

Comparative perspectives on education and teaching in Europe

Seminar 2

MEITT Intensive Programme -
Vilnius, July 2010 - Caena
Francesca

Routes

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

Key questions: your turn!

(students' presentations in groups,
according to nation – session 2)

- 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

Aims:

- understanding and explaining cross-national differences linked with cultural distinctive traits
- gaining awareness of social realities in different contexts
- Understanding thought processes of other cultures, reconsidering one's own perspective from the perspective of others

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 - ✓ Historical references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)

MEITT Intensive Programme -
Vilnius, July 2010 - Caena
Francesca

European perspectives

- Main policies features in education
- ✓ Unionization of educational policies
- ✓ Promotion of new key competences for study and work transparency and mobility
- ✓ Modernization and innovation in education, teaching and training, for lifelong learning
- ✓ Promotion of intercultural dialogue for democracy and citizenship

Key documents

- **2004: KEY COMPETENCES FOR LIFELONG LEARNING**
- **2005: A New Framework Strategy for Multilingualism**
- **2008: White paper on Intercultural dialogue**
- **12.5.2009: Council Conclusions on a strategic framework for European cooperation in education and training ("Education & Training 2020")**

Group work (mixed nationalities, 10 groups with four people each)

- Consider the extracts from European documents 2 (multilingualism policies) and 3 (intercultural white paper). Find at least one similarity and one difference between national policies and practices in applying European recommendations, and try to explain the reasons why.

(cfr. photocopies with extracts from European documents)

Group work (process is product...)

- roles: timekeeper, coordinator, secretary & speaker, reader, creative mastermind...
- engaging in discussion in international teams, clarifying and negotiating meanings, reaching agreement, understanding each other's culturally rooted viewpoints

Critical views on European policies: integrating ecological & global perspectives

- European tendencies towards harmonization in education as global phenomena
 - = neoliberal, competitive approach
 - = reformist dialogical approach
 - = pessimistic approach
- Complex translations and transformations in local contexts

...glocal views & hybrid
developments...

European dialogue = a meeting place of
mediation, understanding, de-construction
and re-construction of meanings and
identities, with shifting, indistinct
boundaries...

MEITT Intensive Programme -
Vilnius, July 2010 - Caena
Francesca

A blue-tinted photograph of a vast ocean under a cloudy sky. The text "united in diversity" is overlaid on the left side of the image.

united in diversity

Thank you!

MEITT Intensive Programme -
Vilnius, July 2010 - Caena
Francesca