



MarSk@lls

Backwards into the future?

What Future Skills tell us about "competence"
and the idea of teaching in higher education

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Shortcut: *Teaching Futures – Zukünfte der Lehre*

16.11.2023



Roadmap for the next 20 minutes

- I. What is higher education all about?
- II. What is competence and what are Future Skills?
- III. Backwards into the future? Future Skills and the idea of higher education



I. What is higher education all about?

- What in your opinion should be the main purpose(s) of higher education?



I. What is higher education all about?

- A Framework for Qualifications of the European Higher Education Area (2005, 23):

“Broadly speaking, one may identify four main purposes of higher education:

- preparation for the labour market;
- preparation for life as active citizens in a democratic society;
- personal development;
- the development and maintenance of a broad, advanced knowledge base“ (German discourse: scientific capability)



I. What is higher education all about?

- Rome Communique (2020, 6):

“We support our higher education institutions in intensifying their search **for solutions to the challenges our societies face**. The social, human and creative sciences and arts must continue to play their vital role, giving depth to our lives and **enabling us to understand and act in a changing world**. Our higher education institutions must engage with their communities to undertake mutually beneficial and socially responsible joint activities”



II. What are Future Skills and what is competence?

- What is competence?



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- What is competence?

Weinert (2001a: 2433) defines “**competence**” as referring to combinations of those **cognitive, motivational, moral,** and **social skills** available to (or potentially learnable by) a person [...] that underlie **the successful mastery through appropriate understanding and actions** of a range of demands, tasks, problems, and goals”



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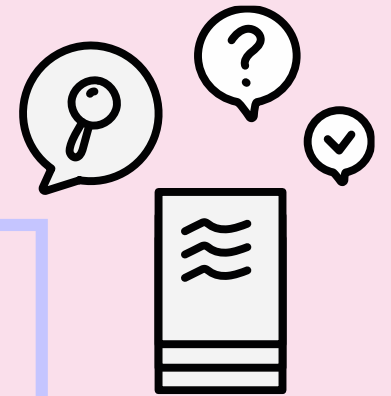
Ehlers (2020, 23): “Future Skills are competences that allow individuals to **solve complex problems in highly emergent contexts of action in a self-organised way** and enable them to act (**successfully**). They are based on **cognitive, motivational, volitional and social resources**, are **value-based** and can be acquired in a learning process.



II. What are Future Skills and what is competence?

- What are Future Skills?

Ehlers (2020, 3): “Promoting Future Skills[...] enables **future citizens** to[...] **to care for greater coherence in society, to value openness, tolerance and an awareness of differences and diversity.** [...] the question of [...] **how we can strengthen justice, peace and the integrity of creation and community as values in a future society,** will determine the relevance of our higher education Institutions in the future”



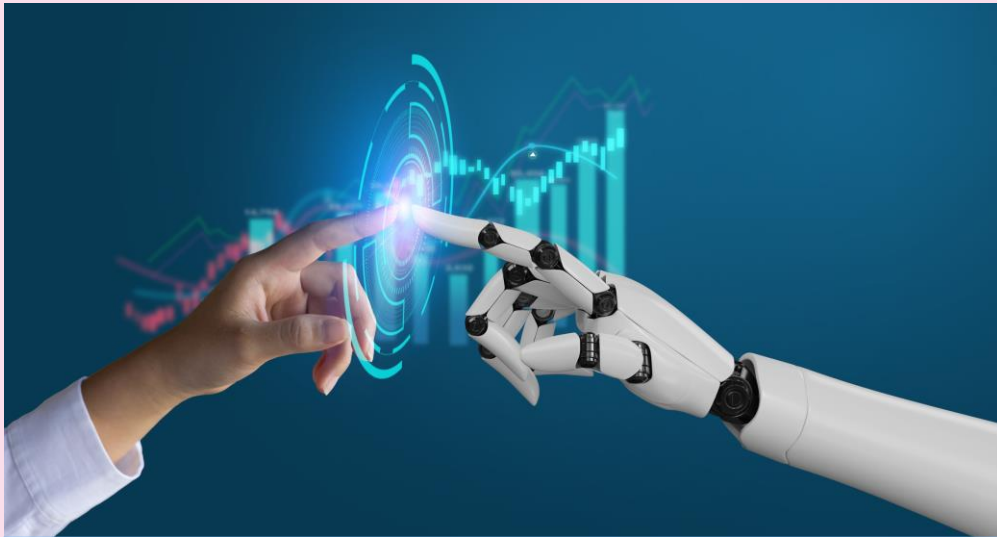
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- What are the challenges that Future Skills should address?



