The lazy, unwilling students of today - or a new era of 21st century didactics?

In Denmark the Ministry for Children, Education and Gender Equality, has proposed a strategy linked to the OECD strategy for learning in the 21st century. Didactics which have been solely connected to the teaching profession in primary schools has spread to other teaching professions and also to higher education. This paper examines how this might change the role of teachers and educators in higher education.

Post Doc. Ane Qvortrup (2016) argues that learning in the 21st century needs revisited didactics, and further argues that a new paradigm of didactics has emerged. It is in the light of this the paper explores the implicit student of social work education and much needed revised didactics of our teaching institutions. According to Qvortrup (2016) Keiding & Qvortrup (2014) there is an emerging professionalism in higher education. In Europe this may be linked to the Bologna process or more specifically to the aftermath of The Bologna Declaration upon which states operationalize the content of the declaration. In our Universities and Universities of Applied Sciences the emerging professionalism of teaching is reflected in an increased focus on knowledge, skills and competencies, student self-evaluation, collaborative learning and student centred feedback (Papadopoulos 2015) (Hattie 2013)(Harrison & Risler 2015)(Nicol 2007). But what do we know about our 21. Century students and how do we need to address them from a didactic point of view?

A key point in the papers is that without explicit visions, strategies of professional didactics and continuing and further education of educators on didactics, the operationalization of learning goals is left to the individual and personal preferences of the teacher based on an individual assessment and use of one’s own (hopefully professional and good) judgment.