

# Learning About Europe

*An Enquiry Into the Present State of Polite Learning in Europe*  
Oliver Goldsmith.1774

Lessons from Europe? R. Daniel Kelemen.2014-02-05 What can American policymakers learn from the experiences of European democracies? While we can look to our own history and to the ideas emanating from our own public sphere, by looking abroad we can also learn lessons from European policies – from both those that have proven successful and those that have failed. The contributors in this volume examine the ways our European allies have dealt with issues such as rising healthcare and pension costs, large-scale immigration, childcare and work-life balance, and climate change, and ask whether such policies might prove effective in the U.S. context. Brief and engaging, R. Daniel Kelemen's *Lessons from Europe? What Americans Can Learn from European Public Policies* is an ideal supplement for comparative public policy courses and would add a provocative comparative component to U.S. public policy courses.

## **Freedom(s) - Learning activities for secondary schools on the case law of the European Court of Human Rights**

.2015-05-22 This human rights education textbook presents 12 learning activities based on landmark decisions of the European Court of Human Rights. It aims to familiarise secondary school students with the key principles of European law related to human rights in order to help them understand how the European Court of Human Rights works. It also seeks to foster the role and responsibilities of the teacher as a key actor in ensuring the effective implementation of the principles of the European human rights system.

Let's Explore Europe! .2010 This book for children (roughly 9 to 12 years old) gives an overview of Europe and explains briefly

what the European Union is and how it works.--Publisher's description.

*Lifelong Learning Policies for Young Adults in Europe* Parreira do Amaral, Marcelo, Kovacheva, Siyka. 2019-12-18 This

comprehensive collection discusses topical issues essential to both scholarship and policy making in the realm of Lifelong Learning (LLL) policies and how far they succeed in supporting young people across their life courses, rather than one-sidedly fostering human capital for the economy. Examining specific regional and local contexts across Europe, all various in context, this book uses original research to evaluate differences in scope, approach, orientation, and objectives. It enquires into the embedding of LLL policies into the regional economy, the labour market, education and training systems and the individual life projects of young people, with focus on those in situations of near social exclusion.

**Global Education in Europe Revisited** Helmuth

Hartmeyer, Liam Wegimont. 2016 Global Education is an area of policy, practice, research and educational advocacy. It is an umbrella term that encompasses a variety of areas with differing terminologies: development education, human rights education, education for sustainable development, education for global citizenship. Global Education has become increasingly central to education policy and practice. With this book GENE - Global Education Network Europe - marks 15 years of its work, networking policymakers for increased and improved Global Education in Europe. The book explores key issues in contemporary Global Education in Europe: issues of national strategy, of structure development, of policy learning and engagement within education systems. It outlines challenges in research, practice, policy and conceptual development, through detailed analysis of national and international case studies. The book will be of use to policymakers, educationalists, researchers, and practitioners in the fields of education, international

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development, human rights and sustainability. GENE intends it as a contribution to the ongoing dialogue in this field, towards the day when all people in Europe - in solidarity with peoples globally - might have access to quality Global Education.

Men of Learning in Europe at the End of the Middle Ages Jacques Verger.2000 Medievalists prefer that we not view the Middle Ages in a static frame but rather a dynamic one. They want us to be aware of the shifts and changes that characterize the period. In Men of Learning in Europe at the Close of the Middle Ages, Jacques Verger provides us with an important look at the evolution of social classes and an essential chapter in the study of cultural history. By the end of the Middle Ages, societal categories which were adequate for earlier periods-- those who pray, those who fight, those who work --no longer allowed for the growing complexity of Western society. One of the key new groups which emerged was that of learned men. Through their intellectual competency and their ability to build a social and political utility, these men came to be important figures. The fledgling modern state found them to be helpful allies and favored their ascension among the traditional elite. Thus, they contributed not only to the advancement of knowledge, making the Renaissance period possible, but also to the reshaping of late medieval political structure. Combining cultural, social, and political history, Men of Learning in Europe at the Close of the Middle Ages measures the influence acquired by certain disciplines--in particular religious, literary, and legal--in the organization of European society. Anyone interested in the Middle Ages or intellectual history will want to read this book.

