

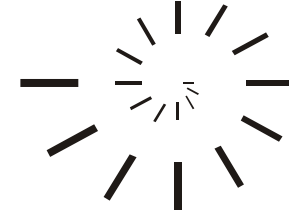
“Humboldt in the 21st Century”

University Education in Germany today



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Agenda

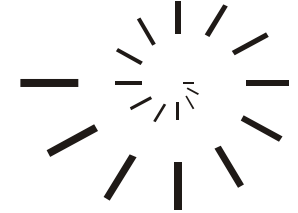
(1) Humboldt's Idealism

- a) German Concept of "Bildung"
- b) General Objectives

(2) The Bologna Process

- a) European Educational Reforms
- b) Employability Definition
- c) Employability Competencies
- d) General Objectives

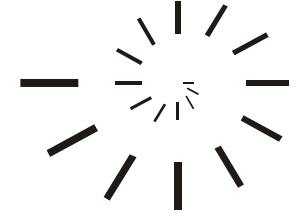
(3) Conclusion: Moving Humboldt to Bologna



(1a) Humboldt's Idealism – German Concept of „Bildung“

- can not be directly translated to the English expression “education” or french “formation”
- more programmatic meaning in the sense of civilisation/ culturation
- closely connected to the idea of the freedom of the individual and the dignity of the human being, which are inalienable human rights
- people can only be considered ‘educated’, if they are able to act in a self-determined manner and take responsibility for the knowledge they acquire
- learners should study a subject to such a degree that he/ she understands the knowledge and develops a rationally founded, critical and constructive attitude towards it (Humboldt 1809).

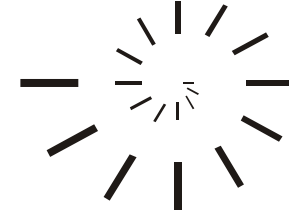
Humboldt (1809).



(1b) Humboldt's Idealism – General Objectives

- formal curricula should neither be too “practical” nor too “specialised”
- main objective: universal development of the character
- teach the history of the development of those ideas, which contributed to the advancement of humankind in a special field
- demand the all-embracing mastery of one's own standard language and the acquisition of necessary technical terminology
- it is categorical, to identify that meaning in one's field, which goes beyond what is directly expressed or useful
- acquisition of technical terminology results in a level of reason that is responsible for the re-experiencing of the most important moments of scientific findings
- language is the geometry of thinking

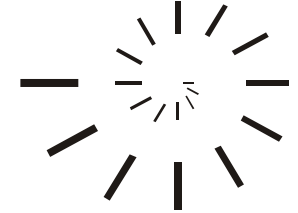
Humboldt (1809).



(2a) The Bologna Process – European Educational Reforms

- European Union wants to become “the most competitive and dynamic knowledge-based economy in the world”
- EU considers education as the key to economic growth, employment and social cohesion
- Educational policy pursues the aim to initiate processes of transformation to a European higher education area with standardized structures
- The so-called Bologna Process creates an European translation system for the level of qualifications
- Universities are requested to establish a link between their courses of study and the (European) employment market

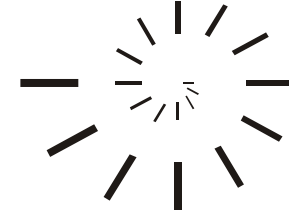
European Council (2000) & Universities UK (2002).



