



# **Pupils' Perceptions of Europe**

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**EDUCATION**

*Identity and  
Education*

**Anne Convery,  
Michael Evans,  
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Ernesto Macaro  
and Janet Mellor**



# Pupils Perceptions Of Europe Identity And Education

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Sampermans**



## **Pupils Perceptions Of Europe Identity And Education:**

**Pupils' Perceptions of Europe** Anne Convery,1997 Presents the results of a survey examining adolescents attitudes towards the changing face of Europe Are French children for example more informed than their British peers The text considers how much children know about the changes and how much they really care

**Young People's Perceptions of Europe in a Time of Change** Bruno Losito,Gabriella Agrusti,Valeria Damiani,Wolfram Schulz,2018-05-01 This open access book presents findings from 15 European countries participating in the second cycle of the IEA International Civic and Citizenship Education Study ICCS 2016 The study investigates the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century It responds to new and persisting challenges in the area of civic and citizenship education The main results presented in this book are based on data collected using a European student questionnaire and provide insights into lower secondary students views on European identity such as whether they identify as European or have opportunities to learn about Europe in school perceptions of freedom of movement and immigration such as attitudes toward immigration restriction of freedom of movement and the freedom of European citizens to live and work across Europe and perceptions of Europe and its future such as views on European cooperation expectations regarding Europe s future and attitudes toward the European Union For the 12 countries that participated in the previous cycle ICCS 2009 ICCS 2016 reveals changes in young people s perceptions of immigration and European identity between 2009 and 2016 Test and questionnaire data from the international core study are used to review the extent to which region specific perceptions are related to other factors such as students level of civic knowledge and social or educational contexts

**Negotiating Political Identities** Daniel Faas,2016-04-22 Globalization European integration and migration are challenging national identities and changing education across Europe The nation state no longer serves as the sole locus of civic participation and identity formation ceasing to have the influence it once had over the implementation of policies Drawing on rich empirical data from four schools in Germany and Britain this groundbreaking book is the first study of its kind to examine how schools mediate government policies and create distinct educational contexts to shape youth identity negotiation and integration processes Negotiating Political Identities will appeal to educationists sociologists and political scientists whose work concerns issues of migration identity citizenship and ethnicity It will also be an invaluable source of evidence for policymakers and professionals concerned with balancing cultural diversity and social cohesion in such a way as to promote more inclusive citizenship and educational policies in multiethnic multifaith schools

**New Directions for Research in Foreign Language Education** Simon Coffey,Ursula Wingate,2017-10-23 New Directions for Research in Foreign Language Education brings together contributions by reputed scholars that examine the challenges opportunities and benefits of teaching and learning foreign languages With a particular focus on languages other than English the book looks at the socio political dimension of language learning and teaching and the need to re theorize

multilingualism for our age The volume includes a range of perspectives from language teaching as an act of reconciliation to language learning across the lifespan from innovations in assessment and curriculum to critical appraisals of pedagogy and textbook materials Each chapter presents a clear case study drawn from diverse contexts to illustrate the different concerns of the contributors The book is a valuable resource for all students teachers teacher educators and researchers who share an interest in researching multilingualism and the different facets of teaching and learning foreign languages

*Schools for the Future Europe* John Sayer, Lynn Erler, 2012-03-08 Schools for the Future Europe brings together a team of leading academics policy makers and education professionals to explore the emergence development and application of European education policy up to the 2009 Lisbon Treaty and beyond The book charts the historical development of a Europe wide education policy and examines how that policy has sought to address such issues as European citizenship human rights and bilingual schooling Taking as examples the intended future extension of the European Schools and the European Baccalaureate and a case study of work towards the first British European Academy or Free School at Culham UK the book critically explores the interplay of EU action programmes policy and rhetoric on secondary education In the final section the editors draw on the insights of the previous chapters to outline an achievable programme for the future development of education policy structures and practice in schools for Europe

