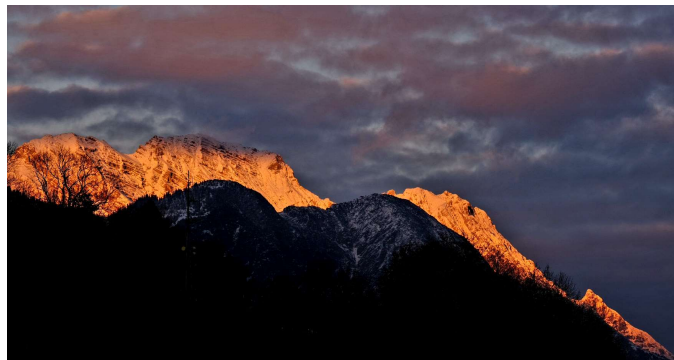
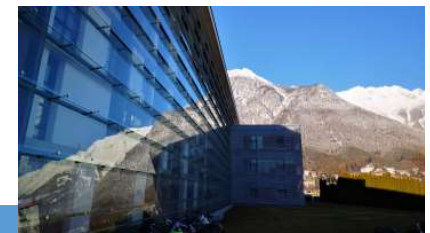


Formal education as a glocal concept The seeds of enlightenment in an interconnected world



Christian Kraler

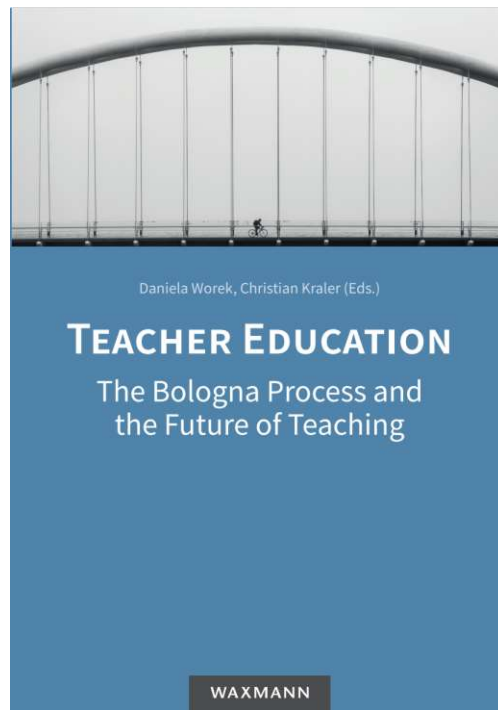
Department of Teacher Education and School Research
University of Innsbruck, Austria





