

出國報告（出席類別：出席國際會議）

出席於柏林洪堡特大學舉辦之德國教育研究學會年會之「國際論壇」出國報告書

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der Deutschen Gesellschaft für
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摘要

本計畫主持人應邀參加 2014 年 3 月 9-12 日於德國柏林大學舉辦之德國全國之教育研究學會(GERA, DGfE)年會，與德國馬堡大學 Susanne Weber 教授、瑞典 Sharon Rider 教授、土耳其 Mete Kurtoglu 研究員、以及比利時魯汶大學教授 Jan Maschelein 合作進行 Symposium，進行論壇論文發表。並參與其他英文場次演講與論壇，在四天活動中充分達到深度國際交流與溝通，為未來合作奠定良好基礎。

關鍵字：國際研討會、洪堡特大學、嘉義大學、高等教育

目次

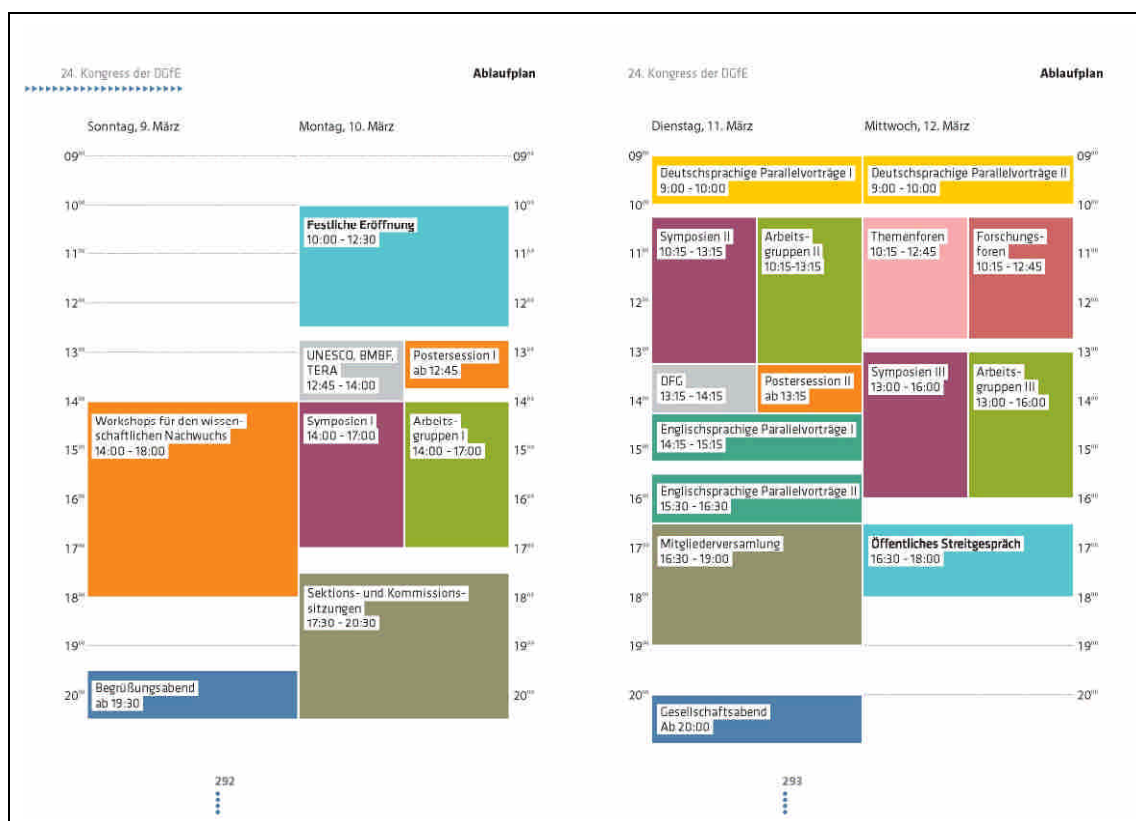
壹、計畫緣起與目的	4
貳、參加論壇過程與內容	5
參、心得與建議	9
肆、附錄	
附件一、研討會議程本計畫主持人所參與之國際論壇之四 篇論文摘要	10
附件二、研討會相關議程（摘錄）	19
附件三、WERA Organizational Education IRN參與名單	26

壹、計畫緣起與目的

本計畫主持人應邀參加 2014 年 3 月 6-12 日於德國柏林大學舉辦之德國全國之教育研究學會年會，與德國馬堡大學 Susanne Weber 教授、瑞典 Sharon Rider 教授、土耳其 Mete Kurtoglu 研究員、以及比利時魯汶大學教授 Jan Maschelein 合作進行 Symposium，進行論壇論文發表。並參與其他英文場次演講與論壇，在四天活動中充分達到深度國際交流與溝通，為未來合作奠定良好基礎。其主要目的在於：