**European Dimensions** John Field, 1998 Field addresses the European Union's desire for a unified approach to education and its content exploring the origin of this interest the tensions that underlie the policies and its impact at national level

**Young Citizens' Views and Engagement in a Changing Europe** Valeria Damiani, Bruno Losito, Gabriella Agrusti, Wolfram Schulz, 2024-11-18 This open access report presents the European results from the third cycle 2022 of the IEA International Civic and Citizenship Education Study ICCS Eighteen countries and two benchmarking participants the German states of North Rhine Westphalia and Schleswig Holstein administered the European student questionnaire to target grade students The purpose of the European student questionnaire is to explore specific European related civic and citizenship issues derived from the overarching ICCS 2022 assessment framework It includes questions on students' opinions on European related civic and citizenship issues such as students' sense of European identity students' opportunities for learning about Europe students' attitudes toward free movement of European citizens the European Union and cooperation among European countries It also includes questions on students' sustainable behaviors and those related to political consumerism ICCS 2022 data allows education systems to evaluate the strengths of educational policies and measure progress in their educational policies

**Perceptions of Europe** Daniel Gaxie, Nicolas Hubé, Jay Rowell, 2011-03-10 This book presents the main findings of a comparative qualitative survey conducted in France Germany Italy and Poland Ordinary citizens from very different social backgrounds and professions were asked a range of open ended questions allowing them to express themselves freely There have been few qualitative surveys on ordinary citizens' views of European integration and none on this scale The resulting picture is very different from

the self evident assumptions of many current studies on European opinions The book stresses the great diversity ambiguity and complexity of European attitudes It emphasises the causal impact of formal education political interest and involvement individual everyday exposures to European realities and the role of collective national experiences of European integration and national history

**Revisiting Insider-Outsider Research in Comparative and International Education** Michael Crossley,Lore Arthur,Elizabeth McNess,2015-11-01 This volume recognises how many researchers across the social sciences and in comparative and international education in particular see themselves as insiders or outsiders or more pertinently shifting combinations of both in the research process The book revisits and problematises these concepts in an era where the global mobility of researchers and ideas has increased dramatically and when advances in comparative qualitative research methodologies seek to be more inclusive collaborative participatory reflexive and nuanced Collectively the chapters argue that in the context of such change it has become more difficult to categorise and label groups and individuals as being inside or outside systems professional communities or research environments In doing so it is recognised that individual and group identities can be multiple flexible and changing such that the boundary between the inside and the outside is permeable less stable and less easy to draw The book draws upon an exciting collection of original research carried out in a diversity of educational systems from British European Latin American Indian Ocean South Asian African and Chinese contexts and cultures This develops a deep and innovative reconsideration of key issues that must be faced by all researchers involved in the planning and conduct of in depth field research This is a challenging and stimulating methodological contribution designed to advance critical and reflective thinking while providing practical and accessible guidance insights and support for new and experienced researchers within and beyond the field of comparative and international education

**Teaching Modern Languages in the Primary School** Patricia Driscoll,David Frost,2005-06-23 It has been argued for some time that to improve language learning in Britain we need to start earlier as many other European countries do This book is addressed to policy makers and teachers who are considering the possibility of getting involved in the teaching of MFL in the primary school

*EUDISED European Educational Research Yearbook 1997/98* ,1999

*Good Citizenship and Educational Provision* Ian Davies,Ian Gregory,Shirley Riley,2002-11 The work presented here is vitally important for the future of educational policy making and for classroom practice With citizenship education high on the government s agenda this book should be read by a large audience

