

Identifying Europe's Identity

(part II)

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How to translate the data into convincing scenarios of teaching and learning?



Cartoon removed for copyright reasons

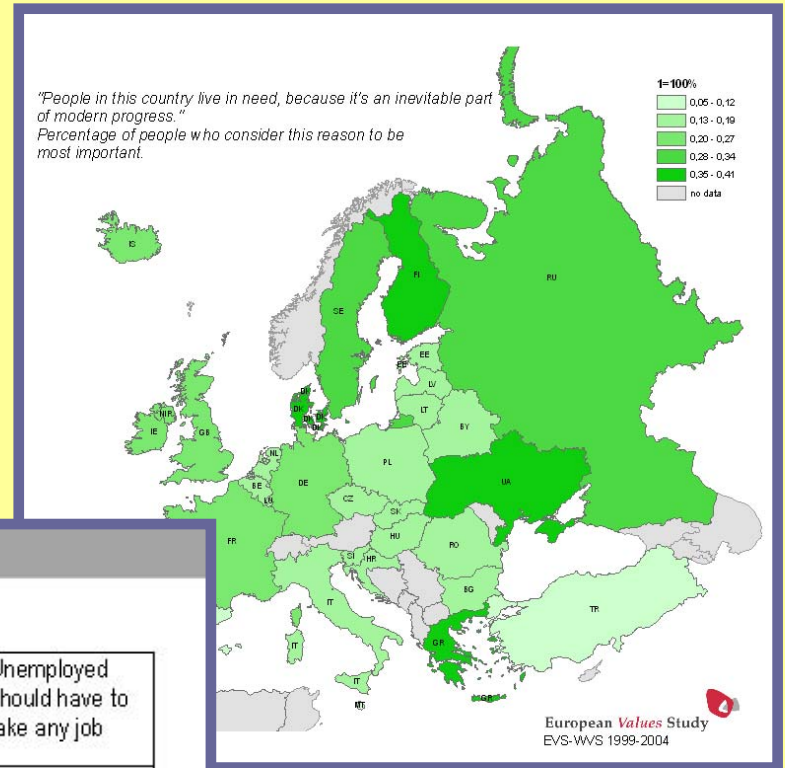
The aims of all the lessons are to foster:

- critical citizenship
- knowledge of Europe, and other key concepts
- values education

Four steps to reach the aims:

- describing differences (and similarities)
- investigating explanations
- relating the values in the AoEV to their own
- developing critical perspectives through questioning, metacognition, and critical thinking

Describing differences (and similarities)



Atlas of European Values

+

Country	Unlucky	Lazy or lack of will power	Injustice in society	Part of modern world	Unemployed should have to take any job
A					
B					
C					
D					

Task Five

- Is there a relationship between how your four nations think about unemployment and if they think individuals are responsible for their own misfortune?

Investigating explanations

What does the picture show?



- Unlucky
- Lack of will power
- Injustice in society
- Ways of the modern world

Reason

Working with photographs

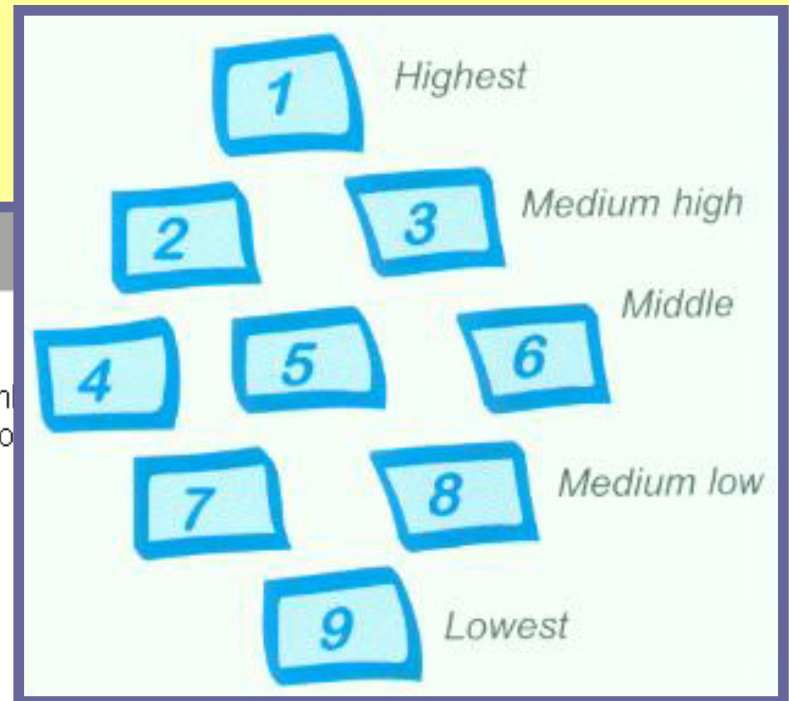
5. The pictures show different people. First try to find out, what each picture shows. Are these people in need? Then look at the reasons given for people being in need and tick the he reason you find most convincing. Give reasons for your choice.

