Teaching and Research Learning Outcome

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The Humboldt View - reviewed

• Wilhelm von Humboldt (22.6.1767 – 8.4.1835)

• Higher, i.e. university education has its primary goal of personality formation:
  • By personal responsibility (being adult for the first time in life)
  • By participating in research

• Developing a faculty of judgment (cognitive dimension / constellatory thinking vs. reductionist optimization)

• Developing a faculty of complex decision making (practical dimension)

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The Lasting Significance of the Humboldt-View

• Disentanglement of study and profession in the academic field
• Dynamics of the labor market
• Globalization of the economy
• Intercultural challenge (national and global)
The Lasting Significance of Disciplinary Competence

- Qualification of university teachers via research
- The impossibility to deliver and overview the discipline
- The limited relevance of canonical knowledge in the academic field
- In depth understanding confined to disciplinary teaching and research
- The challenge of interdisciplinary understanding

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Academic Learning Outcomes

• Basic (Humboldt-) competences:
  • Faculty of judgment
  • Faculty of responsibility
  • Faculty of cooperation

• Personality development:
  • Based on the experience of autonomy
  • Based on equal respect
  • The threat of prolonged adolescence

• Disciplinary competence:
  • Knowledge of paradigmatic methodologies
  • T-knowledge of the discipline
  • Research orientation