

WHO'S AFRAID OF BILDUNG?

Budapest

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Overview

- 1. Bildung: question, answer, concept, idea
 - Bildung = a regulative principle
- 2. Historical remarks
 - The critical potential of Bildung as regulative principle
- 3. Core-dimensions
 - Omnes, Omnia, Omnitudo
- 4. Actualization of Bildung
 - In relation to 'informatics' (CMT) and multiculturality

1. Bildung: a regulative principle (1)

- Bildung refers not so much to a specific concept (i.e. classical idea), but to a question and a '**regulative principle**' by answering this question.
- The **question**: when all human beings have a right to education, what should be that education? What should be the ends/goals of education? And what are the means?

1. Bildung: a regulative principle (2)

- The end/goal of (general) education:
 - every human being should be able to realize its humanity (human potentialities, human ideals)
 - => fundamental question: what is the 'humanum'?
- The means of (general) education:
 - (1) formal aspect: the qualities of the educational relation
 - (2) material aspect: the contents (the subjects, the themes, the matter) of education

Bildung: a regulative principle (3)

- Bildung = the answer to the question:
 - what should be the content(s) (the matter) of the **learning** process of all human beings,
 - in order that they can **develop** all their talents (human potentialities, capabilities),
 - so that they become **free** human beings (more human, realizing the idea(I) of humanity)
 - and ‘critical-constructive members’ of **society** (citizenship)
- Bildung = the ‘regulative principle’ according to which the curriculum should be constructed in order to be a pedagogical legitimized curriculum of a general education.

Historical remarks (1)

- This question is as old as human thinking
 - paideia, artes liberales, humanitas, Bildung, liberal education
 - also adab, tarbiyah
- The critique of answers is also as old as education: not integration, but segregation
 - not *all* men ('elite' vs 'barbarians')
 - not *wholeness* of human beings (only the 'head', not the 'hands', neither the 'heart')
 - not '*holiness*' of humanity (no improvement of man, society and world).

Historical remarks (2)

- These critique of Bildung is well-known in its most **recent** theoretical version:
 - the critique of the classical idea of Bildung by critical theory.
- **Problem:**
 - critical educational theory has not only rejected the concept of (classical) Bildung, but also Bildung as a ‘regulative principle’,
 - => it has lost its ‘critical potential’ towards the ‘functionalization’ and ‘instrumentalization’ of schooling and education.
- **Solution:**
 - a (re)cultivation of Bildung as a ‘regulative principle’ of curriculum construction

Core-dimensions of Bildung

- ALL HUMAN BEINGS (OMNES):
everyone has a fundamental right on education: the selection and choice of learning contents should be so that everyone can enjoy education (*learning principle*)
- ALL-ENCOMPASSING (OMNIA):
all dimensions of human beings – whole (wo)man – and all aspects of the world should be addressed by education (*developmental principle*)
- WHOLE HUMANITY (OMNITUDO):
education should be directed to the humanization of (wo)man, society and the world: by education the world should become a better place for everyone – by education everyone should become able to question the value of ‘the existing’ for the world and to be prepared to engage oneself to a better world (*freedom principle*)

(omnes, omnia, omnitudo : Comenius)

Actualization of Bildung (1)

- How to actualize Bildung?
 - Bildung and its core dimensions = framework to interpret and evaluate the actuality in order to select the content(s) of (general) education
- Two examples/trials:
 - In relation to ‘informatics’
 - In relation to ‘multiculturalism’

Actualization of Bildung (2)

Informatics

BILDUNG	TRADITIONAL IDEA	ACTUAL/FUTURE IDEA
Everyone –Omnes <i>Learning</i>	Genius <i>Using the possibilities of informatics</i>	'Computer'
All-encompassing – Omnia <i>Development</i>	Uomo universale <i>Reacting against the impact of informatics</i>	'Free time'
Wholeness – Omnitudo <i>Freedom</i>	Theoreticus <i>Transcending the interests of informatics</i>	'Kosmopolitics'

Actualization of Bildung (3)

Multiculturalism

- Traditional idea of Bildung:
 - One truth – one system of values – one worldview
 - Scientific: objective, universal, normative
- Critique:
 - no objective metaphysics, no universal culture, no all-encompassing worldview
 - => no Bildung
- Critique of the critique:
 - science is one specific rationality
 - worldview (meaning, values, action) =/= science

Actualization of Bildung (4)

Multiculturalism

- Problem:
 - Contents of education: facts, values, meaning
 - Need of a worldview to offer integration
- Solution:
 - Bildung as a regulative principle to evaluate worldviews
 - Bildung = education as 'aesthetic representation of the world' (Herbart)
 - Education = always a project

Actualization of Bildung (5)

Multiculturalism

Bildung	Characteristics	Worldview Presuppositions	Virtues
Omnes Everyone	rational	critical intelligence	fallibility
Omnia All-encompassing	synthetic	situatedness perspectivity	eagerness to learn modesty
Omnitudo Wholeness	pragmatic/ethical	free will agency	responsibility authenticity