



Guidebook

on EUROPIA pedagogical concept



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Part 1. The EUROPIA concept

The EUROPIA pedagogical concept should help the academic community in teaching the socio-cultural evolution of European values, history and politics in on-wheel summer schools and regular university classes. The multidisciplinary character of the European integration process, in a context heavily influenced by the rapidly changing European educational environment, requires an interdisciplinary approach from the point of view of several disciplines (e.g., political science, law, sociology, anthropology, culture and history). The participants from six universities in six European countries involved in the EUROPIA Project (Poland, Croatia, Serbia, Bulgaria, Romania, and Spain) from multidisciplinary backgrounds gathered to design the teaching materials and training concept to that end.

The Bologna process aims to increase the harmonisation of European educational systems and quality standards. One of the priorities of the EUROPIA concept is to revisit the pedagogical materials previously prepared and emphasise the similar readings of national and European histories, cultures, politics, etc., from this interdisciplinary approach. The Guidebook strives to develop the competencies of university academia for this aim by describing the suggested approaches to teaching the socio-cultural evolution of European values, principles, and identity.

This project has emerged as a response to the shared recognition by the consortium members of the need for further engagement in the formulation and preparation of qualitatively new educational materials. Their primary aim is to build bridges for a better understanding of European national heritage, cultures and traditions that contribute to the existence of a European dimension. While centred around the European integration process, the project approaches creating educational materials inclusively, acknowledging the perspective of both EU and not-yet-EU states and pursuing a genuinely united Europe.

This project builds over and expands the knowledge and educational materials initiated among most of the members of this consortium three years ago within the project **Rediscovering „NewEurope”**: On-Wheels summer school for Balkan/Central and Eastern Europe trans-border history and politics 2020-1-PL01-KA203-081999 (ReNewEurope), funded by the Erasmus+ program of the EU. Within that project, the partners developed four thematic educational packages:

1) Minorities and majorities.

The training materials offer both a sociological and a historical perspective on the multiple socio-cultural phenomena related to the identities and social interactions between different social (minority and majority) groups in European countries.

2) Rule of Law and European Integration.

The training materials focus on the development, application, and problems of applying the principles of democratisation and the rule of law, especially in regional and global contexts. Understanding these historical, legal, and political concepts is particularly important. Particular

attention is dedicated to studying how these ideas developed within the European integration process framework.

3) Identity and nationalism.

Nationalism is a challenging phenomenon that further fragments this region. The produced materials focus on processes in general, analysing them from a comparative perspective but also challenging different nationalisms sharing the same space. Opening honest discussions should enable scholars and educators to create a new curriculum for these challenging processes that could be used throughout the region(s).

4) Politics and religion

For over a century, scholarly consensus predicted the decline of religion as a social and, thus, political force. This decline has been explained as a result of modernisation, scientific and technological advancement, social progress, or Communist revolution(s). In practice, however, religion has shown little sign of diminishing in public importance.

The new project, “**EUROPIA**-On-Wheels summer school for the socio-cultural evolution of the European Values, Principles, Identity and Awareness”, extends the teaching materials database by adding three new topics:

I. “European integration in the eyes of the people” acknowledges the existence of alternative narratives that require recognition of the images that the EU produces through its actions among ordinary people. The materials aim to introduce existing views on the European integration process and exploit them to reveal differences and similarities across European countries, contributing to the current understanding of the European Union.

The training materials of this kit include:

1. *Introduction*: Theoretical material about how public opinion influences EU integration and vice-versa.

2. *Perception of the EU*: Public opinion survey materials —European Values Survey and other relevant national and European public opinion polls about citizens' stances towards relevant EU-related topics (support for EU integration, enlargement, acceptance of the European identity, etc.). These allow for comparisons between European countries.

3. *Perception of each other*: Materials about two important cases per country relevant to the perception of others inside the EU present both positive and negative cases of mutual perceptions and how they affect relations.

II. “Common European culture and national identity: friends or foes?”

The materials point to the existing bonds between the elements of national identity that contribute to a shared understanding of common European culture. The interaction between European culture

and the national senses of uniqueness and belonging will enrich the participants' understanding of „uniqueness” and „togetherness.”

The training kit contains:

1. *Introductory materials* encompass different views on European and national cultures, distilled by the project participants in an inclusive and merit-based manner. These materials tackle the understanding of common European identity.

2. *Extractions from national literature heroes* ((wo)men of words) and their reflections on Europe. The materials include excerpts from, for instance, Ortega y Gasset, Maeztu or Unamuno, Ivo Andric, Adam Mickiewicz, Eugen Lovinescu, and Ljudevit Gaj.

3. *Comparison of national mythological heroes*: The materials describe national mythological heroes and contain excerpts from national mythical poems and stories. They can be used to discuss the role of *veritas* and myth in national building and national identity and to question the presentation of the East and West in national cultures (Who is good/bad? Christians or Turks?).

4. *Comparison of national and EU anthems*: The materials describe national anthems and provide links for listening to them. These are useful for learning about national symbols, their similarities and differences, their origin, meaning, and importance, and their relation to European and other countries' heritage. Other national symbols (e.g., flags, coins, stamps, or banknotes) can be added easily and discussed in class.

III. “Common EU history and national historical heritage: mission possible?”

The materials offer sources for understanding the complex, overlapping, and entangled relations within Europe that produced the fertile ground for integration. This Training Kit aims to provide educational materials exploring the endurance and change of national historical interpretations within different political systems. The educational materials providing such examples can serve as a starting point for discussing the potential build-up of an EU-shared history.

This kit provides for comparison of history textbooks on the same events from different periods at the national level:

1. *Periods of greatness* — historical interpretation of pivotal historical events for national history (usually events associated with the establishment or the „golden age” of the state). These contain excerpts of how the same history was being told within different political environments.

