

Uit de bevoorrechte bubbel - Bildung in de praktijk van de wijk

Author(s)

Zinsmeister, Joop; Bay, Najat

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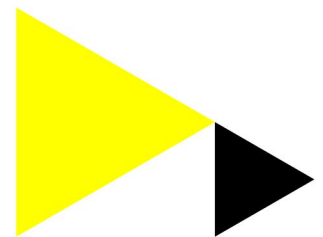
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The privileged bubble – ‘*Bildung*’ as a practice in a district of Amsterdam

Joop Zinsmeister & Najat Bay

Summary: By involving HRM bachelor students (higher professional education) in a research project in Amsterdam, we tried to contribute to ‘*Bildung*’ of the students: critical self-awareness, and empathy development in education.

The question that is central in this article is:

What contribution to ‘*Bildung*’ did the research project ‘participating in a district of Amsterdam’ offered to the participating HRM students?

We have interviewed in depth ten students who participated in the research project. Based on our exploratory research, we conclude that this project has made a contribution to ‘*Bildung*’. However, in the current educational curriculum there is no emphasis on the role of a component such as critical self-reflection. To offer the possibility to develop ‘*Bildung*’ it is necessary to pay attention to the practical sense and the theoretical foundation in the curriculum. Such a curriculum can contribute to the start of ‘*Bildung*’.

Keywords: *Bildung*, Higher Professional education, Critical self-awareness, empathy, curriculum development