Relating to the students' values

Intrinsic or extrinsic motivation

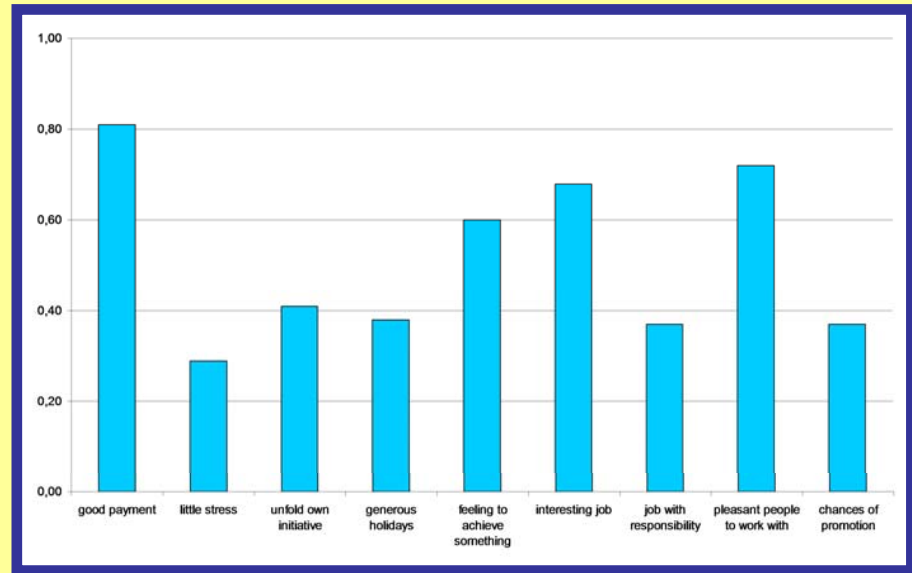
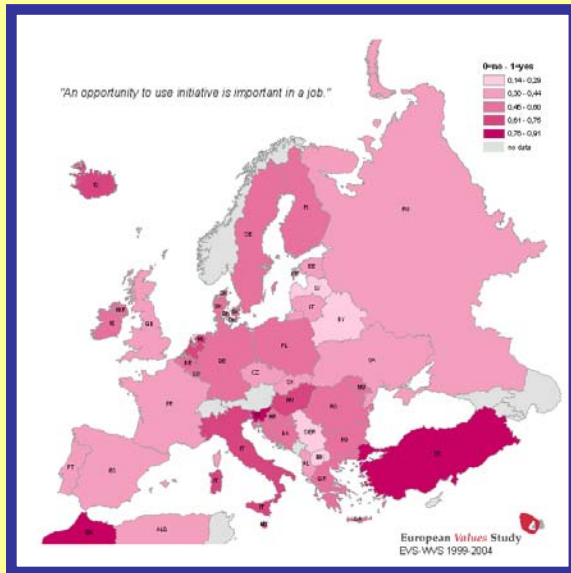
1. On the cards you find a number of aspects that students might think important with regard to schools. Which aspects are very important for which are less important? Sort the cards into a diamond.

<u>good marks</u>	<u>not to much stress</u>	the opportunity to use initiative
that all students are treated equally	<u>little homework</u>	the chance to obtain a good degree
to be able to take part in the decision-making process at school	<u>interesting subjects</u>	to be responsible for your learning process



Tide~

Developing critical perspectives through questioning, **metacognition** and critical thinking