2. *Excerpts describing World Wars in textbooks* - succinct examples of the historical interpretations of World War I in different European countries.

3. *European unification (integration)* - succinct examples or short lessons (if applicable) on European integration present in the currently used textbooks in the project participating countries.

Part 2. Organisational aspects of summer schools

The EUROPIA concept is a continuation of the ReNewEurope concept developed within a previous Erasmus + funded project aimed at enhancing the capacities and awareness of university teachers for organising summer schools and updating their regular curricula in the field of European studies widely understood through building relevant teaching materials. Both EUROPIA and ReNewEurope projects have similar goals of promoting European values, norms, and identity, overcoming stereotypes in university education while at the same time preserving critical thinking and objective research and teaching approaches in European studies.

In the previous project (ReNewEurope), we developed the materials and sample courses within four broad modules: 1. Minorities and Majorities, 2. Identity and Nationalism, 3. Rule of Law, and 4. Politics and Religion. As explained in the introductory part of this Guidebook, within the EUROPIA concept, three new modules are created:

1. European integration in the eyes of the people
2. Common European culture & national identity: friends or foes?
3. Common EU history & national historical heritage: mission possible?

Within each module, we created a set of teaching materials that can be used for conducting different lectures, workshops, seminars, simulations, etc., both within the framework of a summer school or in regular higher education courses. Considering the similar aims of the ReNewEurope and EUROPIA projects, the training materials and sample courses developed within both can be combined into a single summer school or university course/program or independently one from another. It is up to the user to adapt the materials and resources to her/his own needs.

The ReNewEurope resources can be found at <https://moodle.reneweurope-project.eu/>, while EUROPIA resources can be accessed at <https://www.europiaproject.eu/>.

In the following lines, we provide some essential organisational aspects suggested for the efficient and sustainable development and implementation of the EUROPIA summer school.

This section includes information on the following: who the Summer School beneficiaries are—an explanation of the participants; the preferred duration and format of the Summer School; suggestions on location and accommodation; and information on the Summer School structure (how the schedule is structured, how classes are grouped and delivered).

The readers will find an outline of different organisational scenarios for delivering the curriculum, considering participant backgrounds, lecturer availability, and methods for fostering interaction and networking.

Participants

The EUROPIA summer schools are primarily designed for young individuals, including high school graduates, and undergraduate, master's, and doctoral students. While social sciences and humanities students are expected to be particularly interested in the themes of the EUROPIA summer schools, students from other fields of study are also warmly encouraged to participate. The summer school's organisers should leverage their connections with higher education institutions across Europe that are eager to assist in recruiting students and promoting the planned summer school.

Given EUROPIA's aim of tackling stereotypes, promoting the acceptance of the other, and emphasising shared values, historical legacies, and cultural interconnectedness, summer schools based on this concept should provide a platform for meeting participants, teachers, and students from different national settings in Europe.

The objective of these schools is twofold: to address the subjects covered in the school modules and to confront the stereotypes and prejudices that young people often hold about their peers from different parts of Europe. Therefore, it is preferred to have mixed groups of students within each summer school module. This means that participants should come from various countries and regions across Europe, encompassing both "Old" and "New" Europe.

Duration

The ideal duration for the Summer School is two weeks (14 days). This timeframe allows us to achieve two primary goals: educational and social. The educational goal focuses on teaching and researching relevant topics, while the social goal provides participants (trainers and attendees) the opportunity to connect and build a strong academic network. This combination helps balance the workload and prevents participants from feeling overwhelmed.

Given that participants of the summer school may not be familiar with each other, it is important to create opportunities for them to connect and establish a positive working and learning environment. Therefore, the program should begin with an ice-breaking event, such as a group dinner or another social activity, scheduled at the very start. The event might take the form of presenting one national trait – they can showcase aspects of their national heritage such as traditions, customs, cuisine, music, dance, clothing, artefacts, or any other meaningful elements. After the program, the event can be organised so that each participant can present something about some other cultures that he/she adopted during summer school.

Format

The ideal format for the summer school is on-site/in-person, as it best supports our pedagogical methods and approaches (detailed in part 3). This setup enables a blend of theoretical and practical learning through lectures, workshops, and seminars. The in-person format enhances interactive teaching and group exercises, offering a highly stimulating environment. However, should

unforeseen events like the COVID-19 pandemic occur, the summer school can adapt to an online or hybrid model. In such cases, sessions will be conducted via online platforms like Zoom or MS Teams, supplemented by self-paced learning intervals between meetings.

Location and accommodation

The choice of location for the summer school is crucial not only for its promotion and overall success but also for enhancing the learning experience. Ideally, it should be hosted in one of the newer European countries, offering participants the chance to immerse themselves in the social and cultural life of the region. A favourable location includes easy accessibility, such as proximity to international airports or train stations. Additionally, since participants will likely use this opportunity for both learning and leisure, it is recommended that the summer school be situated in a tourist-friendly area that is affordable and conveniently reachable by plane or train.

Accommodations should be arranged so that all participants stay in the same location, ideally with a common area where they can gather outside formal sessions. This setup will encourage social interactions, foster a sense of community, and provide space for group work.

Summer School Structure

The schedule of the live format can be organised so that teaching occurs on weekdays (Monday to Friday), with additional extracurricular activities, and weekends (Saturday and Sunday) are dedicated to social events and travel.

The agenda should be tailored to the participants' educational and cultural backgrounds. Depending on lecturer availability and participant homogeneity, classes can be organised for the whole or smaller groups.

