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**CHANGING ATTITUDES TO EUROPE:
BRITISH TEACHER EDUCATION AND
THE EUROPEAN DIMENSION**

By Anne Convery, BA (Hons), PGCE

**Thesis submitted to the University of Nottingham for
the degree of Doctor of Philosophy**

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This thesis is dedicated to
the memory of

Alastair James Convery

whose unfailing support and inspiration
enabled me to initiate and complete this research

Changing Attitudes to Europe: British Teacher Education and the European Dimension

Abstract

This thesis examines the attitudes to Europe of student teachers during their initial training course, in order to investigate their development in relation to the European dimension in both the teacher education and school curricula.

After setting the current political context, the historical and educational background to the study is outlined, together with a personal rationale for the research. A close scrutiny of the literature pertaining to Europe and the European dimension enabled a conceptual framework of key terms to be established.

Consideration of a range of theoretical perspectives in the field of cognitive psychology led to the choice of Bronfenbrenner's Ecology of Human Development as an appropriate framework within which to examine the specific research questions. His belief in human development focuses on the complex interactions between an individual and the environments in which s/he is situated. The individual is interpreted in this study as the student teacher, who develops in a series of ever-widening environments (local, national and European).

The research is based on a mixed-model paradigm, drawing on both quantitative and qualitative methods in order to best address the research questions. Data collection took place in two phases: a major four year UK-based study; and a European survey in six EU countries. The research tools used were pre- and post-course questionnaires and semi-structured interviews, which generated large amounts of rich quantitative and qualitative data.

An in-depth and detailed analysis of the data resulted in the emergence of a number of key findings. These are discussed and interpreted in the light of the theoretical framework, leading to theoretical and conceptual refinement. Finally, recommendations are made concerning implications for future policy and practice, in terms of European education policy, research, teacher education and schools.

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Chapter One: Introduction

Europe, or more precisely, European integration is a term capable of arousing strong emotions in many people in the United Kingdom, as opinion polls and media coverage frequently reveal. Traditionally and historically the UK has had close links with continental Europe, the most recent being as a member state of the European Union (EU), since 1992. Yet much of the debate taking place in the press and media continues to focus on the question of whether the UK should belong to Europe at all.

[1] It is still quite common to hear references to Europe as if the UK were not a part of the Union. People frequently make the mistake of excluding the UK when they talk of Europe, which reflects the fact that Europe is not yet part of our collective consciousness. More recently, following the devolutionary process of breaking-up the UK from a collection of countries governed centrally by a Parliament in London, to the establishment of four regional seats of government (in Edinburgh, Cardiff, Belfast and London), questions of nationality and identity have been raised: 'Am I English, or British, or both?' Will the term British mean anything any longer? If a policy of fragmentation is being followed in the UK, how does that fit with an EU policy on further integration into a larger and far more complex system of governance?

The central issue of this study is to consider the role of the European dimension in the field of teacher education and to examine the extent to which, in an increasingly integrated Europe, education has a part to play. This opening chapter introduces the context of the study, describes the circumstances which led to the empirical research being carried out and is used to locate myself within the research.

Context of Study

For many people it is impossible to remain indifferent to the question of further European integration, monetary union and the issues surrounding sovereignty, or loss of it. Some would argue that the handling of European issues cost the Conservative party the general election in May 1997, and again in June 2001. A Conservative Party newspaper advertisement in June 2000 read, "Stop the Government throwing away your money. Keep the Pound". [2] A new political party, called the Referendum Party, (now part of the British Democracy Campaign), was founded in 1994 by multi-millionaire and former MEP in France, Sir James Goldsmith and in the general election campaign of 1997, the party's manifesto was based on a pledge to hold a 'fair referendum' on the UK's continuing membership of the EU. The party believes that "under the Maastricht Treaty, the UK is giving up too much of its sovereignty to the EU." [3] The present Labour government, under Tony Blair, has espoused a policy of closer ties with Europe. [4] The most recent European issue of significance for the UK is the controversy surrounding the question of the introduction of the euro. Thus there are polarised feelings expressed by political parties, and amongst the public in general, about the UK's position and role in Europe.

Indeed, how much responsibility do the press and media carry for the largely negative attitudes they portray? To what extent do adults form their attitudes as a result of tabloid press headlines, especially those that incite their readers to turn against a particular country when a news item happens to hit the headlines? Do schools and teachers have a role to play in presenting a more balanced view of the European debate? It should not be assumed that young people hold the same views on Europe as

those of their parents' generation. The small number of independent research projects that have been carried out into adolescent attitudes to Europe (Bordas and Giles Jones, 1993; Patterson and Sahni, 1994; Convery et al, 1997; The Runnymede Trust, 1998) reveal that a significant number of young people are interested in European issues, and in fact wish to be better informed. The question for teachers is, 'How can the European question be presented effectively to engage the interest of pupils?' Certainly, some of the issues and themes which preoccupy many teenagers, for example, human rights, conservation, animal rights, pollution and health education, can probably be examined in a European context more successfully than in a national one. Many such themes occur as part of Personal, Social and Health Education (PSHE) programmes for pupils in UK schools. These are not statutory components of the British National Curriculum, but constitute a non-statutory element which most secondary schools cover, either through a separately-taught course, or through a cross-curricular permeation model, or a combination of the two. Teaching approaches that allow young people to consider the relative influence and power in affecting change of multi-national units as opposed to single nations potentially increase motivation. In my opinion:

"lecturing pupils about Europe or handing them glossy official documents will not cut much ice; on the other hand, talking to them about social priorities, work and travel opportunities, national and cultural allegiances and preferred levels of political decision-making on different issues can successfully engage pupils' interest. The difference is between a participative approach and a didactic one." (Convery et al, 1997, p.16).

It could be argued that if the current younger generation is to play an active role in a wider European community, then young people need to be prepared through their

education for this eventuality. The term 'European dimension' occurs frequently in the educational literature about Europe, with writers assuming an understanding of the term that is not actually justified. This problem of definitions of the term 'European dimension' will be examined in the literature review in chapter two. However, in terms of teaching strategies and styles, how can a participative approach to Europe be managed? This is an issue which will be explored as part of the empirical enquiry at the heart of this thesis.

Having introduced in a general sense the contemporary context of the main themes of the study, the remainder of this chapter will serve to:

- (i) locate the central area of discussion, namely the European dimension in education, in an historical and educational context;
- (ii) raise the specific issues to be explored through the thesis and the nature of the study;
- (iii) introduce key concepts and define terminology;
- (iv) provide the reader with an outline of the structure of the thesis and of what is to be discussed within each chapter; and
- (v) locate the author in the research. No research is value-free; I am a committed European, intent on exploring the legitimacy and role of education in promoting 'Europeanness', or a common sense of European identity. In order to trace my own development through the course of this research, I include a 'Personal Vignette' in selected chapters, in which I capture a key moment in my personal and professional development as a researcher in relation to the contents of the chapter. The vignette is situated in the relevant chapters at a point appropriate to the discussion.

