

Collaborating for a better Europe: Good ideas for the good life in ULLL

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COMMIT: Social Dimension of ULLL

The basis for the social dimensions, formulated by the COMMIT Project

The good life for us as human beings: to live a life where our dignity is recognized.

Human dignity is the purpose, the aspects of the SD matrix are instruments to fulfill it.



TOOL 5: SOCIAL DIMENSION ASPECTS - MATRIX

Prepared by the Management Team of COMMIT | Date: 10 January 2014 | Version 1

	Individual / citizen	Collective (communities, authorities, public agencies...)
1. Social justice (equity, opportunities)	<ul style="list-style-type: none"> - Access: gender, SES (socio-economic status), age, geography, disability, non-traditional entry - Retention: quality of experience, curriculum, carrying them through, cost (ability to finish the studies), family/professional constraints - Success/ Achievement of personal goals 	<ul style="list-style-type: none"> - Communication and information - Partnerships - University values - Financing system - Civic/social responsibility of universities as employers
2. Social development (engagement, cohesion, environmental issues)	<ul style="list-style-type: none"> - Engagement (active citizenship) - Cultural activities (humanities, arts, theatre...) - Advocacy (to other potential students) - Social mobility 	<ul style="list-style-type: none"> - University values - Employability - Social cohesion - Cultural activities - Environmental issues - Respect (between different professional categories)
3. Economic sustainability	<ul style="list-style-type: none"> - Employability - Entrepreneurship - Professional progression - Economic benefits 	<ul style="list-style-type: none"> - University values / culture - Employers' expectations concerning competences (what does the market expect) - Cultural activities - Environmental issues

What was on the Menu?

- Get teachers thinking in a different way about what they do
- Infuse concepts from both psychology and social theory
- Give teachers something tangible to bring back
- Effect some positive change for the students tooo



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Relevance of *The Good Life*

- A 'very big' concept: the good life
- Matching a big idea with a teaching mission
- Made the ideas as concrete as possible
- The Big Challenge vs What we do with our students
- Feedback: Yes very relevant and important



citizenship

macro-level
societal
challenges

human
dignity

best
professional
teaching
practice

economic
reality

the learner



Juggling a lot of Concepts and Theories

Working Together

- Different disciplinary backgrounds
 - Critical Social Theory
 - Psychology
 - Philosophy
 - Educational Development
- Common Destination focus

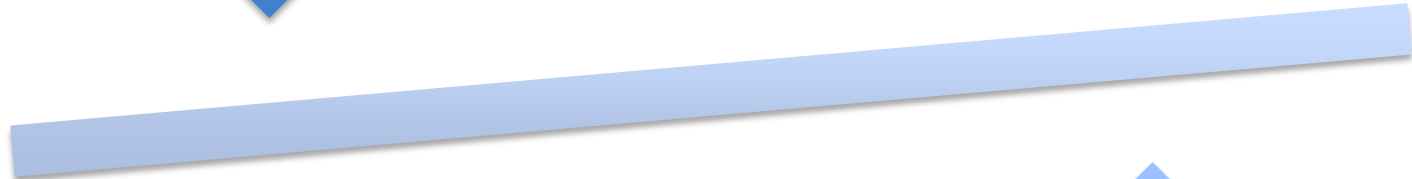


The good life
is a process,
not a state of
being. It is a
direction not a
destination



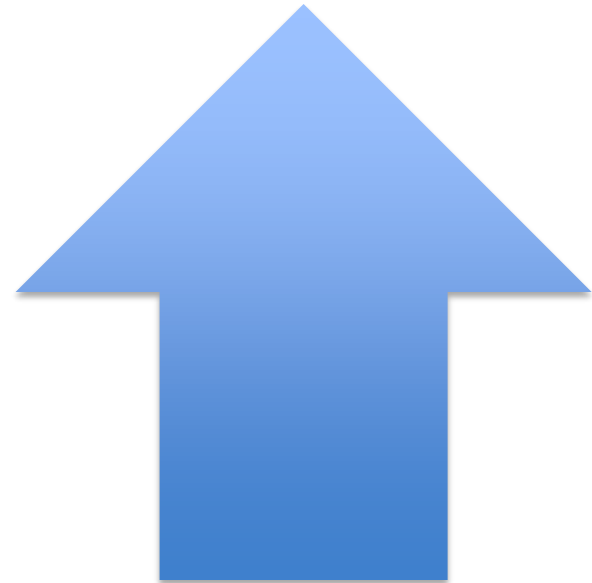
Three Big Ideas

- Respect, recognition, dignity (Arendt, Honneth, Habermas)
- Fully functioning person, unconditional positive regard (Rogers)
- Joy and love (Spinoza)



Teaching Methods

- How can we make this real
 - In our practice as teachers
 - For our students



Respect means in this context to accept the other person ... It is not my task to force the other person to accept my definition of a Good Life or to live for my goals

Thank you for „opening my eyes“, several possibilities to express my own thoughts, to discuss them and your sincere curiosity. Also for being open to our suggestions and other opinions



I feel to have more questions than answers and don't have clear ideas on applications, but this is a rather positive state – quite inspiring and creating curiosity.



Future Plans

- Develop the workshop theme
- Stuttgart 'Code of Conduct' vis-à-vis workshop theme
- Generic Competencies for undergraduate and postgraduate students
- Bring idea to other European countries

