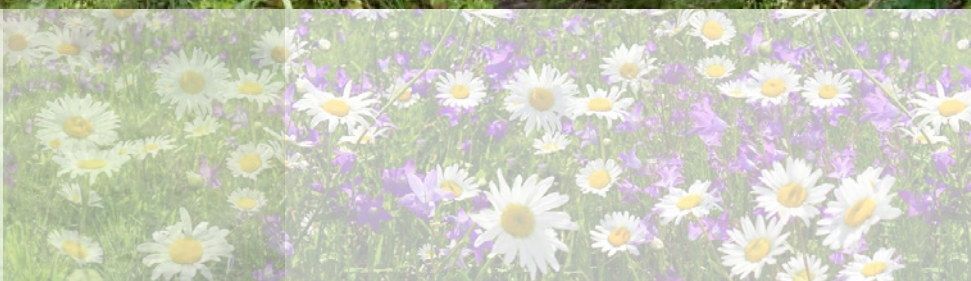
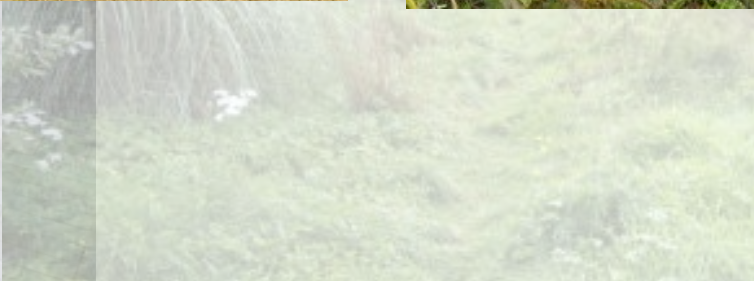
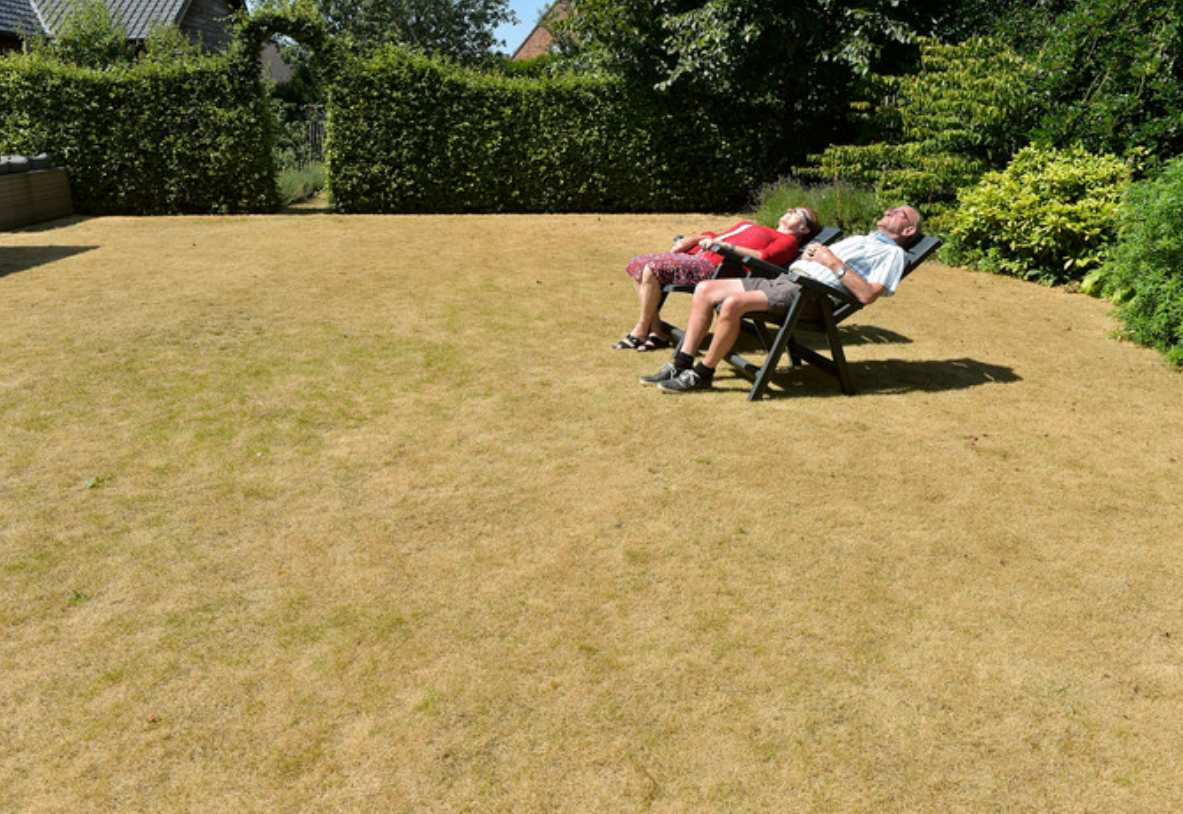
Or, if this is too sentimental for you...