1. 促進我國高等教育學術思想國際交流。
2. 主持人報告內容探討儒家教育對現代高等教育之影響。
3. 推動國際高等教育研究學術未來合作之可能。

GERA(或德文縮寫 DGfE)為德國最大型之教育研究學會，2014 年於德國洪堡特大學舉辦，參加者根據大會統計超過兩千餘人，行程共計四天，流程如下（詳細議程件因接近三百頁，故附件無法將全本附上，而列出相關總表）：



論壇地點

Humboldt University in Berlin, Germany

貳、參加論壇過程與內容

GERA(或德文縮寫 DGfE)為德國最大型之教育研究學會，2014 年於德國洪堡特大學舉辦，參加者根據大會統計超過兩千餘人。

主持人抵達柏林後於會議第一日與第二日參觀柏林大學與校園，並參與會議，前兩日活動主要以德文進行，後兩日則為國際論壇，有多場英語場次之發表。

第三日上午為主持人所參與的國際論壇，發表人包括德國馬堡大學 Susanne Weber 教授、瑞典 Sharon Rider 教授、土耳其 Mete Kurtoglu 研究員、以及主持人，比利時魯汶大學教授 Jan Maschelei 為討論人。發表時間共計三小時，與一般研討會相較有更充分的時間進行深度探討。

主持人所參加之論壇名稱為「展望未來大學：學術知識的危機、交錯與路徑」(The University of the Future – Crisis, Crossroads and Paths of Academic Knowledge Cultures)，發表人及其題目如下：

1. 主持人：「展望未來大學：學術跨文化檢視」(University for the Future: A Cross-Cultural Examination of Academic Freedom)。
2. 土耳其 Kardeniz 大學研究員 Mete Kurtoglu：「展望高等教育？改革的革新性：土耳其的個案批判」(Futuring Higher Education? The Innovativeness of Reforms: Turkey - a critical case study)
3. 瑞典 Uppsala 大學教授 Sharon Rider：「知識革新：現實化期待為生命形式」(Knowledge as Innovation: Reified Expectation as a Form of Life)
4. 德國馬堡大學教授 Susanne Weber：「發展、創業、設計驅策？未來大學的計畫、主題與知識空間」(Developmental, Entrepreneurial, Design-Driven? Programs, Subjects and epistemic Spaces of The University of the Future)。

本場次最後由比利時魯汶大學教授 Jan Masschelein 給予評論和回應。由於整場次有三個小時，每位發表人有充分時間發表說明其論文重點，聽眾也能給予充費時間回饋與討論，由於每位發表人論述內容牽涉了不同地區的高等教育發展現況以及背後所牽涉的歷史背景與理念，因此本論壇是每位發表人發表之後，隨即展開討論，幾位發表人發表之後，由評論人 Maschelein 教授與以最後總評，他也非常謙虛的說，因為不了解各國教育實施狀況，無法針對各篇給予實質的回應，但從

發表內容中，評論人指出「學校」與「大學」的意義應該重新檢視與反省，他提出一個重要的觀點：學校應當注重 slow down，學校是緩慢進行學習的所在，不應該在其中像「工作」一般講求速效，其評論引起在場觀眾許多共鳴，整體而言，本論壇是一個學術思想交流成功具有討論深度的論壇。

除上述參加國際論壇進行發表之外，本計畫主持人聆聽一場由北京大學教授 Xiangming Chen (School of Education, Peking University, China):題目為 A Study on Chinese Teachers' Practical Knowledge and its Cultural Implications for the Traditions and Futures of World Education, 由於姓名為英譯，無法確知其中文姓名，在此仍寫出其英譯姓名，Chen 教授主要說明其數年針對六所學校專家教師（高中、初中、小學各二所）進行訪談與資料蒐集，試圖研究出專家教師的實踐知識的內涵。

此外，主持人也前往另一場國際論壇聆聽，該場國際論壇為「世界教育研究學會」（World Education Research Association, WERA）前後任會長進行發表，說明該學會之發展狀況，該學會成立已五年，有數個國際性的學術團體申請與其連結為「國際研究網絡」（International Research Networks, IRNS），以增加國際之間各種學術組織與團體之間的交流與聯繫。針對於此，本計畫主持人與國際論壇成員以及其他國際學者也共組了 Organizational Education 並已申請進入 WERA 成為其國際研究網絡 IRN 之一（本 IRN 組織名單包括本計畫主持人可見附件三），因此主持人到場聆聽 WERA 以了解其運作狀況與其他 IRN 的內涵。