In the first scenario, all participants attend the same classes daily as one group. This ensures everyone receives consistent information according to the study program. This format enables maximum professional networking and the sharing of different views and ideas. It would also include subgroup cooperation, with the participants divided into smaller groups for specific tasks. This format requires the inclusion of two main lecturers to moderate discussions and workshops alongside the topic-specific lecturers.

The second scenario involves organising parallel classes, allowing participants to select classes based on their interests, thereby creating several participant groups. The group would be more coherent, and certain issues could be addressed more deeply. This format requires the inclusion of a higher number of topic-specific lecturers than in the previously described structure.

The third scenario could include a hybrid structure. In the first part of summer school, all the participants would be in one group and attend common lectures and workshops on general and permeating topics. On the third day of summer school, they are divided into 2-4 groups, and they attend one of the modules for five days. In the last two days, the groups shall unite into one group again and crosscut their experiences and things they learned.

Structure of the Summer School

STRUCTURE	PROS	CONS	REQUIREMENTS
ONE GROUP including all the participants	<ul style="list-style-type: none"> - consistent information for all the participants - networking between all the participants - broader perspective 	<ul style="list-style-type: none"> - the teaching needs to be adapted to the level of all the participants, thereby disabling the in-depth analysis - reduced individual attention and diverse learning paces (the demotivation of participants who are at the higher/lower end of knowledge) 	<ul style="list-style-type: none"> - (at least) two main lecturers - topic-specific lecturers (2 per topic x number of topics)
SEVERAL GROUPS, based on participants' interests	<ul style="list-style-type: none"> - specialization of participants - the possibility of in-depth dealing with relevant issues - enhanced interactions 	<ul style="list-style-type: none"> - reduced cohesion and networking - missed learning opportunities 	<ul style="list-style-type: none"> - topic-specific lecturers (2 per topic x number of topics/groups)
ONE GROUP and SEVERAL SUBGROUPS	<ul style="list-style-type: none"> - meeting of all the participants and sharing their experience - both specialisation and consistency in the information provided for the participants 	<ul style="list-style-type: none"> - resource intensity (requires a lot of lectures) and logistical complicity - limited continuity 	<ul style="list-style-type: none"> - (at least) two main lecturers - topic-specific lecturers (2 per topic x number of topics/groups)

Another way to group participants of the Summer School is not based on their interests but according to their knowledge and academic levels.

For instance, high school alumni and undergraduate (BA) students could be grouped to participate in a beginner's level summer school program. Conversely, a more advanced summer school could be tailored for Master's (MA) and doctoral (PhD) students. The decision to group participants in this manner should depend on the organisers' assessment of interest levels, the availability of qualified instructors, and the specific needs of potential summer school attendees.

This division requires several additional steps: assessing the participants' level of knowledge and experience, defining the grouping criteria, tailoring a curriculum/module, and attaching pertinent learning outcomes. As some of these criteria (e.g. the level of complexity of the materials and learning outcomes) already exist for the materials developed in the ReNewEurope and EUROPIA projects, it is possible to apply them here.

Engagement of participants before and during Summer School

Participants can be provided with reading materials before the start of the Summer School, ideally at least one month in advance. This preparation can be approached in two ways. First, if participants have diverse backgrounds and varying levels of knowledge, the materials aim to bridge these gaps in understanding. Second, for a homogeneous group with existing knowledge of the summer school topic, reading materials sent in advance can instead stimulate discussions from the outset and engage participants even before the Summer School begins.

Depending on participants' backgrounds, organisers may also encourage them to prepare brief presentations about their relevant work experiences for specific class discussions.

To ensure participant engagement, the summer school will feature various formats of lectures and workshops. It is recommended to schedule lectures before workshops, discussions, and similar activities, particularly if the participants are not knowledgeable enough about a topic. However, these should be limited to short introductions only. Teaching activities (e.g., lectures, workshops, simulations...) should be supplemented with additional activities such as visiting museums and monuments or watching movies or theatre plays, which could be discussed later in the group and combined with, for example, storytelling as a teaching method.

Additionally, a keynote speaker may inaugurate the summer school, while a guest speaker, such as a politician or field expert, might conduct a workshop or discussion at the end of the first week. This approach allows participants to benefit from diverse activities and teaching methodologies throughout the program.

Part 3. An educational plan for conducting the educational process in an on-wheel summer school

It is important to note that this portion of the Guidebook and the following sections will consider the objective of creating a new program for students that encompasses a comprehensive, exciting, and engaging training and educational path. The program aims to help students understand and appreciate the European values of solidarity, tolerance, integration, and cooperation (among others). As a result, this will enable them to overcome prejudices and stereotypes and appreciate individual differences. Thus, the skills and competencies teachers need to acquire through the pilot on-wheel summer school (or have/acquire through other training) should reflect this overall idea.

Preliminary requirements

The produced educational material enriches the scope of didactic materials, pursuing a multidimensional approach and allowing for comparative learning at several levels. It provides comparisons at a state, state-to-state, state-to-EU and all EU levels of analysis. The use of educational materials does not require preliminary preparations. Yet, it is recommended that students are initially exposed to the project's basic idea, which pursues the following goals:

- acknowledging the role of existing prejudices and stereotypes that still determine the nature of political and social relations among the EU countries;
- pursuing a deeper knowledge of the history and politics of the project's participating countries, as well as the EU;
- recognising the country specificities from the perspective of inclusive and open-minded perspective;
- understanding that the EU is a practical attempt to shift the accent in Europe from competition and rivalry towards cooperation and development;
- highlighting similarities among states and providing background for comparisons of their historical and political processes;
- underlying the national approaches towards same, similar or shared events aiming to understand the drivers of action and their implications at national, regional and European levels.