*WITH GREAT POWER
COMES GREAT
RESPONSIBILITY...*



Or, if that is too heroic for you...







In teaching, as in gardening, what you do, but also what you do *not* do, has visible, lasting consequences...

Sociology

Every durable social form (*institution*) has a normative core (or several).

This is what we could call a *purpose (bedoeling)*

In academic teaching, we're in the business of shaping selves....

...among other things.

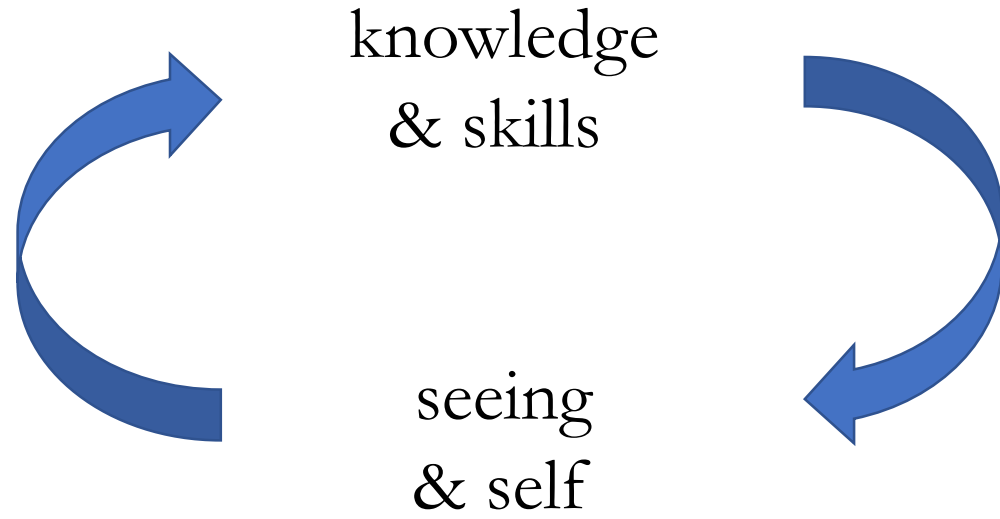
What is?

The purpose?

For whom?

**5 relations
in education
for your consideration**

1.



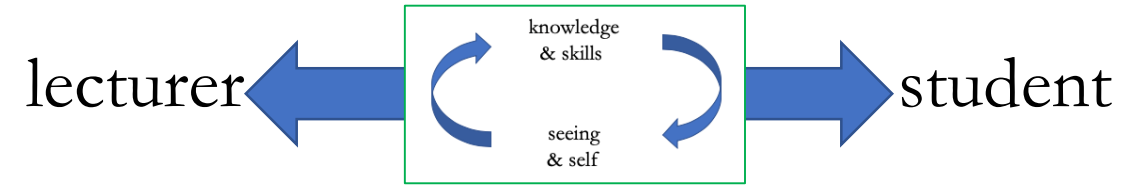


Two things that work for me

Assignment: Learning log

- Discuss what you learned from this text
- Focus on what you *like* about it
- Do not focus on critique

2.





...but will they work for any student?
...and for any lecturer?