本活動之相關剪影如下：

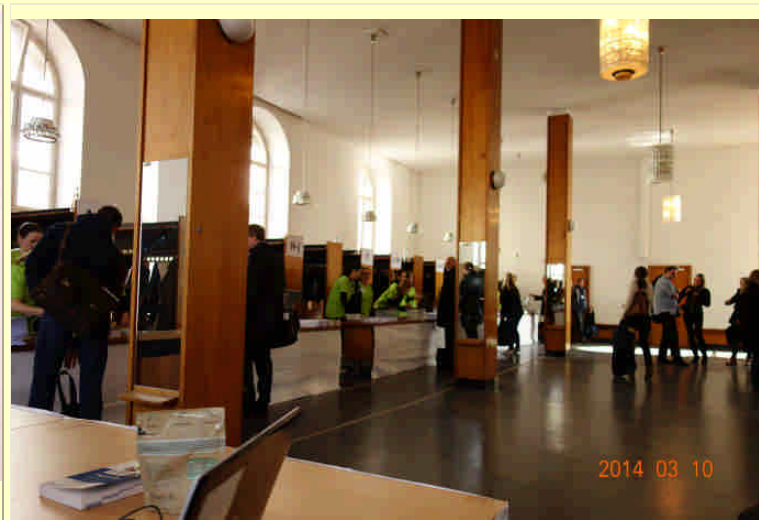


會議註冊處領取資料：

會議資料袋



報到處：報到處人員身著綠色T恤頗為醒目。



論文場地走廊



會議袋內資料相當豐富



洪堡特大學前另一張海報：透過知識的教育 洪堡特大學之創始者：威爾海姆洪堡特



本計畫主持人於洪堡特大學前留影



參加者均有辨識名牌。



2014 03 12

主持人與論壇夥伴於休息時間合影，左下土耳其 Kardeniz 大學研究員 Mete Kurtoglu；右下德國馬堡大學教授 Susanne Weber。校園中可見諸多師生學子。



2014 03 11

本計畫主持人聆聽其他場次發表



參、心得與建議

經過數天與各國學者交流與共同研討，主持人所參加之場次之國際化程度相當高，每位發表人與討論人之國籍均不相同，在場聽眾回應也相當熱烈。

一、研討會的場次安排時間：以往主持人所參加之研討會幾乎將每個場次時間暫排在兩小時之內，但這次論壇的時間有三個小時，發表人有非常充分的時間說明其論文，並與聽眾有深入的對話，以往主持人認為一個場次超過兩小時將會使聽眾不耐煩，但是由此次經驗發現其實不然，深入的對話使發表人與聽眾收穫更多；

二、國際化學術活動可多樣性以及多語言化：不拘傳統形式的論文發表、海報與工作論文；且為促進國際交流，今後國內或校內舉辦國際學術活動，可考慮舉辦接受多種語言的研討會或類似活動，以增進不同語言背景與不同文化背景的學者交流機會，更有利於國際化推動，雖然執行上可能比較麻煩，但是就國際化成效與提升多元文化程度而言，應該更有成效。

三、希望今後科技部、教育部或校方對於學術活動的補助與支持可更彈性與多樣性，並延長考評時間：國外許多學術性活動形式多元，以往科技部（國科會）與教育部傾向於補助大型國際學術活動，以更多人參與可達推廣之效，但有時學術之發展與深化不在於量之多，而在於質之精，小型學術活動有時候更能達到學術深化與紮根，且學術成果的成熟例如論文與書的出版過程必須有足夠時間來進行深度修改、審查與出版，如果過份講求時效與速效之展現，將無法使學術研究成果有一定的品質，而僅能在表面上達成量的目標。

Symposium GERA 2014

outline

The University of the Future – Crisis, Crossroads and Paths of Academic Knowledge Cultures

Traditions of the university are changing massively within the development of the knowledge and learning economies. They emphasize the significance of intellectual capital and tacit knowledge in the forms of human, social and intellectual capital for economic growth and development manifesting the changing relevance of intellectual capital and the thickening connections between forms of open knowledge production, creativity, and new Web 2.0 technologies. A number of terms describe the nature of the contemporary capitalism of advanced economies: ‘cognitive capitalism’, ‘metaphysical capitalism’, ‘intellectual capitalism’, ‘designer capitalism’. The ‘symbolic’ or ‘weightless’ economy has highlighted the general importance of symbolic, immaterial and digital goods and services for economic and cultural development and resulted in new labor markets with a demand for higher analytic skills and new markets in tradable knowledges. Developments in information and communication technologies (ICTs) are changing the format, density and nature of the exchange and flows of knowledge, research and scholarship.

By this, delivery modes are being reshaped and global cultures are spreading in the form of knowledge and research networks. Openness and networking, cross-border people movement, flows of capital and new knowledge and learning systems with worldwide reach; all are changing the conditions of imagining and producing and the sharing of creative work in different spheres. The economic aspect of creativity refers to the production of new ideas, aesthetic forms, scholarship, original works of art and cultural products, as well as scientific inventions and technological innovations. It embraces open source communication as well as commercial intellectual property. The digitization, speed and compression of communication reshapes working and delivery modes in Higher Education, has reinforced the notion of culture as a symbolic system and led to the spread of global cultures as knowledge cultures and collaborative research networks. Those developments lead us to the question, what we can expect, what we can hope, what we can want – reflecting the traditions, seeing the crisis and

standing at the crossroads of possible futures of university.