Historical Perspective

The European dimension in education, as previously stated, is not currently a widely understood or applied term. However, in Britain there have been, over the past centuries, many influences on our social, political and cultural lives from all over the continent of Europe, demonstrating the fact that contact, and conflict, with Europe is not a recent phenomenon. Slater (1995) asserts that “there is *something* unique and shared about Europe’s history, and that events and ideas in its past still affect our ideas and attitudes today” (p.7). We have inherited a classical past, including the traditions of liberty, democracy, citizenship, urban order and law from Ancient Greece and Rome. [5] A central role has been played by the Christian tradition in Europe in the last two millennia. Christianity was brought to Britain in the sixth century AD by St Columba in Scotland and St Augustine in England. The poet, T. S. Eliot, referred in 1945 to religion as the “dominant feature in creating a common culture between peoples, each of which has its own distinct culture....I am talking about the common tradition of Christianity which has made Europe what it is, and about the common cultural elements which this common Christianity has brought with it” (as cited in Davies, 1996, p.9). Furthermore, the spread of Christianity throughout Europe was reinforced by the use of Latin as a unifying language. This is mirrored in the commercial world by the global spread of English in recent times, although the idea of it being a unifying element is questionable, especially in the wake of the events of 11 September 2001. [6]

Other cultural influences from Europe have permeated British life through trade and invasion since the Romans. A range of tribes, including the Picts, Jutes, Frisians, Angles, Saxons and Vikings invaded Britain from northern Europe. Anglo-Saxons, from the Rhinelands, created patterns of villages and introduced farming methods and a highly stratified society that survived for hundreds of years. The Normans were the last invaders of Britain, in 1066, who brought with them new ideas of warfare, government, religion, art and language. During the Renaissance at the end of the Middle Ages, there was a great deal of movement, which included the exchange of ideas, as scholars and merchants traded in art, architecture, music, literature and scientific ideas. Thus, as a nation, we have been subject to a myriad of influences from all over Europe, which have contributed a richness and variety to many facets of British cultural, social, economic and political life.

If, as the preceding paragraphs have shown, Britain's involvement with Europe dates back over many centuries, the European ideal is not a recent invention, either. It is foreshadowed in the military campaigns of Napoleon Bonaparte, who, in the wake of the French Revolution, attempted to give France dominance in Europe in the early part of the nineteenth century (Roberts, 1996). Although, as Field (1998) states, "the idea of Europe as a clearly-defined entity derives, effectively, from the nineteenth century" (p.6), the European ideal has its true roots in the twentieth century, in the work of the League of Nations and the established tradition of human rights (Beddard, 1980, Jacobs, 1975, Robertson, 1982). In the twentieth century, the 'raison d'être' of the European ideal was a response to the destruction and division which occurred as a result of the two major world wars in the first half of the century (Davies, 1996, Roberts, 1996). The founding fathers of the European Union, Robert Schumann and

Jean Monnet, wanted to bring together countries which had previously been opposed to one another in ways which would now be mutually beneficial, for economic and trade purposes. Education did not enter the European equation until some time later, and indeed it was the Council of Europe which did most of the early work in this area.

[7]

In the later stages of the twentieth century, the European movement was faced with fresh challenges in the wake of the political and social upheaval that has occurred as a result of the fall of communism in Eastern Europe since 1989. The instability that existed in the former Balkan states, together with the rising tide of the neo-Nazi movement, with its inherent racism and xenophobia, were real concerns which threatened the EU's commitment to democratic freedom and human rights. In the twenty-first century, with membership of the EU due to increase by ten countries over the next decade, there exists a tension between the stated desire of further integration and the apparent disintegration described above. This trend towards disintegration continues with further unrest in the Balkans, as witnessed by the situation between Macedonia and Albania. Turkey, whose record on human rights is a cause for concern in the EU, is requesting membership, as is Cyprus, where the country is effectively divided into two factions, due to historical and religious reasons. Two major problems currently present themselves for European political leaders: how to effectively manage the expansion and how to integrate countries into a supra-national structure, so that people from many different backgrounds and cultures will be prepared to "relinquish part of their sovereignty", as it is commonly perceived (Fontaine, 1998)? (The problems surrounding sovereignty and European integration will be explored later, in chapter eleven.) It is possible that education will have a significant role to play in this

respect, and it is therefore appropriate at this juncture to consider the educational perspective of the European dimension, since the move towards European integration is reflected in the development of educational legislation.

Educational Perspective

The preceding discussion has shown that Britain's involvement in Europe within an historical context and a desire to work in co-operation with neighbouring countries to promote peace has been long established. In terms of education, a landmark policy occurred on 24 May 1988 when the European Council of Ministers of Education issued a Resolution, in which young people were to be prepared to "take part in the economic and social development of the Community" by having strengthened in them a "sense of European identity" (see Appendix A for full text). At this point policy makers were working towards the integrationalist approach to the community already mentioned and education was perceived as a means of achieving this goal. In fact, looking back over his life's work, Jean Monnet, in an oft-quoted remark, stated, "If I had to do it again, I would start with education", [8] thus recognising the influential role education has to play in the shaping of society. All member states were required to make an individual response to this Resolution, outlining national policy which would enable it to be put into practice. [9]

The UK Department of Education published a set of guidelines in 1991 (see Appendix B), in response to the European Council of Ministers Resolution of 24 May 1988. The fact that it took three years to produce is significant and reflects the priority put upon such a response by the then Conservative government. Some dilution of the strength

of the language of the original document has been remarked upon: “The phrase ‘strengthen in young people a sense of European identity’ becomes ‘promoting a sense of European identity’” and “the phrase ‘make clear to them the value of European civilization’ becomes ‘encouraging awareness of the variety of European histories, geographies, and cultures’” (Convery et al, 1997, p.9). As the question of Europe has been, and continues to be, a political and highly contentious issue, it is perhaps unsurprising that it is not writ large in educational documentation. Political decisions *not* to include more positive references to Europe have clearly been taken.

Moving from the macro to the micro level, what has been the effect of this rhetoric on the day to day lives of schools? Many schools do not have a policy on the European dimension in education, and do not regard it as a priority since it is not, in the UK as in other parts of Europe, a mandatory part of the National Curriculum. [10] The European dimension has therefore not found its way into the daily repertoire of most teachers and is not on the inspection schedule for Ofsted (the Office for Standards in Education, a non-Ministerial Government Department responsible for the regular inspection of schools, colleges, teacher training, LEAs, nursery education and youth provision in England). [11] However, there are increasing instances of good practice, where individual schools have taken advantage of additional funding provided through the various strands of the EU Socrates Programme, to link up with schools in other European countries on curriculum projects. These projects are managed in the UK by the *Central Bureau for International Education and Training*, which, as its name implies, provides international opportunities for linking and professional development, with Europe being part of that framework.

One example of a funded project was the 'Celebrating Europe' competition, specially organised for the UK Presidency of the EU (January – June 1998), to reward innovative work being carried out by schools, colleges, youth groups and training organisations with their partners elsewhere in Europe. Here was concrete evidence of the kind of participative approach referred to earlier. It may be, too, that citizenship education, to be introduced as a statutory part of the British National Curriculum in key stages 3 and 4 (for pupils aged 11-14 and 14-16 respectively) from September 2002, will provide a coherent framework through which to deliver the European dimension. One of the 'Essential recommendations' in the draft report of the Qualifications and Curriculum Authority (QCA, the Government office responsible for the National Curriculum and the assessment of it) advisory group involves the setting up of a statutory entitlement to citizenship in the curriculum, to cover

“an understanding of democratic practices and institutions both local and national, including the work of parliaments, parties, pressure groups and voluntary bodies, and the relationship of formal political activity to civil society in the context of the United Kingdom and Europe; and an awareness of world affairs and global issues” (p.7). [12]

As citizenship becomes part of the revised National Curriculum orders, so pupils will be offered opportunities to consider their rights and responsibilities as national, European and global citizens. This is part of a move towards an international dimension of the curriculum, which is appearing increasingly in educational documentation and now features in the Programmes of Study for citizenship at key stages 3 and 4. [13]

Historically, education has not been included in European legislation until relatively recently. It was originally felt that each country in the European Community should be responsible for its own education system, and that the principle of subsidiarity should be applied. [14] However, as the European Parliament has increased its powers, education has increasingly come within the legislative framework, resulting in Article 126 of the Maastricht Treaty (January 1992), which for the first time made it a legal requirement in countries of the European Union for a European dimension to be included in the curriculum of school children:

“Community action shall be aimed at:

developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States” (p.47).

The Maastricht Treaty will be discussed in greater detail in chapter two. (The full text of Article 126 is found in Appendix C).