Competences of the trainees (socio-cultural, personal, professional, conflict resolution and problem-solving competencies)

Rationale

The educational materials are produced in a non-discriminative and inclusive manner. Their ultimate goal is to encourage critical thinking, in-depth analysis and building up awareness related to the historical process and political and social developments in the countries covered by the project and at the European level. Based on the character of the educational content, there is an expectation that the educational materials will encourage a more empathic understanding of the political processes in the project's participating countries, who will be able to discuss problems beyond the obvious and shallow perceptions of dominant prejudices and stereotypes.

Trainees should have the skills to recognise not only the proposed solutions at the national level but also to pursue their reasons and, most importantly, to apply comparative analysis in search of drivers that produce shared or distinct political, social, and/or economic outcomes.

Trainees can enrich their knowledge of the topics covered by the educational materials at national, regional, and European levels. Hence, they will critically assess the existing rhetoric in national

politics and recognise the application of cheap, shallow, and/or false rhetoric aiming to increase tensions among European countries.

The educational materials also aim to expand trainees' knowledge of the discussed topics, covering the project member states' social, historical, and political developments. In that sense, the trainees will obtain deeper, although episodic, knowledge of the historical, political, and social processes, which will encourage more thoughtful and less antagonistic reflections on the developments in other countries.

The project's core is focused on the exposure of different approaches and reactions to matters of shared concern. They reveal the shared experience and the community of fate that has a distinct, yet triggered by the same factors, impact on the developments in the states covered by the project. Hence, awareness of these factors and more profound knowledge contribute to a more reflective and moderate assessment of the political, historical, and social realities of the countries participating in the project.

Through the educational materials, the trainees can also develop problem-solving competencies. They will become aware of the nuances and implications that determine the political process. Hence, they will be encouraged to refrain from premature and simplistic conclusions. Instead, they will be encouraged to explore avenues for better understanding and, respectively, resolving political and social problems.

Technical provision of the training process

The training process entails the participation and active involvement of the trainees/students. While the produced educational materials bring up-to-date and intellectually inspiring topics, it is through conscious involvement and participation that the participants can benefit from the activities to the fullest. The Training Kits contain evenly accumulated, processed and synthesised educational materials on the mentioned three topics. Each training kit (TK) consists of separate educational units, which can be used practically as separate lectures or courses around which various educational forms can be organised. The length of each topic is dependent on the trainers' interest and determination. This is because the relatively autonomous topics in the TKs provide the possibility to use each material as a focal point for more extensive discussions around the topics. Simultaneously, the topics within each TK constitute a logical and coherent bundle of knowledge that elaborates on the discussed topics.

In practical terms, the training process requires trainers interested in the content of the prepared TKs. A group of trainees with a genuine interest in the topic need to be formed. While the educational materials allow for certain flexibility in terms of the number of participants, we recommend that the educational process does not expand over some 15-20 participants. This is due to the deliberative essence of the course and the basic assumption about the active participation of all trainees. The practical educational details, scenarios and best practices will be included in the Manual.

The thematic content of the training module

The Training package provides the resources to the university academia to use during the On-Wheels summer school in European history, law & politics with a target focus on shared European values, principles, identity & awareness. The materials can also be used in regular university courses. The package includes:

- Training materials – the materials that can be used during the on-wheel summer schools. They include materials to be taught during the classroom sessions & materials to be self-studied at home;
- Examples & cases to allow for a better understanding of the taught material;
- Interactive exercises, questions & tests that will support the students to apply the learnt material.
- The Guidebook and the Manual further expand the training materials, guiding their goals, content, and application.

Within TK5, “European integration in the eyes of the people” the educational materials cover the question of the perception of the EU in the project participating countries. Part II covers case studies from each country as follows:

- **Bulgaria:** The impact of the Mobility Package; The social reactions of Bulgaria towards Austria after the decision to partially join the Schengen area on March 1st, 2024; Accessing the Eurozone
- **Croatia:** Croatian Accession Negotiations and Croatian-Slovenian border issue; Croatia and Ireland;
- **Poland:** Posted workers directive and the division between East and West; Initiation of Article 7 of Treaty of European Union Procedure by European Commission against Poland;
- **Romania:** Social reactions of Romania towards Austria after Romania refused to join the Schengen area from January 1st 2023; Two-speed/ Multi-speed Europe from a Romanian perspective
- **Serbia:** Dynamics of Serbia-Hungary Relations in the ambit of Serbia’s Accession to the EU; Dynamics of Serbia-Croatian Relations in the ambit of Serbia’s Accession to the EU
- **Spain:** The Euro Crisis; The refugee crisis.

Within TK6, “Common European culture & national identity: friends or foes?” The educational materials contain country cards, which consist of the following parts:

1. Introduction: Culturological Determinants;
2. Extractions from national literature principle heroes and their reflections on Europe;

3. Comparison of national mythological heroes (introductory part and selected story);
4. Comparison of national and the EU anthem.

TK7 “Common EU history & national historical heritage: mission possible?” Aims to provide educational materials exploring the endurance and change of national historical interpretations within different political systems. The educational materials providing such examples can serve as a starting point for discussing the potential build-up of a shared history in the EU.

The TK is divided into the following parts containing relevant materials on each of the project participating states:

1. Periods of greatness;
2. National perspectives on World War I from different periods (Interwar period, Post-WWII period, after the end of the Cold War);
3. The perspective of European unification.

Furthermore, the project expanded the content of TK’s “Minorities & Majorities,” “Rule of Law,” “Identity & Nationalism,” and “Politics & Religion,” which were produced during a previous project with content from Spain.

Part 4. Didactics

The summer school's methodology incorporates various interconnected components to establish a cohesive educational system. The teaching strategy typically begins with (1) frontal lessons, which focus on imparting theoretical knowledge essential for foundational understanding.