With the objective of extending the international dialogue about the relationship between higher education and contemporary economies, the symposium investigates the function of the University in the creative economy. The analysis of the given traditions, conditions and future potentials of university are driven by a discourse-analytical perspective and educational philosophy as well as empirical analysis. University will be analyzed as an epistemic field and traditional institution in crisis. Four contributions and one discussant will address crisis – empirical examples – crossroads – potentials and possibilities.

The contributions reflect the present situation of the University as a position of crisis and address different futures of the University focusing the critical notion of freedom. Ruyu Hung (Taiwan) will speak about “University for the Future: A Cross-Cultural Examination of Academic Freedom”. Based on this analysis, Mete Kurtoglu (Turkey) addresses “Futuring Higher Education? The Innovativeness of Reforms: Turkey - a critical case study” and gives insight into empirical studies on Higher Education reforms within Turkey's Higher Education policy. Sharon Ryder (Sweden) will speak about “Knowledge as Innovation: Reified Expectation as a Form of Life” She shows, that within economization, “knowledge” is narrowed down into the potential for „return on investment“. The culture of expectation and the practices, norms and values of this process of economization of knowledge into innovation is being addressed. Susanne Maria Weber (Germany) analyzes the future university in its trends as offering knowledge for the market within lifelong learning and innovation programs. Will they offer new impulses and potentials into a developmental and design oriented institution for society, or is the entrepreneurial university merely oriented towards market output? The discussant Jan Masschelein (Belgium) highlights the dimension of the public space, openness, creativity and the cultivation of the public sphere for a true University of the Future.

Content OVERVIEW:

1) University for the Future: A Cross-Cultural Examination of Academic Freedom

Ruyu Hung
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大學之道，在明明德，在親民，在止於至善。(禮記大學)

The Dao of Da Xue is to manifest the illustrious virtues, to renovate people, and to end at the ultimate Good. (*Liji, Da Xue*)

The two character term of Da Xue (大學) has two important meanings in relation to higher education: the great learning and the (homonym of) university (in Chinese:大學). In ancient times, Chinese wise men elaborated the meaning of Da Xue.

Undoubtedly the traditional understanding of the great learning and higher educational institution (大學) has great influence in contemporary East Asia.

Although nowadays the model of organisation and structure of most universities originates from the medieval Europe, in Confucian cultural heritage states, the idea of university and higher education is not entirely implanted from the West. I am curious about what change of the idea and practice of university made by Confucianism when modern universities of the Western model are set up in the Confucian cultural states. What challenges and possibility does the Confucian influence lead?

In this paper I focus on academic freedom. Academic freedom is widely acknowledged at the very core of the mission of the university. I wish to expose how academic freedom is interpreted and practised in Taiwan and the underpinning cultural background. Recently there has been a news causing a lot of public attention and debate. It is about academic research on food, food safety, publication of research findings and academic freedom. This news shows that the conceptions of academic freedom and university have been greatly questioned because our understanding of university has a traditional root and it has to face the modern challenges. An elaboration of academic freedom and the cultural context will disclose the challenge and possibility that the university is facing. This understanding could further suggest a promising future for the university.

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2) Futuring Higher Education? The Innovativeness of Reforms: Turkey - a critical case study

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Global trends in higher education policy reforms present an increasing connectedness to policies towards establishing knowledge economies and put universities into a central position for economic development. This tendency creates an urge for higher

education reform in many developing countries as part of their political agenda towards global competitiveness. The new concepts brought by such reform processes i.e. entrepreneurship, techno-science, corporate governance, quality assurance so on, create a tension with the traditional idea of universities and their institutional settings. As a result universities face controversies in finding the paths for reflecting the new challenges and sustaining their institutional traditions. This process is understandably different in developing countries with a weaker tradition of modern universities than in the developed countries.

This paper discusses the reform process in Turkish Higher Education by focusing on three case studies for understanding the internal and external factors shaping such process of change. From these case studies it is aimed to present the different institutional perspectives and strategies in dealing with such challenges according to the types of universities like international research university, comprehensive teaching university and entrepreneurial university.

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3.) Knowledge as Innovation: Reified Expectation as a Form of Life

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Universities, which, for many OECD countries constitute a major expenditure, are subject to ever-increasing demands from governing agencies to account for their direct contribution to social and economic development and growth, that is, for their role in the innovation system. But innovation processes are unsure and erratic: the costs are relatively certain and immediate, while revenues are dicey and deferred.