Internationalisation in Secondary Education in Europe Henk Oonk,Ralf Maslowski,Greetje van der Werf,2011-08-01 The scope of the book is an integrated discussion of several aspects of the internationalisation process in secondary education in Europe The European and International Orientation EIO in education is dealt with from different national angles and theoretical visions supported by recently conducted empirical studies in several countries The book describes national policies concerning EIO the way in which schools implement these policies and the success and difficulties of the activities that they undertake A connection is made with ideas of citizenship in a European

perspective and the question comes up for discussion if there can be spoken of common European values. Important issues are explored like the tension between national identity and European communality as well as the risk of EIO in increasing the gap between lower and higher educated students. The mission of the book is to provide not only background information to all who are interested in or involved in internationalisation of education, social integration and European citizenship but to provide recommendations for future practice as well. A central focus in these recommendations is the Common Framework for Europe Competence CFEC, the first model that offers the possibility to structurally shape the knowledge and skills concerning the European and international developments in the school. Directions for future elaboration of this framework and its implementation in the teaching and learning process in schools are discussed.

Citizenship Through Secondary History James Arthur, Ian Davies, David Kerr, Andrew Wrenn, 2003-12-16. *Citizenship through Secondary History* reveals the potential of history to engage with citizenship education and includes a review of the links between citizenship education and the teaching and learning of history, an analysis of how citizenship education is characterised, raising key issues about what could and should be achieved, a critique of the discipline and the pitfalls to avoid in teaching citizenship through history, case studies offering practical teaching suggestions. History teaching is at the vanguard of citizenship education; the past is the springboard from which citizens learn to think and act. This book offers positive and direct ways to get involved in the thinking that must underpin any worthwhile citizenship education for all professional teachers, student teachers, in history, policy makers, heads of department and principals.

**Renewing history education to uphold democracy** Council of Europe, 2024-09-01. Uncover how history education can either divide or unite and explore the Council of Europe's groundbreaking initiatives that have redefined how we teach history, promoting critical thinking and democratic values for a more inclusive future. History education possesses immense power, serving as a double-edged sword. It can either propagate divisive harmful narratives or foster critical thinking, understanding and unity. The Council of Europe's pioneering efforts since its creation have profoundly shaped history education, emphasising multiperspectivity and democratic values. Through comprehensive programmes and projects, they have reformed curricula, promoted critical historical inquiry and introduced innovative teaching practices. Today, initiatives like the Observatory on History Teaching in Europe and HISTOLAB continue this legacy, addressing contemporary challenges to enhance history education. This publication delves into these efforts, featuring insightful articles from four HISTOLAB fellows exploring the intersection of digital innovation, inclusivity and curricular reform in history education.

**The Evolution of EMI Research in European Higher Education** Alessandra Molino, Slobodanka Dimova, Joyce Kling, Sanne Larsen, 2022-07-07. This book presents state-of-the-art research into English medium instruction (EMI) in European higher education over the last 20 years, offering a comprehensive comparative analysis toward identifying gaps in our understanding of relevant theories, research and practice. Molino, Dimova, Kling and Larsen argue for the need to take stock of the progression of EMI research in European higher education in order to consolidate

scholarship and better inform EMI implementation in new contexts Each chapter focuses on a different aspect of EMI implementation including policies attitudes language use assessment training learning outcomes identity and intercultural communication across five different countries Denmark Croatia Italy the Netherlands and Spain The book brings together the authors collective work on an annotated database of over 200 resources featuring a range of publications of varying format type and language as well as information on relevant research questions methodologies and findings This detailed approach allows in depth discussions on the most widely researched areas in EMI as well as those under explored toward outlining a way forward for future research in both the European higher education context and on a global scale This book will be key reading for scholars working in English medium instruction world Englishes English as an international language English as a lingua franca and applied linguistics

**Innovative Approaches to Tourism and Leisure** Vicky Katsoni, Kathy Velander, 2017-12-29 This book examines the many ways in which innovative technologies represent a powerful development tool for the tourism and leisure sector and presents novel strategies based on these technologies that foster sustainable tourism management and promote sustainable destinations The aim is to elucidate the ways in which ICTs can be used to create a high quality experience for citizens and visitors while ensuring the wise ecologically sound management of human and natural resources Attention is also focused on the globalized environment in which these advances are occurring and on the impacts of broader social economic and political forces in transforming our understanding of tourism in the era of online devices The book is based on the proceedings of the Fourth International Conference of the International Association of Cultural and Digital Tourism IACuDiT and is edited in collaboration with IACuDiT It will have broad appeal to professionals from academia industry government and other organizations who wish to learn about the latest perspectives in the fields of tourism travel hospitality culture and heritage leisure and sports within the context of a knowledge society and smart economy

