

The Death of the Public University
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Education versus Training: Education for What?
Training, Education and Democracy

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Training:

- ...to study a repetition (of short sequences) in order to be able to perform the exercise always when demanded.

Education:

- ... a more “technical term” for learning and developing skills that are “useful”.

Bildung:

- ...deals (additionally) “with the foundations of emancipation and liberation in both meanings an individual and societal one.” (cf. Sünker 2006)

Radio interview between Adorno and Gehlen: (1965)

Gehlen:

Yes, the child, who hides behind the mother's skirt, it has both anxiety and the minimum or optimum of security that the situation produces. Mr. Adorno, you of course again see here the problem of autonomy.

Do you really believe that we should expect everyone to bear this burden of a concern with principles, with excessive reflection, with the on-going after-effects of the confusions of life, because we have sought to swim free? That is what I would very much like to know.

Adorno:

To that I can very simply say: Yes! I have a conception of objective happiness and objective despair, and I would say that as long as we unburden people and do not grant them full responsibility and self-determination, so long too will their well-being and their happiness in this world be a sham. And a sham which will one day burst. And when it bursts, it will have terrible consequences.

(Grenz 1974: 294 f.)

Adorno: creating an autonomous individual (Subjekt)

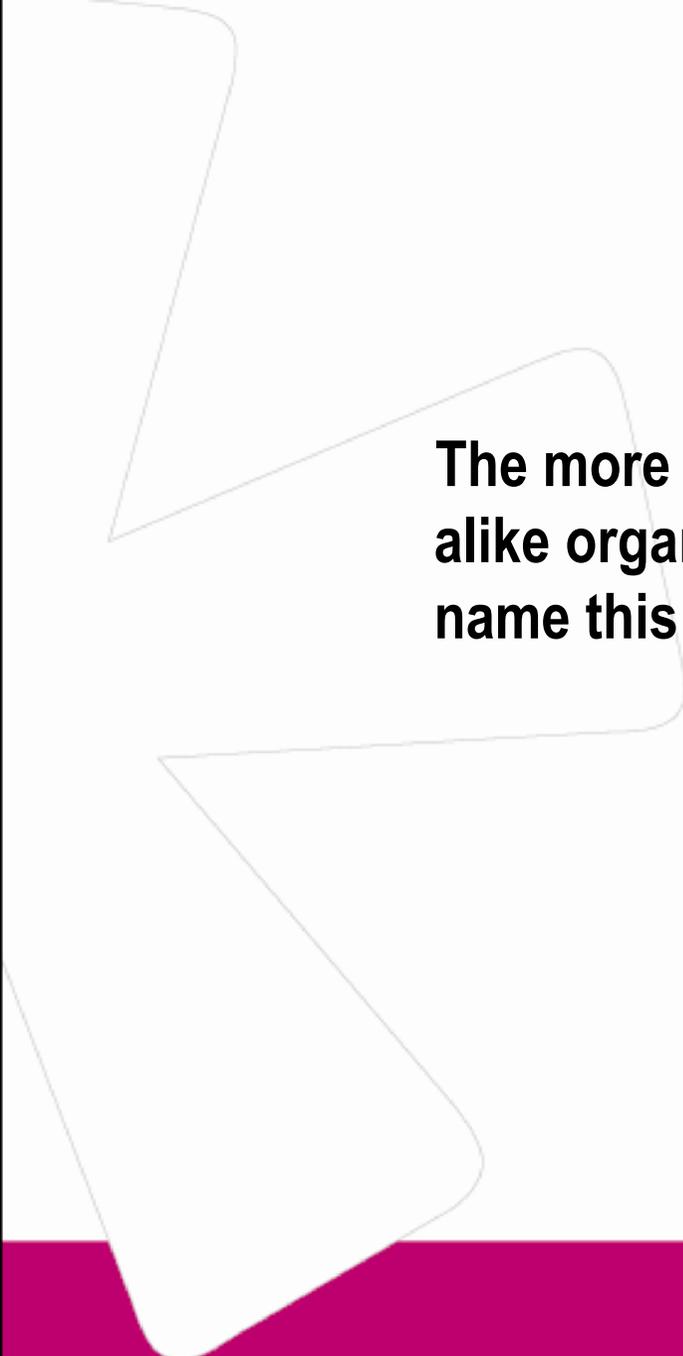
Social praxis

...is a reflexive mode of “mutual action” depending on the free will and self-imposed action of individuals

Gehlen: giving the individual in the hand of institutions (Objekt)

Institutional(ized) practice

...is a mode of action depending on existing content and structures, imposed by others, limiting the range of autonomy.