According to the Prime Ministers of the member states who were signatories of this Treaty, this piece of legislation should have resulted in a massive change in the way European issues are covered in schools, since it implies that the European dimension will become part of their national curricula. This clearly has implications for in-service training and also serious implications for those involved in the training of teachers, since new teachers would require some preparation in order to be able to teach about such issues. It is ironic to note that all mention of the European dimension has now completely disappeared from the UK government’s requirements for teacher training. [15] This is a point which will be discussed more fully later in the thesis.

The brief review of the historical and educational context of this research has raised a number of important, broad issues. At the present time, world leaders and ordinary citizens alike are preoccupied with a range of issues concerning Europe, such as:

- the need to preserve peace in Europe and to restore peace in the countries of Eastern Europe
- the rise of extreme right-wing movements across Europe, which have resulted in racist acts of violence and vandalism against minorities and refugees
- the belief in education being fundamental in helping to destroy racist and xenophobic attitudes
- the need to educate young people in their rights and responsibilities as future citizens of Europe
- the empowerment of young people, enabling them to make the most of the opportunities available to them

Furthermore, I intend to return to these broader issues in the final two chapters of this thesis, to see the extent to which the empirical research findings help to shed any light on them. Finally, I shall consider the implications of this study for the broader philosophical and political debate.

Personal motivation

As a newly-appointed teacher educator in 1992, the same year that the Maastricht Treaty was signed, I found myself responsible for delivering a lecture on the European

dimension to the whole cohort of some 250 Post Graduate Certificate in Education (PGCE) secondary student teachers. I approached this task with enthusiasm. My life experiences to date had led me to becoming a committed European and I rather naively assumed that others involved in the process of education would be of a like mind. Learning about other people, the similarities and differences between 'them and us' and the heightened awareness that is a result of having wider perspectives must surely help to reduce racism, xenophobia and intolerance.

My disillusionment was instant and uncomfortable. The hour-long lecture, which included video clips of examples of European dimension work in local schools, was followed by some aggressive and hostile questioning from the students. I was accused of being euro-centric and ignoring the rest of the world. It seemed that I had opened up a controversial area and had been totally unprepared for the strength and extremes of opinion that emerged. I had the impression that the fiercest opposition to the European dimension came from student teachers of disciplines other than modern foreign languages, but there was quite probably a degree of subjectivity involved here. At that point I had to stand back and reflect. Why had such extreme reactions been provoked? Had I appeared euro-centric? Had I presented a biased view? Or had I inadvertently opened up some painful and difficult issues at a very late stage in the course (it was one week before the end)?

As a lecturer in education concerned predominantly with the training of student teachers of modern languages, it was assumed that I would be an appropriate person to take on the development of the European dimension within the course. In some ways this has been problematic, since in many people's minds, Europe and foreign

languages are intrinsically linked. This opens up the issue of foreign language learning and the relatively poor attitude of the British to it, [16] compared with most of the rest of Europe, where many people speak at least two languages fluently, including English. If the perception within the PGCE course was that the European dimension was being promoted by a mathematician or a scientist, would the students have felt less threatened? Would the European dimension be less problematic or controversial? Were the student teachers' negative attitudes linked to an insecurity over an inability to contribute in a linguistic way? Did they feel inferior because of an inability to communicate with fellow Europeans? Did they retain bad memories of unsatisfactory foreign language lessons at school? [17] Had they failed to gain a respectable qualification in a foreign language?

The issue of euro-centrism was a difficult one to deal with. One student pointed out that I had used the terms Europe and European Community (EC), as it then was, indiscriminately. Another thought that some of my practical illustrations could be viewed as tokenistic. Someone else voiced the opinion that my starting point had been an assumption that 'Europe is a good thing and Britain should be part of Europe' and that she did not agree with that view. From my initial observation, many students felt that having a compulsory session on the European dimension went against the multicultural strand in the course which had been promoted strongly since the outset. These accusations felt unjust to me, and yet, if the student teachers had made them and felt so strongly about them, there must be a reason for this. A second strand of my research therefore began to emerge. Not only did I want to investigate the students' attitudes, but I also needed to examine and evaluate my own practice, according to Lawrence Stenhouse, "critically and systematically". This is in keeping with the

theory of the teacher as researcher (Stenhouse, 1975). Thus it was that the role of the European dimension within the teacher education curriculum began to interest me intensely. By placing the European dimension lecture in the penultimate week of the course, did it have the feel of being 'bolted-on' for the students, rather than part of a permeation model? Could it be better embedded in the course, in a more integrated way, to reduce the shock factor of having important issues foregrounded at a point in the training course when it was almost over? Could it be that the process of discovery or awareness-raising was more important than the final outcome?

It was these thorny issues which prompted me to engage in empirical research and which formed the basis of this study. I strongly felt the need at this point to carry out some research to investigate student teacher attitudes to Europe and the European dimension and also to examine the role of the European dimension in the teacher education curriculum, in order to try and discover whether having a European dimension in a training course contributes to the overall development of the trainee. Furthermore, what started as a piece of action research has now become the main focus of my work as an educator and researcher today. Literature and internet searches have not revealed any examples of empirical research carried out into the role of the European dimension in teacher education, and I therefore hope to be able to contribute to the body of knowledge and thinking on the key issues of student teacher development and the European dimension in education, together with the related issues of identity, citizenship, racism, xenophobia and general awareness of other cultures within a European context. It is against this background that the following central question for my research was formulated, and which raised the conceptual and theoretical considerations explored in more detail in chapters two and three.

The Research Area

The main research area has been identified as the European dimension in education.

Having analysed the historical and educational perspectives, and examined my personal motivation for wishing to investigate the issues further in terms of initial teacher education, the central research question emerged as:

What are the attitudes of student teachers to Europe?

In addition to the central issue of the European dimension in education, other key concepts have emerged from discussion of the historical background and prevailing political climate in Europe, namely European co-operation, European integration, European identity and European citizenship. Added to this, my earlier experience raised a number of questions for me, all relating to teacher education, which helped shape the emerging subsidiary research questions:

- *Do student teachers' attitudes to Europe change during the course of the initial training year?*
- *Does the initial training of teachers include preparation for teaching about Europe?*
- *What is meant by the term 'European dimension'?*
- *Should the initial teacher education curriculum include a European dimension?*
- *What would be an effective way of delivering a European dimension in an initial teacher education course?*
- *Does the inclusion of a European dimension in the initial teacher education curriculum help to change attitudes to Europe?*
- *Is there such a concept as "European identity"?*

- *How can European citizenship be promoted through the school curriculum?*

The research questions are further explored in a number of areas throughout this thesis, and are specifically included in a conceptual framework at the end of chapter two. As a result of the process of exploring European themes, the research design consisted of two main components: the main four year UK-based study using both pre- and post-course questionnaires and a major European survey, involving six countries. However, at this juncture it is important to discuss the issue of identity at a personal level in order to locate myself in the research.

The notion of identity is a very personal one, and relates to one's sense of being an individual, who may be similar to, or different from, the next person. It also strikes at the heart of the debate about the European Union and the question of European identity. Recognising one's identity and feeling comfortable with it is a key factor in self-esteem and confidence (Giddens, 1991; Stevens, 1996). During the course of my research, I have followed a personal journey in the quest of my own identity, which has been both a cerebral and an emotional quest. It is also one I feel that the students could engage in, at least in a tentative manner. For me, the following experience captures the essence of this:

PERSONAL VIGNETTE

During the course of my research, I had a powerful and emotional experience when I visited a former Nazi concentration camp at Le Struthof, whilst on holiday in Alsace, eastern France in 1995. It is situated in a beautiful setting, on a mountainside in the Vosges. The day itself was beautiful: clear blue skies, warm sunshine and spectacular scenery, all in

stark contrast to the hideous and violent symbol of the gibbet, maintained as a reminder at the entrance to the camp. An eerie silence pervaded. It is difficult to express in words what I experienced on that day, but I came away more convinced than ever before of the necessity of making a contribution to the process of the maintenance of peace between the people of Europe. Although the politics and economic processes continue to be controversial and subject to bitter struggles between opposing factions, I wish to suggest that education is the major way in which progress will be achieved in the long term.

