

Democratic Citizenship Education in the Context of Bildung Perspectives

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Abstract : Implementation of democratic citizenship as a crossdisciplinary concept in educational practice has been problematic because of a vague and divided understanding of what the concept entails. This is underlined by a divide between understanding democracy as external to the educational sphere or understanding education as an internal part of a democratic society. This theoretical contribution aims to explore the concept of democratic citizenship in relation to Bildung perspectives. The methodology of this paper is grounded in a hermeneutical approach to interpret three philosophical perspectives from Immanuel Kant, John Dewey and Gert Biesta. These perspectives are chosen to explore democratic citizenship as: (1) an individual oriented concept, (2) a socially oriented concept and (3) a critical-social oriented concept. This theoretical paper argues that different orientations toward Bildung change the content of democratic citizenship as a cross-disciplinary concept in education. It argues that a Dewian or a Biestian notion could enrich our understanding of democratic citizenship, drawing on a critical-social perspective of Bildung.

Keywords : bildung, citizenship, democracy, education

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