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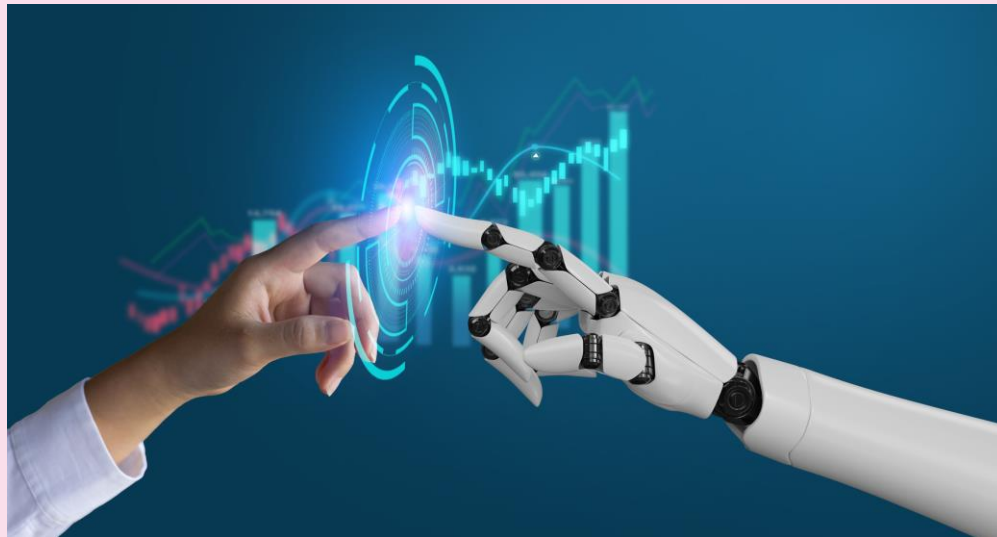
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II. What are Future Skills and what is competence?

- What are the challenges that Future Skills should address?

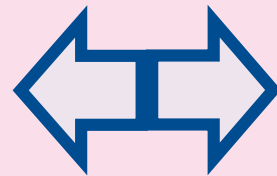


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II. What are Future Skills and what is competence?

- Future challenges and Future Skills (Ehlers 2020, Stifterverband 2021):



II. What are Future Skills and what is competence?

- The future of learning in in higher education

**Experienced-based
learning**

**Flexible learning
(by digital tools)**

**Shift from teaching
to learning**

Self-organized learning

**Opening coursework
to society**

**Communities of
Practice**

**Allowing for more
individual choise**

**Interdisciplinary &
transdisciplinary projects**



III. Backwards into the future? Future Skills and the idea of higher education

What could be a normative framework for both competence and future skills in HE?



III. Backwards into the future? Future Skills and the idea of higher education

Wilhelm von Humboldt (1792)

Ideen zu einem Versuch, die Grenzen der Wirksamkeit des Staats zu bestimmen (a.o.)

Julian-Nida-Rümelin (2013):

Philosophie einer humanen Bildung

Marta Nussbaum (1997):

Cultivating Humanity: A Classical Defense of Reform in Liberal Education

Wolfgang Klafki (2007):

Neue Studien zur Bildungstheorie und Didaktik

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**Ideal of the European University
based on epistemic, anthropological and
ethical humanism (19th century)**

**Freedom of research
and teaching**

**Unity of research
and teaching**

Autonomy

Universality

Responsibility

Empathy

Inclusion



Thank you for your attention!

Questions?



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