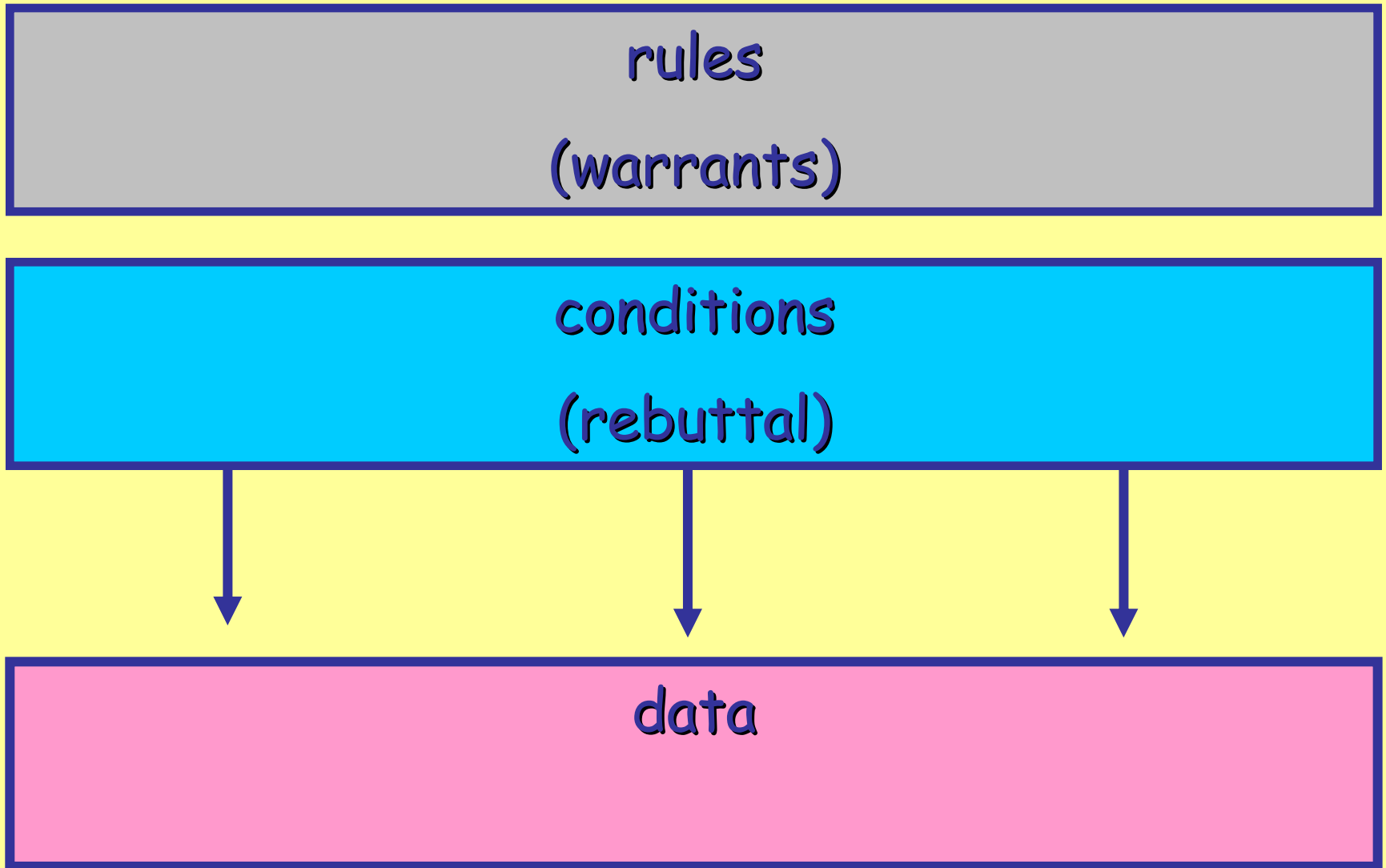
11. The diagrams and the maps show the same data in different ways. Formulate a question which can be answered by looking at the diagrams. Formulate another question that can be answered by looking at the maps.
12. Make a short note on what you have to keep in mind, when reading diagrams and maps.

What did the student-teachers make of it?



For example: explanations

Hempel-Oppenheim model of explanation



Explanations

- do not attempt to persuade the audience to a point of view.
- explain something which we already accept as being true.
- account for why and how something occurs.
- draw out the meaning of a theory, argument or other message.