**Common European Framework of Reference for Languages: Learning, Teaching, assessment** Council of Europe.2020-05-05 The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It

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owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ► an explanation of the key aspects of the CEFR for teaching and learning; ► a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ► a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ► promote and support the learning and teaching of modern languages; ► enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ► protect linguistic and cultural diversity in Europe; and ► promote the right to quality education for all.

*Education in a Single Europe* Colin Brock, Witold

Tulasiewicz.2000 Brings together contributions from the different member states to try to understand the different degrees of subscription to the concept of Europe and the role education plays in such a process.

*Common European Framework of Reference for Languages*

Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division.2001-02-22 This book contains descriptor scales which describe the linguistic skills needed by language learners to become competent speakers of another language.

**The Hidden Europe** Francis Tapon.2012 For many Westerners, Eastern Europe is about as appealing as a deodorant-free French armpit. That didn't scare Francis Tapon because not only did he

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learn how to rough it by walking across America four times, but he is also half French, so he kind of smells too. Francis spent nearly 3 years travelling and backpacking in 25 Eastern European countries. It started with a 5-month trip in 2004. He returned in 2008 to spend 3 years exploring all the countries again. The Hidden Europe is Book Two of the WanderLearn Series.

**Education and Social Cohesion** Council of Europe. Council for Cultural Co-operation.2000-01-01 The Education Committee conducts a forum on topical issues each year. This forum discussed some of the education problems facing European societies today: rising illiteracy rates; school dropouts and inadequately prepared school leavers; declining confidence in schools and other institutions; unequal access to education; pockets of gender inequality. Suggested measures to counteract these problems included: public-private partnerships, involving the business community and industry with schools; emphasis on social development rather than economic growth; promoting citizenship participation through curricula and the learning environment; education systems providing moral and ethical education and lifelong learning.

*Lessons from Europe?* R. Daniel Kelemen.2014-02-05 What can American policymakers learn from the experiences of European democracies? While we can look to our own history and to the ideas emanating from our own public sphere, by looking abroad we can also learn lessons from European policies - from both those that have proven successful and those that have failed. The contributors in this volume examine the ways our European allies have dealt with issues such as rising healthcare and pension costs, large-scale immigration, childcare and work-life balance, and climate change, and ask whether such policies might prove effective in the U.S. context. Brief and engaging, R. Daniel Kelemen's *Lessons from Europe? What Americans Can Learn from European Public Policies* is an ideal supplement for comparative public policy courses and would add a provocative

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comparative component to U.S. public policy courses.

### **Challenging the 'European Area of Lifelong Learning'**

George K. Zarifis, Maria N. Gravani. 2013-10-29 This book critically reflects on the context in which lifelong learning policies and practices are organized in Europe with contributions of researchers and policy makers in the field. Through a critical lens the book reinterprets the core content of the messages that are conveyed by the European Commission in the "Memorandum for Lifelong Learning", the most important policy document in the area, which after a decade from its publication still remains the vehicle for all current developments in lifelong learning in Europe. With references to research findings, proposed actions, and applications to immediate practice that have an added value for Europeans -but which either do not appear to correspond directly to what is stipulated by the European Commission, or are completely ignored as part of the lifelong learning process- the book offers an analytic and systematic outlook of the main challenges in creating the 'European Area of Lifelong Learning'. In times as decisive as the ones we are going through today (both in social and economic terms), a critical perspective of the practices and policies adopted by the EU Member States is essential. The book follows the same structure as the Memorandum in order to debate and critically approach in separate sections the core issues that Europe faces today in relation to the idea of making a 'European area of Lifelong Learning'.