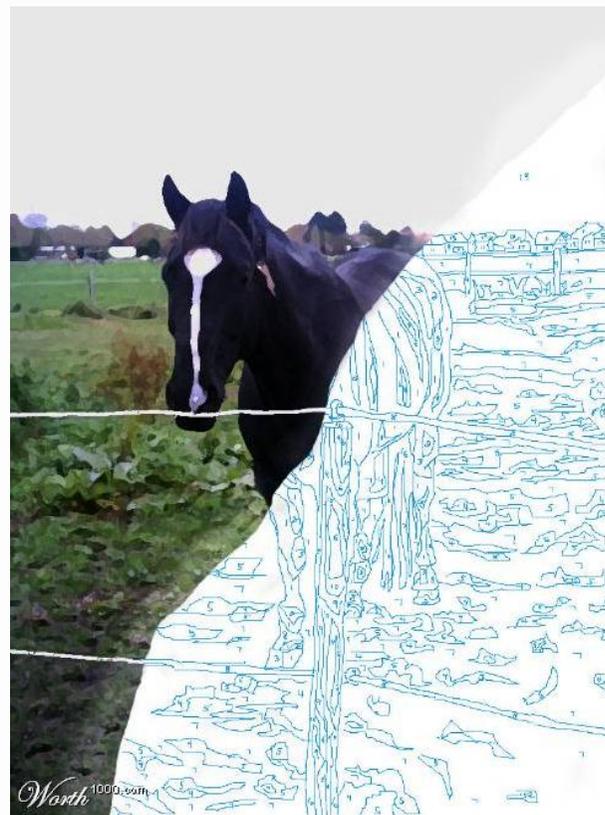
**The more the society gets administrated by
alike organized groups, the less it is possible to
name this society a free one.**

(Max Horkheimer 1970)

Institutionalized Practice (coagulated thinking)

...is a mode of action depending on existing content and structures, imposed by others, limiting the range of thinking and autonomy.

fx: Institutionalized Praxis: Creativity: Drawing by Numbers...



(www.artlex.com; www.worth1000.com)

Fx: Training

Education industry and educational practice

... the relation between the mode of production and the mode of educational praxis. Changing modes in production also entail a change in teaching practice.

...the Fordistic “Factory-School”

disciplining the future workforce

...the **Toyota-School**: “new knowledge” communicated in the school system is limited by a narrow instrumental frame within which the fields of innovation, originality and social reflection is restricted.

...the Flexible Accumulation

The new aims of profitability of flexible accumulation – the priority of financial speculation – created and expanded new arenas, the public sectors like "schools, healthcare, government, [which] find ways to be profitable themselves, that is, to act like businesses (...) the metaphor of the market became more than a metaphor and extended the range of the market.” (Shumar, 1997, p. 82)

... Training: Back to Fordism?

Knowledge and competition vs cooperation

The analysis of the structural reform shows how the rules of the game are legitimized. The process also creates the platform on which the competition between rival institutions takes place. The game is established and accepted by the participants. They also recognize the outcome as a "fair" impact on their future as loser and winners.

The "ideal type" of lecturing

The single lecture is often described in a model telling the content, the students learning outcome, materials and work forms. The issue is that alternative approaches are disappeared. A profit accumulating organization has to manage cost-benefit, accounting and to minimize the expenditures, especially the amount of calculated work load.

The consequence is a decrease and limitation of the professional staffs' control over their own jobs; this means a solution which is in absolute contrast to what is evident for most research about work environment: the influence and control of one's own work are the key point for personal satisfaction and a good work environment.

The "ideal type" of student

The ideal type of student gets her certificate in shortest possible time, using less work hours of the professional staff and so makes the institution more effective and competitive on the market.

The neoliberal structures constitute – directly or indirectly – the aims and content of the assimilation process of neo-liberal ideology and are neglecting the active citizen as such.

The workload as the individual student invests in her personal studies is calculated in the ECTS.

ECTS is pre-designed and defines scholarly work: to study, read, listen and learn, doing home work structured and practiced in a way as in traditional secondary schools and high schools. The goals of university colleges and universities are to get students socialized to be capable to manage themselves to accumulate the “academic currency” as easy and effective as possible.

Competition State (1990 -)

From citizen to soldier (soldier is trained, should not think!)

Folkeskolens primary aim to educate to be a citizen and to participate in democracy changed to develop the individuals to be a "soldier" in the (economic) competition between nations (Pedersen 2011: 172)

”Subjectiv Reacting Object”

- Coagulated thinking;
- Method is defining interest of knowledge;
- Adopting expected research interests
- Reacting to demanded tasks:
fx: taxameter systems:
publications, funding, etc.
- Reconnecting of research and teaching
- Students as burden

”Objectiv Acting Subject”

- Critical consciousness
- Interest of knowledge first, then applying method
- Own research interest
- Connectin between research and teaching (Humboldt)
- Cooperation between academics and students
(Hochschuldenkschrift 1961)

The question is:

How do we gain back and keep the awareness of the social, liberating and empowering interests? How can academics in tertiary education and universities mobilize and resist serving the reductionist purpose and a **new competition school/university**?

- **A free and democratic society needs democratic education and education for democracy.**
- **Neglecting education as a democratic infrastructure means to abandon the actor's potentials and to sell the crippled rests of the individuals on the market.**
- **Universities are to be the place of associations of free individuals (Marx) building together in social processes and intellectual confrontations – not competitions – the basis of individuals and collective values that are both democratic and work related.**
- **The “educational surplus value” has to be aligned to originality, imagination towards the idea of a good life instead of fulfilling the idea of delimiting social freedom, standardization and market ideology.**