Explanation offered by
scientists

CHANGE

extrinsic values → intrinsic values

„religious“ religion → secular religion

„Explanations“ in our curriculum framework

religious

social

cultural

economic

political

historical

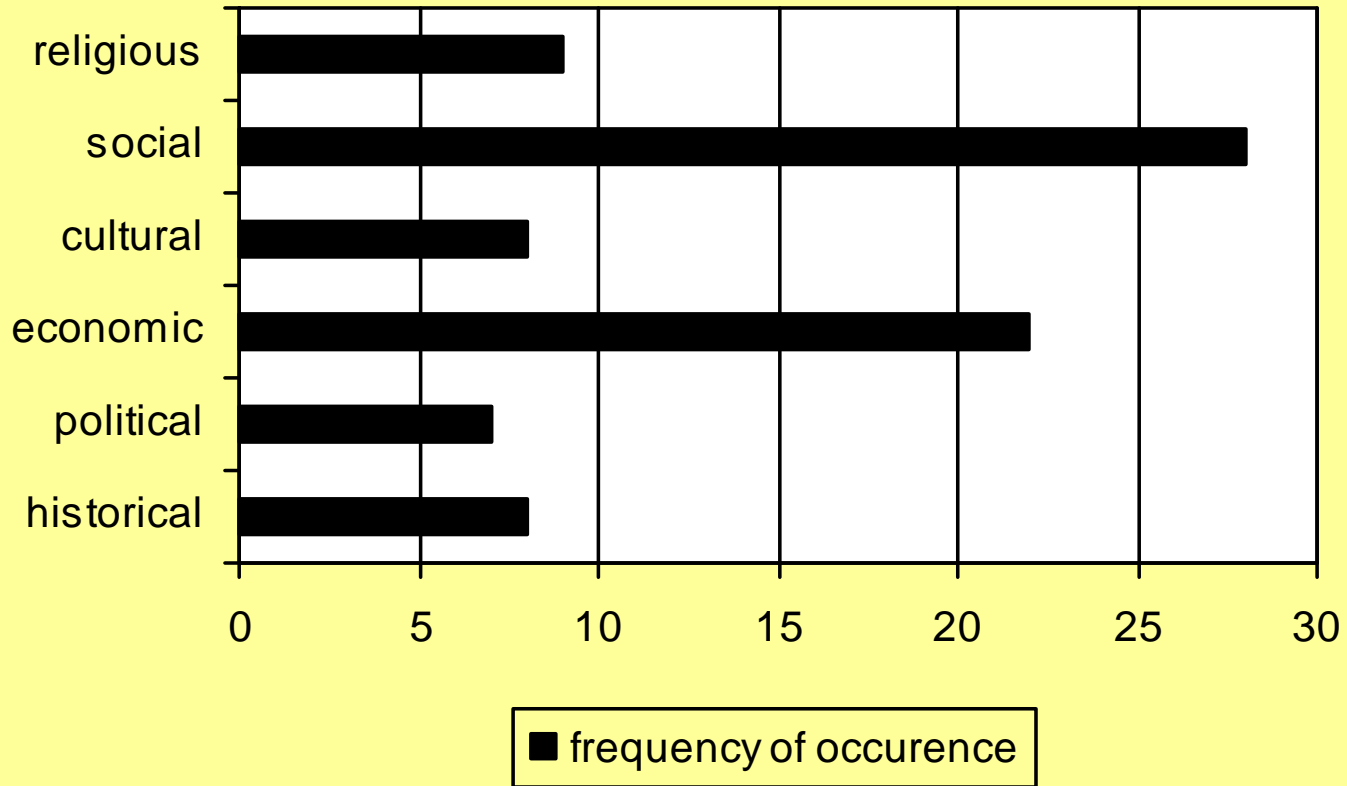
How did the student-teachers use explanations?

- Both groups offered definitions of the term „explanation“.
- Both groups more or less explicitly referred to the concepts of the curriculum framework.
- The German-Slovak group then focussed on how they explained the data.
- The Turkish-Dutch group focussed on who explained the data.

The German-Slovak group scanned all the tasks for key words to find explanations:

- Note on each of the three file cards one word that comes to your mind when thinking about why there are people in need.
- Why will work be more or less important for you?
- Discuss these four reasons, comparing them to your own ideas of people in need.