**Learning to Teach Citizenship in the Secondary School** Liam Gearon, 2014-11-26 Praise for previous editions A comprehensive and illuminating resource on both citizenship and citizenship education David Hicks Times Educational Supplement What is the role of citizenship How can it be taught effectively Learning to Teach Citizenship in the Secondary School is an essential resource for students training to teach citizenship in the secondary school as well as teachers of citizenship looking for fresh ideas and guidance Written by leading experts in the field the book is underpinned by the latest research and theory and explores a variety of inspirational approaches to teaching and learning in a subject which provides a critical underpinning to the whole school curriculum This new third edition has been comprehensively updated and restructured to emphasise the role of citizenship across the curriculum exploring a wider range of subjects including geography modern foreign languages mathematics and science Key topics include historical origins and contemporary contexts developing subject knowledge and skills of enquiry effective lesson plans schemes of work and assessment citizenship beyond the classroom community based work and learning outdoors citizenship across the curriculum

English drama and media history geography and religious education modern foreign languages mathematics and science and RE research in citizenship Including key objectives and chapter summaries together with carefully developed tasks to support your own professional development Learning to Teach Citizenship in the Secondary School is designed to develop theoretically informed good practice in citizenship education It is a source of support guidance and creative ideas for all training citizenship teachers and those teaching the subject as non specialists and offers specialists new insight into this crucial subject

**IEA International Civic and Citizenship Education Study 2016 Assessment Framework** Wolfram Schulz, John Ainley, Julian Fraillon, Bruno Losito, Gabriella Agrusti, 2016-07-29 The International Civic and Citizenship Education Study ICCS investigates the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century ICCS 2016 is a continuation of a study initiated in 2009 This document outlines the framework and assessment design for the ICCS 2016 ICCS 2016 will report on student knowledge and understanding of key aspects of civics and citizenship as well as student attitudes to and engagement with civic life This survey is intended to respond to enduring and emerging challenges of educating young people in a world where contexts of democracy and civic participation continue to change New developments include the increase in the use of social media as a tool for civic engagement growing concerns about global threats and sustainable development as well as recognition of the role of schools in fostering peaceful ways of interaction between young people iccs 2016 is sponsored by the international association for evaluation of educational achievement iea over past 50 years iea has conducted comparative research studies in a range domains focusing on policies practices and outcomes many countries around world prior to iccs 2016 three civic citizenship education with first survey implemented 1971 second one 1999 third 2009 p

**Active Citizenship Education for a Better Tomorrow** Oliver Holz, Katrijn D?Herdt, Dorien Sampermans, 2025 This publication offers a reflection on citizenship education in Europe By bringing together experts from various countries it illustrates how historical events national contexts and European policies shape the way citizenship is taught in schools Global events such as the migration crisis and the increasing ongoing environmental issues have demanded and continue to demand international responses These changes and crises influence identities provoke us to ask what citizenship means in our societies and lead us to question how citizenship education is perceived today Countries can no longer solely focus on national values rather they now emphasize international democratic values and encourage citizens to develop the knowledge skills and attitudes necessary to become active and critical members of society Bringing together an overview of citizenship education opportunities and challenges this book provides substantial food for thought and helps us to better understand the international perspective on citizenship education Each chapter of the book provides a synthesis of how citizenship education is organized within specific national contexts Furthermore the results of a comparative study on citizenship in Flanders Belgium Czech Republic Greece The Netherlands Spain and Turkey is illustrated in this publication



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