These lectures are complemented by (2) practical sessions that involve hands-on activities based on scenarios from the Europaia Training Kits, allowing students to contextualise the information, apply their skills, and develop competencies effectively. In addition, the strategy involves conducting various visits to museums, monuments, and political and judicial institutions to introduce students to topics through storytelling and outdoor learning.

Attendees are divided into three groups: educators (including scholars, university professors, and experienced teachers), young scholars (Ph.D. and MA students), and undergraduate students. This segmentation is crucial for effectively addressing each group's motivations, needs, and abilities. In alignment with a blended learning approach, the program integrates lectures, workshops, discussions, and e-learning activities strategically scheduled before, during, and after each session to enhance the educational experience.

Pedagogical Approaches within the EUROPIA Project

While the Erasmus+ EUROPIA project embraces various pedagogical approaches based on their relevance to specific topics or themes, its primary focus is on the latest educational paradigm, emphasising student creativity and holistic development. The emphasis is on transitioning from a teacher-centred model to a student-centred approach, utilising various communication methods and technologies to enhance the learning experience.

Liberationism: This innovative approach, initiated by Paulo Freire, aims to transform schools into democratic institutions where students play a central role. In this environment, teachers also become learners, collaborating on all topics, which can sometimes be collectively defined. This approach encourages students to present their learning in diverse forms, including performances and plays. Although various pedagogical techniques are employed during lessons, a significant emphasis is placed on student presentations and active participation.

Social Constructivism: This contemporary approach emphasises the collaboration between teachers and students as active participants in the learning process. Rooted in the theories of Lev Vygotsky, social constructivism posits that learning is a cooperative endeavour where both teachers and students influence each other. Lessons typically blend various teaching techniques from earlier educational models, where teachers guide and engage students through interactive activities, fostering a dynamic and reciprocal learning environment.

Constructivism: This approach focuses entirely on the student as an active learner. Promoted by Jean Piaget, constructivism encourages students to engage deeply with content through research, inquiry, and project-based learning. Teachers are expected to be innovative and creative, designing activities that fully engage students and facilitate independent learning. This method prioritises student expression over teacher-directed instruction, promoting a more individualised learning experience.

Behaviourism: As the most traditional pedagogical approach, behaviourism centres the teacher as the primary source of knowledge. Developed by researchers such as Thorndike, Pavlov, and Skinner, this model relies heavily on direct instruction, with students expected to follow the teacher's guidance. While primarily lecture-based, it incorporates techniques like repetition, demonstration, and modelling. Occasionally, students present their knowledge, but the emphasis remains on teacher-led instruction.

Integration of Digital Technology: The project embraces digital technology to enhance learning, leveraging new communication networks to create interactive and collaborative learning experiences within digitally connected communities.

This project also incorporates UNESCO's 2010 guidelines, which advocate for experiential learning, storytelling, values education, inquiry-based learning, appropriate assessment, future problem-solving, outdoor learning, and community problem-solving.

Teaching Methods

The most commonly used teaching methods include:

- ➡ Lecture: Delivering structured content to provide foundational knowledge.
- ➡ Presentation: Sharing information visually and verbally to enhance understanding.
- ➡ Modified Lecture: Combining traditional lectures with interactive elements.
- ➡ Brainstorming: Encouraging creative thinking and idea generation in a collaborative setting.
- ➡ Group Discussion: Facilitating dialogue among students to explore different perspectives.
- ➡ Simulation: Creating realistic scenarios for experiential learning.
- ➡ Debate: Promoting critical thinking and argumentation skills.
- ➡ Role Play: Allowing students to assume roles to understand different viewpoints.
- ➡ Case Study: Analyzing real-world examples to apply theoretical concepts.

Employing various teaching methods facilitates the learning process and helps students master the tasks at hand. To choose the appropriate method, educators must understand each method's advantages and disadvantages and determine the parameters for its application.

Modern Teaching Strategies

Modern teaching emphasises independent research by students, focusing on issues and motivation and integrating content with everyday life. For instance, educators must address the differences and similarities between countries when discussing multiculturalism. This shift requires educators to adapt and make learning more interactive, especially in intercultural and multicultural environments. Such environments necessitate a broad spectrum of pedagogical methods, diverse approaches, and practical techniques.

Interactive Teaching

Interactive teaching is characterised by various activities that engage students actively. Key determinants include:

- ➡ Exchange of Experience: Sharing knowledge and attitudes between students and teachers.
- ➡ Connecting Content with Experience: Relating teaching content to students' personal experiences.
- ➡ Cooperation and Partnership: Fostering collaborative learning environments.
- ➡ Equality and Respect: Building relationships based on democratic principles of learning.

Interactive teaching methods are traditional yet learner-centered, involving:

- ➡ Getting to Know Participants: Activities that help participants become acquainted.
- ➡ Small Group Learning: Facilitating learning and collaboration in small groups.
- ➡ Project Teaching: Engaging students in projects that require active problem-solving.
- ➡ Problem-Based Teaching: Encouraging students to tackle real-world problems.
- ➡ Modern Technology: Incorporating digital tools to enhance learning and teaching.
- ➡ Comprehensive Activity Models: Utilizing diverse activities to cater to different learning styles.

Modern Pedagogical Methods

The EUROPIA concept suggests using contemporary pedagogical methods, such as research-based learning, the flipped classroom, collaborative learning, and project-based teaching.

Research-Based Learning: This method involves identifying research problems, setting goals and hypotheses, conducting research procedures, testing hypotheses, interpreting results, and drawing conclusions. It encourages students to engage deeply with content by exploring topics of interest through structured research processes. This is useful, for example, in learning about the culture and history of other countries.

Flipped Classroom: In this approach, new content is learned outside the classroom using pre-prepared digital materials. Classroom time is dedicated to discussing the studied content, practising skills, resolving ambiguities, and conducting additional research. This method promotes active learning and maximises classroom interaction.