Introduction

setting the scene



2021



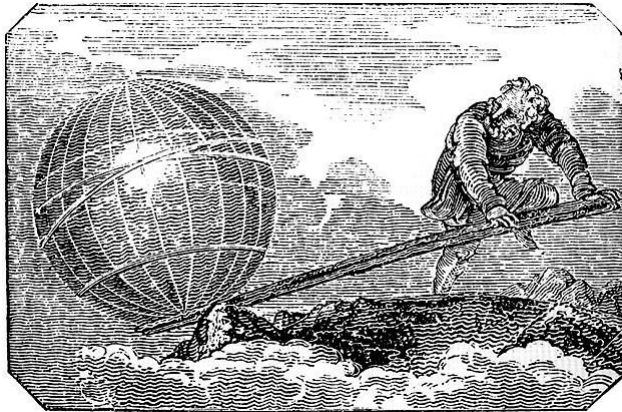
Teacher Education
Research Group

Department of
Teacher Education and School Research
University of Innsbruck

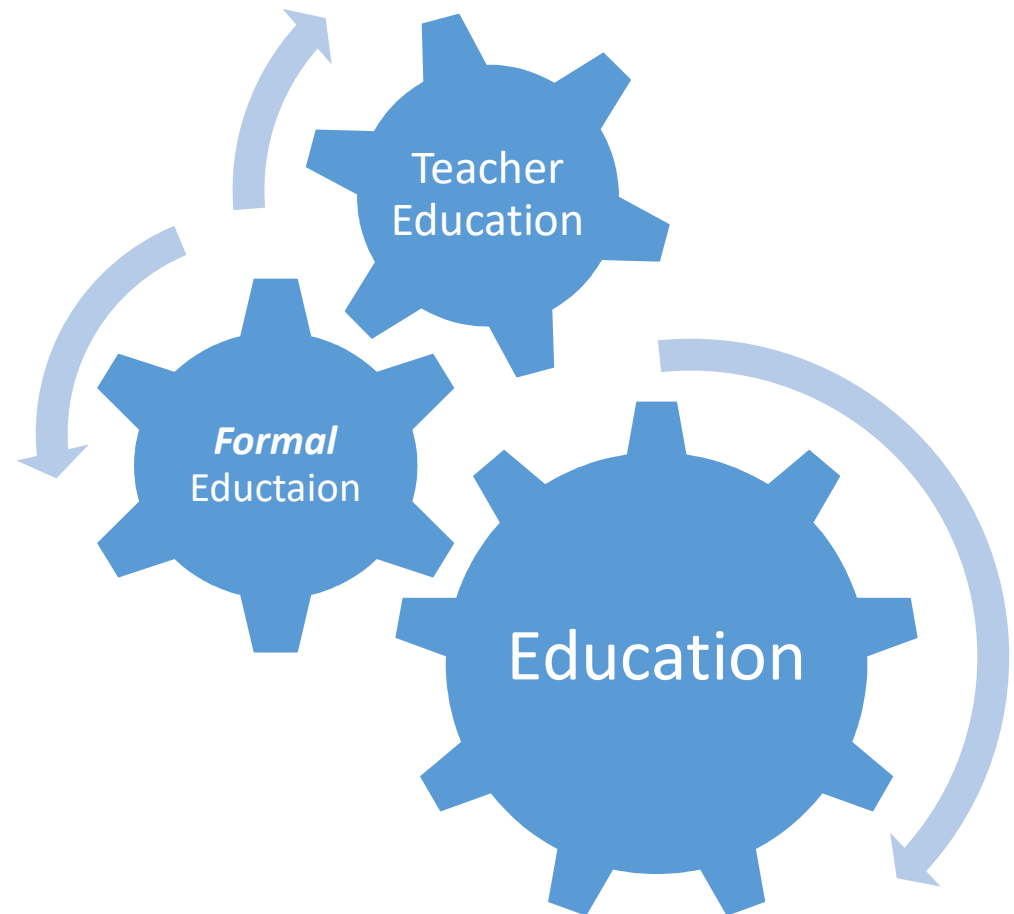


Introduction

setting the scene



Education as a lever
Teachers as a lever
Teacher Education as a lever



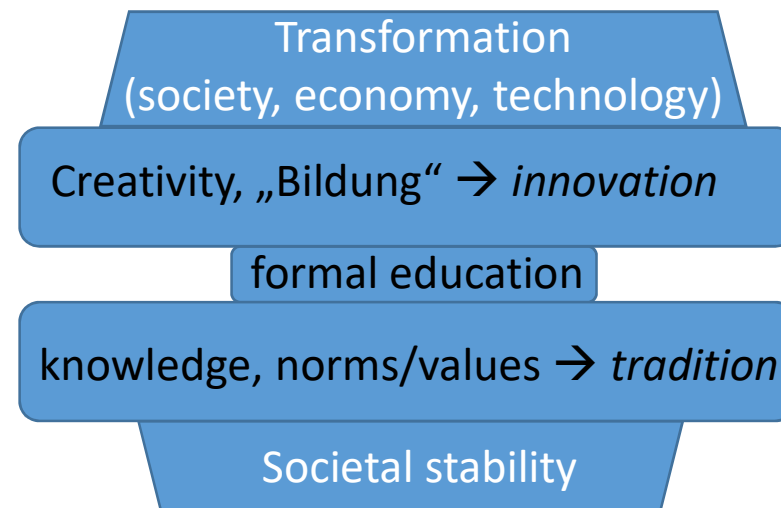
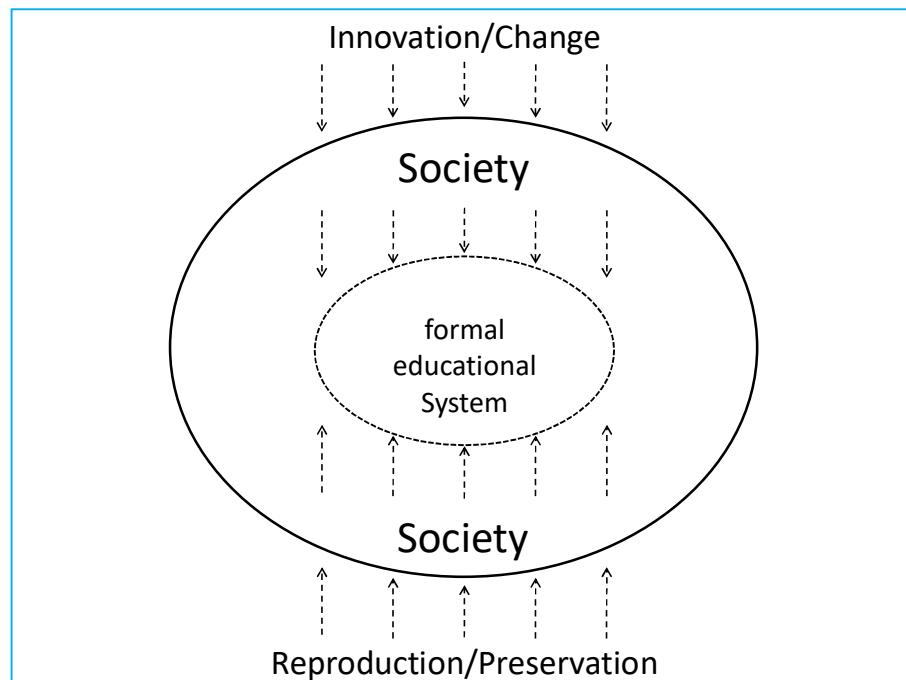
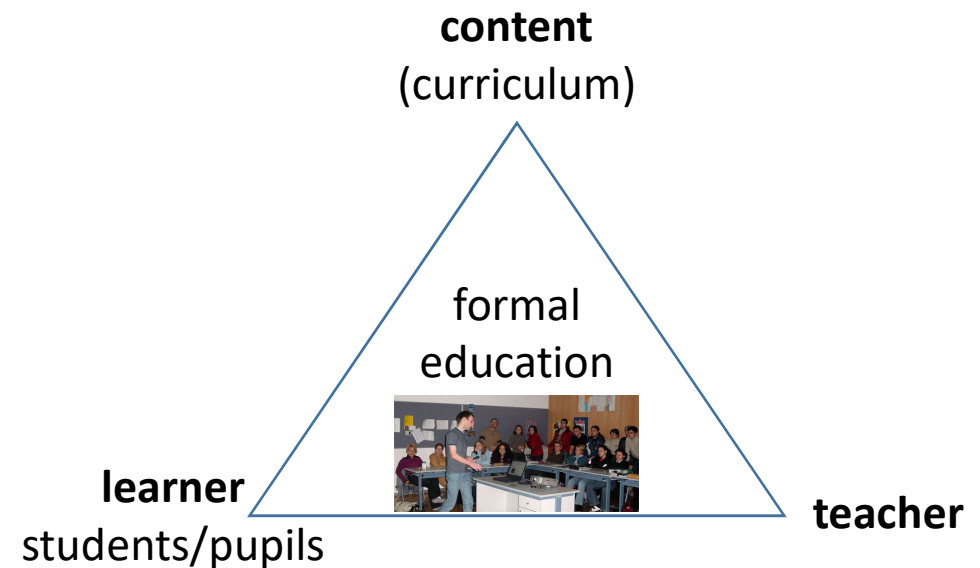
- > peace & justice
- > mutual understanding
- > well being/prosperity