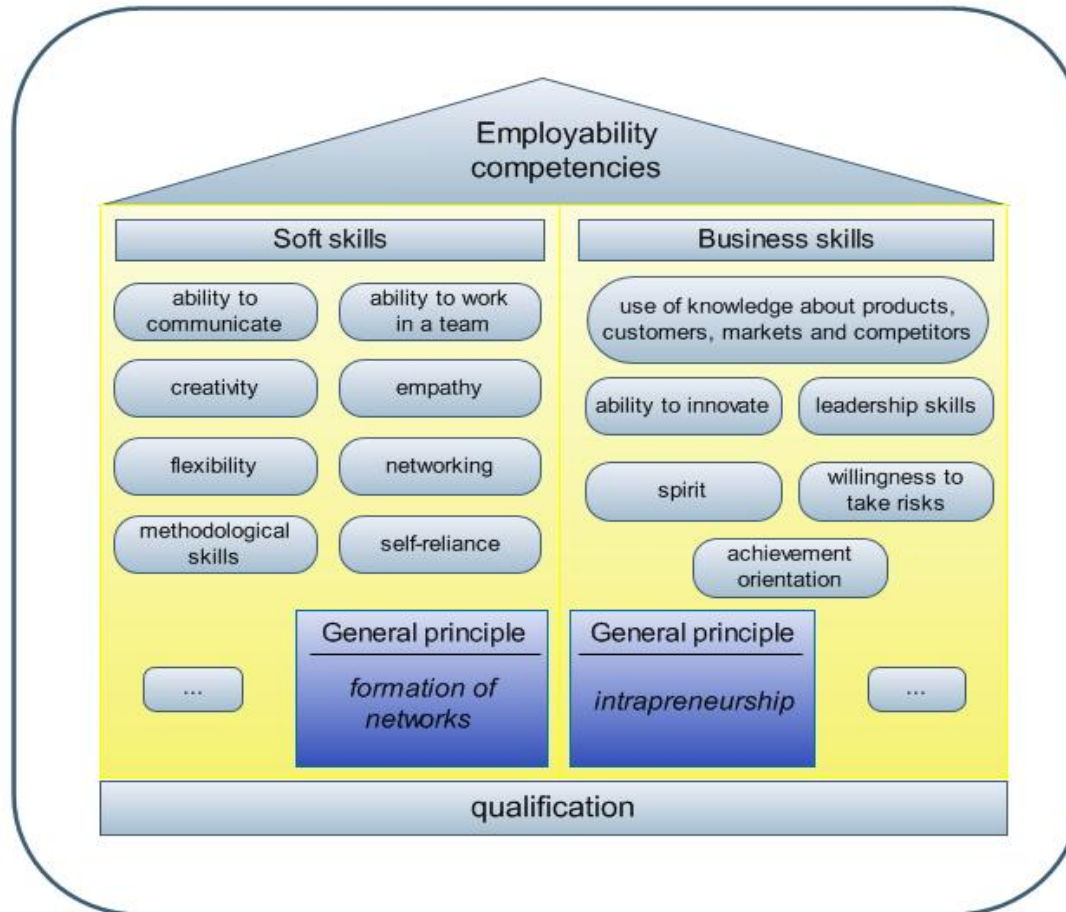
(2b) The Bologna Process – Employability Definition

- Employability as study goal focusses on human performance and its contribution to the enhancement of business competitiveness
- The concept of employability comprises criteria, which characterise an individual as capable or non-capable concerning his/her occupation
- Graduates are employable, if they exactly possess those abilities and skills, which are required by businesses

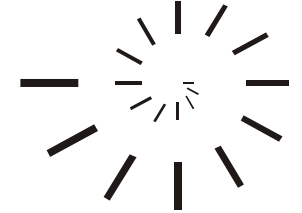
Kenny/ English/ Kilmartin (2007) & Rump/ Eilers (2006).



(2c) The Bologna Process – Employability Competencies



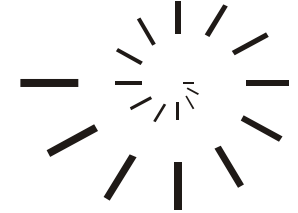
Mittelstaedt/ Wiepcke (2011).



(2d) The Bologna Process – General Objectives

1. **Basis of values** (establishes understanding and appreciation towards the business + critical distance)
2. **Economic creativity** (ability to develop innovations)
3. **Decision-making ability** (ability to make decisions also without complete information)
4. **Methodological skills** (ability to use methods in the context of occupation)
5. **Interpersonal skills** (leadership-, motivational- and communication skills)

Ripsas (1997) & Wiepcke (2009).



(3) Conclusion: Moving Humboldt to Bologna

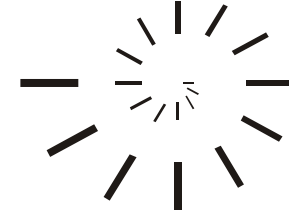
Universities

- are expected to organise their structures with respect to the objectives in the Bologna-process and to develop general conditions for enhancing the employability of students
- but have to give consideration to their holistic and educational mission
- are asked to integrate economic educational modules, in particular for non-business students, as a part of extracurricular studies

Students

- will be faced with a new responsibility
- are expected to make use of competency-oriented, economic learning opportunities and to accept responsibility for themselves and for their own occupational biography to a greater extent

Mittelstaedt/ Wiepcke (2011).



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