Collaborative Learning: Students work together in pairs or small groups (up to six people) to solve common problems, research topics, or create new ideas. This approach helps students appreciate individual differences, accept diverse opinions, and develop teamwork skills.

Project-Based Teaching: This method involves students independently exploring a problem over an extended period. They engage in all phases of research, from design to presentation, usually addressing interdisciplinary issues related to real-life environments. This approach fosters critical thinking, problem-solving, and self-directed learning.

Implementation at the Summer School

At the summer school, emphasis is placed on methods that require active student participation. Groups typically comprise two to four participants but can extend up to six, depending on the topic and workload. Diversity within groups is encouraged to enrich learning experiences. By engaging with both familiar and foreign perspectives, participants are encouraged to broaden and/or change their viewpoints through active discussions.

The courses combine theoretical and practical work through lectures, workshops, and seminars. Participants can expect a mix of interactive teaching and group exercises.

Examples of Course Activities:

1. Text Analysis and Debate: A trainer selects a representative text for analysis, and participants debate. Texts can be assigned before or during summer school.
2. Case Studies: Participants conduct case studies based on their country's experiences and present their findings. These can be individual or team projects. Case studies focus on problem-solving using historiographical procedures, such as comparing documents and creating maps.
3. Workshops: Participants are divided into groups to discuss specific topics. Each group presents their conclusions to the larger group, facilitating a comprehensive understanding of the subject.

Online Adaptation

Summer school can also be conducted entirely or in part online. In this format, participants are encouraged to use interactive methods, presentations, and other digital tools, such as map creation. Group sessions emphasise discussions similar to those in face-to-face environments, ensuring a rich interactive experience. EUROPIA project developed an online platform that carries all the materials (training kits, exercises, etc.) for self-paced or joint learning.

Blended Learning

Blended learning is an innovative pedagogical model that integrates traditional face-to-face teaching methods with various online digital tools, such as live virtual classrooms, self-paced instruction, collaborative learning, and streaming media (Roseth, Akcaoglu, and Zellner, 2013; Al-Busaidi, 2013; Ramirez-Arellano, Bory-Reyes, Hernández-Simón, 2018). This approach shifts the focus from teacher-centred to student-centred education (Jani, Muszali, Nathan, and Abdullah, 2018; apud Ibrahim şi Nat, 2019).

Blended learning stands out for its ability to promote social interaction between teachers and students and among students themselves. It offers greater flexibility and mobility in the educational process, improving pedagogy and optimising cost-efficiency. Azizan (2010) states that blended learning stimulates critical thinking, communication, and collaboration.

The literature identifies four main types of blended learning suitable for educational environments:

1. Rotation Model: Learning modes are rotated on a fixed schedule, with one mode being online learning.
2. Flex Model: Content is primarily delivered online, allowing students to use a flexible, customised schedule.
3. Self-Blend Model: Students can participate in online elective courses to supplement their compulsory educational plans.
4. Enriched Virtual Model: Learning begins exclusively online and is supplemented with face-to-face instruction (Staker and Horn, 2012).

Application in Summer School

For a EUROPIA on-wheel summer school, in-person classes are the most desirable, allowing students to interact directly and visit places where they can learn about other countries' cultures, histories and politics. However, if online learning must be included, the flex model could be appropriate due to its flexibility. This model ensures that all course content and additional bibliographic resources are available online through the Training Kit, EUROPIA platform, and e-library. Students can select face-to-face activities based on their interests, while teachers can tailor their lectures to align with these interests.

Preparation and Access to Materials

Before each face-to-face session, teachers should prepare a set of key questions, which will be available in the school program's online version upon workshop participants' registration. These questions will guide subsequent discussions, promoting a structured yet flexible approach to learning.

Teachers will also highlight relevant online sources for each topic. Students are encouraged to review these resources and prepare their insights, fostering a proactive learning environment. This approach aims to cultivate critical thinking by presenting diverse perspectives during sessions.

Use of Multimedia in Teaching

Teachers may use various multimedia materials, such as photos, audio-video recordings, and films, to enhance comprehension and engagement. This integration of different media supports a richer understanding of the topics discussed. Additionally, specialists and prestigious guests unable to attend in person can participate and contribute online, ensuring broad access to expert insights.

The teacher can choose to blend online and face-to-face educational methods, allowing customisation based on the specific needs and context of the workshop.

Part 5. Evaluation and Feedback

Evaluation and feedback are essential components of any learning process. They are indispensable tools for ensuring that learning objectives are achieved and that the benefits of training and learning are maximised for all participants in the process.

The two components are included in the EUROPIA on-wheels Summer Schools educational process as part of all training modules.

The **evaluation** aims to identify the program's strengths and weaknesses, thus allowing adjustments and improvements for future editions and maintaining a high-quality training program standard. Through the evaluation process, we can also measure the extent to which the summer school's objectives were achieved and its impact on the participants.

The **feedback** provided by the participants plays a crucial role in organising and improving the educational process of the summer school, allowing the trainers to identify aspects that can be optimised to create a more enjoyable and practical learning experience. It provides a deeper understanding of the participant's needs and expectations, making adjusting content and teaching methods easier. Feedback is an essential part of the evaluation of summer school effectiveness. Its role is not to test but to understand the needs of the participants and the impact they perceive of the training activities.

Positive feedback motivates participants to continue their professional development and contributes to developing communication skills for both participants and trainers. In addition, feedback fosters a collaborative atmosphere, thus strengthening an active and interactive learning community.

Parameters and indicators

Following the pedagogical approaches proposed in the framework of these summer schools based on behaviourism and social constructivism, we propose two models of evaluation parameters that trainers and organisers can use to evaluate the training activity in the EUROPIA On Wheels summer schools.