This study is thus a research-based investigation, which draws on personal reflections and perspectives of European co-operation and integration. Empirically and professionally, my enquiry is both timely and important, and will seek to answer vital questions in terms of the preparation of student teachers and the education of young people to fulfil their roles both in Europe and in the wider world.

Key terms and definitions

Before proceeding further with the central issues contained in this study, it is important to outline the key concepts and definitions which have emerged from the historical background and political context, referred to earlier in this chapter:

- **Europe** refers to the whole of the continent, or spatial landmass, in terms of a geographical definition, stretching from the Atlantic seaboard in the west to the Ural mountains in the east.
- **The European Union** refers specifically to those countries united originally by the Treaty of Rome and more recently by the Maastricht Treaty, of which there now number fifteen.

- **European co-operation** refers to Britain making its own decisions, and in a national capacity, working alongside other countries in Europe on an equal basis, in different socio-political and cultural spheres, in order to foster mutual awareness and understanding.
- **European Integration** refers to Britain accepting decisions made at a supra-national, political level by a greater European communal authority, in matters of specific legislation, where Europe sets the agenda for change and where the needs of the community as a whole are placed before national interests.

“European integration is influencing the daily lives of Europeans to an extent barely dreamed of when the Common Market was created” (Field, 1998, p.v of the Foreword).

“..the Union has itself become a globalising influence, requiring individual nation states to cede decision-making powers to executive and legislative bodies that can override national sovereignty” (op. cit. p.1).

- The **European dimension** is a term which this research sought to elucidate, and will therefore be examined in greater depth in the following chapter. As a starting point, the European dimension in the curriculum can be seen as an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enable them to be aware of their rights and opportunities, whilst at the same time it encourages positive attitudes to people in the wider continent of Europe and the rest of the world. Thus opportunities for considering issues and specific examples from a broader basis than that of the national context give a wider perspective to questions, for

example, a pan-European approach to studying the effects of acid rain is more illuminative than merely focusing on the UK problem.

- **European identity** is a framework within which each individual can build upon his or her own personal, social, local, regional and national identities, following the European principles of, for example, equal opportunities, democracy, human rights, religious tolerance and freedom of opinion.
- **European citizenship** is held by every person who has the nationality of a Member State of the European Union. This is based on Article 8 of the Maastricht Treaty, (1992) Citizenship of the Union, in which citizenship of the Union was established.

Organisation of thesis

Having mapped the historical and philosophical contexts of this study and highlighted key points of terminology, mention must be made of the organisation of the study.

This chapter serves to provide an introduction highlighting the central and subsidiary themes of the thesis. Chapter two provides a literature review drawing on the main areas of enquiry upon which this study is based, namely the European dimension in education, the nature of citizenship and identity and the issues surrounding student teacher development and attitude change. Chapter three explores the theoretical underpinning of the research. Chapter four presents an exploration of methodology, leading to the choice and justification of methodological and ethical issues, and an outline of the research design. The quantitative findings of the empirical study are presented in chapter five and are discussed in chapter six. The qualitative findings are presented in chapter seven and are further elaborated in chapter eight. Chapter nine

presents the findings of the European survey, a number of case studies from five other European countries, which are discussed and interpreted in chapter ten. Chapter eleven is an exploration of the theoretical, political and philosophical dimensions of the thesis. Finally, the implications of the study for policy and practice, together with the concluding remarks, form chapter twelve.

Summary

This chapter introduced the European dimension in education as the central area of discussion and outlined the historical and educational background to the ongoing debate surrounding the UK's position in Europe. A number of broad issues were raised which will be reconsidered in the light of the empirical evidence at the end of the study. The chapter then described the rationale for the research project and explained the relationship between my professional and personal motivation, which led to the emergence of the main research question and subsidiary questions. More immediately, the principle concepts of the research will be explored in greater detail in the literature review which follows.

NOTES

1. “71% of British voters want a referendum on our continued membership of the European Union”, was a slogan employed by the British Democracy Campaign in a full-page advertisement in the Guardian on Monday, 30 April 2001. In the small print it becomes clear that it was, in fact, 71% of the 1805 interviewees who were in favour of the referendum, and not 71% of the electorate. In the same MORI poll, 52% of the same interviewees who expressed an opinion were in favour of leaving the EU.

2. From the Daily Telegraph, 12 June 2000.

3. Quotation from the Referendum Party’s web-site:

<http://cgi.bbc.co.uk/election97/background/issues/ref.htm> accessed on 16 November

1998. It made interesting reading, inciting readers to “wage a relentless war of ideas against the Euro elite” and used a militarist vocabulary, such as ‘liberate’, ‘battle’, ‘conflict’ and ‘guerilla-like army’. Sir Edward Heath, in a letter to the *Daily Telegraph* (7 June 2000), claims that he was partially, or misleadingly quoted by the Referendum Party during the 1997 election campaign, the implication being that he deliberately misled the British people. His crucial point is, he writes, that “pooling or sharing sovereignty is fundamentally different from ceding it. Whatever sovereignty any other nation might gain over us through European institutions is equivalent only to the sovereignty that we in turn gain over them.”

4. The Labour Party's policy on Europe is integrated in its global policy, entitled "Britain in the world", and states that "Labour will lead reform in Europe to ensure that it better serves the interests and concerns of the citizens of Britain and Europe. We will do this by:
- Working for a Europe of social justice
 - Promoting a people's Europe
 - Making Europe a source of prosperity and growth
 - Working for an inclusive Europe for the 21st Century
 - Developing the power of the EU to be a source of global stability and global social justice
 - Working to reform Europe so that it delivers the policies Europe's citizens deserve."

Web-site accessed on 5 June 2000, at: <http://www.labour.org.uk/>

5. Please see Lloyd (1974) for more on this theme of natural law.
6. Susan Basnett, pro-vice-chancellor of Warwick University, writing in the Guardian Education supplement on 12 March 2002, commented how the events of 11 September 2001 showed "*the terrifying complacency of native English speakers who assumed that everyone thought as they did. It also showed how skilfully international terrorist networkers can exploit their knowledge of languages and cultures to blend in invisibly around the world.*"

7. For example, Article 2 of Protocol No.1 of the European Convention on Human Rights and Fundamental Freedoms (1950) states that everyone has “the right to education”. For more information on this theme see Beddard (1980).
8. This very famous remark is found in many sources. For the purposes of this thesis, the quotation was taken from Davies and Sobisch (eds.), 1997, p.7.
9. For example, see Ministerio de Educacion y Ciencia (1990) *Ley Organica de Ordenacion General del Sistema Educativo (LOGSE)*. Madrid: Centro de Publicaciones and Kulturministerkonferenz (1990) *Europa im Unterricht*. Bonn.
10. The only acknowledgement of the European dimension in the first National Curriculum occurs in the non-statutory NCC Curriculum Guidance No.8 (1990) *Education for Citizenship*, where it is stated that “Pupils should develop knowledge and understanding of...the variety of communities to which people simultaneously belong: family, school, local, national, European and worldwide” (p. 3).
11. See Office for Standards in Education (Ofsted) (1995) *Guidance on the Inspection of Secondary Schools*. London:HMSO.
12. Education for citizenship and the teaching of democracy in schools, Advisory group initial report, QCA, March 1998.

13. The KS3 Programme of Study for Citizenship states that “Pupils should be taught about...the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations” (section 1.i).

The KS4 Programme of Study for Citizenship has two references to Europe: “Pupils should be taught about...the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally” (section 1.f) and “Pupils should be taught about...the United Kingdom’s relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations” (section 1.i).
14. The Maastricht Treaty (1992) details this development.
15. DFE Circular 24/89 made reference to the European dimension, but it was superseded by Circular 9/92 and subsequently 1/98, both of which contain no mention of the European dimension.
16. An article in the Guardian on Tuesday 20 February 2001, entitled “UK at bottom of class in foreign languages” revealed that 66% of the British population have absolutely no knowledge of any language other than English, according to a report published to launch the European Year of Languages. Furthermore, some 41% of continental Europeans claim to be able to speak English.

