

Teacher Education between “Lehr- und Lernfreiheit”

Sina Westa

University of Ljubljana

Faculty of Education

UNIKE - Marie-Curie PhD fellow

TEPE conference 2014

What is the role and status of 'Lehr- und Lernfreiheit' in university teaching?

What are the implications for teacher education?

**Humboldt's
ideal type of
a university**

The diagram consists of a red circle at the top, a yellow rectangle in the middle, and three orange rectangles at the bottom. The red circle contains the text 'Humboldt's ideal type of a university'. The yellow rectangle contains the text 'Academic freedom and Teacher Education'. The three orange rectangles are labeled 'European Union', 'University', and 'Nation State' from left to right, respectively. The text in the orange rectangles is rotated 90 degrees counter-clockwise.

**Academic freedom
and Teacher
Education**

European Union

University

Nation State

Humboldt's University

„Der Universität ist vorbehalten, was nur der Mensch durch und in sich selbst finden kann, die Einsicht in die Wissenschaft. Zu diesem Selbst-Actus im eigentlichsten Verstand ist nothwendig Freiheit, und hülfreich Einsamkeit, und aus diesen beiden Punkten fließt zugleich die ganze äußere Organisation der Universitäten.“

Humboldt, Litauischer Schulplan 1809

Teaching and Learning at Humboldt's university

- **Teaching and Learning at universities is total different form teaching and learning in schools**
- **Universities are separated from vocational training; they aim to introduce students in the lifelong process of research and science**
- **Schools have to prepare their pupils for academic life; they have to be able to handle physical, moral and intellectual freedom and have a sense of auturgy**

Lehr- und Lernfreiheit from Humboldt's perspective

Lehrfreiheit of the Professor:

- **Freedom to teach**

Lernfreiheit of the Professor:

- **The freedom to conduct research without the interference of teaching obligations**
- **Conducting research independent from state objectives and aspects of usefulness**

Lernfreiheit for Students:

- **Freedom to learn**
- **Release of a schooling type curriculum**
- **Right and obligation to contribute actively and constructively to the advancement of research**

Academic freedom in the Magna Charta Universitatum

- **University as autonomous institution**
- **“research and teaching must be morally and intellectually independent of all political authority and economic power” (Magna Charta Universitatum, 1988)**
- **Instruments to realise the freedom in research and teaching must be made available to all members of the university**
- **Students’ freedoms must be safeguarded**

Teaching and Research in the Magna Charta Universitatum

- **Teaching and research must be inseparable**
- **Research is always mentioned first**
- **Recruitment of teachers must obey the principle that research is inseparable from teaching**
- **Teacher = person who imparts own knowledge and is well equipped to develop it by research and innovation**
 - **Active part in the university**
- **Student = are “able and willing to enrich their minds with this knowledge” (Magna Charta Universitatum, 1988)**
 - **Receptive part in the university**

Role of Universities in Bologna Declarations and Communiqués

- **“Those purposes include: preparing students for life as active citizens in a democratic society; preparing students for their future careers and enabling their personal development; creating and maintaining a broad, advanced knowledge base; and stimulating research and innovation.”** (London Communiqué 2007; Louvain-la-Neuve Communiqué 2009)
- **“Moreover, upholding the highly valued diversity of our education systems, public policies will fully recognise the value of various missions of higher education, ranging from teaching and research to community service and engagement in social cohesion and cultural development.”** (Louvain-la-Neuve Communiqué 2009)

Academic freedom in Bologna Declarations and Communiqués

- **Academic values including university autonomy and academic freedom find repeated reassurance**
- **Emphasis is on institutional autonomy combined with the responsibility for quality assurance and accountability**
- **Academic freedom for students and teachers is mostly mentioned among other academic values**
=> emphasis on non-discrimination, democracy and involvement of students and staff in the process of change