*Europe On-screen* Dominique Chansel, Council of Europe. Council for Cultural Co-operation. 2001-01-01 Comprised of fact sheets on 50 films, illustrating 4 themes - nationalism, women, immigration and human rights -, it encourages teachers to exploit cinema as a source of 20th-century history and provides a pedagogical basis to do so. (from CoE website)

**The European Union: Integration and Enlargement** R. Daniel Kelemen, Anand Menon, Jonathan Slapin. 2016-04-14 This book

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explores one of the central challenges facing the EU today - how to reconcile enlargement with the pursuit of a stronger and more effective European Union. While the relationship between widening and deepening has been recognized for years as one of the big questions in the field of European integration, existing theoretical and empirical analyses of this relationship suffer from a variety of shortcomings. This book brings together a group of EU scholars who significantly advance our understanding of the relationship between widening and deepening. The contributors challenge a variety of 'common wisdoms' concerning the relationship between widening and deepening and offer nuanced theoretical and empirical analysis of the relationship between these two vital dimensions of European integration. Collectively, the contributors to this volume offer the most comprehensive picture available to date of the multi-faceted relationship between widening and deepening. This book was published as a special issue of the Journal of European Public Policy.

The Changing World of Outdoor Learning in Europe Peter Becker, Chris Loynes, Barbara Humberstone, Jochem Schirp. 2018

The Changing World of Outdoor Learning in Europe sets out to provide a comprehensive analysis of the economical and political changes that have occurred in European outdoor culture in the preceding two decades, from a diverse range of perspectives including institutional, theoretical, national and educational views. The book looks at how outdoor education has been transformed into an increasingly global field where established and influenced practices have been introduced into modernising and democratising nations. With contributions from the members of the board of the European Institute of Outdoor Adventure Education and Experiential Learning and representatives of the networks that stand behind it, this unique book provides thorough factual analyses and examinations of outdoor learning that have never been presented before. The book contains contributions from across Europe, with authors from the UK, Germany, Finland,

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Sweden, Slovenia, Poland, Norway and the Czech Republic. Chapters within the volume by non-European authors provide another perspective on the European story in a wider context. As a whole, the book will stimulate the ongoing debate about the nature, function and organisation of outdoor education around the globe. *The Changing World of Outdoor Learning in Europe* will be of great interest to academics, researchers and postgraduate students in the fields of outdoor education, leadership and recreation; and outdoor, sport, environmental and leisure studies. It should also be essential reading for those involved in outdoor organisations in Europe and worldwide.

Lessons in History Denis Durand de Bousingen.1999

*The Role of Mobile Learning in Europe Today* José Carvalho.2008

**Language Learning for European Citizenship** John Leslie

Melville Trim, Council of Europe. Council for Cultural Co-operation. Education Committee.1997-01-01 On cover: Modern languages

**The Education Systems of Europe** Wolfgang Hörner, Hans Döbert, Botho von Kopp, Wolfgang Mitter.2007-05-03 This unique handbook offers an analytical review of the education systems of all European countries, following common analytical guidelines, and highlighting the paradox that education simultaneously pursues a universal value as well as a national character.

Coverage includes international student performance studies, and a comparison of education dynamics in Eastern new Europe with older western EU members. The book provides a differentiated analytical data base, and offers suggestions for further research.

**E-Learning in Europe - Learning Europe** Michael Kindt, Ullrich Dittler, Helge Kahler. This book contains contributions about the past, present and future of e-learning in twelve European countries. The papers are written by experts about their respective countries, together with one paper that deals with the subject from a transnational perspective. The main question treated and answered in this book is how digital media

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has contributed to Higher Education Development in different national contexts. Beyond a mere description of the situation in different countries, the socio-technical approach adopted in this book also offers the opportunity to make comparisons and thus fosters understanding between experts from different disciplines and cultures. This book takes stock of a decade of digital media in Higher Education in Europe by presenting a first comparative approach and encouraging discussion by adopting a relativist rather than a generalist approach. Readers are thus stimulated to envisage how e-learning might have developed in their own work and learning context and to shape how it may do so.