Assignment: Learning log

- Discuss what you learned from this text
- Focus on what you *like* about it
- Do not focus on critique

Sociology:

*Teaching is always a
social interaction, and
therefore by definition has
unexpected outcomes.*

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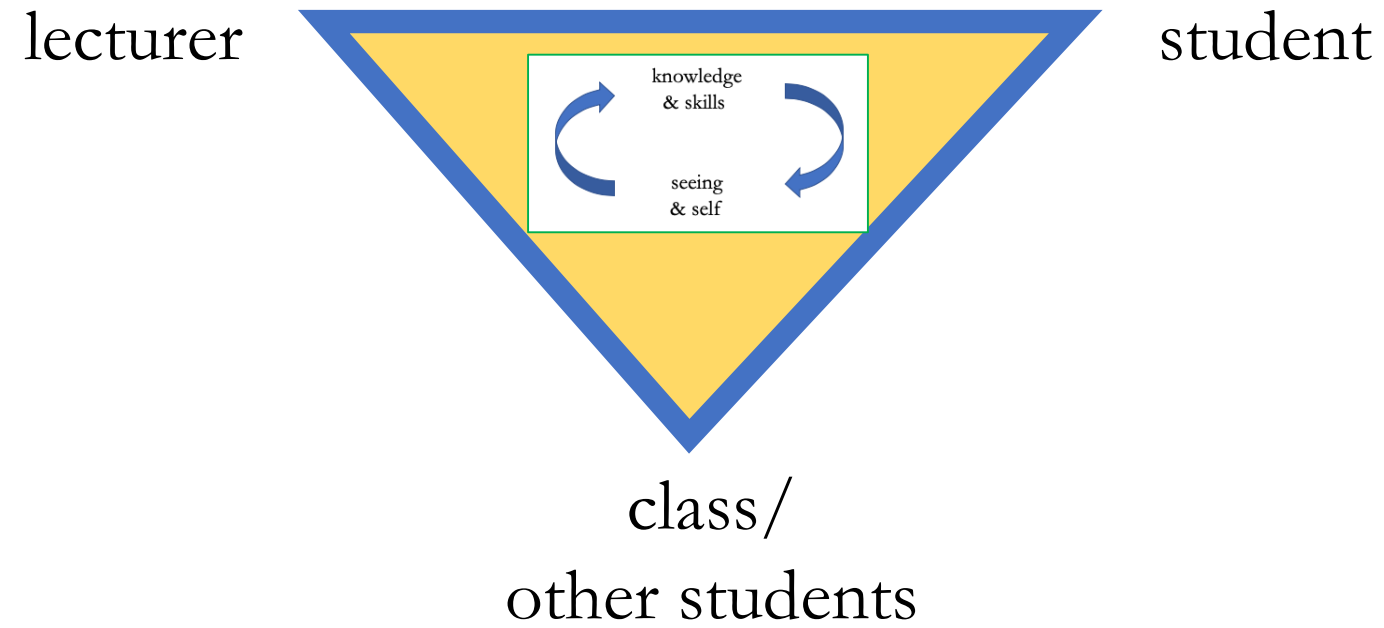
George Herbert Mead

**MIND, SELF
& SOCIETY**

{THE DEFINITIVE EDITION}



3.



NL_Wetenschap
10.4K Tweets



NL_Wetenschap
@NL_Wetenschap Follows you


Wekelijks wisselaccount van NL wetenschappers.
Deze week: Jolien Mouw (@joliemouw), assistant prof. Onderwijswetenschappen, Rijksuniversiteit Groningen.
[Translate bio](#)

Initiatief vanuit de wetenschap, door de wetenschap



NL_Wetenschap @NL_Wetenschap · 1h

Ongeacht het label (actief, constructief, interactief), ben ik voorstander van leeractiviteiten waarin de lerende echt aan de slag moet gaan met het leermateriaal. Het liefst in interactie met anderen, ook al is dat niet altijd gemakkelijk:



Study shows students in 'active learning' classrooms learn more than...
For decades, there has been evidence that classroom techniques designed to get students to participate in the learning process ...
[phys.org](#)

the Sage @the_Sage_BB · 1h
Replying to @NL_Wetenschap

Boeiend! Ben benieuwd in hoeverre ditzelfde zou gelden voor bijvoorbeeld multiple choice geschiedenis vragen ipv natuurkunde opgaven.