Introduction

setting the scene

Education/Learning:

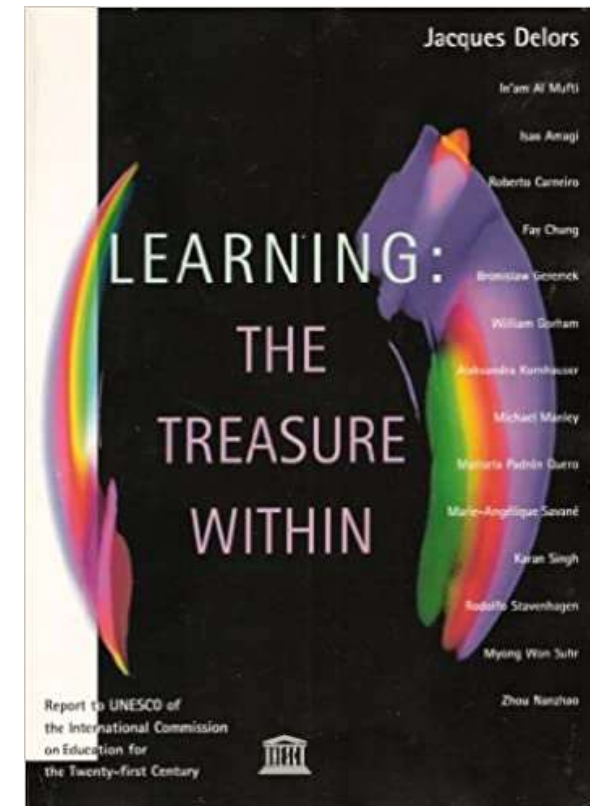
- *Informal* Education/Learning
- *Non-formal* Education/Learning
- **Formal** Education/Learning
→ didactic triangle