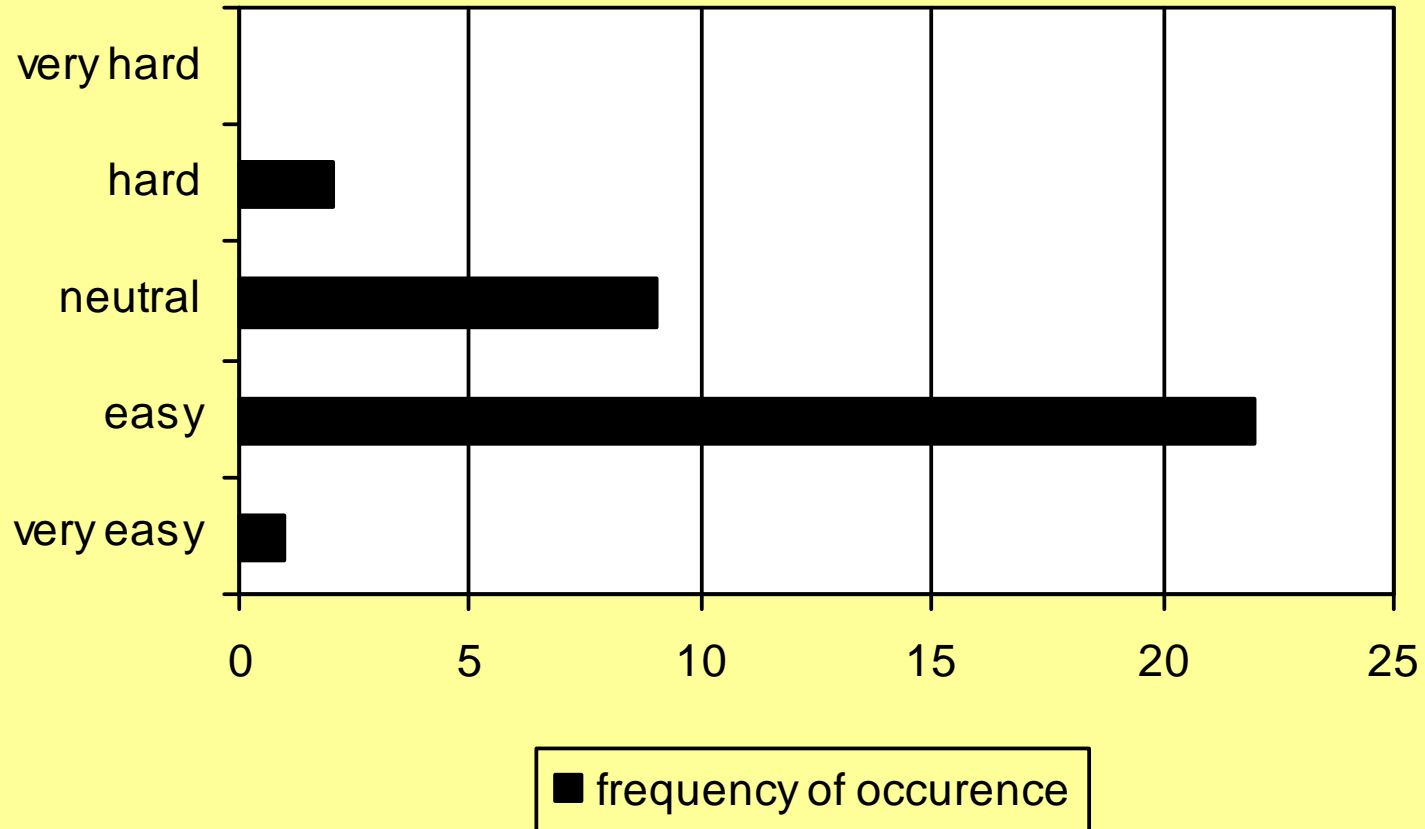
Explanations offered per dimension



Explanation for usage of dimensions:

- religion: *is less important in the countries of the participants (Germany and Slovakia) (Atlas of European Values, 2008).*
- *almost no member of the five teaching groups ticked the same dimensions as the other group members => very subjective (perception of the group members seems to be different).*

Difficulty of explanations



Looking at the pupils' evaluation sheets:

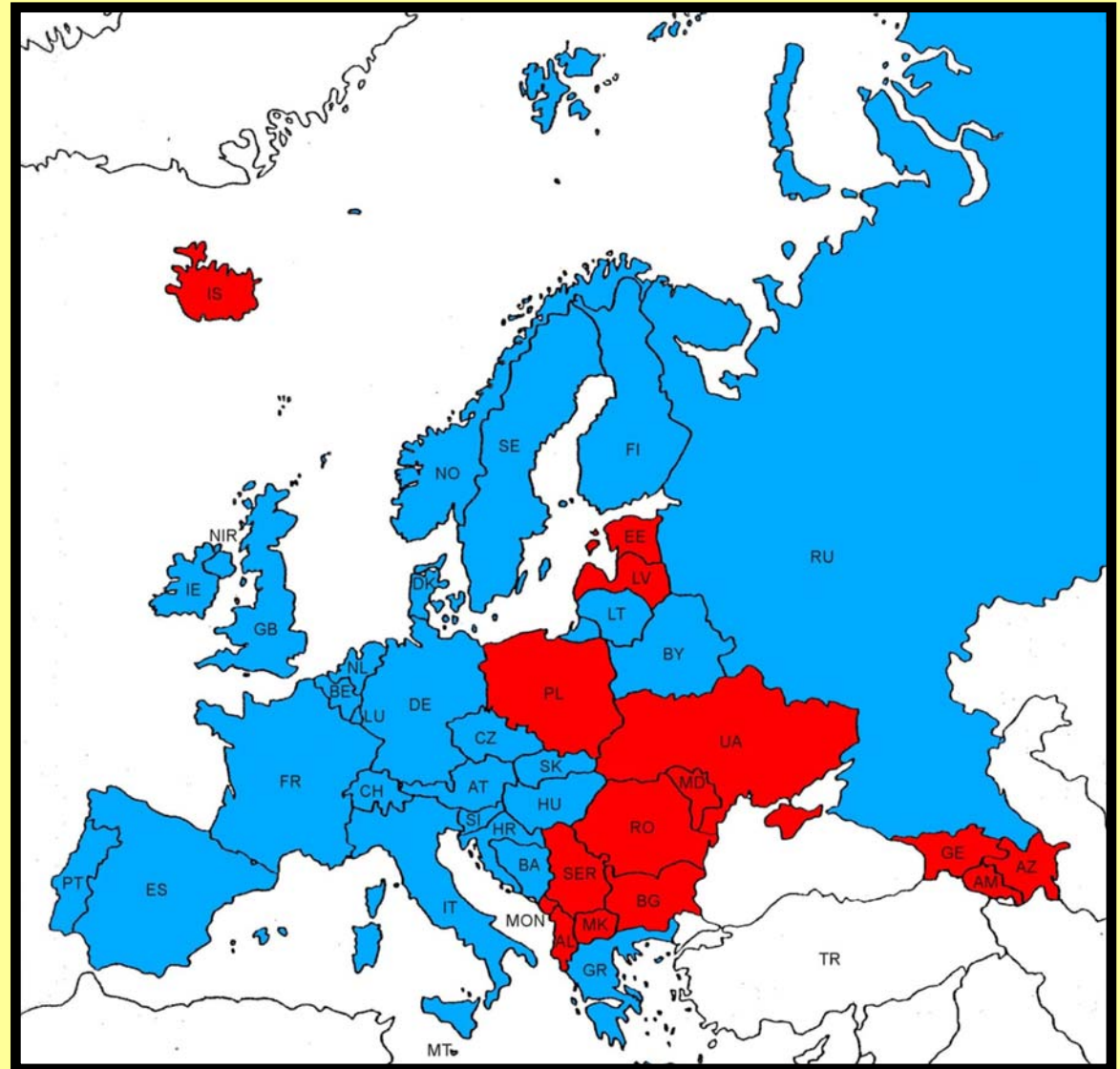
In comparison with the evaluation forms of the pupils one is able to establish that the major part of the pupils merely wrote down the facts mentioned for people being in need or differences between people in Europe (topic "Why work?").

Assumption: Pupils are not used to explanations.

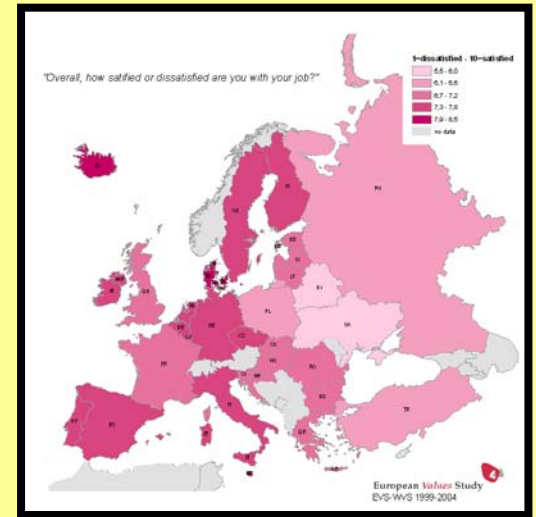
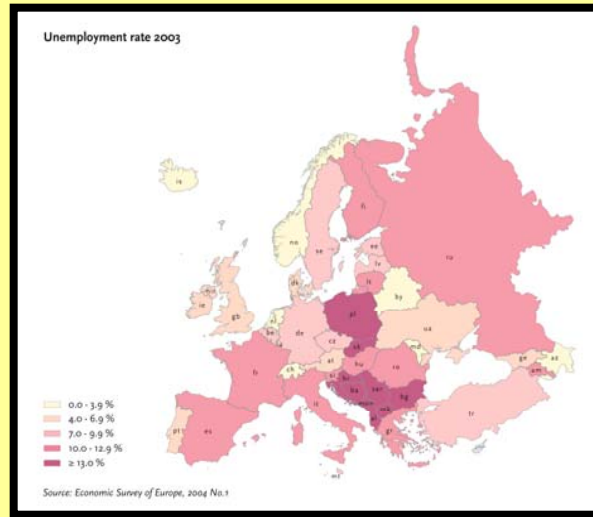
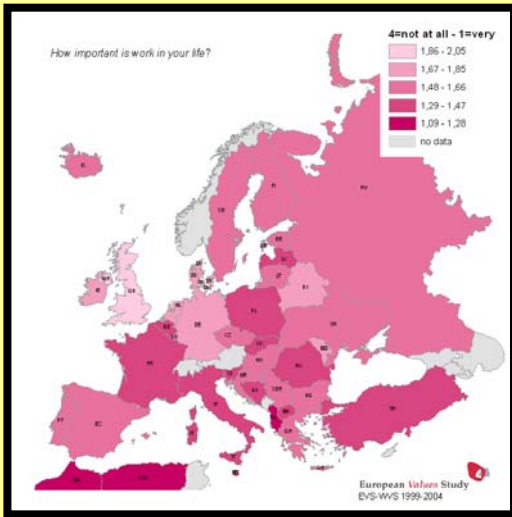
The Turkish-Dutch group found three ways of teaching explanations:

- the pupils were told by the teachers (deductive way)
- the pupils made a guess and were then told by the teachers
- the pupils were given „*visual aids*“ (maps) and had to find the explanations themselves (inductive way)

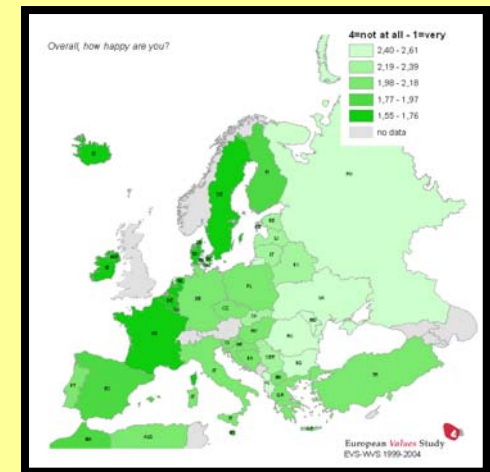
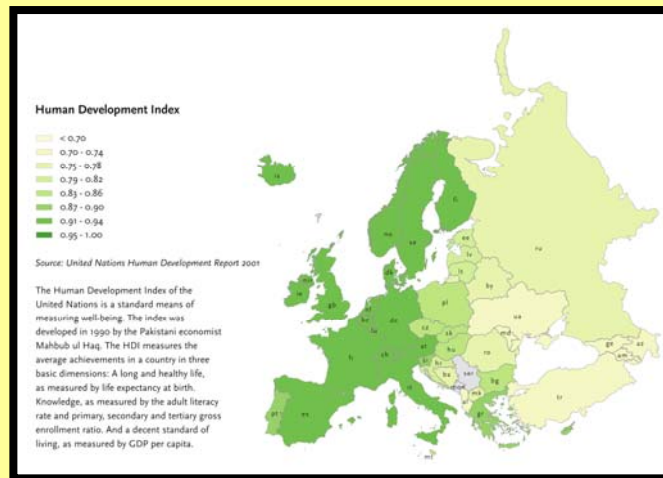
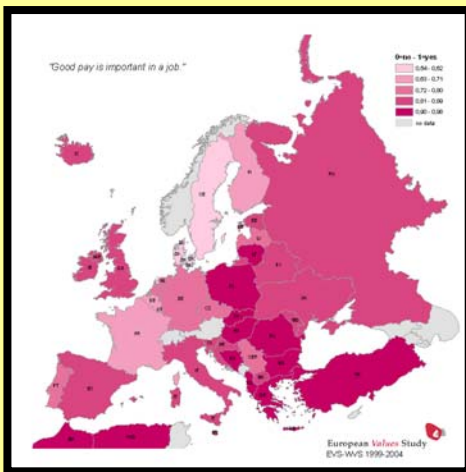
For example „Work Travels Around Europe“



Map to be explained: Net migration rate in Europe



Maps used for explanation



This would require a lot of time, because there are six maps and students were not familiar with the maps. Hence, the teachers had to skip this task, but not to leave students without any explanation a short oral explanation was given.

Explanations given by the Turkish-Dutch group:

- *job satisfaction can be related to working circumstances, working conditions, working relations, work culture*
- *intrinsic and extrinsic work motivations*
- *migration may be due to unemployment, dissatisfaction with jobs and the importance of jobs in peoples' lives*

Why was „explaining data“ so difficult?