I argue that just as venture capitalists aren't primarily interested in the processes involved in realizing innovation, today's research, higher education and innovation policy formulated by the OECD and the EU is not concerned with content (knowledge) or process (learning, discovery) as such. Rather, on the assumption that the market will automatically convert commercialized knowledge that fulfils a need into innovations, the innovation strategies are intended to construct forms that enable the innovation process to get started.

In this paper, I will describe how the concept of knowledge, especially in the form of sophisticated technologies and the research which gives rise to them, is construed in terms of its role as an integral element or factor in the development process, leading to the construal of universities as central suppliers of the research and trained labour needed by the market. In the university construed as the motor of an innovation system, there is constant pressure to yield research results and educational programs that can be "packaged" as components of the system of commercialization. Whatever doesn't fit into such a package cannot be regarded as "knowledge" in the sense operative in innovation policy and strategy. The crucial feature of "knowledge" in current parlance, I claim, is "exit", the potential for return on investment. In this paper, I attempt a perspicuous representation of the culture of expectation and the practices, norms and values that it assumes and fortifies.

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4.) Developmental, Entrepreneurial, Design-Driven?

Programs, Subjects and epistemic Spaces of The University of the Future

Susanne Maria Weber

Prof. Dr. Susanne Maria Weber, Philipps-University of Marburg

Universities stand at the crossroad of alternative identities and strategies. Within present management and innovation strategies we can analyze different dispositives of bringing about strategically different ways to shape the future (Weber 2013), like the strategy of deliberation and entrepreneurial selves, the organized strategies of assurance and accountancy, the collective strategies of sense-making and the dispositive of design as a development of consciousness. In those different regimes of the future, the developmental university is proclaimed.

As well at the level of programs, the idea of the University shifts towards a developmental function, entrepreneurial expectations and design-tasks for society. New Inter- and transdisciplinary programs adress the topic of systemic and transdisciplinary approaches for transformation, „systemdesign“, inter- and transdisciplinary cooperation open innovation and systemic intervention. The rising relevance of those programs can be seen as „indicators“ of a global discourse in open knowledge production and distribution.

Not necessarily the new transprofessional „systemdesigner“ has to be the “product” of

a developmental university. In different academic “regimes of the future”, this subject still can be an actor of social methodologies. A “Future University” then is brought about not as an economical, but as a public space of - and for - society.

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5.) Discussant: Jan Masschelein (University of Leuven, Belgium)

<http://ppw.kuleuven.be/ecs/les/Medwerkers/janmasschelein>


Programm


Alle Veranstaltungen


 suchen...

Montag

Symposien

Sprachliches Handeln in mehrsprachigen Bildungsinstitutionen. Qualitative empirische Studien und konstruktive Ansätze pädagogischen Handelns (SY I 01)

Prof. Dr. Sara Fürstenau (Münster), Prof. Dr. Drorit Lengyel (Hamburg)

 BE2 Raum: 140/142

 14:00-17:00



Lehrkraftkompetenzen und Unterrichtsqualität. Bisherige Forschungsbefunde und Perspektiven für die Lehrerbildung (SY I 02)

Dr. Annika Ohle (Dortmund), Prof. Dr. Nele McElvany (Dortmund)

 DOR24 Raum: 1.102

 14:00-17:00



Forschungsfeld und/oder Disziplin – differente Traditionen der Erziehungs- und Bildungswissenschaft und ihr Wandel in vergleichender Perspektive (field subject and/or a discipline – different traditions of educational studies and their transitions in comparative perspective) (SY I 03)

Prof. Dr. Johannes Bellmann (Münster), Prof. Dr. Gert Biesta (Luxemburg)

 DOR26 Raum: 208 HS

 14:00-17:00



Bildung für nachhaltige Entwicklung als inter- und transdisziplinäres Forschungsfeld zwischen Traditionen und Zukünften (SY I 04)

Prof. Dr. Matthias Barth (Höxter), Prof. Dr. Susanne Menzel (Osnabrück), Prof. Dr. Marco Rieckmann (Vechta)

 DOR24 Raum: 1.608

 14:00-17:00



Kindertageseinrichtungen im Transformationsprozess: Programmatiken und Praxen (SY I 05)

Prof. Dr. Susanne Viernickel (Berlin), Prof. Dr. Iris Nentwig-Gesemann (Berlin)

 BE2 Raum: 144

 14:00-17:00



Zwischen Wissenschaft, Politik, Administration, Öffentlichkeit und Praxis: Die Rolle der Qualitätsinstitute im Bildungswesen im Spannungsfeld unterschiedlicher Handlungsrationale (SY I 06)

Dr. Martina Diedrich (Hamburg), Detlef Fickermann (Hamburg)

 DOR24 Raum: 1.103

 14:00-17:00



Families in Transitions – a challenge for research in education and educational practice (SY I 07)

Prof. Dr. Uwe Uhlendorff (Dortmund), Dr. Matthias Euteneuer (Dortmund)