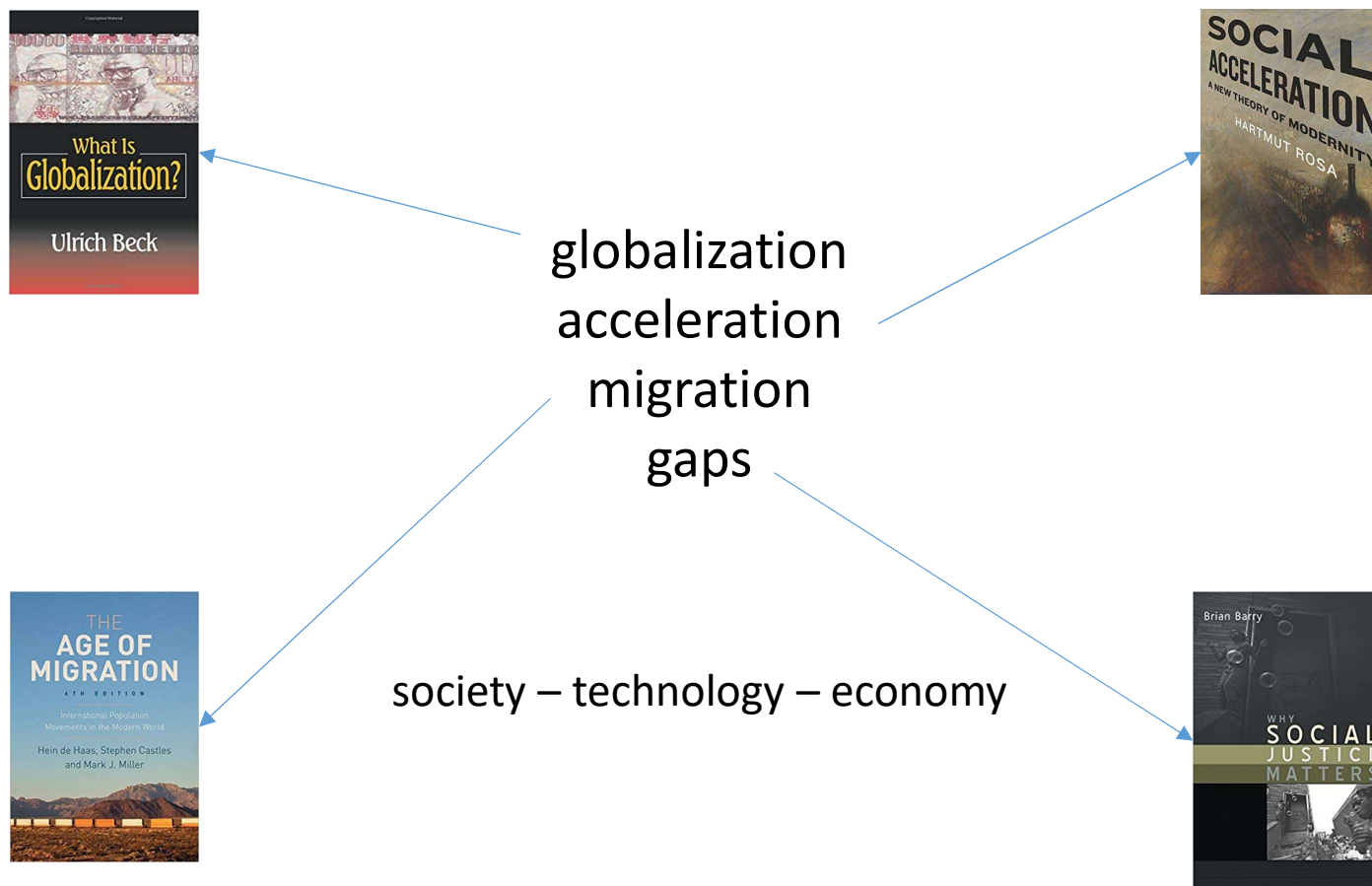
State of affairs

“The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The need for change [...] places enormous responsibilities on teachers [...]” (Delors, 1998, S. 141f.)

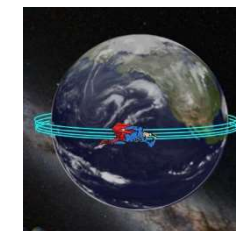
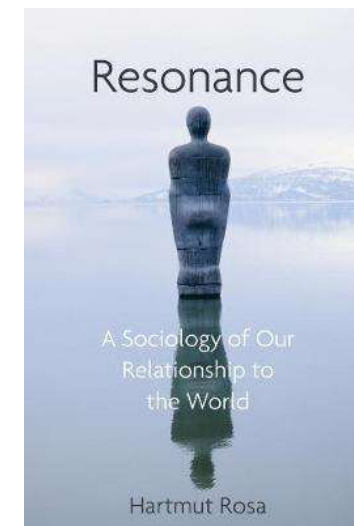
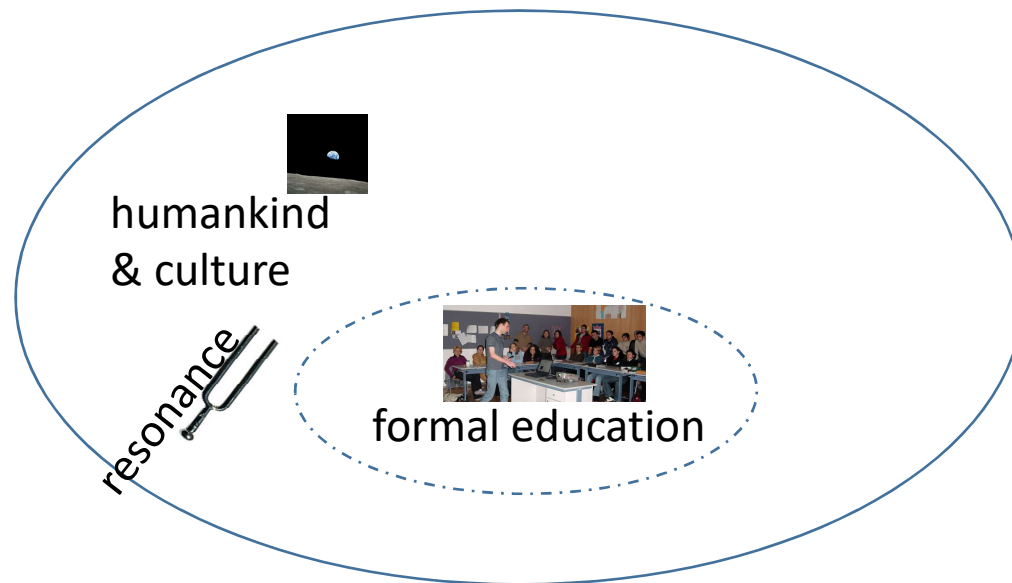
„The importance of the quality of teaching, and therefore of teachers, cannot be overemphasized. [...] The Commission felt that reasserting the importance of teachers in [...] education and improving teachers' qualifications are tasks to which all governments must address themselves.” (Delors, 1998, S. 146)



State of affairs



State of affairs



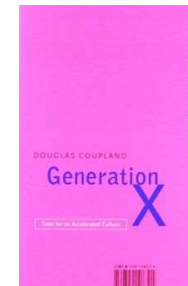
formal education
resonates with societal developments

(vs. school as a mirror of society)