a) because the explanation was easy

Change



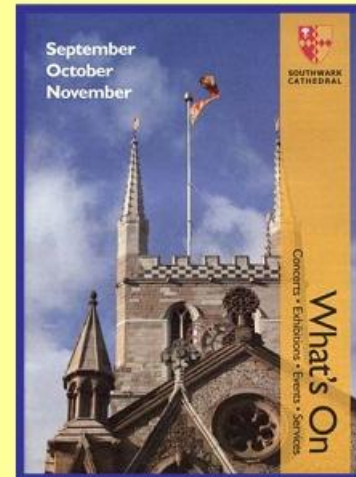
diversity



perception &
representation



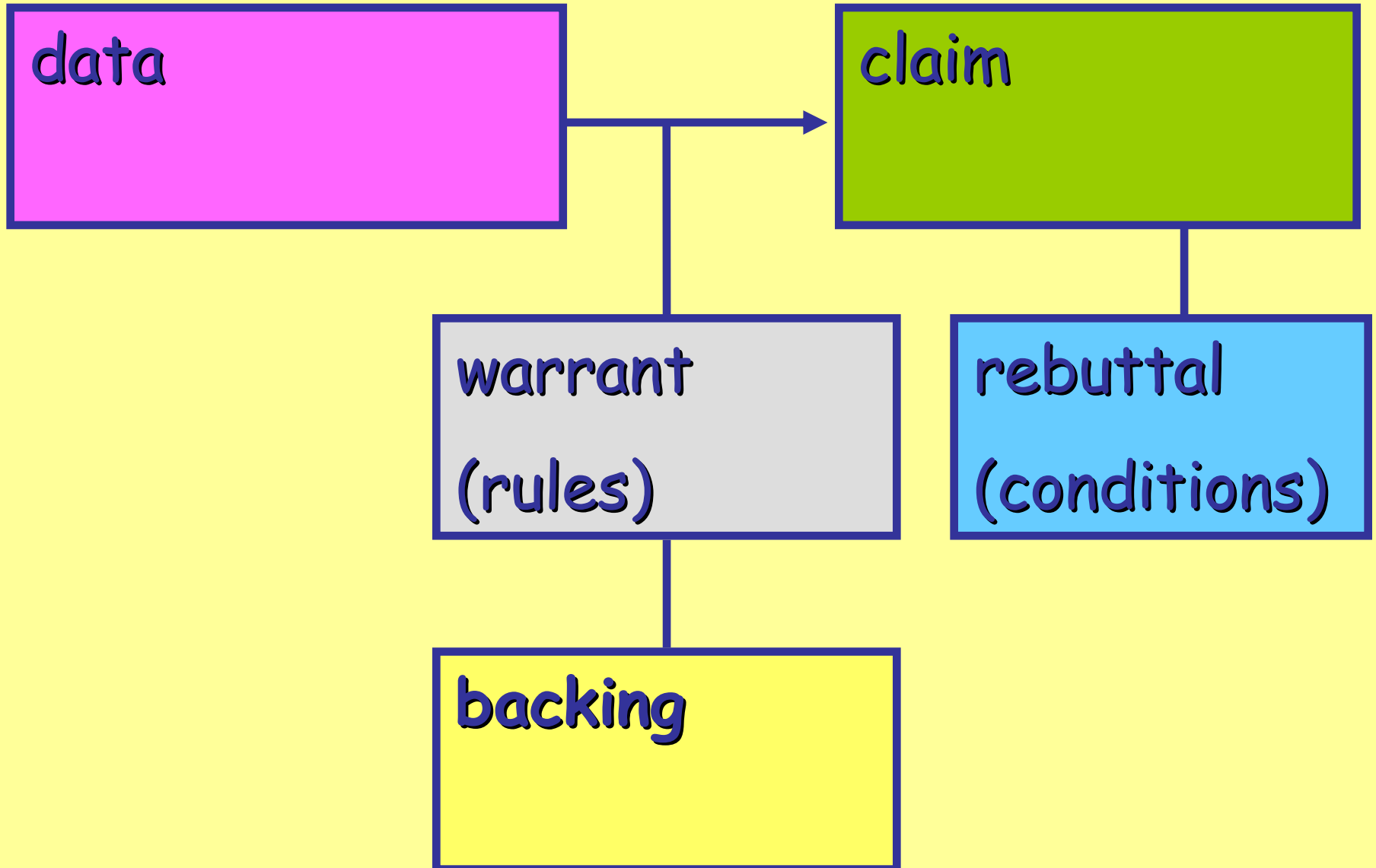
interaction



Why was „explaining data“ so difficult?

- a) because the explanation was easy
- b) because „why“-questions do not always ask for „explaining data“
- c) because we more often asked for argumentations than for explanations

Toulmin model of argumentation



Revised Curriculum Framework

The stages

- a) Relating the attitudes represented in the maps of the AoEV to their own
- b) Describing differences (and recognising similarities)
- c) Deepening understanding
- d) Developing critical perspectives

Traffic Light Game

Imagine your new neighbour will be of a different religion. Do you want him / her as your neighbour?

How tolerant do you think are the people in your country?



yes	3
neutral	16
no	



tolerant	10
intolerant	9



muchas gracias

ένχαριστώ

merci

thank you

dankjewel

vielen Dank

muito obrigada

