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**Title:**

Teaching the 'Good' Citizen:  
Case studies from Austria and Portugal

**Abstract**

For the past few decades, there has been a worldwide interest in teaching about democracy and democratic citizenship. Democratic citizenship education is one of the central aims of public schools in general, and the social studies curriculum, in particular. The development of a 'good' citizen is a prominent goal stated in almost all social studies curricula worldwide (Fischman & Hass, 2014). The rise and re-emergence of challenges, such as mass immigration, violent extremism, populism and noticeable apathy among young people has alerted to the need to provide the kind of education that is capable of safeguarding and sustaining peace, plurality and democracy.

The subjects which incorporate aspects of citizenship education are mostly social studies, history, geography, languages, political education, and ethics/religious education. All of these areas touch highly on issues relating to values, identities and the social composition of a society (Schulz et al., 2010). This along with other factors has made citizenship education a contested area that has made it difficult to reach a consensus on what it actually means to teach for citizenship or what a good citizen is and whether schools are able to produce good citizens.

Many debates have characterized the discourses surrounding the curricula of citizenship education but little has been done to investigate pedagogy and what happens in the classroom. Several studies have shown that teachers have not received enough training to teach social studies and citizenship education. They have reported that they don't feel confident to teach it or which materials and approaches to use (Willemse et al., 2015).

Working within a critical and transformative education framework, the current research aims to investigate teachers' approach to teaching for citizenship. The study will examine teachers' conception of good citizenry

and democracy and their goals and pedagogies that reflect that. The study aims to provide a critical examination of citizenship education, its goals and implementation, and highlight some of the tensions facing it in increasingly diverse contexts and the different ways the two countries envision education for democracy through policies and practice.

### The Research Questions:

1. How do teachers view good citizenry? What goals do they try to achieve in their classes when teaching for citizenship?
2. How do teachers teach for citizenship? What pedagogical practices do they use?

### Context:

The current study addresses teaching for democratic citizenship in two European countries, Austria and Portugal, that, along with many other countries, have recently reformed the curriculum of citizenship education in an effort to further strengthen its role and impact. Citizenship education has been taught as a cross-curricula theme in Portugal and the teaching of a new compulsory separate subject 'citizenship and development' in grades 5 to 9 is being piloted for the year 2017/18, in public and private school clusters. In Austria, where citizenship/political education has had a long tradition, a new curriculum was piloted for the academic year (2015/16), with compulsory citizenship education modules integrated with history (EU Commission/EACEA/Eurydice, 2017).

Methodology: This current study is using qualitative research design utilizing case study design and critical discourse analysis to approach a variety of data that is being collected through interviews, document and classroom observation.

**Keywords:** citizenship education, transformative education, critical, teachers, and democracy

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