

Re-generating 'On Campus' Education to Reinforce the Response-Ability of the University

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24.03.2022, 16:00

Online via Zoom; registration via hu.berlin/tess or zentrum.bildungsforschung@hu-berlin.de,

Zoom Link: <https://hu-berlin.zoom.us/j/66682826551?pwd=K1FKN2VSRHpkVGJ1SnBGdnZRa3NDdz09>



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This presentation problematizes how the university today has to move in an environment that installs a *separation between research and education* and that *weakens the particular 'response-ability' of the university regarding societal challenges*. This environment is based on the figures of the *independent, personalized learner* and the *innovative, autonomous researcher*. Both are characterized by a certain ethos of self-governance and imagine the university as an infrastructure and environment for learning and research (in order to increase its output and impact), and as a (digital) communication 'platform' where they can manage their 'profiles'.

In this lecture we want to reclaim the university as collection of study practices that contribute to the future of society by complicating research and learning and by exposing researchers and learners in practices of *public and collective study*. We thereby understand researchers and learners as *concerned students* and *scholars* with the aim of dissolving the separation between research and education. In order to revitalize and regenerate the response-ability of the university, its pedagogy crucially requires to not only be digital or 'in the cloud'. It requires to re-generate and re-invent the 'on-campus' precisely to allow for an increase in affectability (i.e. entanglement and discernment) that is also able to respond to societal challenges.

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