17. A survey conducted by the Centre for Information on Language Teaching and Research (CILT) and Barking and Dagenham LEA (CILT, 1998) found that modern languages was one of the least favourite subjects amongst secondary school learners. “Modern languages received an overall ranking of sixth out of seven when compared with six other selected subjects” (p. 50). The other subjects in the comparison were mathematics, English, science, geography, history and technology.

Chapter Two: The Literature Review

The overarching theme to emerge from the discussion in chapter one is that of the European dimension in education. Within this main theme, issues surrounding young people's (including student teachers') attitudes to Europe and the concepts of European co-operation and integration, European identity and European citizenship are all of crucial importance. The aim of this chapter is to provide a critical review of literature from the field of education and the social sciences, in order to establish a conceptual framework which will allow an examination of the research questions outlined in chapter one. In turn, this will help to illuminate the empirical research project described in the ensuing chapters of this thesis.

Although education has only latterly come into the European equation (Council of Europe, 1950), it is steadily assuming a more important position, appearing in all the most recent legislation and documentation, the Maastricht Treaty (1992) being a case in point. It is not the intention here to trace the historical development of the term "European dimension", which has already ably been done (Neave, 1984; Mulcahy, 1991), but rather to examine the role which education is playing in the development of the European dimension. Monnet's reflection, briefly referred to in chapter one, emphasised the role that education can play in helping to bring people together, for by reviewing his life's work, he was able to identify a means of moving forward. Just as Monnet was led to a realisation that education was the way forward to his goal of a united Europe, here I intend that a review of the themes, ideas and opinions of writers about Europe and the European dimension will help inform the content and shape of the

research. The discussion is therefore organised into four main sections, moving from a macro to a micro perspective, as follows:

- The wider continent of Europe;
- The European Union, official guidelines and legislation, including the Maastricht Treaty;
- The European dimension in education, including issues pertaining to schools, European identity and European citizenship; and
- Research into young people's attitudes to Europe. [1]

The wider continent of Europe

An examination of the various definitions of Europe and the European dimension in education is essential in order to understand what it is schools are being asked to promote. Making a plea for clarity and understanding, Coulby and Jones assert that, *"...a European framework may be regarded as desirable only if it is clear what this means. In other words, it is important to know where Europe is, and who a European is, before the schools can teach anything sensible on this theme to children and young people"* (1995, p. 42).

In order to understand better the term "European dimension", it is first necessary to examine the idea of Europe itself.

The question of defining Europe is problematised by the inability of writers and commentators to agree on a common definition of Europe. Neave refers to the controversiality of Europe and states that "there are almost as many interpretations of

what 'Europe' was, is and ought to be as there are interests arguing about such matters" (1984, p. 3). Shennan discusses the problems of trying to answer the question "What is Europe?" She summarises the controversy that has been going on throughout the centuries between geographers, historians and philosophers and points out that "the subject can be interpreted at more than one intellectual level" (1991, p. 22).

Traditionally, Europe has been defined in geographical terms as a spatial landmass, with systematically described delineations following the nineteenth century scientific perspective. Writers have not, however, been in agreement over the positioning of the boundaries and borders. Coulby and Jones argue that such definitions are almost always political, socio-cultural and/or operational, to suit particular ends and that "as those ends have changed, so have the definitions" (op. cit., p. 47). If we consider the spatial organisation of landmass as "the continent of Europe", the question arises as to where the eastern boundary lies. Prior to 1989, the presence of the Iron Curtain meant that most of our knowledge was focused on Western Europe and the countries of the EU, but the emergence of the eastern bloc countries has led to a reappraisal of what constitutes Europe. Shennan, referring to "the limitations of a rigid geographical definition", suggests the notion of a dynamic and diverse Europe, whose people share "common beliefs, values and ways of life" (op. cit., pp. 25-26).

Writers on the subject of Europe are often at great pains to clarify the distinction between the wider notion of the continent of Europe and the narrower definition of the European Union. Tulasiewicz points out that "confining the European Dimension to the European Community (EC) may help to present a more compact whole, but it is also open to the accusation that it ignores the rest of the world" (in King and Reiss, 1993, p. 241). This view is expressed even more forcefully by Sultana (1995). The danger of

having a eurocentric focus, or “fortress Europe” approach is mentioned by several writers as being counter-productive to the aims and objectives of the European dimension. For example, an EMIE/NFER report of 1991 puts it this way: “European Awareness should not mean for our young people a replacement of ‘Little Englanderism’ by ‘little Europeanism’. It should be the first step towards an understanding of what it means to be a citizen of the world, to understand the issues that ultimately affect us all” (p. 10). Heater (1992), on the other hand, makes a distinction between “awareness” about Europe as a whole and “European citizenship” which he sees as firmly tied to the EU where a legal-political status can only be exercised through the context of a polity. However, Tulasiewicz, adopting an inclusive approach, goes a stage further when he states that Europe should also represent “all those recent Europeans who live in Europe but whose roots are in Morocco, Bangladesh or Turkey” (op. cit., p. 241).

It is clear that there is a lack of conceptual clarity in the understanding of the term ‘Europe’, and this is reflected in the European Policy for Schools, published by the Metropolitan Borough of Knowsley [2]. The idea of perception as opposed to reality is introduced in the opening paragraph of the policy:

“A European entity is not easily defined by commonly accepted criteria.

Whatever lines are drawn on the political map, the fact remains that it is the perception as much as the reality which defines a “European”. It is an area of political philosophy which is driven by its own intentions and more importantly by the willingness of people to see the horizon as something to be crossed rather than as a boundary to preserve their own insularity. In

itself it can appear both liberal and reactionary, eurocentric and global, centralist and divergent."

By highlighting the importance of people's attitudes to the horizons and boundaries in the above quotation, the document appears to have captured the true essence of Europe in the last decade of the twentieth century. It is the issue of attitudes to Europe and the European dimension in education that I hope to explore in the empirical research of this study.

The European Union

The impetus for a greater understanding of what is meant by the term "European dimension" came from a Resolution adopted by the Council of Ministers of Education on 24 May 1988, referred to in chapter one. A series of measures to be carried out at both member states level and community level was launched with a view to strengthening the European dimension in education. The text of the Resolution objectives can be found in Appendix A.

As a follow-up to the Resolution, member states were required to publish their own policy statements on the European dimension in education, together with a report of activity undertaken to implement it. This, in turn, was reported on in a Commission document SEC (91) 1753, published in September 1991, which summarizes the action taken by the member states and by the European Community, and contains a follow-up and assessment of the action taken. The document is central to the discussion of the conceptual and practical interpretation of the European dimension in education, and is

analysed on two levels. Here, the macro, broad implications are explored and in a later section the specifics of implications for practice in the member states are examined. Broadly speaking, this report reveals similar findings across the member states (Tulasiewicz, 1993, op. cit.) but different aspects are stressed by different states. Three ideas which are pursued by all member states are the Community ideal, a humanist ideal and an international perspective. Each theme will now be examined in more detail, drawing examples from the government responses of a range of member states. This will be followed by a discussion of the member states' responses and an evaluation of their respective commitment to the European dimension in education.