 DOR24 Raum: 1.204

 14:00-17:00



Eltern und Schule: Umbrüche traditioneller Verortungen und Neukonturierungen als Forschungsfeld (SY I 08)

Prof. Dr. Mechthild Gomolla (Hamburg), Prof. Dr. Dagmar Killus (Hamburg), Prof. Dr. Angelika Paseka (Hamburg)

 DOR24 Raum: 1.403



 14:00-17:00

Wenden in der Erziehungswissenschaft (SYI 09)

Prof. Dr. Theo Hug (Innsbruck), Jun.-Prof. Dr. Sandra Aßmann (Köln), Prof. Dr. Edwin Keiner (Erlangen-Nürnberg), Prof. Dr. Heinz Moser (Zürich), PD Dr. Bettina Blanck (Paderborn)

 DOR24 Raum: 1.401

 14:00-17:00



Erinnern, Umschreiben, Vergessen. Die Stiftung des disziplinären Gedächtnisses als soziale Praxis (SYI 10)

Prof. Dr. Markus Rieger-Ladich (Tübingen) Prof. Dr. Karin Amos (Tübingen)

 DOR24 Raum: 1.405

 14:00-17:00



Hochschuldidaktik als Gegenstand der Erziehungswissenschaft – Stationen, Positionen und Perspektiven (SYI 11)

Prof. Dr. Karin Reiber (Esslingen), Prof. a. D. Dr. Dr. h.c. Johannes Wildt (Dortmund)

 DOR24 Raum: 1.503

 14:00-17:00



Fachwissenschaftliche Kompetenzen von Bachelorstudierenden in den Domänen Wirtschaft und Ingenieurwesen (SYI 12)

Prof. Dr. Klaus Beck (Mainz), Sebastian Brückner (Mainz), Jun.-Prof. Dr. Manuel Förster (Mainz), Dr. Oliver Lauterbach (Hannover), Prof. Dr. Gerhard Minnameier (Frankfurt am Main), Prof. Dr. Reinhold Nickolaus (Stuttgart), Prof. Dr. Olga Zlatkin-Troitschanskaia (Mainz)

 DOR24 Raum: 1.607

 14:00-17:00



Vergangenheit – Gegenwart – Zukunft: Zeitperspektive über die Lebensspanne (SYI 13)

Prof. Dr. Monika Buhl (Heidelberg), Prof. Dr. Hans Peter Kuhn (Kassel)

 UNI3 Raum: R001

 14:00-17:00



Postkoloniale und rassismuskritische Perspektiven auf nationalistisch konfigurierte (Theorie-) Tradierungen in Bildung und Erziehung als Widerstandspraxen (SYI 14)

Dr. Safiye Yildiz (Tübingen), Prof. Dr. Maureen Maisha Eggers (Magdeburg-Stendal), Prof. Dr. Iman Attia (Berlin), Prof. Dr. Claus Melter (Esslingen)

 DOR24 Raum: 1.605

 14:00-17:00



International Vergleichende Erziehungswissenschaft (VE) zwischen Tradition und neuen Herausforderungen (SYI 15)

Prof. Dr. Hans-Georg Kotthoff (Freiburg), Prof. Dr. Sabine Hornberg (Dortmund), Dr. Marcelo Parreira do Amaral (Frankfurt am Main)

 DOR24 Raum: 1.101 HS

 14:00-17:00



Was ist Qualitative Bildungsforschung? Herkünfte, Entwicklungslinien und Perspektiven (SYI 16)

Prof. Dr. Robert Kreitz (Chemnitz), Prof. Dr. Ingrid Miethe (Gießen), Prof. Dr. Anja Tervooren (Duisburg-Essen)

 UdL6 Raum: 3038 HS

 14:00-17:00



Inclusive Education and the Standard Agenda (SYI 17)

Prof. Dr. Vera Moser (Berlin)

 DOR24 Raum: Fritz-Reuter

 14:00-17:00



Dienstag**Die (Neu)Entdeckung von Gemeinschaft und Solidarität – Ideologie, Kritik und Kontroversen (SY II 18)**

Catrin Heite (Zürich), Veronika Magyar-Haas (Zürich), Hans-Uwe Otto (Bielefeld)

📍 BE2 Raum: 140/142

🕒 10:15-13:15

**Entwicklungslinien, Reflexionsprobleme und Perspektiven der Schulentwicklungsforschung (SY II 19)**

Dr. Marcus Emmerich (Zürich), Jun.-Prof. Dr. Tobias Feldhoff (Frankfurt am Main)

📍 DOR24 Raum: 1.102

🕒 10:15-13:15

**Verändertes Verhältnis von Familie und institutioneller Bildung auf dem Hintergrund des familialen Wandels (SY II 20)**

Prof. Dr. Marianne Schüpbach (Bern)