**Lifelong Learning in Europe** Riddell, Sheila, Markowitsch, Jorg, Elisabet Weedon. 2012-07-04 The ongoing economic crisis in Europe raises fundamental questions about the European Union's ability to harmonize educational policy across its member states. With evidence that European unity is clearly faltering, many educational goals, including lifelong learning, are in trouble. In this book, the contributors work toward a greater understanding of lifelong learning in an expanded Europe, with particular emphasis on post-Soviet states. Examining data from the EU Sixth Framework Project Lifelong Learning Policy and Practice in Europe, they provide important insights on how lifelong learning contributes to economic growth and social cohesion, as well as how it has evolved over the years.

**Lifelong Learning and the Roma Minority in Western and Southern Europe** Andrea Óhidy, Katalin R. Forray. 2019-11-22 This book offers an in-depth exploration into the current educational climate and the impact of these policy measures for Roma people in seven Western and Southern European countries and seeks to raise awareness of this forgotten minority and to assess the policies implemented to integrate the Roma people into the education system.

Beyond Fragmentation Brian Hudson, Meinert A. Meyer. 2011 All European countries have different ways to teach learning and to

learn teaching. In most European countries - except for the English-speaking countries - didactics is a university discipline. Though there are national and local differences in the practice of learning and teaching, this book negotiates through the disparities, finding common ground and creating new angles. In trying to move towards a more widely-shared approach to didactics in Europe, different European traditions are explored from the bottom up, by taking a closer look at various teacher education models and their empirical bases. The book analyzes whether there is an exemplary shift from teaching to learning, and from research on teaching to research on learning. The importance attributed to subject matter didactics and lesson planning in teacher education - as well as the impact of information and communication technology on didactic design - are also discussed.

Theorizing Teaching and Learning in Asia and Europe John Chi-Kin Lee, Kerry J. Kennedy. 2017-03-27 There has been much debate in recent times between the Anglo American tradition of curriculum studies and the Continental and North European tradition of didactics (Didaktik). As important as such debate has been, this book seeks to add new voices to the debate representing ideas and traditions from a different part of the world. The focus is on Chinese curriculum thinking that has passed through a number of stages and currently represents a blend of some aspects of the American tradition and Chinese cultural traditions. How does Chinese thinking about curriculum, teaching and learning resonate with European didactic traditions and what are the implications for theorizing an expanded field of curriculum studies? This book deliberately transcends borders and cultures to explore new territory, to provide a platform for open dialogue and to open up new areas of investigation. Chapters include, Curriculum Reform and Research in China: A Social-Historical Perspective What Mathematics Did Teachers Learn? Comparison of the School and the Pre-Service Teacher

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Mathematics Curricula in Germany and Taiwan Living in Parallel Worlds: A Transatlantic Dialogue between General Didactics and Instructional Design

*Europe* Sandra Newman.2009 Discusses the continent of Europe, answers questions including wildlife, people, landscapes, history, and Europe today.

**National Actions to Implement Lifelong Learning in Europe**.2001

**Report to the European Commission on Improving the Quality of Teaching and Learning in Europe's Higher Education Institutions** European Commission. High Level Group on the Modernisation of Higher Education.2013 With this report, we put quality of teaching and learning centre stage and show examples that can be applied elsewhere. To us it seems research as one important mission of higher education has often overshadowed the other core mission of higher education: teaching and learning.--Page 7.