1

NL_Wetenschap @NL_Wetenschap · 1h

Jouw vraag brengt een aantal zeer relevante aspecten samen (toetsing, werkvorm, leermaterialen, vakspecifieke leerdoelen) die allemaal een grote invloed kunnen hebben op de daadwerkelijke leersituatie en uitkomst.

NL_Wetenschap @NL_Wetenschap · 1h

Dat zijn ook inderdaad aantallen die zorgen voor restricties in wat (praktisch) haalbaar is! En ook dat speelt mee in de keuzes die je kunt/moet maken om alignment te bewerkstelligen. Ook met dat aantal zijn er mogelijkheden tot (inter)actie, maar vraagt idd soms meer overdenken.

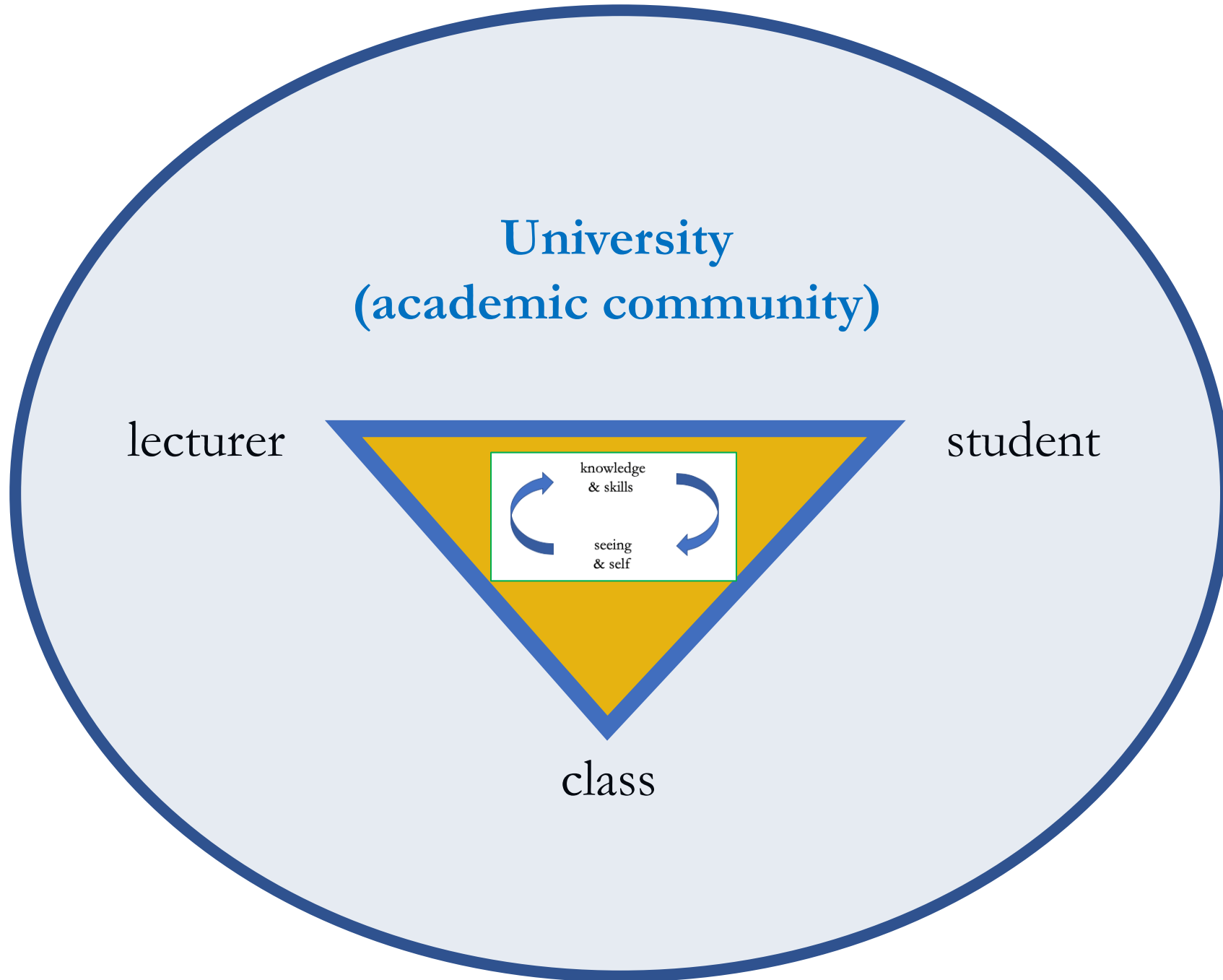
1

Mariska Leeflang @leeflang_m · 1h
Replying to @NL_Wetenschap

Interessant! Ik ben me pas sinds kort aan het verdiepen in activerend leren en zelfsturend leren (interactieve hoorcolleges had ik altijd al wel in zekere mate). Het valt nog niet mee om de juiste vorm te vinden bij het juiste onderwerp...



4



Universitas *as ideal?*
Or as privilege?