📍 GS1 Raum: Auditorium

🕒 10:15-13:15

**Between enhancing media literacy and preventing media addiction – educating children in the digital age (SY II 21)**

Dr. Paula Bleckmann (Hannover)

📍 DOR24 Raum: 1.205

🕒 10:15-13:15

**Die Konstruktion von Gegenwart: Sozialpädagogische Zeitdiagnosen (SY II 22)**

Prof. Dr. Petra Bauer (Tübingen), Prof. Dr. Cornelia Füssenhäuser (Wiesbaden), Prof. Dr. Fabian Kessler (Duisburg-Essen), Prof. Dr. Sascha Neumann (Fribourg)

📍 DOR24 Raum: 1.103

🕒 10:15-13:15

**Transnationale Alltagswelten als Herausforderung für die Zukunft der Sozialpädagogik (SY II 23)**

Prof. Dr. Cornelia Schewpe (Mainz), Prof. Dr. Matthias D. Witte (Mainz)

📍 DOR24 Raum: 1.403

🕒 10:15-13:15

**„Neue Väter – neue Familienkonzepte? Traditionen und Zukünfte von Elternschaften“ (SY II 24)**

Prof. Dr. Margrit Stamm (Fribourg/Bern)

📍 DOR24 Raum: 1.405

🕒 10:15-13:15

**Schulinspektion in Transformation – Herausforderungen für Theorie und Methodendesigns (SY II 25)**

Prof. Dr. Herbert Altrichter (Linz)

📍 UdL6 Raum: 2002 HS

🕒 10:15-13:15

**Bildung und Zeit. Aktuelle zeitbezogene Transformationsprozesse am Gymnasium aus Sicht der empirischen Forschung (SY II 26)**

Dr. Svenja Mareike Kühn (Essen)

📍 DOR26 Raum: 207 HS

🕒 10:15-13:15

**Konzeptualisierung des Biographischen. Traditionen und Zukünfte einer biographiewissenschaftlichen**

Perspektive in der Pädagogik (SY II 27)

Univ.-Prof. Dr. Bettina Dausien (Wien), Prof. Dr. Andreas Hanses (Dresden)

📍 UdL6 Raum: 3038 HS

🕒 10:15-13:15

**Lernen mit Unterrichtsvideos in der Ausbildung von Lehrkräften: Befunde aus Interventions- und Implementationsstudien (SY II 28)**

Prof. Dr. Josef Schrader (Bonn/Tübingen), Prof. Dr. Tina Seidel (München)

📍 UdL6 Raum: Audimax

🕒 10:15-13:15

**Begabungsförderung in (mehr oder weniger) inklusiven Schulstrukturen (SY II 29)**

Prof. Dr. Simone Seitz (Bremen)

📍 DOR24 Raum: Fritz-Reuter

🕒 10:15-13:15

**Bildung als Anwältin einer besseren Zukunft – ambivalente Bilanzen (SY II 30)**

Prof. Dr. Eva Matthes (Augsburg), Prof. Dr. Elisabeth Meilhammer (Augsburg)

📍 DOR24 Raum: 1.201

🕒 10:15-13:15

**The University of the Future - Crisis, Crossroads and Paths of Academic Knowledge Cultures (SY II 31)**

Prof. Dr. Susanne Maria Weber (Marburg)

📍 DOR24 Raum: 1.502

🕒 10:15-13:15

**Mittwoch Nachmittag****Zeit, Zukünfte und Wandel in Bildungsnetzwerken (SY III 32)**

Dr. Nina Kolleck (Berlin), Prof. Dr. Inka Bormann (Marburg), Prof. Dr. Gerhard de Haan (Berlin)

📍 BE2 Raum: 140/142

🕒 13:00-16:00

**Differenz und Ungleichheit in erziehungswissenschaftlicher Forschung und Theoriebildung (SY III 33)**

Prof. Dr. Isabell Diehm (Frankfurt am Main), Dr. Melanie Kuhn (Fribourg)

📍 DOR24 Raum: 1.102

🕒 13:00-16:00

**(Nicht-)intendierte Effekte von Schulleistungstests und zentralen Abschlussprüfungen – theoretische Perspektiven und empirische Befunde (SY III 34)**

Prof. Dr. Felicitas Thiel (Berlin), Prof. Dr. Uwe Maier (Schwäbisch Gmünd)

📍 GS1 Raum: Auditorium

🕒 13:00-16:00

**Universität in der Wissensgesellschaft – Ein_Blick in die Zukunft des Lehrens und Lernens mit digitalen Medien (SY III 35)**

Prof. Dr. Stefan Aufenanger (Mainz)

📍 DOR24 Raum: 1.205

🕒 13:00-16:00

**Von der Ausländerpädagogik zur Ausländerpädagogik zur... Vergangenheit und Zukunft der erziehungswissenschaftlichen Thematisierung von Migration und Bildung (SY III 36)**