**Lifelong Learning in Europe** Ellu Saar,Odd Bjorn Ure.2013 Based on a 5-year research project conducted by experts in 13 countries, this comprehensive book analyses the ways in which national characteristics frame the Lifelong Learning agenda. Lessons from Europe Max Wilkinson.1977

Lifelong learning in Europe Riddell, Sheila,Markowitsch, Jorg.2012-07-04 The ongoing economic crisis raises fundamental questions about the political and social goals of the European Union, particularly the feasibility of harmonising social and education policy across member states. The forward momentum of the European project is clearly faltering, raising the possibility that the high water mark of European integration has been achieved, with implications for many aspects of education and social policy, including lifelong learning. This timely book makes a major and original contribution to the development of knowledge and understanding of lifelong learning in an expanded Europe. Its wide range of contributors look at the contribution of lifelong

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learning to economic growth and social cohesion across Europe, focusing its challenge to social exclusion. It draws on comparative data from the EU Sixth Framework Project Lifelong Learning Policy and Practice in Europe (LLL2010), which ran from 2005 - 2011 and involved twelve European countries and Russia. Very little research has been conducted to date on the nature of lifelong learning in post-Soviet countries, and this book provides important insights into their evolving education and lifelong learning systems. The book will be of interest to researchers and academics in the UK and Europe, especially those from social policy, adult and comparative education, equality studies and practice of lifelong learning.

**Learning mobility and non-formal learning in European contexts: Policies, approaches and examples** Günter

J.Friesenhahn, Hanjo Schild, Hans-Georg Wicke, Judit

Balogh.2014-01-01 Mobility is considered to be important for the personal development and employability of young people, as well as for intercultural dialogue, participation and active citizenship. Learning mobility in the youth field focuses on non-formal learning as a relevant part of youth work, with links to informal learning as well as to formal education. Different stakeholders at European level, particularly the Council of Europe and the European Commission, but also individual member states, foster programmes and strategies to enhance the mobility of young people, and particularly the learning dimension in mobility schemes. This book on learning mobility is a joint Council of Europe and European Commission publication, and provides texts of an academic, scientific, political and practical nature for all stakeholders in the youth field - youth leaders and youth workers, policy makers, researchers and so on. It should contribute to dialogue and co-operation between relevant players and to discussion on the further development and purpose of youth mobility schemes and their outcomes for young people.

*English in Europe Today* Annick De Houwer, Antje Wilton.2011

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This volume discusses several facets of English in today's multilingual Europe. It emphasizes the interdependence between cultures, languages and situations that influence its use. This interdependence is particularly relevant to European settings where English is being learned as a second language. Such learning situations constitute the core focus of the book. The volume is unique in bringing together empirical studies examining factors that promote the learning of English in Europe. Rather than assuming that English is a threat to linguistic diversity and cultural independence, these studies discuss psycholinguistic factors such as the input, and sociolinguistic factors such as the type of English that is targeted in learning. The contributing authors are well-established specialists who have worked on multilingualism, English as a Lingua Franca and second language acquisition. The book will be of interest to applied linguists, sociolinguists and teachers of English as a foreign language.

*Preparing Teachers to Use the European Language Portfolio*

David Little.2007-01-01 Launched by the Council of Europe, the European Language Portfolio (ELP) has rapidly become one of the most influential instruments in the reform of language teaching and learning practice in Europe.

Peiresc's Europe Peter N. Miller, Dean and Chair of Academic Programs Peter N Miller.2000-01-01 Nicolas-Claude Fabri de Peiresc (1580-1637) was, during his lifetime, one of Europe's most famous men. A friend of Pope Urban VIII and Galileo, of Peter-Paul Rubens and Hugo Grotius, of Tommaso Campanella and Marin Mersenne, Peiresc played an important role in the intellectual culture of his time. This book is the first study in English of this extraordinary man, as well as a vivid portrait of his whole circle. Looking through the lens of Peiresc's life, Peter N. Miller brings into focus the early-seventeenth-century world of learning--its people, places, and ideas. Drawing on the extensive Peiresc archive (more than 50,000 pieces of paper), Miller

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brilliantly evokes the lives of antiquaries, philosophers, theologians, and politicians of Peiresc's day, only some of whom remain known today. He explores the age in which Peiresc's toleration and sociability, his political action and cosmopolitanism, and his serious scholarship without dogmatism were identified as a set of virtues and practices by which to live. Peiresc's notion of scholarship as a moral exercise, the sweep of his interests, and the cross-Continental reach of his intellectual life show with new clarity what it meant to be a man of learning during the decades around 1600.

