Civic Goals and Implementation in Educational Practices

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Developments in the concept of citizenship: in practice and in theory

**Broadening**: From national to global

**Deepening**: From the political to the social and cultural level

Linking moral development and citizenship education → identity development

*Globalisation, Societies and Education, 2011*
## Influences on Citizenship Education

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Sciences</td>
<td>Political knowledge</td>
</tr>
<tr>
<td>Character Education</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Multicultural</td>
<td>Living with diversity</td>
</tr>
<tr>
<td>Moral Development</td>
<td>Identity development</td>
</tr>
<tr>
<td>Critical Pedagogy</td>
<td>Social change</td>
</tr>
<tr>
<td>Globalisation Studies</td>
<td>Local and Global</td>
</tr>
</tbody>
</table>
Research on Citizenship: Pedagogical Goals

1. Discipline
   to follow norms, to listen, to behave, to respect elder people
   (Durkheim, Lickona)

2. Autonomy
   to take care of yourself, to take responsibility, to think critically, to make own choices
   (Kohlberg, Giddens)

3. Social Concern
   empathy, care, helping other people, caring for public domain
   (Rawls/Kohlberg, Noddings) (Social justice, Freire, Westheimer & Kahne)

Compare, 2007
## Types of Citizenship

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Autonomy</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>Individualistic</td>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>Critical-Democratic</td>
<td>-</td>
<td>x</td>
</tr>
</tbody>
</table>

Quantitative and qualitative data

*Cambridge Journal Of Education, 2008*
## Types of Citizenship: Ideal and Practice of Teachers

Survey among Dutch teachers, n = 254

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Autonomy</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting</td>
<td>74/29%</td>
<td>Ideal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice</td>
</tr>
<tr>
<td>Individualistic</td>
<td>45/18%</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>Critical-democratic</td>
<td>135/53%</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
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</table>
Social change

Work on changing existing power relations
Show solidarity with others
Stimulate greater equality in society
Work towards a society in which everybody can co-decide

<table>
<thead>
<tr>
<th>Adapting</th>
<th>Social concern</th>
<th>Social change</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4.12</td>
<td>2.18</td>
</tr>
<tr>
<td>Individualistic</td>
<td>4.16</td>
<td>1.95*</td>
</tr>
<tr>
<td>Critical-democratic</td>
<td>4.10</td>
<td>2.30**</td>
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</table>
## School level

School level and pedagogical goals: reproduction and transformation

<table>
<thead>
<tr>
<th></th>
<th>Discipline</th>
<th>Autonomy</th>
<th>Social concern</th>
<th>Social change</th>
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</thead>
<tbody>
<tr>
<td>Academic</td>
<td>3.64</td>
<td>4.08*</td>
<td>3.79</td>
<td>2.25</td>
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<tr>
<td>Vocational</td>
<td>4.16*</td>
<td>3.92</td>
<td>4.21*</td>
<td>2.15</td>
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</tbody>
</table>
# Students and pedagogical goals

<table>
<thead>
<tr>
<th></th>
<th>VWO (pre-university)</th>
<th>VMBO (vocational)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>n = 392</td>
<td>n = 264</td>
</tr>
<tr>
<td><strong>goals</strong></td>
<td><strong>outcomes</strong></td>
<td><strong>goals</strong></td>
</tr>
<tr>
<td>Discipline</td>
<td>3.85</td>
<td>3.19</td>
</tr>
<tr>
<td>Autonomy</td>
<td>4.12</td>
<td>3.40</td>
</tr>
<tr>
<td>Social Concern</td>
<td>4.01</td>
<td>3.09</td>
</tr>
</tbody>
</table>

*Oser & Veugelers, 2008*

*Education Research Journal, 2012*
Types of citizenship and educational practice

Adapted: fixed values, transmission of values, focus on norms, teacher-directed

Individualized: autonomy, values are personal choice, technical, independent learning

Critical-democratic: combining autonomy and social concern; joint deliberation of values, cooperative and inquiry-oriented teaching

*Curriculum and Teaching, 2006*
Challenging Democracy

Strong Democracy (Barber)
Participating democracy (Tourraine)
Thin and Thick (De Groot)
Social Justice oriented (Westheimer and Kahne)
In the East strong social relationship (Wing on Lee)
In Latin America strong social movements, building democracy (Romao)
Psychological elements of citizenship

Internal and external efficacy

Appreciating diversity

Emotions

Engagement

De Groot 2013
Educational Review 2013
Implementation of Citizenship Education: hidden curriculum

Adapted: in school organization top-down, planning, discipline, to follow authority

Individualistic: selection, many individual tasks and assessment, personal responsibility

Critical-democratic: in most schools only a little bit of dialogues, cooperation, student voice, democracy
Implementation of citizenship education in Dutch Education

Weak guidelines for Cit Ed in educational policy

In policy and schools accountability focus on language and science

Most schools no real vision and policy for Cit Ed

Some projects (in-service learning, multicultural contacts). A lot on bullying

In first phase of secondary education no subject citizenship education
Constraints for Citizenship Education in the Netherlands: System level: Who determines the curriculum?