State of affairs

Paradigmatic shift from teaching to **learning**

- mid 1990ies
- learning as origin/basis for the design of formal education

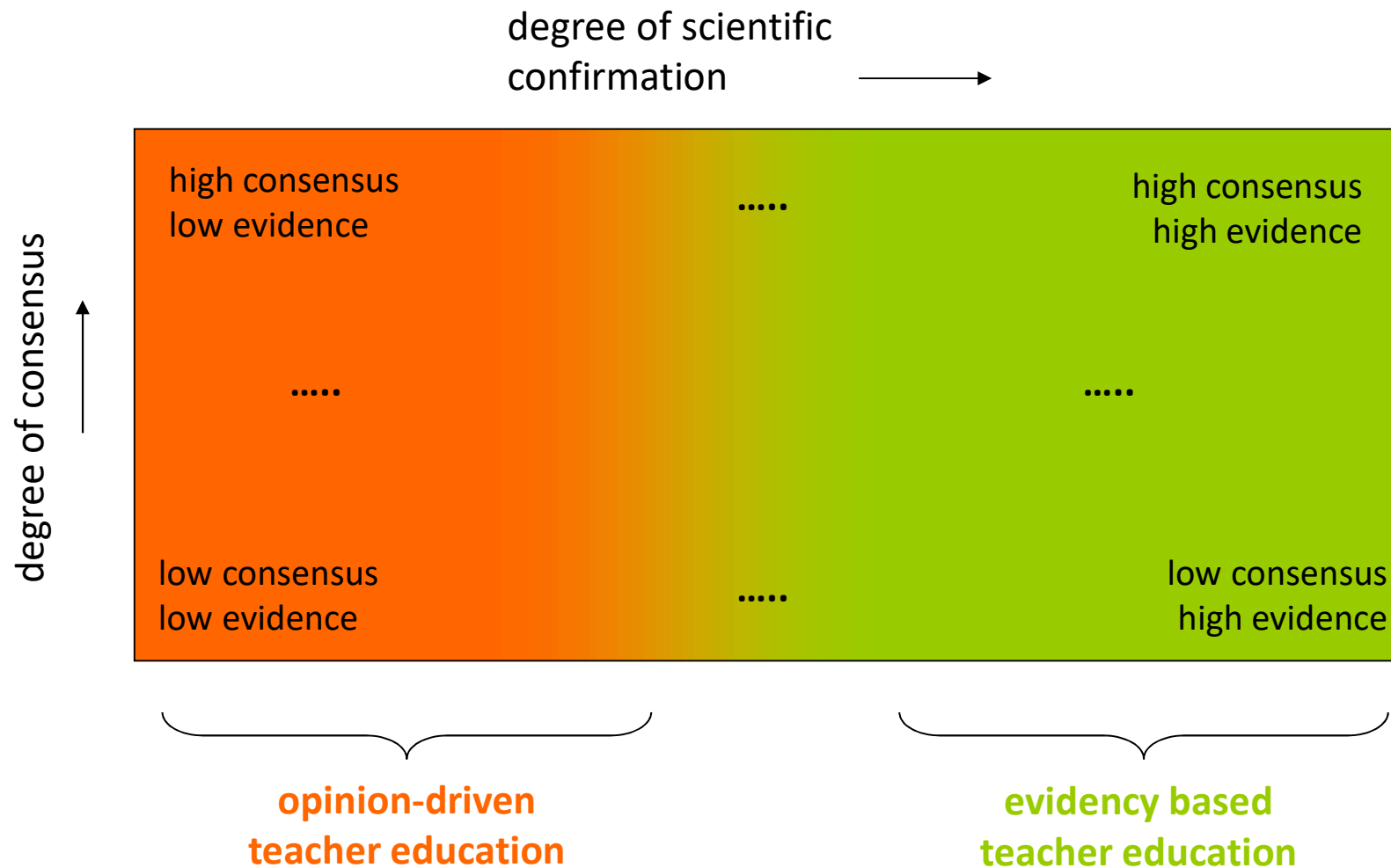


2nd **empirical** shift in education(al research)

- around 2000
- evidence based



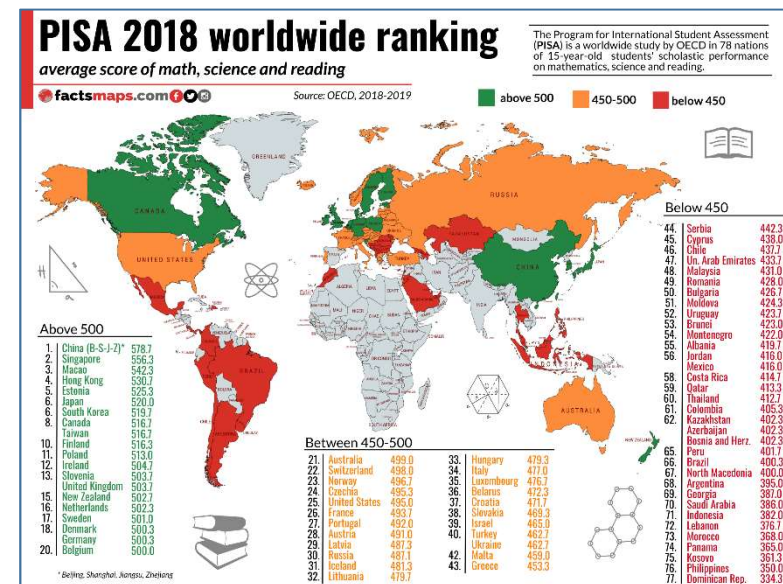
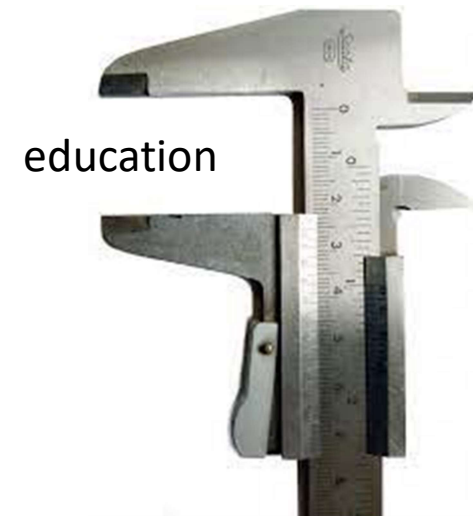
State of affairs



