

# Comparative perspectives on education and teaching in Europe

## Seminar 1

MEITT Intensive Programme -  
Vilnius, July 2010 - Caena  
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# Introductions...



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# ...destinations...

- **Comparative**
- Perspectives
- On **Education** and teaching
- In **Europe**

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# Routes

- **Theoretical** perspectives
- **National** perspectives on education in Europe
- **European** perspectives on education
- **Comparative** perspectives on education in Europe



# Theoretical perspectives on education and teaching

- ✓ Critical perspectives
- ✓ Global perspectives
- ✓ Ecological perspectives

# Critical perspectives

- the politics of policies and practices of education (aims and values of schooling)
- Practices = programmes, curricula, pedagogies, assessment, selection
- All practices = political choices about key questions, mediated by institutions and policies = value-laden, ethical choices, with tendencies to maintain or change present social situation  
(Cochran-Smith, 2006)



# Key questions about education and learning-teaching processes

- what is a good teacher like?
  - ✓ Knowledge, abilities, attitudes
- what is a good school like?
  - ✓ opportunities x learning, facilities, organization, management, mission
- what is a good citizen like?
  - ✓ ...

# Aims and values of education

- functions & aims of education: functional vs transformative view of society and schooling
  - ✓ Professional preparation
  - ✓ Formal learning
  - ✓ Individual development
  - ✓ Social justice

(Hansen, 2008)



# Teacher paradigms

- Scholar-professional
- Technical expert
- Skilled craftsman
- Reflexive professional and adaptive expert
- Educational guide
- Social agent

(Charlier, 2006; Paquay et al., 2006; Margiotta, 2006)

# Curriculum paradigms

Curriculum = attempt to communicate features of an educational proposal, allowing for practical application (Stenhouse, 1975)

- Realistic curriculum
- Classical curriculum
- Rational curriculum
- Moral curriculum

(Lundgren, 1983)



# Key questions: your turn! (students' presentations in groups, according to nation – session 1)

- Consider key features of your education system, which can reflect national perspectives on the main aims of schooling, the roles of the teacher, and the ideal citizen in your country, summed up in the questions:
  - what is a good teacher like?
  - what is a good citizen like?
  - what is a good school like?

# Comparative perspectives on education and teaching

- Key factors accounting for national variations in educational systems:
  - ✓ Definitions of good teacher & good citizen
  - ✓ Historical references
  - ✓ Learning theories
  - ✓ School technologies
  - ✓ Administrative style
  - ✓ Resources and costs
  - ✓ Accountability/evaluation mechanisms

(Cummings, 2003)

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# Ecological perspective

- Influences on macro, meso and micro levels: state, institution, individual, with reciprocal changes
- Key question: degrees autonomy vs control

- ...that's all folks!

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