

Abstracts and keywords

Henriëtta Joosten, Joop Berding and Cees Terlouw, Introduction Special Theme Issue: The public task of higher professional education

Abstract A free and resilient society does not arise by itself and does not endure by itself. In this special issue we explore the public task of higher professional education to teach students to focus on the communal world and the public conversation about that world. With this special issue we aim at providing a counterweight to prevailing market thinking. We are inspired by the ideas of Hannah Arendt (1906–1975). She has written extensively about ‘the public’. She links the use of scientific knowledge and technology with the political issue: do we really want to live in the world we are creating? Arendt’s ideas offer plenty of tools for thinking through and implementing this task at different levels of higher professional education.

Keywords University of Applied Sciences, public task of education, Hannah Arendt

Huib de Jong, Higher education as a public task

Abstract The Netherlands is blessed with one of the best education systems in the world. It is therefore unwise to respond to the call for radical innovation. In this contribution, this statement is substantiated on the basis of the work of Hannah Arendt. In particular her call to realise the achievements of the past while building the future. Two questions arise in this context: What is the current state of higher education, and who is responsible for adapting higher education to changes in the social environment? The first question leads to the conclusion that there is a discrepancy between the intentions underlying the design of the education system and its elaboration. An important factor in this is the unpredictability of political decision making and the inability of to hold on to the concept of 'systemic responsibility'. As a result, the autonomy of institutions is insufficiently realised, with far-reaching negative consequences for the educational climate. Looking back at the achievements of the past provides the answer to the second question: It is up to the institutions to turn this tide.

Keywords governance, higher education, university (of applied science), trust

Remko van der Pluijm, Preaching or information sharing: coaching towards space for reflection in higher economic education

Abstract Given the call to higher economic education of applied sciences to position itself towards societal issues, universities of applied sciences in the economic domain look for alternative economic paradigms. These paradigms are value laden. Using speech act theory, I argue in this article that economics cannot be taught value-free. However, I do acknowledge, together with Arendt, the importance of a safe environment for students to find out their own views on the relationship between economy and society. The consequence thereof is that the lecturer needs to find the balance between his role as “preacher” (transferring and initiating students into these new economic paradigms towards which the lecturer is not neutral) and his role of keeping students informed of the latest developments in the economic landscape. To enable this the lecturer needs to confer a variety of different perspectives on the economy as well as to create time and space for reflection for the students.

Keywords subjectification, higher business education, new economics paradigms, values in science, Arendt

Carien Verhoeff and Laurence Guerdin, An appeal to higher professional education for critical participation

Abstract In the strategic agenda ‘Professionals for tomorrow’, UAS promises not only to focus on today’s profession, but also to ‘prepare for tomorrow’s society’ (vH, 2019). In this way, the vH links the UAS programs to the broad societal function: preparing for professional practice in the school, the professional context and society. In this article, the authors explore how UAS prepares for critical professional practice. The core of this professional preparation is found in critical student participation in two domains. Firstly, in the domain of the educational institution, where students have an influence on the educational and organizational content of the study program at class, curriculum and organizational level. Secondly, in the domain of the professional field, where students can influence the substantive and organizational implementation of the professional practice during internships. Students can practice participation and experience its value. This critical participation of students is not yet self-evident. Supported by the insights of political philosopher Hannah Arendt, the authors call for the strengthening of critical participation of students in the school and in the professional context, and thus for far-reaching democratization of education. Critical participation in higher professional education can and must be strengthened by embracing plurality, by understanding participation as an emancipatory task for everyone and by making room for thinking in higher professional education with a strong ‘doing’ character. The managerial approach must fundamentally change to make room for meaningful human encounters.

Keywords participatie, kritische beroepsuitoefening, kritische beroepsvoorbereiding, student voice, studentparticipatie, democratisering van het onderwijs

Loek Nieuwenhuis and Wietske Kuijer-Siebelink, Vocational pedagogy as a societal mission

Abstract Professional education, both on secondary and higher level, has to equip youngsters with professional skills, harnessing them for the uncertainties of the future labour market. We argue that the traditional, linear model for curriculum development is unfit for this goal. At least three arguments count for this valuation: a functional approach hinders the educational (*Bildung*) component; qualification structures, based on job descriptions, endanger ambitions and goals of the students; the labour market of the future (after tomorrow) is attacked with knowledge of the past (before yesterday).

Guided by (amongst others) John Dewey and Hannah Arendt we search for design principles for future-oriented professional education. Three argumentative lines come together in a proposal for integral redesign, offering space for dealing with uncertainty and involved actions by students and professionals. We present a pilot with this redesign principles, based on challenge-based courses. Such (experimental) courses can be found at different institutes for higher and secondary education. We examined one of these examples in depth, community-based learning in the domain of social work and care at a university of applied sciences in the Netherlands. Based on this case-study, we estimate the value of our design principles in the last part of this contribution.

Keywords professional education, responsive curriculum design, challenge-based education, future's literacy, *Bildung*

Wiet Verkooijen and Henriëtte Joosten, WE_MIND: curriculum development focused at ethics, innovation and public action

Abstract In this article we elaborate on our experiences in designing the WE_MIND-module. In this module 3rd year bachelor and master students work on innovation issues they encounter in their day-to-day professional lives. Moreover, they are asked to organize a public dialogue with fellow citizens and co-workers on the consequences of these innovations for society. The experiences shared in this article are based on a pilot with master students, a self-evaluation of the pilot and further development of the module design.

We invite teachers, education designers, managers, directors and policy officers not just to 'work, work, work'. Sharing our experiences and the ideas of Hannah Arendt, we hope to inspire them to discuss the following questions: What makes a good public professional? What does it take to educate students to become good public professionals and to what extent are our educational programmes successful?

Keywords curriculum development, public dialogue, innovation, citizenship, Hannah Arendt

Henk Procee, Hannah Arendt in higher vocational education: A philosophical discussion contribution

Abstract The authors in this special issue want higher professional education to be something more than market-based *Ausbildung*. To do this, they appeal to the thinking and vocabulary of Hannah Arendt. I comment on the various articles from a philosophical point of view. First, I will discuss Kant's profound influence on Hannah Arendt's thinking. Pluralism and the associated *sensus communis* are central to this. I then show why Hannah Arendt inspires, but also generates conceptual problems, in particular through her idiosyncratic use of language. Subsequently, I examine the various articles on their own position and use of Arendt's work. As a starting point for my analyzes I interpret Arendt's categories (labor, work, action, *sensus communis*) not as domains but as instruments of reflection. The topics concern: professional pride, the professional as a connector, natality, conditions for the playing field in higher professional education, and the capacity of and for communality (*sensus communis*). In conclusion, accepting the inspiration that comes from Arendt's work, I am hesitant about introducing her thinking in higher professional education.

Keywords Kant, Hannah Arendt, plurality, *sensus communis*, University of Applied Sciences