The Community Ideal

The Community ideal entails a range of assimilative notions such as belonging, citizenship, identity and integration, and is essentially concerned with living and working in the EU. In the Dutch Government's response, for example, published in April 1989, which is "primarily intended for the European Community and its member states", it is claimed that "the expected goals of the Resolution are to actively prepare the citizen for life in Europe after 1992." The German Government's response, from the Kulturministerkonferenz (KMK), was issued in December 1990 and is entitled "Europe in the Classroom". In it is represented the idea of the harmonisation of common social and economic policies of member states, so that "Europe's citizens are increasingly coming to experience and understand Europe as a common house in which vital developments concerning their lives are taking place... a house which they have to build and maintain together". Furthermore, the role of education is to "arouse young people's awareness of a European identity. This also involves preparing young people to fulfil

their tasks as citizens in the European Community.” The Spanish government's response, also issued in 1991, includes in its policy aims the need to “explore the European dimension of our cultural roots”. Indeed the preamble to the new reform of the Spanish educational system (LOGSE 1990) sets the whole enterprise within the framework of a “common European horizon”. The UK Government's response, published in February 1991, almost three years after the Resolution, does not explicitly refer to the notion of citizenship, but instead talks of “preparing young people to take part in the economic and social development of Europe” and of “promoting a sense of European identity.”

The Humanist Ideal

The humanist ideal of the member states' responses centres on the values and attitudes of peace, human rights, freedom, democracy and understanding, and is essentially concerned with an overarching value system. The German response details a Europe “in which all countries and peoples will be able to achieve self-determination in freedom”. Furthermore, “a comprehensive dialogue is taking place on questions of human rights... and disarmament.” The Spanish response lists the “internal market, social justice, human rights, and political and democratic structures” as thematic areas for coverage through the European dimension. The French Government's Education Act of July 1989 states that the European dimension “must help to develop a knowledge of other cultures”, whilst the UK statement refers to “helping pupils and students to acquire a view of Europe as a multi-cultural, multi-lingual community which includes the UK”.

The International Perspective

The third common theme which occurs in all the member states' responses is that of an international perspective, based on multi-culturalism, solidarity and intercultural education, and is essentially concerned with Europe's position in a global context. The Dutch policy states that "we would like to see a Europe which is broader than its trade barriers" and furthermore, "we would internationalise by exchanging teacher trainers and forging international links." The German statement makes the strongest appeal in this respect, challenging Europeans to "appreciate other people's perspectives, to be tolerant, to express solidarity and to practise coexistence with people who speak different languages and have other customs. Europeans must recognise the responsibility for freedom, peace, justice and social balance placed in their hands - above all with regard to the developing countries." The Spanish Government's policy refers to the necessity of "showing solidarity with countries of Eastern Europe or countries having specific characteristics e.g. Atlantic and Mediterranean", whilst the Italian policy calls for a Europe "working to consolidate a culture of communication and development to make the Europe of the cultures transcend that built on economy and trade". The UK policy reflects an outward-looking perspective by "promoting an understanding of the EC's interdependence with the rest of Europe, and with the rest of the world".

Member States' responses

Whilst considering the member states' responses to the Resolution of 24 May 1988, it must not be forgotten that the content of such a resolution is not legally enforceable, and that the responses rely on the commitment and good will of the individual governments

to carry them out. The responses must, therefore, be appraised bearing that fact in mind. The question then arises, 'Are the responses to be judged separately or as a whole?' The report on the member states' responses referred to earlier (SEC (91) 1753 op. cit.) draws attention to the 'substantial diversity' of the documents, although it concludes that, "all made an effort to implement the Resolution." Whilst no one would wish to sacrifice the diversity contained within the responses, if, as the report indicates, "Certain aspects may have been stressed to the detriment of others", then it may be that lack of a commonly acknowledged and shared vision could be counter-productive. The speed with which the individual responses to the Resolution were published could be interpreted as an indication of the amount of commitment felt by the member states' governments. For example, the Dutch response appeared in April 1989, less than a year after the publication of the Resolution, and the French response appeared in July 1989. The German response appeared in December 1990, although this report was based largely on a previous document of 1978, and the Germans could claim to have been ahead of the field by at least a decade. The Germans were also preoccupied from November 1989 to October 1990 with unification. The December 1990 document contains views from all sixteen Bundesländer, including the five newly acquired ones. The UK response appeared in February 1991. The timing of the various responses alone indicates the priority given to, and commitment placed upon the issues by, for example, Germany and the Netherlands, in contrast with the UK.

Taking the response of the UK government as a further example, it is interesting to note the similarities and differences between its text (Appendix B) and that of the Resolution (Appendix A). If the texts of the two documents are compared, some dilution of the strength of the language has taken place in the UK government's response. The phrase

“strengthen in young people a sense of European identity” becomes “promoting a sense of European identity.” In addition, the phrase “make clear to them the value of European civilization” becomes “encouraging awareness of the variety of European histories, geographies, and cultures.” Again, the positive mention of “advantages and challenges” becomes a more reserved “opportunities and challenges” in the UK document. Other subtle differences can be perceived and it must also be stated that there is more concentration on the idea of living in and taking advantage of the opportunities represented by Europe, than on the values and attitudes enumerated by other member states. The Resolution promotes the “safeguarding of the principles of democracy, social justice and respect for human rights”, an aspect of Stobart's “for Europe” definition, whereas the UK text does not include such a mention. These differences in interpretation most likely reflect the political climate in the UK at the time (and currently), in which the Euro-sceptic lobby is a powerful and vociferous one, and one which is more frequently and persuasively voiced in the media. The question of how far this is proving to be an obstacle to the way forward in UK educational spheres is one which is still to be addressed.

Since the member states' governments' responses are interim statements only, the following questions must be asked: What has happened since 1991? Has development taken place? Have the interim reports been updated? As far as the UK is concerned, there have been no further developments in terms of European dimension educational policy. The guidelines remain non-statutory and have been superseded by other reforms and initiatives. This implies a lack of priority for the European dimension in education on the part of policy makers specifically, and for the whole political issue of Europe, generally. One important, political development on a European Union level, and the

most recent one in terms of the European dimension in education, has been the ratification of the Maastricht Treaty in 1993.

Legislation - The Maastricht Treaty

This is a major piece of community legislation in which education has appeared for the first time, as a new area of Community competence. The text of the articles concerned with education (126, non-vocational education and 127, vocational education) is printed in full in Appendix C, but the main points are those which were previously dealt with in the Resolution of 24 May 1988. These include the European dimension, the mobility of students and teachers, co-operation between educational establishments, the exchange of information and experience between member states, the development of youth exchanges and the development of distance education. Recognition of diplomas and periods of study between member states is also to be encouraged. It is interesting to remark that these points are primarily concerned with living in and being a part of Europe and that there is no mention here of the principles such as democracy and human rights, which were important in the Resolution of 24 May 1988. These issues are referred to in other parts of the Treaty, but are not specifically linked to the education chapters. It is also significant that the teaching and dissemination of the languages of the member states is introduced here. It was not mentioned at all in the Resolution, but occurred in the UK response, which referred to "encouraging interest in and improving competence in other European languages." It would appear that the education chapters are functional and practical in focus, with little reference to the humanist ideals and principles which characterised the Resolution and succeeding member states' responses. The international perspective of the Commission document SEC (91) 1753, which

raised the issues of multiculturalism, solidarity and intercultural education is not found here, either.

This would appear to be a significant omission, as if the legislators had lacked the political will to pursue in the field of education some of the guiding principles that have underpinned the move towards greater European integration in other domains. At a time when, on a global scale, racial tension, lack of tolerance and religious bigotry are evident in many countries, it is curious that the opportunity to promote democratic values and set out a strong agenda in educational terms has been lost.

Thus, the Maastricht Treaty has provided the European dimension in education with a legislative framework within which to operate: "*Community action shall be aimed at...developing the European dimension in education*" (Article 126, 2). However, since the principle of subsidiarity is paramount ("excluding any harmonization of the laws and regulations of the Member States", Article 126, 4), education law in individual member states will still prevail. It will be interesting to observe over the coming years, therefore, exactly how the spirit of the Maastricht Treaty is put into practice across the EU. In the UK, for example, a full eight years after the ratification of the Maastricht Treaty, there is still no statutory provision in the National Curriculum for developing a European dimension. The focus of the discussion will now move to examine the European dimension in education and the issues which affect schools, including European identity and citizenship.

