

Workshop F1: Teaching complex issues like the EU and Globalisation in adult learning.

a) 30-min presentation: Policy didactics as a new approach Ragnar Müller, Pharos e.V., Germany

This new approach to teaching politics aims at closing the gap between political science and politics in the classroom. The gap is mainly due to the effects of the processes of globalization and Europeanisation. While traditional images of politics prevail in the classrooms, multi-level governance characterizes the political reality. The new approach tries to introduce multi-level governance to classrooms (and tries to meet several other shortcomings of traditional approaches) by taking policies (and not politics) as starting points. That's why it might be labelled "Policy-Didactics".

b) 30-min presentation: European Citizenship Workshop: On-line teaching materials to raise awareness of the EU and what it stands for Ted Huddleston, Citizenship Foundation, UK

The Citizenship Foundation in London has been involved in a curriculum development project funded by the Network of European Foundations as part of its Initiative for Learning Democracy in Europe programme, to create an on-line 'resource kit' on the EU and European citizenship for teachers across Europe working with young people in the 14-19 age group. The aim is to raise awareness of the EU and European issues among young citizens in Europe who have little concept or understanding of what being a European citizen means. The 'resource kit' consists of a series of semi-animated PowerPoint stories on different themes – such as work, equality, minorities, environment, etc. – accompanied by suggestions for in-class discussion activities, information transmission and out-of-classroom practical investigations.

c) 90 min Discussion using the "Community of Inquiry" method, exchange of best practices

Minutes by Mick Bradley

The structure of the workshop was two 30 minute presentations which provided stimuli for a discussion amongst participants using a Community of Enquiry approach. The two presentations in different ways both sought to move EDC/HRE beyond a narrow study of the EU and global as institutions. The first by Ragnar Muller considered 'policy didactics as a new approach', in providing a way to look at an issue (i.e. climate change) at multi-levels of governance from the personal to the global level. The second presentation by Ted Huddleston outlined new online teaching materials to raise awareness of the EU and what it stands for amongst young citizens in Europe who have little idea of the meaning of European citizenship. This approach uses semi-animated PowerPoint presentations on themes such as work, equality, etc. to teach about EU institutions.

Following the presentations, the nearly 40 participants split into two groups:

Subgroup 1

Subgroup 1 used the Community of Enquiry approach, wherein participants considered the above joint stimuli first individually, then in pairs and finally in small groups to agree upon a question which they would like the full group to discuss further. The questions were then voted on and the selected question was 'What do learners really need to know/to be able to do with respect to being a member of a larger (global) community?' (10 votes) Other questions formulated were: 'How do we do ?? so it is relevant to the people?' (also 10 votes), 'How can the two approaches help to motivate adults to learn about the EU?' (7 votes) and 'How can we put together national identities and European/Global identities' (5 votes)

The full group discussion began with the question formulators explaining their thinking and ended with an opportunity for each participant to indicate what in particular they would take away from the discussion. The following points or areas of discussion were covered during the building of the enquiry around the selected question:

- For problem-centred/learner-centred what kind of knowledge/skills are required?
That is, what competencies are needed to affect change or develop critical sense
- Wider access to information e.g. dealing with media
- What is the role of heritage/history, especially if controversial, and does patriotism have a role?
- Defining national and political identity
- Need to focus on common problems and on personal connection/'problem'

This Community of Enquiry discussion allowed participants to actively engage with the many issues indicated above. The discussion did not, nor was it intended to produce concrete suggestions but rather to open and build a discussion. This could be followed up in future similarly structured discussions.

Subgroup 2

In Subgroup 2, the Community Of Enquiry approach brought forward that the most urging question for the participants from the previous presentations was: 'How to overcome the gap between the use of innovative educational methodologies and the existing education culture in the formal education sector'. Other questions (ranging from higher to lower support) were: 'How to introduce students in pre-service teacher training successfully to the use of innovative methodologies?', 'How to act in a situation where textbooks are used where these innovative methodologies are insufficiently made use of?', 'How to reform the educational system?' and 'How to motivate teachers to adopt these innovative methodologies and to be trained in the use thereof'.

During the lively and rich discussion many suggestions were made in relationship to the overarching question 'How to overcome the gap between the use of innovative educational methodologies and the existing education culture in the formal education sector'. Here is an incomplete listing of suggestions:

- Organize feedback from learners on the methodologies used or desired.
- Put in place quality standards for trainers and teachers.
- Select teachers/trainers who are willing to make use of innovative methodologies and who are willing to be trained in the use of them.
- Make evaluations of textbooks, work on the production of better textbooks, change the curriculum in order they integrate the use of innovative methodologies.
- Distribute information on innovative methodologies and where/how they are available.

Minutes by Ted Huddleston

In this presentation, Ted Huddleston outlined and showed examples of some new on-line teaching materials designed to raise awareness of the EU and what it stands for. The materials, called *Europe for Me?*, have been produced by the Citizenship Foundation in London with funding from the Network of European Foundations as part of its Initiative for Learning Democracy in Europe programme.

These materials have been designed to support teachers across Europe working with young people in vocational education in the 14-19 age group. The aim is to raise awareness of the EU and European issues among young citizens in Europe who have little concept or understanding of what being a European citizen means.

They consist of seven themed semi-animated PowerPoint stories on different aspects of the work of the EU. With each theme comes a set of teachers' notes containing:

- suggestions for discussion activities based on the stories
- case studies and information

- out-of-classroom practical investigations for students
- proformas for student self-evaluation.

The seven themes are based around key claims made by the EU:

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| 1. Environment | The EU: Creating a greener planet? |
| 2. Law & Order | The EU: Protecting us against crime? |
| 3. Consumer Protection: | The EU: Getting us a better deal? |
| 4. Work | The EU: Creating better jobs? |
| 5. Equality | The EU: Giving us equal rights? |
| 6. Minorities | The EU: Helping everyone to feel they belong? |
| 7. The World | The EU: Making the world a better place? |

Ted contrasted the kind of pedagogical approach developed for this project with that commonly found in civic education currently available textbooks in Europe. Typically, textbooks on this topic concentrate on the learning of factual information about EU institutions whereas the *Europe for Me?* materials begin with *claims* for the EU and aim to help young people to develop a more *critical understanding* of EU policy and practice. Young people are encouraged to ask what the EU exists to do and how successful it is at achieving this, through situations that relate closely to their own lives, e.g., going abroad to work, football hooliganism, disability, water pollution and so on. Thus all the stories relate to a problem involving more than one country and the discussion activities which follow ask learners to consider whether the problem might more easily be solved if countries co-operated on them. Another key feature is the way the materials combine information about the EU activities taken from its own website portal with suggestions of ways in which young people might test out these claims in their own locality.

Ted explained how *Europe and Me?* is currently being translated into a number of different European languages and asked participants if they might be able to trial this resource in schools and vocational institutions in their countries.