### **Teaching and Learning the European Union** Stefania

Baroncelli, Roberto Farneti, Ioan Horga, Sophie

Vanhoonacker. 2013-10-04 This volume examines the EU's changing educational context and its challenges. Based on an extensive survey of more than 2000 European Studies courses in 30 European countries, it maps and analyses the features of teaching methodologies as they emerge from both disciplinary as well as interdisciplinary curricula. It presents a series of case studies on some of the most-used innovative teaching tools emerging in the field such as simulation games, e-learning, problem based learning, blended learning, and learning through the use of social networks. Based on the contributors' own experiences and academic research, the book examines both strengths and possible pitfalls of these increasingly popular methods. The book's critical approach will inspire educators and scholars committed to improving the teaching methods and tools in the area of European Studies and other programmes of higher education facing similar challenges.

*It's Your Europe* European Commission. Directorate-General Press and Communication. 2003 The European Union is not just about free trade, open borders and a common currency. It also gives every EU citizen, regardless of age, the right to travel, live, work, study and retire in any EU country they choose. And there are plenty of opportunities. This booklet tells you about those

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rights and opportunities. It points you to sources of more detailed information and encourages you to think seriously about the benefits and personal fulfilment to be gained through living, learning or working in another EU country.

### **Embedding Service Learning in European Higher Education**

Pilar Aramburuzabala, Lorraine McIlrath, Héctor

Opazo.2019-05-07 Service learning brings together students, academics and the community whereby all become teaching resources, problem solvers and partners. In addition to enhancing academic and real-world learning, the overall purpose of service learning is to instil in students a sense of civic engagement and responsibility and work towards positive social change within society. Embedding Service Learning in European Higher Education promotes service learning as a pedagogical approach that develops civic engagement within higher education. It both describes and assesses the most recent developments and contextual positioning of service learning in European higher education and considers if and how the pedagogy is responding to European Union policy and the strategy of higher education institutions and towards engagement with broader societal issues. With case studies from 12 universities across Europe, this book draws on existing practice, shares knowledge and develops best practice to provide conceptual and practical tools for teaching, researching and practising service learning. This book: exposes service learning as a key approach in terms of embedding a culture of political and civic literacy within higher education; considers service learning in Europe, an area of growing research in service learning practice; explores the issue of university social responsibility; presents chapters from leaders in the service learning movement at a national and international level. Practical and engaging, Embedding Service Learning in European Higher Education is a fascinating read for anyone working in service learning as well as those working at universities with an interest in social and civic engagement and institutional reform.

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**Teacher Education Policy and Practice in Europe** Ana Raquel Simões, Mónica Lourenço, Nilza Costa. 2018-05-11 Teacher Education Policy and Practice in Europe provides a critical overview of the current challenges facing teacher education policy and practice in Europe. Drawing on a wide range of contributions, the book demonstrates that in order for teachers to reassume their role as agents of change, it is crucial to create a vision of a future European teacher and promote active engagement in preparing children to live and act in a multicultural and increasingly changing world. The book suggests ways in which teachers could be prepared to meet and overcome the struggles they will encounter in the classroom, including recommendations for teacher education, which open up new possibilities for policy, practice and research. Considering their own experiences as teachers, contributors also cover topics such as teacher education for the 21st century, the profile of the European teacher, citizenship and identity, social inclusion, linguistic and cultural diversity, and comparative education. *Teacher Education Policy and Practice in Europe* is essential reading for academics, researchers and postgraduate students engaged in the study of teacher education, educational policy and educational theory. It should also be of great interest to research-active teacher educators and practising teachers.

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