Prof. Dr. Paul Mecheril (Oldenburg), Dr. Alisha Heinemann (Hamburg)

📍 DOR24 Raum: 1.608



 13:00-16:00

„École nouvelle – nouvelle École? – historische, gesellschaftliche und pädagogische Entwicklungen im französisch-deutschen Diskurs“ (SY III 37)

Prof. Dr. Carla Schelle (Mainz)

 UNI3 Raum: R002 13:00-16:00

Auf- und Umbrüche in der erziehungswissenschaftlichen Thematisierung sexualisierter Gewalt in pädagogischen Kontexten (SY III 38)

Prof. Dr. Barbara Rendtorff (Paderborn), Dr. Sandra Glammeier (Paderborn)

 DOR24 Raum: 1.403 13:00-16:00

Demografisierung von Bildung – Einsprüche kritischer Pädagogik (SY III 39)

Prof. Dr. Kirsten Aner (Kassel)

 DOR24 Raum: 1.405 13:00-16:00

Verschüttete Traditionen – verspernte Zukünfte? (SY III 40)

Prof. Dr. Rita Casale (Wuppertal), Prof. Dr. Hans-Christoph Koller (Hamburg), Prof. Dr. Norbert Ricken (Bremen)

 UdL6 Raum: 2002 HS 13:00-16:00

Inklusion & Didaktik: Perspektiven auf ein Forschungsfeld (SY III 41)

Dr. Oliver Musenberg (Berlin)

 DOR26 Raum: 207 HS 13:00-16:00

Ziele, Ressourcen und Bildungsergebnisse von Kindern und Jugendlichen mit Migrationshintergrund im deutschen Schulsystem (SY III 42)

Dr. Hanna D. Ferdinand (Dortmund), Prof. Dr. Nele McElvany (Dortmund), Prof. Dr. Wilfried Bos (Dortmund), Prof. Dr. Olaf Köller (Kiel)

 UdL6 Raum: 3038 HS 13:00-16:00

Didaktische Modellbildung: gestern – heute – morgen (SY III 43)

Prof. Dr. Klaus Zierer (Oldenburg)

 DOR24 Raum: Fritz-Reuter 13:00-16:00

Inklusionsforschung von heute für morgen (SY III 44)

Prof. Dr. Elisabeth Moser Opitz (Zürich)

 DOR24 Raum: 1.201 13:00-16:00

Professional Schools of Education in der europäischen Hochschullandschaft (SY III 45)

Johanna Gold, Dipl.-Päd. (Berlin), Prof. Dr. Jörg Zumbach (Salzburg), Prof. Dr. Peter Drewek (Bochum), Prof. Dr. Konrad Krainer (Klagenfurt)

 DOR24 Raum: 1.505 13:00-16:00



The University of the Future - Crisis, Crossroads and Paths of Academic Knowledge Cultures (SY II 31)

Prof. Dr. Susanne Maria Weber (Marburg)

📍 DOR24 Raum: 1.502

📅 Dienstag

🕒 10:15-13:15

Abstract

The symposium investigates the function of the University in the creative economy in a discourse-analytical perspective. It addresses crisis – crossroads – empirical examples – potentials and possibilities, linking discourse-analytical and empirical perspectives. Prof. Dr. Ruyu Hung (Taiwan) reflects on the present situation of the University in a “cross cultural examination of Academic Freedom”. Mete Kurtoglu (Turkey) researches “Higher Education reforms in Turkey” and their “innovativeness” empirically. Prof. Dr. Sharon Rider (Sweden) reflects on “Knowledge as Innovation” – a specific concept of knowledge and an expectation for marketable knowledge as academic products. Prof. Dr. Susanne Maria Weber (Germany) analyzes trends and epistemic varieties and different notions of a developmental, entrepreneurial and design oriented institution for society. The discussant Jan Masschelein (Belgium) highlights the dimension of the public space, openness and creativity at the crossroads of developing a true University of the Future.

Präsentationen

Knowledge as Innovation: Reified Expectation as a Form of Life

Prof. Dr. Sharon Rider (Uppsala)

Futuring Higher Education? The Innovativeness of Reforms: Turkey - A critical case study

Mete Kurtoglu (Istanbul)

University of Future: A Cross-Cultural Examination of Academic Freedom

Prof. Dr. Ruyu Hung (Chiayi)

Developmental, Entrepreneurial, Design-Driven? Programs, Subjects and epistemic Spaces of The University of the Future

Spaces of the University of the Future

Prof. Dr. Susanne Maria Weber (Marburg)



vormerken



zurück

Bewertung



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Hinweis: Bitte vergeben Sie **vor dem Absenden** die entsprechende Anzahl der Sterne. Sie können Ihre Bewertung nur **einmalig abgeben**.



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