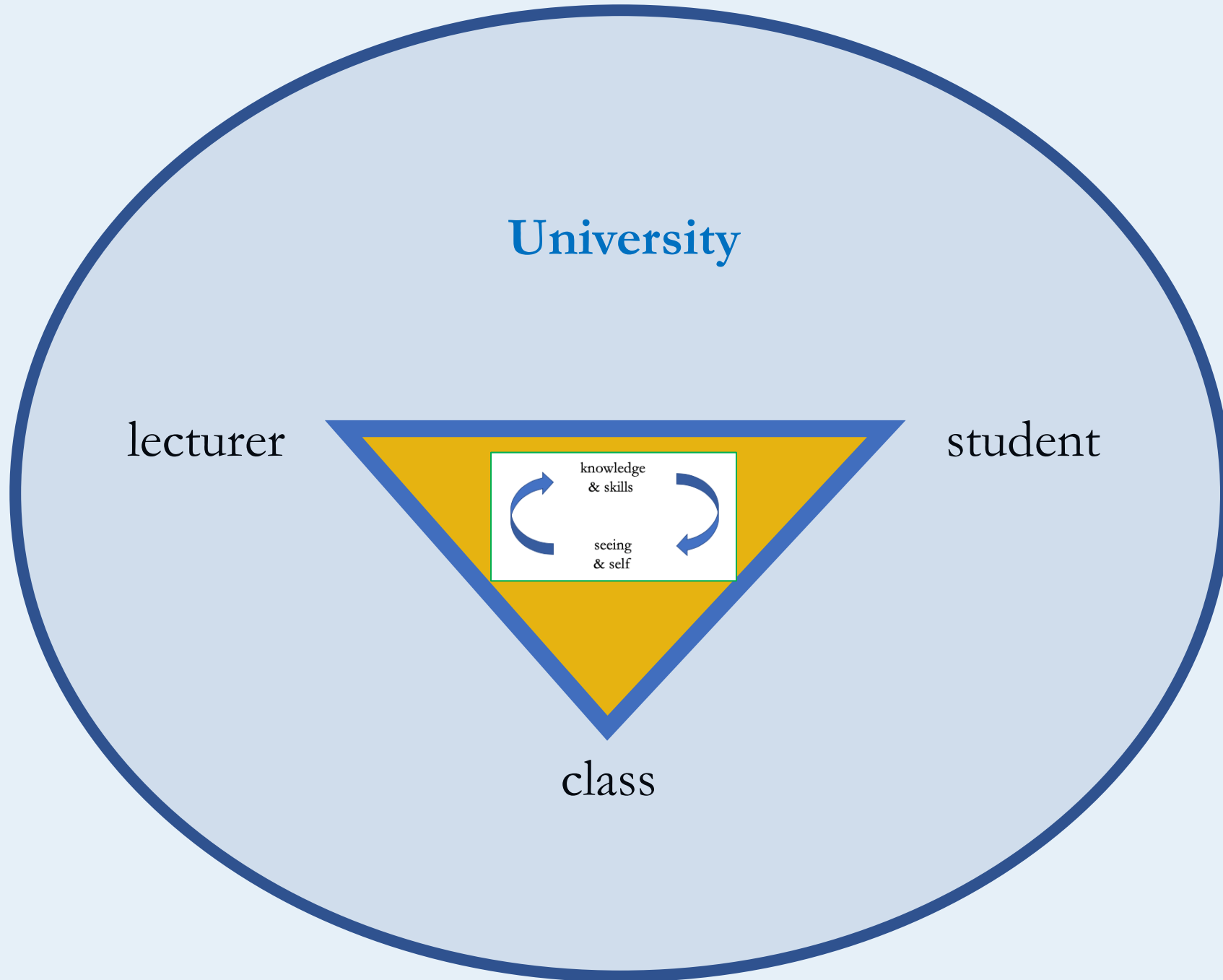




Academic community
as ideal? As privilege?
Nostalgic nonsense?
Was it ever there?

articula
• Junctura fibrosa: bndw
by: sutura, syndesm
• Junctura cartilaginea: k
by: discus intervert

5.



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Y

Every durable social form (*institution*) has a normative core (or several).

What normative idea(s) about society are embedded in academic teaching?

Are we aware of them?

The struggle for the purpose of the university

Managerial university

Research for knowledge production

Education for labor market

Measurable output

Academics: employees

Students: clients

Others: audiences, clients

Teaching: employees, researchers, entrepreneurs

Economic/societal use value

Citizenship university

Research for knowledge & insight