When thinking of the evaluation parameters in a training process, we mainly think of effectiveness and impact, which we could measure by parameters such as Kirkpatrick's four-level framework (see Grohmann & Kauffeld, 2013) :

- reaction, i.e. participants' emotional responses to the training;
- learning, i.e. acquisition of methodological, procedural and expert knowledge as well as attitude change through training;
- behaviour, i.e. application of training contents (e.g. methodologies) at work, and
- results regarding a training's organisational impact (i.e., time and costs).

This framework is used for a summative training evaluation that can provide valuable insights into the program's effectiveness. Drawing on Kirkpatrick's four-level evaluation framework, Wang and Wilcox (2006, as cited in Grohmann & Kauffeld, 2013) introduce a distinction between short-term and long-term evaluation outcomes. However, as this is a short-program training, we are focused more on a short-term assessment.

Grohmann & Kauffeld (2013) configured scales of the Q4TE framework based on the two models described above.

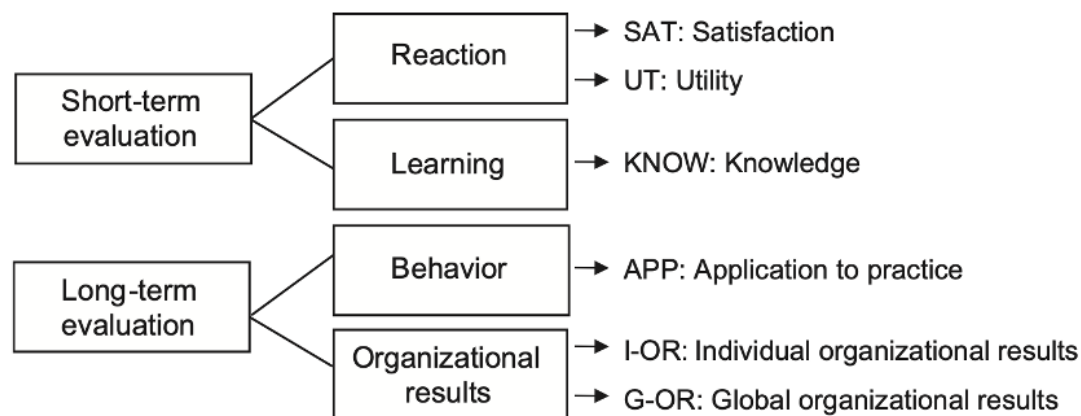


Figure 1: Scales of the Q4TE Grohmann & Kauffeld (2013:139)

Thus, we can adjust the four levels to the type of short training focusing on the first two levels, as follows:

- ➡ reaction will focus on active participation, which measures the involvement of participants in discussions, workshops and activities (indicators: frequency of questions and comments of participants in each training session, degree of involvement of participants in discussion sessions and workshops and other activities of the training modules) and the overall participant satisfaction, which measures the participants' satisfaction with the organisation, content, trainers and relevance of the materials presented;
- ➡ learning will focus on the acquisition of knowledge and deepening of knowledge through which we can assess the progress of participants' knowledge of the topics of the training modules (pre- and post-test) and the quality of the materials produced by the participants during the training sessions: scientific papers, case studies, presentations (indicators: relevance, originality, methodological rigour and clarity of argumentation);
- ➡ behaviour, the skills participants acquired in problem-solving and critical thinking and the utility of these skills in their academic progress. By identifying and understanding common European values, participants can approach academic challenges with a broader perspective, leading to innovative and effective solutions. Also, a shared understanding of European solidarity can foster a more collaborative and multicultural work environment, leading to cultural sensitivity.

Results: A successful training programme will develop various training solutions to assist the academic community in teaching and understanding the socio-cultural evolution of European values, history, and politics in the organisations from which the training participants come.

Trainers should especially consider **assessment on the first two levels**.

Each trainer can adjust these parameters according to the content and type of activity they will run with the participants.

Another evaluation model we propose is used more in the human resources field than in the pedagogical one, called KAS - Knowledge, Skills and Attitudes (Hlavac, 2023; Scott et al., 2016).

It starts with three parameters to assess a person's qualifications and potential for success in a particular field. These three parameters can be used to assess the degree of impact the training modules have on the EUROPIA summer school participants.

For each parameter, we can define 2-3 general indicators (which can then be measured more precisely, depending on the topic of the training modules).

Each trainer can adjust these indicators according to the training objectives they set.

- Knowledge

- o Indicator 1. Participants know the fundamental concepts presented in the course. Specific, by theme: i.e., who the historical figures presented were, what the main migration trends are, etc.
- o Indicator 2. Participants know the main values promoted in the course. Specifically, we can assess values like integration, tolerance, anti-discrimination, etc.
- Skills
 - o Indicator 1. Participants can identify ideas, values and solutions that support a Europe based on fairness and solidarity in the materials discussed in the course.
 - Indicator 2. Participants can discuss, analyse, and evaluate the ideas, arguments, speeches, and actions presented in the course to determine whether they support and promote a united Europe based on shared values.
- Attitudes
 - o Indicator 1. Participants show openness and respect for cultural differences and historical realities presented in the course
 - o Indicator 2. Participants are concerned about the challenges to European values presented in the course

Evaluation process: steps and tools

Effective evaluation should be done in three or four stages. We propose the following evaluation steps:

1. **Initial assessment (pre-assessment)** aims to identify the participants' level of knowledge and expectations before the start of the summer school or on the first day of the summer school in order to adjust the educational content and methods. As tools, we recommend the initial assessment questionnaire containing questions about basic knowledge of summer school thematics, personal expectations, learning objectives and preferences regarding teaching methods. Individual or group interviews with participants can also be used to get a detailed insight into their needs and motivations.