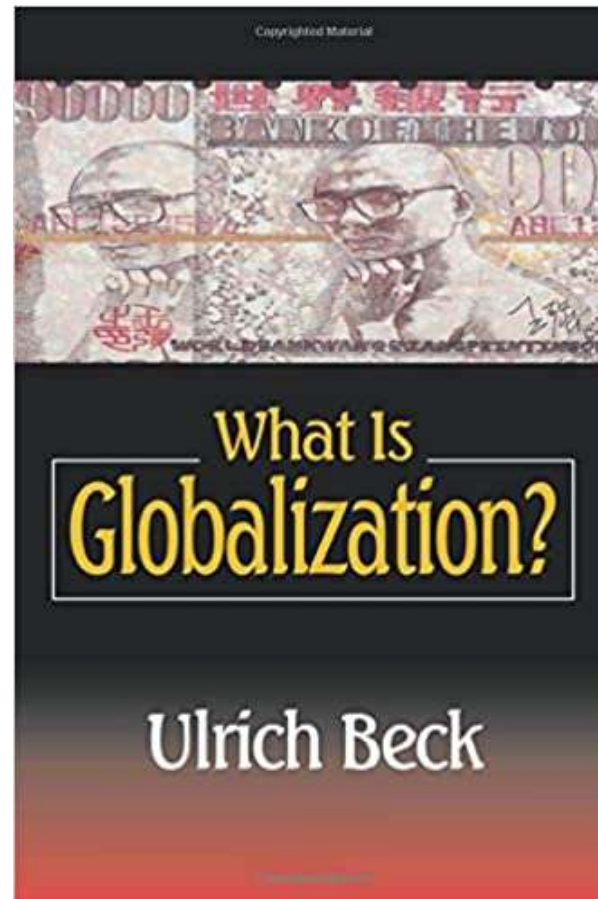
State of affairs

- data driven
- “empirical” (quantitative) research
- numbers, rankings represent “evidence”
 - Econometrical approach (controlling) ← PISA & OECD

Numbers do
→ neither explain
→ nor tell what to do



State of affairs



Enlightenment

„Eines der größten Probleme der Erziehung ist, wie man die Unterwerfung unter den gesetzlichen Zwang mit der Fähigkeit, sich seiner Freiheit zu bedienen, vereinigen könne. Denn Zwang ist nöthig! Wie cultivire ich die Freiheit bei dem Zwange? Ich soll meinen Zögling gewöhnen, einen Zwang seiner Freiheit zu dulden, und soll ihn selbst zugleich anführen, seine Freiheit gut zu gebrauchen.

Kant: „Pädagogik“ (453:28-37)

„One of the biggest problems of education is *how to combine the submission to regulated force with the ability to use one's own freedom*. Because compulsion is necessary.

How can I cultivate freedom under constraint?

I should accustom my pupils to tolerate a constraint of his freedom. At the same time I should instruct him to use his freedom well.“

Kant (1803). On Pedagogy



Immanuel Kant (1724-1804)

→ dialectic problem of individual need and social demand

Enlightenment

ANSWER TO THE QUESTION,

WHAT IS ENLIGHTENING?

Enlightening is, Man's quitting the nonage occasioned by himself. Nonage or minority is the inability of making use of one's own understanding without the guidance of another. This nonage is occasioned by one's self, when the cause of it is not from want of understanding, but of resolution and courage to use one's own understanding without the guidance of another. Sapere aude! Have courage to make use of thy own understanding! is therefore the dictum of enlightening.

Laziness and cowardice are the causes, why so great a part of mankind, after nature has long freed them from the guidance of others (*naturaliter majores*), willingly remain minors as long as they live; and why it is so easy for others, to set themselves up as their guardians. It is convenient to be a minor. If I have a book, which has understanding for me, a curate, who has conscience for me, a physician, who judges of diet for me, etc. I need not give myself any trouble. I have no occasion to think, if I can but pay; others

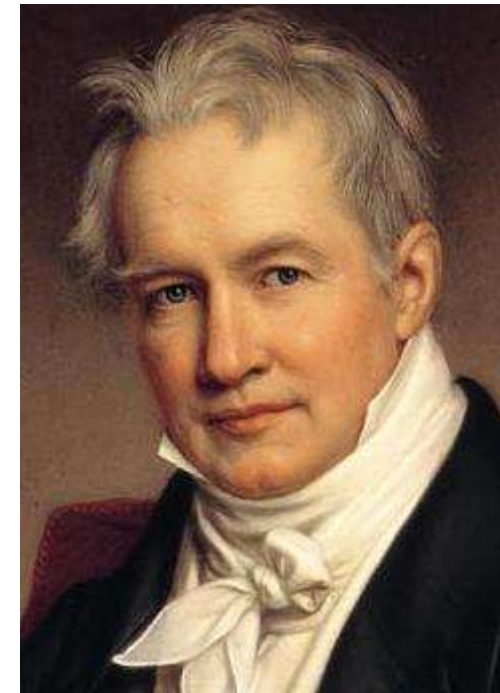
A 2 will

Verstand, Vernunft ~ reason

Sapere aude! "Have courage to use your own reason!"

Enlightenment

“There are undeniably certain kinds of knowledge that must be of a general nature and, more importantly, a certain cultivation of the mind and character that nobody can afford to be without. People obviously cannot be good craftworkers, merchants, soldiers or businessmen unless, regardless of their occupation, they are good, upstanding and – according to their condition – well-informed human beings and citizens. If this basis is laid through schooling, vocational skills are easily acquired later on, and a person is always free to move from one occupation to another, as so often happens in life.”



Alexander von Humboldt
(1769 - 1859)

Enlightenment

Humboldt's educational ideal developed around two central concepts of public education:

- the concept of the autonomous individual
- the concept of world citizenship.