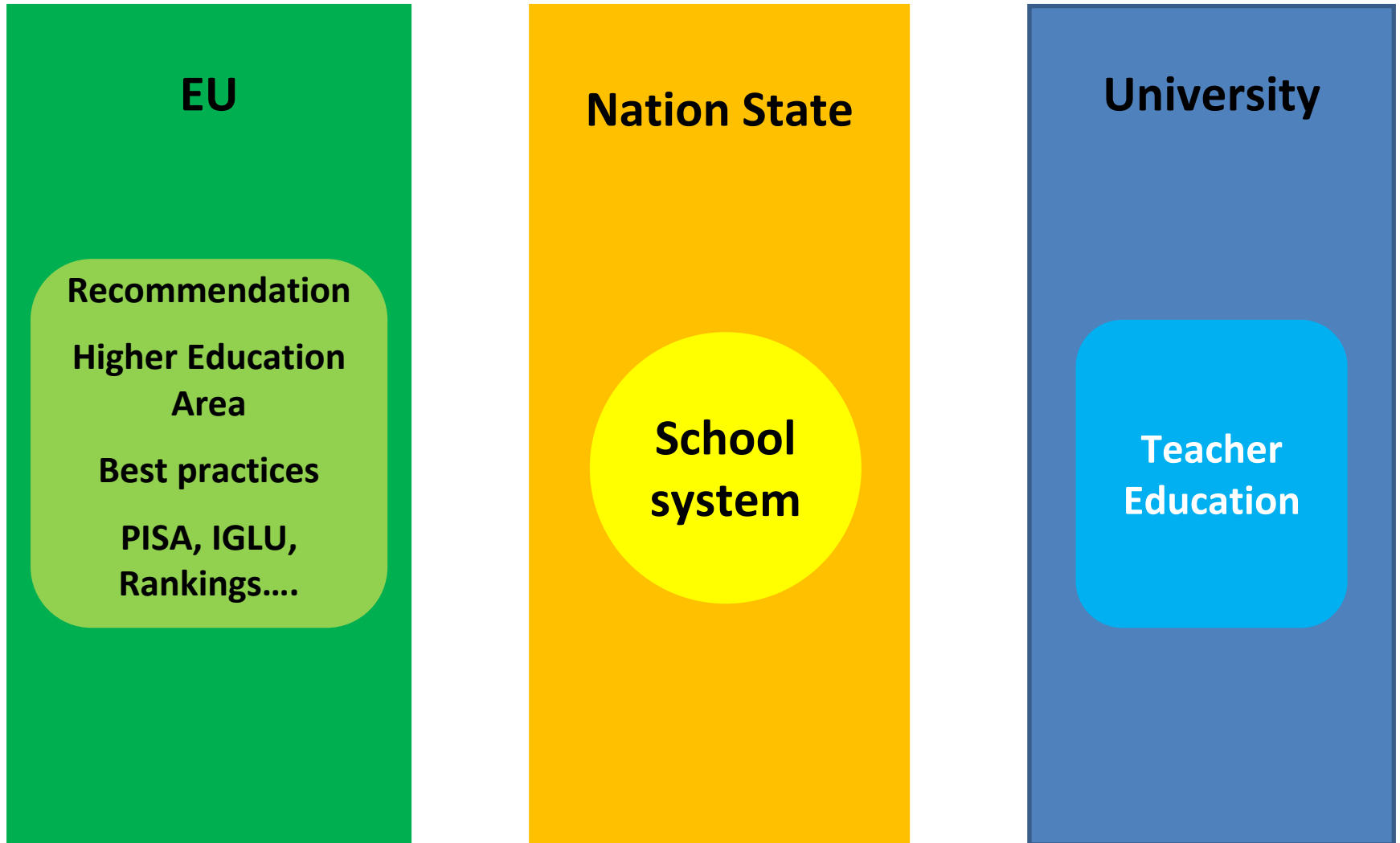
Teaching and Learning in Bologna Declarations and Communiqués

- **Life-long-learning** in cooperation with other stakeholders and vocational training
- **Move from teacher driven provision towards student-centred higher education**
- “Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles.” (Budapest-Vienna Declaration 2010)
- **Focus on learning outcomes**
- **Structured programmes and curriculum even in doctoral training with the note not to over regulate**
- **Students as part of curriculum development**
- **Many stakeholders should take part in curriculum and programme development e.g. employers**

Research and its relation to Teaching in Bologna Declarations and Communiqués

- **Call for the integration of research and teaching on all levels**
- **Education has to be based on all levels on state of the art research**
- **Emphasis on research and research training**
- **Research has to become more important in universities**
- **Researchers and teachers are not the same persons as they are throughout mentioned separately**

Relationship EU, nation state and university in teacher education



Why does it matter for Teacher Education in Europe?

- **Teaching is an as important part as research in higher education**
- **Lehr- und Lernfreiheit is even more challenged in Teacher Education as education is the nation states affaire**
- **Experts in Teaching and Education**
 - **The state of the art knowledge in education and teaching methodology**
 - **Promotion of academic freedom in teaching at universities**
 - **Cornerstone in critical evaluation of education policy including higher education policy**