Education for formation/citizenship

Insight, *Bildung*, books & other vague stuff

Academics: community of professionals

Students: part of community, as pupils

Others: publics, citizens, students

Teaching: teachers, professionals and citizens

Common good

@WOinactie

ACHTERGROND

‘De wetenschap wordt achteloos kapotgemaakt’

‘Wauw’, zegt hoogleraar sociologie Giselinde Kuipers als het publiek bij de Ware Opening begint te juichen. ‘Dat ben ik als...



(anyway...)

For your consideration: five nested relations

knowledge & skills



seeing & self

lecturer



student

lecturer



student



class

lecturer/student/class



university

lecturer/student/class



society

What is?

The purpose?

For whom?



For them?

articula

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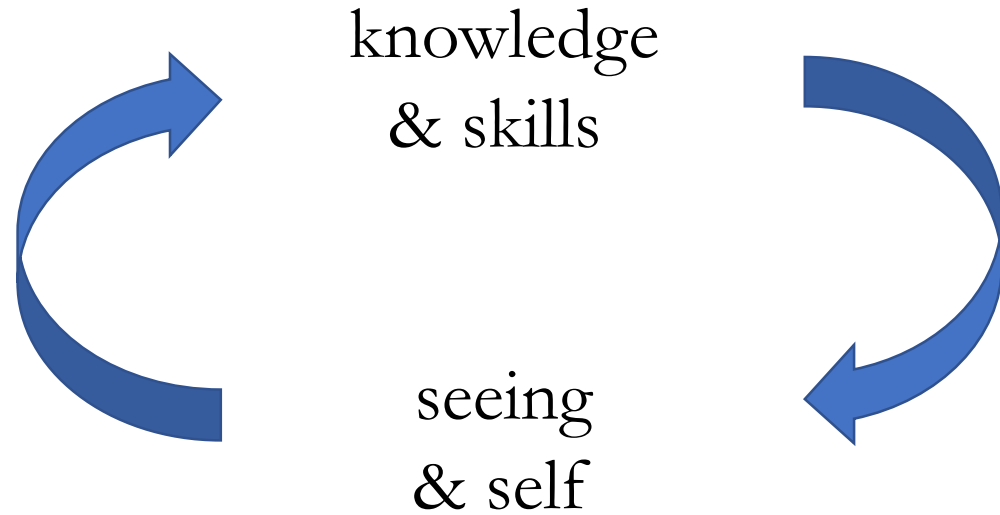


For them...?