- An autonomous individual is to be an individual who attains self-determination and responsibility through his use of **reason**.
- world citizenship is the collective bond, which connects autonomous individuals, irrespective of their social and cultural socialization:

“The endeavor shall aim at working through the world comprehensively, and thereby unfold as a subject. To become a citizen of the world means, to deal with the big questions of humanity: to seek peace, justice, and care about the exchange of cultures, other gender relationships or another relationship to nature.”

Enlightenment

Article 1

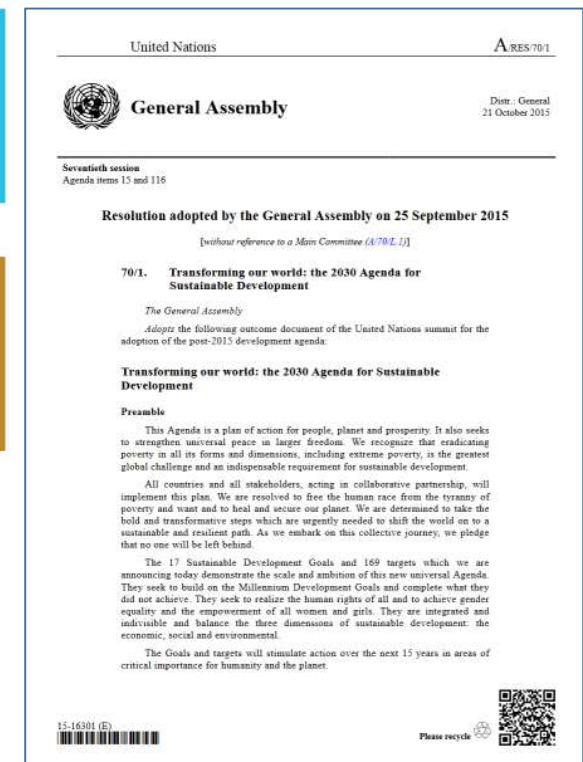
All human beings are born free and equal in dignity and rights. They are endowed with **reason** and conscience and should act towards one another in a spirit of brotherhood.

Article 26

1. Everyone has **the right to education**. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall **promote understanding, tolerance and friendship among all nations, racial or religious groups**, and shall further the activities of the United Nations for the maintenance of **peace**.
3. Parents have a prior right to choose the kind of education that shall be given to their children.



Anthropocene



UN-SDGs (Agenda 2030)

- blueprint to achieve a better and more sustainable future for all
- goals are broad and interdependent
- targets and indicators for each goal

Anthropocene



Targets, indicators and progress

- 2.1 Target 4.1: Free primary and secondary education
- 2.2 Target 4.2: Equal access to quality pre-primary education
- 2.3 Target 4.3: Equal access to affordable technical, vocational and higher education
- 2.4 Target 4.4: Increase the number of people with relevant skills for financial success
- 2.5 Target 4.5: Eliminate all discrimination in education
- 2.6 Target 4.6: Universal literacy and numeracy
- 2.7 Target 4.7: **Education for sustainable development and global citizenship**
- 2.8 Target 4.a: Build and upgrade inclusive and safe schools
- 2.9 Target 4.b: Expand higher education scholarships for developing countries
- 2.10 Target 4.c: Increase the supply of **qualified teachers** in developing countries
- 2.11 Custodian agencies

Anthropocene

Education as a
hub and lever for
pattern change
and to make
things happen



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Open Education and the Sustainable Development Goals: Making Change Happen