The European dimension in education

Much has been written in the last twenty years in the form of both official publications and critical commentaries on the subject of the European dimension in education. Many writers have attempted to define it as a concept and to illustrate their definitions with examples of good practice (Shennan, 1991). The literature can be seen as representing different perspectives and vested interests. On the one hand, European institutions such as the Council of Ministers of Education and the Council of Europe have produced official documents and statements of aims and objectives, requiring responses from individual member states' governments, in an attempt to take forward the process of integration. [3] On the other hand, teachers, lecturers and other professionals working in the field have responded with a myriad of case studies of successful practice and examples of teaching materials, illustrative of a participative approach to Europe (Hapgood and Fennes, 1996; Montané and Bordas, 1993). In addition, comparative studies exist which examine different systems and practices across the member states (Brock and Tulasiewicz, 1994; Hopkins, 1994). Reports of European conference proceedings have been published [4] and finally, and perhaps most importantly, a number of texts deal with the philosophical and theoretical debate which continues to rage around the subject of the European dimension (Coulby and Jones, 1995; Mulcahy, 1991).

Definitions of the European dimension

If, as has been shown, there is difficulty in defining the term “Europe”, there is no less difficulty in explaining what is meant by the European dimension. Two approaches to the European dimension can be distinguished, according to the literature review. Firstly, a “prescriptive” approach of the kind found in policy statements and official documents issued by European, national and local bodies and secondly, a more ‘explorative’ approach favoured by writers and researchers in the fields of education and social science.

Mulcahy (1991) in his aptly named article, “In Search of the European Dimension in Education”, traces the idea and understanding of the term from its conception in the 1977 Community policy statement “Towards a European Education Policy”, up until the landmark Resolution of the Council of Ministers of Education, of 24 May 1988, and the individual member states' policy statements which followed. Mulcahy refers to the progress made by the Community in having “its own ideal of the kind of education needed to sustain its aspirations as a community” which is no longer the economic community of its inception in 1957, but “more integrated as a social and cultural community” (ibid., p. 213). As attention began to focus on a more integrated community, activities promoting pupil mobility and exchange, language teaching, international schools, teacher mobility and teacher training all gained recognition. According to Mulcahy, “teaching about Europe and about the Community was being conceived in cross-disciplinary and experiential terms”, characterized by a “boldness and freshness of approach” (ibid., p. 216).

In the 1990s, the level of debate of the European dimension increased, in tandem with the increase in the move towards further integration within the EU. As new directives and policy statements were issued, so the understanding of the term changed and developed. Maitland Stobart (as cited in Shennan, 1991) sees the European dimension as a dynamic and evolving concept, involving 'education in Europe, education about Europe and education for Europe'. This is a significant framework within which to examine the European dimension. It links back to the three themes of community, humanism and the international perspective which emerged from the member states' responses to the Resolution of 24 May 1988. The community ideal can be represented by Stobart's notion of 'in Europe', the humanist ideal is 'for Europe' and the international perspective is partly 'about Europe' and partly 'for Europe'. Stobart's tripartite approach to the European dimension is significant, and corresponds with the idea of education for European citizenship being based on 'thinking, feeling and doing' (Starkey, 1995). By linking the two ideas, 'education in Europe' is represented by doing; 'education about Europe' is represented by thinking; and 'education for Europe' is represented by feeling. Stobart's model could therefore provide a useful frame of reference for evaluating other ideas. The same idea is mirrored in a Council of Europe working paper prepared by the Education Committee of the Council for Cultural Co-operation (Vienna, 1991). The author states that the European dimension has "evolved since the early post-war years from a limited, civics-style approach to one that involves preparing all young people for international contact and mobility on a major scale for the purposes of work, study and leisure in the wider community of Europe and the rest of the world. It can be seen as a dynamic, evolving, multi-faceted concept involving political, economic, social and cultural aspects." The integrationalist perspective of this

policy document is clear, from its prescriptive nature, and it is characterised by a somewhat general and 'broad brush strokes' approach.

Feneyrou (1993) outlines a temporal perspective when considering the European dimension, or 'significant aspects of Europe', namely: "the past - historic ties between member countries, their community of origin, the present - the current ties, the economic political and cultural community (our present) and the future of Europe, the common interests of the member countries" (as cited in Montané and Bordas, 1993, pp. 31-39).

Feneyrou also discusses the concepts of nationality and identity, both national and European and asks the reader to consider if there is indeed a European cultural identity?

A striking, though perhaps understandable, feature of much of the literature in this field is the writers' propensity to ask questions. As many questions are posed as answers given, which again reflects the evolving nature of the concept of the European dimension, referred to earlier.

McGhie (1993) refers to the 'difficult question' of defining the European dimension. She draws an interesting distinction between European perspective and European dimension. The former is seen as a process of sensitisation to different cultures, attitudes, behaviours and beliefs in order to develop a European identity, whereas the latter is defined as "an attitude of mind based on a set of principles, guidelines or values" to "help us all towards an understanding of unity in diversity and of our responsibilities as citizens of Europe" (as cited in Endt and Lenaerts, 1993, p. 33). The European dimension, as defined by McGhie, is clearly being closely linked with the notion of citizenship, and the obligations that it entails. This suggestion may be problematic in that it does not appear to fit with the inclusive approach advocated by

some writers. Unless there is a consensus of opinion as to who exactly are the 'citizens of Europe', this approach may lead to certain groups feeling excluded from the process.

For Brock and Tulasiewicz (1994), the European dimension consists of European knowledge - for pupils to be better informed about the continent of Europe; European skills - linguistic, communication, social, negotiation, travel; and European attitudes - enabling pupils to confirm a commitment to Europe. This idea reflects Stobart's 'in, about and for Europe' definition, with European knowledge being 'about Europe', European skills being necessary 'in Europe' and European attitudes being necessary 'for Europe'. A similar idea is postulated by Tulasiewicz when defining the scope of the European dimension, which includes "disparate elements, such as knowledge, skills, attitudes and commitments taught at different times and under different headings" (as cited in King and Reiss, 1993, p. 244).

Shennan (op. cit., p. 21) regards the European dimension in the curriculum as a process leading to an improvement in "the quality and breadth of pupil knowledge by making Europe a new focal point of normal school experience." With regard to the school curriculum, Knowsley's European Policy for Schools, the principles of which are reproduced here, encapsulates in accessible language many of the themes, ideas and concepts already referred to in this chapter:

- *"The European dimension should be an integral part of the curriculum.*
- *The European Dimension refers to all those countries within recognised political and geographical boundaries called Europe. As such the*

dimension should reflect the variety of political, social, economic, cultural, racial and religious characteristics in Europe.

- *It is essential to provide opportunities for young people in Knowsley to develop the knowledge, understanding, skills and attitudes to enable them to participate in the community of Europe.*
- *The European Dimension should be concerned with deepening young people's knowledge and understanding of other countries and their people; and in doing so challenge ill-informed perceptions and stereotyping. This should also provide opportunities for young people to reflect upon their own society's history, culture and values.*
- *The European Dimension should be considered in the context of global issues, and provide a means of addressing issues, such as Multiculturalism and Equal Opportunities."*

The tripartite distinction made by Stobart concerning education 'in, about and for Europe', referred to earlier in this chapter, can be recognised in the Knowsley principles. 'In Europe' is reflected in the third statement about young people being enabled to participate in the community of Europe. 'About Europe' links to the second and fourth principles quoted above and the notion of 'for Europe' is found in the fourth and fifth principles. In 1992, a spokesperson at the Department for Education, London, referred to the European dimension as "a phrase cloaked in mystery"! [5] It would appear that, in Knowsley's European policy, an attempt has been made to disperse the mystery and to provide a working definition of the European dimension. This forms a sound basis for

understanding by a wide readership (advisors, teachers, parents, and governors), followed by interpretation and implementation in schools.

