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Title: Research and teaching as an identity-generating ideal. The representation of the university during 1999-2014

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Abstract:

How does the discussion about university since the beginning of the Bologna-reform look like, since it stands between research, teaching and learning? The study investigates this question using the example of 1130 articles published in the weekly newspaper *DIE ZEIT* and the members's journal *Forschung & Lehre* during the period between 1999-2014. Thus, the connection between »research and teaching« as a description of the university task and its function to save and create identity, is taken into account. Furthermore, the study debates how members in the university and those outside of it describe and evaluate the development of the university. Through predominantly qualitative argumentation analyses, the descriptive-quantitative results are consistently resorted to. Hence, both individual argumentation patterns and general debates around the subject of the university of the present age are viewed upon.

The question about the representation of the university in the media will be specified considering both current research literature in university research as well as perspectives on the university in educational science (chapter 1.1) and will be framed in theory afterwards (chapter 1.2). The theoretical frame shows specific areas of conflict when looked upon university as an organisation which operates in the two mentioned subsystems of society. Chapter 2 defines the analytical approach, the selection of the enquired texts as well as the method, also broaching the issue of singular methodical difficulties. On that ensues the analysis of representation techniques in the historiography of the university (chapter 3). This portrayal has a double function in the end result: It amplifies the analysis to the effect that attributions and narratives both about the historical dimension and also beyond the year 1999 are examined in the study. In addition, first patterns and new questions with regard to the debate in media may be distinguished. The detailed analyses of the textual corpus are to be found in chapters 4 to 8.

The presentation of the results combines two functions, one of which is evaluative, the other being critical about the methods. Thus, every subchapter is composed of two sections tapping the corpus. Before the analyses, which refer to concrete statements and operate with examples, a macroanalytical perspective is taken up which states who is talking about which topic in the analysed texts. Subsequent to the description of the data corpus, the authors and topics (chapter 4), the question about how the relationships between the society and the university as well as the political and economic subsystem in the statements are examined, invoked and how their problems are expounded, is answered (chapter 5). Before examining studies and teaching (chapter 7) and science and research (chapter 8), the set phrase of 'research and teaching' is the central point of the analysis (chapter 6). Therein, the question about potential connections and their identity-generating or -securing function is dealt with. Lastly, the view is directed back on the presentation of protagonists (students, researchers, academic teachers) both retrospectively and meta-analytically

(chapter 9). In doing so, the role perceptions, which are (mostly) implicitly and only rarely also explicitly transported in the medial texts and texts about the history of the university, are taken into focus. In this chapter, the results will already be sharpened to theses. Chapter 10 contains the conclusion, in which the presentation of the university is picked up, desiderata from research are identified and a synopsis of the results (both methodical and with regards to content) is given.