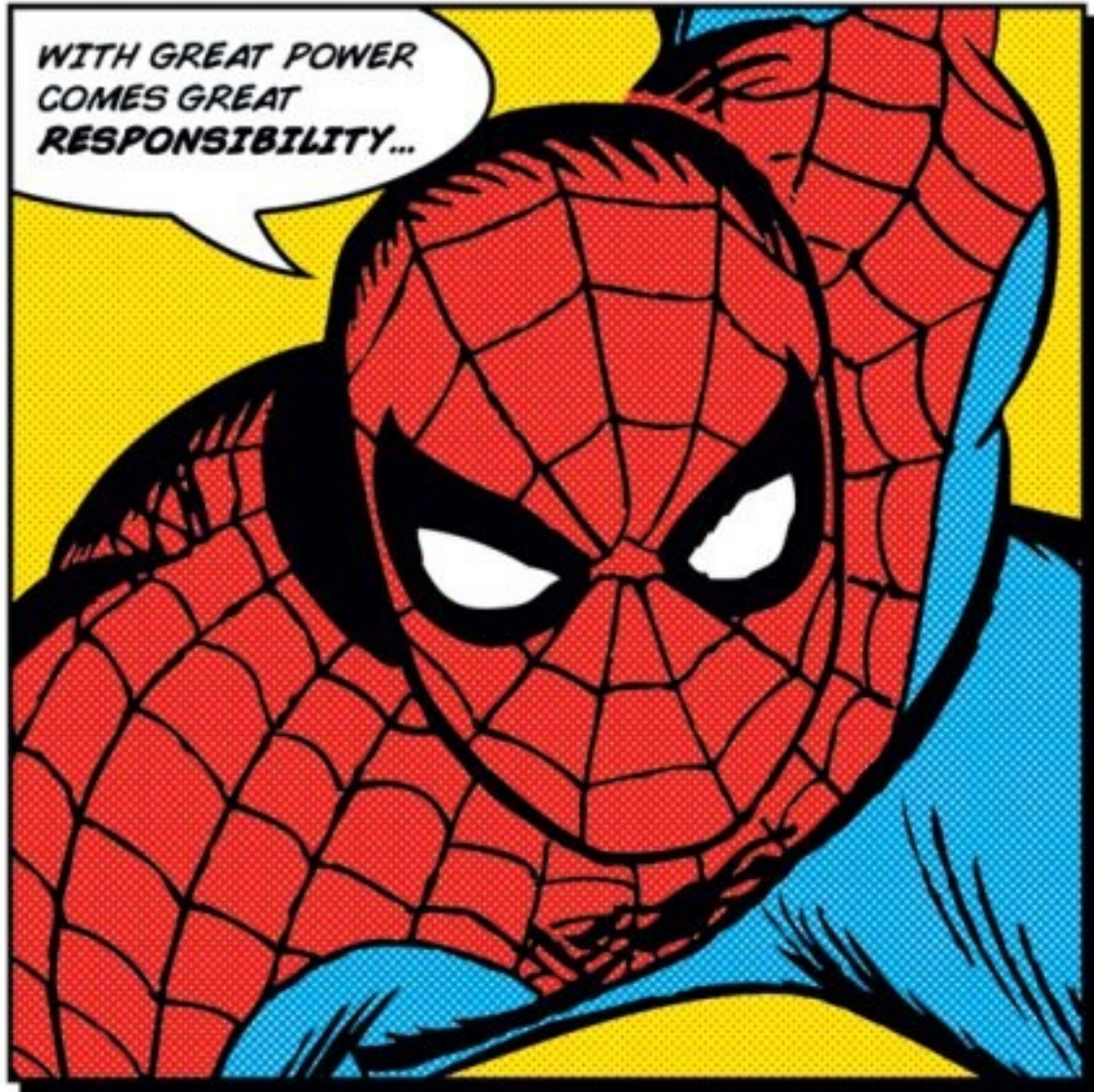
And for us!!



Teaching has also shaped, formed and changed me



and it still does...



But this does not imply a responsibility for us to make our teaching great (or "excellent") all the time.

It does mean, however, the responsibility to think, to discuss and to care about education.



Thank you!