2. **Continuous (formative) evaluation**, which aims to monitor participants' progress during the summer school through real-time feedback and observation of the results produced by the participants. As tools can be used to monitor the active involvement and participation of the students in the sessions, workshops and discussions through direct observation of the trainer, the use of quick survey applications, such as Mentimeter or Slido, to quickly collect the opinions and suggestions of the participants after each session and short tests or quizzes for a quick evaluation at the end of each day or session to check the understanding of the concepts discussed.

3. **The final (summative) evaluation** aims to assess the extent to which the learning objectives have been achieved and to gain an overview of the program's effectiveness. Final evaluation questionnaires containing questions related to overall satisfaction, relevance of topics, quality of

materials and sessions, and perceived improvements in their knowledge, final tests or assignments in which participants apply the knowledge acquired during the summer school, reflective journals in which participants reflect on their experience and lessons learned, can be used as tools.

4. Post-event evaluation (follow-up) aims to monitor the long-term impact of the summer school on the participants' professional and academic development. Tools that can be used are follow-up questionnaires 3-6 months after the event to assess how participants have applied the knowledge acquired and whether they have achieved their personal development goals and/or individual interviews with some participants to understand the long-term impact of the summer school on their academic or professional careers.

Feedback process

Feedback should be collected constantly and systematically throughout the summer school to optimise and improve training activities. It should also be collected at the end of the summer school to allow for real-time adjustments.

Thus, questions about participants' expectations and goals can be introduced in the instruments (e.g., the pre-evaluation questionnaire) to collect initial feedback as part of the initial evaluation.

Likewise, questions are also recommended during the training as part of the daily or formative evaluation. Each trainer can use several questions to collect quick feedback from the participants about their training activity.

It is also recommended that the final assessment of the summer school include a couple of feedback questions to assess the event's overall satisfaction and impact.

The feedback should collect participants' opinions about the content's quality, the trainers' effectiveness, the materials' relevance, the impact on their personal and professional development, and their satisfaction with the summer school's organisation.

We recommend creating detailed questionnaires using platforms such as Google Forms, SurveyMonkey, or Typeform at the beginning and end of the summer school. During the training modules, we recommend using real-time feedback applications such as Mentimeter, Slido, or Kahoot, which allow for quick distribution of interactive surveys during the sessions.

Part 6. The graduation process from the pilot OWSS

The graduation process reflects the procedures and requirements for acquiring the OWSS certificate, considering the competencies and skills needed to teach according to the EUROPIA concept.

The graduation process will be organised after they have completed the on-wheel summer school. The completion of the course depends on the course criteria. Each participant should be allowed to evaluate educators and the organisational aspects of the OWSS. According to the received feedback, the OWSS can be further improved and/or changed to suit the needs of the students better.

According to the team's decision, the platform will not automatically issue a certificate after completing the course but will mark progress. So, issuing the certificate (if any) should be a decision provided by the respective teacher. A sample design of this document can be found at the end of this chapter. There is, of course, a minimum attendance and evaluation score requirement for participants to be eligible for graduation (at least 80 % attendance and 75% score). Also, participants must meet the specific criteria outlined for each course, which may include different assignments, projects, and assessments.

Part 7. Further readings

- Theoretical work on pedagogical approaches:

Grohmann, A., & Kauffeld, S. (2013). Evaluating training programs: development and correlates of the Questionnaire for Professional Training Evaluation. *International Journal of Training and Development*, 17(2), 135-155, available at: https://www.researchgate.net/publication/256061891_Evaluating_Training_Programs_Development_and_Correlates_of_the_Questionnaire_for_Professional_Training_Evaluation.

Hlavac, J. (2023). Knowledge, skills and abilities (KSAs) as a metric to re-conceptualise aptitude: a multi-stakeholder perspective. *The Interpreter and Translator Trainer*, 17(1), 29–53. <https://doi.org/10.1080/1750399X.2023.2170052>

Scott, S., Scott, D.E., Webber, C.F. (2016). The Assessment KSA Learning Journey: Expanding the 4L – Life-Long Learning Leader – Framework. In: Scott, S., Scott, D., Webber, C. (eds) *Assessment in Education. The Enabling Power of Assessment*, vol 2. Springer, Cham. https://doi.org/10.1007/978-3-319-23398-7_9

- Pedagogical manuals/handbooks:

<https://www.go2itech.org/resources/training-evaluation-framework-and-tools-teft/>
<https://www.mindtools.com/ak1yhhs/kirkpatrick-four-level-training-evaluation-model>

- How others did it:

<https://euroclio.eu/resource/sharing-european-histories-self-guided-course-lesson-plans/>
<https://euroclio.eu/resource/the-other-the-different-the-identical/>
<https://retopea.eu/s/en/item/6112>
<https://retopea.eu/s/en/page/clippings>
<https://blog.euscreen.eu/activity-2-3/>

<https://euroclio.eu/resource/teaching-and-learning-about-life-in-20th-century-border-regions-with-audiovisual-content/>

<https://euroclio.eu/resource/understanding-a-shared-past-learning-for-the-future-2/>

<https://euroclio.eu/2018/10/01/building-up-transnational-bridges-between-educators-in-the-western-balkans-teachers-on-teaching-published-in-7-languages/>

<https://contestedhistories.org/uncategorized/contested-murals-in-belgrade/>

<https://contestedhistories.org/>

<https://contestedhistories.org/resources/educational-materials/>

<https://euroclio.eu/2017/12/22/can-europe-help-balkans-consume-history/>

<https://www.archivesportaleurope.net/>

The materials/resources/designs were created under the EUROPIA project:

<https://www.europiaproject.eu/>

<http://tp.europiaproject.eu/>

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