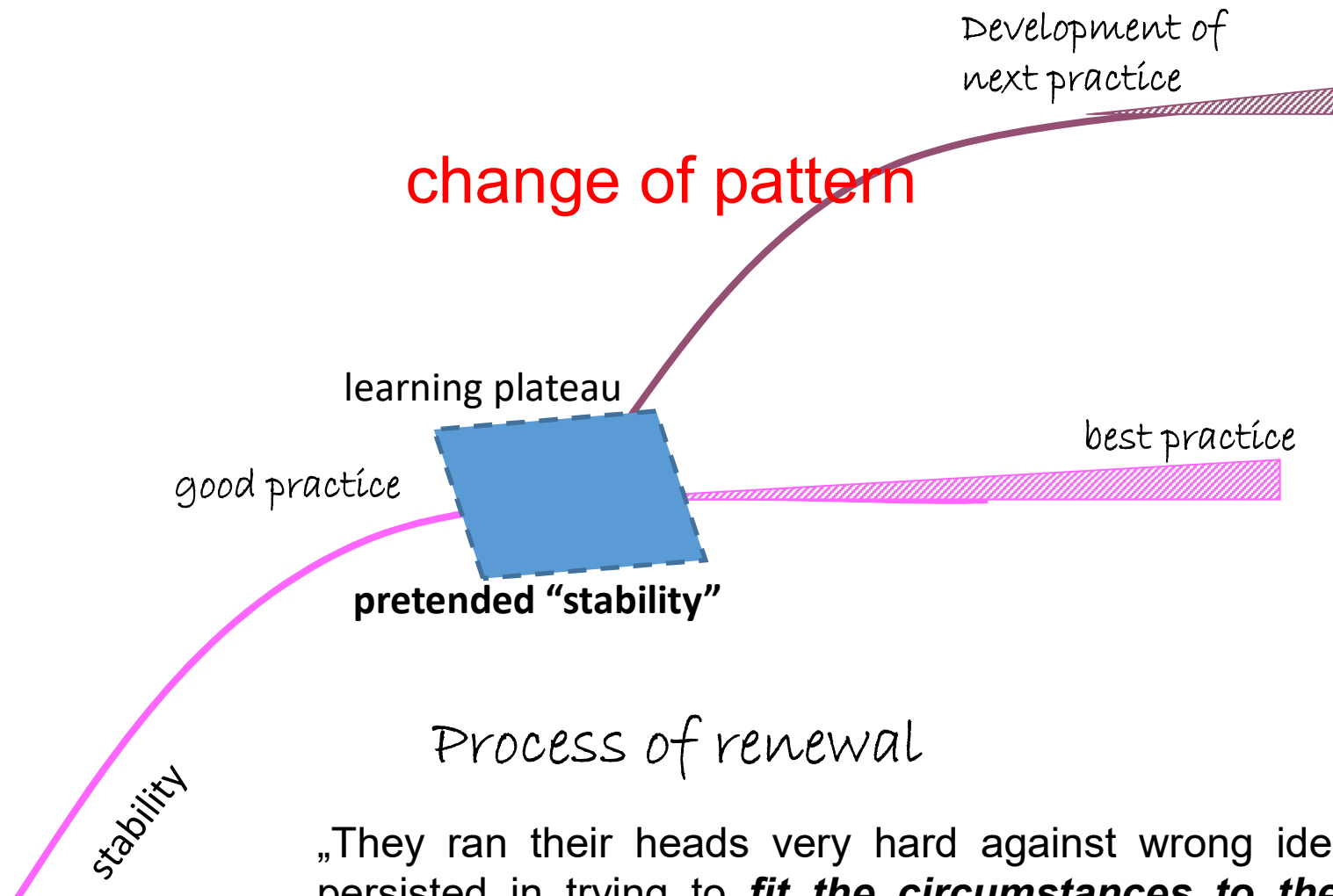
Andy Lane

The Open University, Milton Keynes, United Kingdom

Abstract: Education for All has been a concept at the heart of international development since 1990 and has found its latest instantiation within the Sustainable Development Goals (SDGs) as SDG 4, 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Open education, in the form of resources and practices are both seen as contributors to SDG4 as evidenced by the recent 2nd World Open Educational Resources Congress. The ambition for open education to contribute to the SDGs is clear from this and other gatherings but the means to make it happen are not as clear, and many have claimed that little has happened since the SDGs were launched in 2015. To help address this apparent gap, this paper: (1) sets out the scale and scope of the SDGs; (2) reviews the potential contribution of open educational resources and practices to support the SDGs, and (3) uses a framing of power and systems thinking to review the way open education activities might be fostered within tertiary education in all local, national and regional contexts in order to support the SDGs, and not just SDG 4. It will also tentatively propose a theory of change that brings together power relationships, systems thinking and open education as key components and provide a case study of how this might work in practice through a newly funded project proposal. It is hoped that this theory of change and proposal will be a starting point for wider debate and discussion on how to make change happen in this important arena.

Keywords: Open Education, Sustainable Development Goals, Systems Thinking, Power, Theory of Change.

Resume A shift from best practice to next practice



„They ran their heads very hard against wrong ideas, and persisted in trying to **fit the circumstances to the ideas**, instead of **trying to extract ideas from the circumstances**“

Charles Dickens, „Great Expectations“, p.114 (Chapter 16), Penguin Popular Classics

Resume

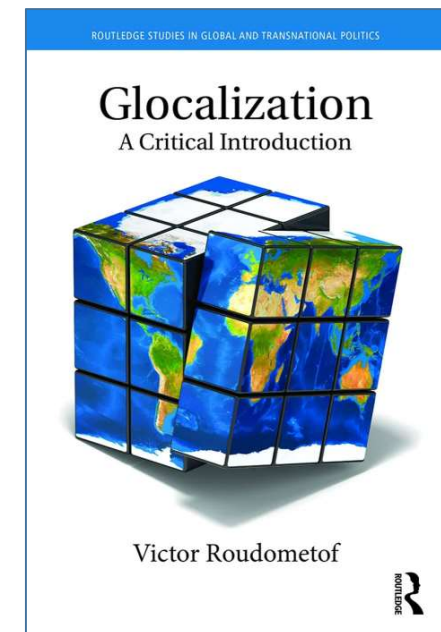
We inevitably face societal developments of

- globalisation,
- acceleration,
- economization,
- diversification & pluralisation,
- movement of political ideas, people, goods,...

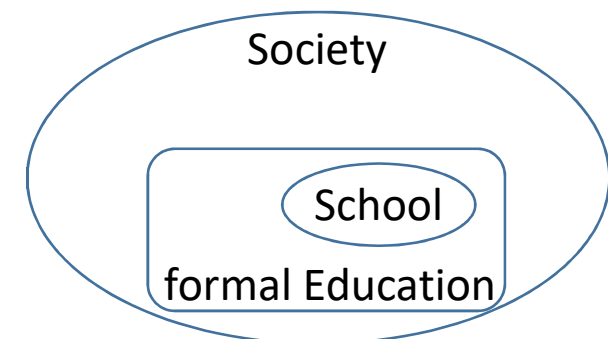
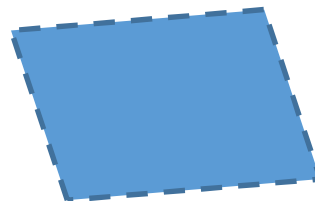
Glocalization:

Simultaneous occurrence of both universalizing and particularizing tendencies in social, political and economic systems.

Francesca Caena (2014): Comparative glocal perspectives on European teacher education, *European Journal of Teacher Education*, 37:1, 106-122, DOI: 10.1080/02619768.2013.845165



learning plateau





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