- Schools differ by religion, only 1/3 of schools are public
- Focus in schools on own (religious) community makes educational policy for CitEd difficult
- Strong focus on cognitive standards
- Very selective schoolsystem, at early age

For Critical Democratic Citizenship Education

Ethnic and Social Segregation. Supported by school choice
Avoiding politics in the pedagogical vision

Revista de Educacion, 2011
Constraints for Citizenship Education in the Netherlands: School level

No real citizenship curriculum policy at most schools
Teachers have many teachers hours
Focus on core subjects and assessments
Teachers often want to avoid moral and political

For Critical Democratic Citizenship Education
Many Students in a Classroom
Teachers avoid the critical politics
Students focus strongly on autonomy
Constraints in Educational Discourse: in practice and theory

**Dominance of Pedagogy**
- Child oriented
- Autonomy
- Individualized form of equal opportunity
- Individual well-being

**Educational Psychology**
- Independent / self-regulated learning

**Sociology**
- Focus on selection
- Equal opportunities
What is missing for a more Critical-Democratic Citizenship Education?

**Pedagogy**
- Dynamic notion of community
- Linking autonomy and social concern
- Focus on dialogue and interaction
- Well-being of the group and its members

**Educational Psychology**
- Cooperative learning
- Dialogical learning
- Linking learning in and out of school

**Sociology**
- Reducing selection
- Assessment and appraisal of social involvement
- Combating segregation: Bonding and bridging
- Ethical founded democracy
Concept of human being: relational self

Linking autonomy and social (Freire)

Autonomy is even relational

In the face of the other (Levinas)

Situated self (Wenger)

Social self (symbolic interactionism, Goffman)

In power relationship (Freire, Mouffe)
Setting an agenda
for critical-democratic
citizenship education
in schools and universities
Developing a Pedagogical vision

1. Universities should develop a pedagogical vision on the kind of intellectual and citizen they want to educate. Universities can make choices in goals and practices.

2. It requires an analysis of the refraction of international developments in the own national policy and educational discourses. This analysis can show possibilities and constraints.

3. It implies a dialogue with stakeholders in the universities and in society. A permanent dialogue in the political, civic, and civil domains of citizenship.
Type of citizenship

1. Universities can make choices in the type of citizenship they emphasize in pedagogical goals and practices. They can focus strongly on adaptation, on autonomy, or on social concern and social justice. On a adapted type of citizenship, an individualistic type, or a critical-democratic type.

2. Universities should take care of the more political and psychological dimensions of citizenship like an elaborate understanding of democracy and diversity, internal and external efficacy, commitment, connection and engagement, willingness to transform, dialogue and empathy.
Educational practice

1. These ideas about a more critical-democratic type, asked for *transformative educational practices*. Transformative in the curriculum, in learning activities, and in teachers’ role.

2. Such an educational citizenship education asks for a *multidisciplinary and interdisciplinary* practice in which the specific academic science is linked with social sciences, philosophy, and history.

3. Teachers should be aware of their *moral role* and their *normative professionalism*. 
Learning processes

1. Student learning *in and out* of the universities should be linked. Universities can organise learning outside the institute, like in internships. They can also create learning *experiences* for citizenship development by community projects and in-service learning.

2. The narrative learning processes involved in citizenship development implies that the pedagogical goals are broader than knowledge acquisition and are oriented to attitude and *identity* development and *engagement*.

3. *Dialogical, reflexive, and democratic learning* processes are needed for critical-democratic citizenship development.
Challenging Students’ identity Development

Reflective Learning
• responsibility
• articulating own values (moral criteria)
• inquiring own identity development regulating and taking

Dialogical Learning
• communicate in an open way
• analyze and compare different perspectives
• analyze social, cultural and political power relations

Democratic Learning
• concern for others and appreciation of diversity
• openness to jointly building norms
• stand for your own autonomy
• involvement in enlarging humanity and social justice oriented democracy
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