A lack of clarity surrounding the term 'Europe' has already been noted, and a similar lack of conceptual clarity exists for the term 'European dimension'. A review of the literature has revealed a number of features which are appropriate to be included in a definition of the European dimension, such as dynamism, diversity, commonality, inclusion, mobility, participation, attitudes, integration and outward-looking. Although writers in the field have used these features in different combinations, it is hard to find an example where all, or most of these features, occur together. One exception of a definition of the European dimension that convincingly brings together many of the various features mentioned by other writers, was published by ETUCE, an Industry Committee within the framework of the European Trade Union Confederation (ETUC):

"...the European Dimension is a concept which, applied to education, means that students and teachers must be conscious of both their common cultural base and the rich national and regional diversity they share, and have access to the opportunities that living in Europe offers, in terms of employment, culture and personal development. ...The European Dimension must be an inclusive concept which does not deny or suppress the distinctive characteristics of individual cultures represented throughout Europe, nor exclude a wider international perspective." [6]

The quotation from ETUCE, whilst not formally presented as a definition of the European dimension, forms part of a discussion of the European dimension and teacher education, and thus will help to inform the substantive theme of this thesis. It can also be interpreted according to Stobart's model of 'in, about and for Europe'.

A review of the literature for definitions of Europe and the European dimension has thus revealed a wide range of approaches, although no clear conceptualisation of either term is evident. This exploration helped inform my own understanding of the European dimension, which I defined, as stated in chapter one, as “an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enable them to be aware of their rights and opportunities, whilst at the same time it encourages positive attitudes to people in the wider continent of Europe and the rest of the world.”

Following on from the three themes (community, humanist and international perspective) identified in responses to the Resolution of 24 May 1988, and referred to in preceding paragraphs, member states' policies also commented on: school curricula and educational systems; teaching materials; and the mobility of pupils and teachers. These areas will now be briefly reviewed, again drawing examples from a range of governmental responses.

School Curricula and Education Systems

All the member states were in agreement that the European dimension should not be delivered through a separate course, but that it should be integrated into appropriate curricular areas, and the ideas expressed fall clearly into Stobart's notion of 'about Europe'. The German policy is that “all fields of learning in the school can make a contribution to developing the European dimension”. The document then goes on to enumerate all the subjects in the curriculum (and it is virtually the whole curriculum) which offer “opportunities for specialist work or work transcending traditional subject

boundaries”, namely geography, history, social studies/politics, economics, law, languages, mathematics, natural sciences, technology, religion, philosophy, art, music, sport and classics. This impressive list is not repeated by the other countries, who mostly view the European dimension as being appropriately considered through geography, history and modern languages. French policy emphasizes a gradual raising of awareness of European matters, through cultural, literary and socio-economic aspects. Spanish policy makes reference to an explicit coverage of the European dimension and cites the problem of ethics in natural sciences as an example. Italian policy rejects the idea of teaching only facts about Europe and prefers an approach which is “a dynamic process involving the quest for methodological and teaching strategy and subject matter already shared throughout the European culture.” The Dutch policy states “we do not wish to set up Europe as a separate subject”, whilst it is the UK government's view that “appreciation and understanding of the European dimension cannot best be achieved through a discrete European studies course in the curriculum.”

Teaching Materials

All member states were in agreement as to the importance of incorporating a European dimension in schools, and that this would manifest itself in the curricula. In the German policy, reference to teaching materials is made in a series of recommendations for further development: “Improvement of basic information on Europe, European co-operation and integration and on European inter-relationships in all specialist teaching and educational material intended for both the teacher and the pupil” and “ensuring that ‘the European dimension in the classroom’ is included in the examination criteria when authorizing teaching and learning material”. The Dutch policy statement referred to a

survey which showed that “Europe is scarcely given attention in textbooks”, but noted that “freedom of education forces the Dutch government to tread carefully.” However, a regular need for updated information and an overview of available documentation was noted. Similarly, in the UK, “there is no central control of teaching material. Where the European dimension forms part of the National Curriculum subject or is otherwise included in the school curriculum, the text books and other teaching materials for the subjects concerned would also reflect the European dimension.” Again, the ideas expressed fall into Stobart’s ‘about Europe’ category.

Mobility of pupils and teachers

One important action point of the Resolution worthy of discussion is the mobility of pupils and teachers. In the Netherlands, “some schools have made interesting initiatives such as educational projects which are combined with exchanges”, whilst in Germany, “the exchange of pupils and teachers is important. This should be practised with as many European countries as possible.” One of the recommendations for further development involves “improvement of teachers' and pupils' motivation to deal with European questions by gathering their own first hand experience of Europe (increased participation in bilateral exchanges, encounters, project measures and foreign language practice.)” Furthermore, school partnerships are to be encouraged, with Central and Eastern Europe being singled out for a special mention. In the UK, the Central Bureau for International Education and Training administers a large network of school contacts and exchanges, and the exchange tradition is well developed: “Since 1988 the Schools Unit of the Central Bureau has set up 487 new school and college links with partner institutions in other European countries.” The Central Bureau is also responsible for

organising study visits, short courses and teacher exchange schemes, as well as a foreign language assistant programme. These ideas are clearly representative of Stobart's 'in Europe' notion.

This review of school curricula and education systems, teaching materials and the mobility of pupils and teachers reveals that all member states' governments are committed, to a greater or lesser extent, to the practical aspects of integrating a European dimension into the curriculum. What is striking is the degree of commitment shown by Germany, with its whole-hearted embrace of every aspect of the European dimension. This may be as a result of the isolation felt at the end of two world wars in the twentieth century, and a constructive attempt to avoid future conflict between nation states. By contrast, the UK's response could be termed luke-warm or even tokenistic, an expression of its reluctance to become further integrated in Europe. Part of the move towards an integrated Europe is the encouragement of a sense of European identity and citizenship. The following sections introduce a discussion (to be developed further in chapter eleven) of these issues and how they relate to schools and education.

European Identity

It has already been demonstrated in chapter one that one of the aims of the Resolution of the Council and Ministers of Education of 24 May 1988 (see Appendix A) was to "strengthen in young people a sense of European identity", as a means of enhancing the further integration of the countries of the EU. None of the official documents or directives from Brussels attempts to define the term 'European identity', and other writers in the field have therefore taken up the challenge of exploring the notion of

identity, and in particular European identity. There is general agreement that it is a complex and problematised area.

It is necessary to look further for an explanation of where European identity might be located. Some writers have noted that identity can be forged through opposition to the identity of an opposing group, and this has historically sometimes been the case, especially in times of war (Hall, 1992; Smith, 1992; Young, 1990). It could be argued that it was in adversity that the European idea emerged, and was sustained more by conflict and division than by consensus and peace (Delanty, 1995), and indeed provided a context for European treaties of agreement and unity, as explained earlier in chapter one. However, this is a rather negative way of defining European identity. Who would constitute the new opposition to Europeans? More positively, other writers have looked to the political principles of, for example, democracy, human rights, equal opportunities and constitutionalism, in order to define what it might mean to be European (Morin, 1987, Weaver, 1995). However, these qualities are not the exclusive domain of Europeans, and cannot therefore be regarded as Europe's defining principles. Other commentators have pointed out the diversity which exists between the different cultural and ethnic groups in Europe, and the impossibility of them all sharing the same identity (Delanty, 1995). I have used the image of Europe as a patchwork quilt, with each country, cultural or ethnic group being different in its own way, but adding to the overall effect when pieced together (Convery, 1998). However, Delanty (1995) is unsure whether "a multi-cultural society can evolve a collective identity that is not based on ethno-culturalism" (p. 1), and considers the question to be "as important as matters pertaining to economic and political integration" (ibid.). Weaver (1995) has highlighted the tension between the traditional concept of European identity, based on cultural

heritage, shared history, the development of ideas and the pursuit of universal values and the more rational concept of a European political construct, based on economic and civic values, to which the citizens of Europe could pledge their loyalty (p. 207). That is indeed a challenge for European politicians, academics and philosophers to contemplate. The idea of a collective European identity, based on participation and solidarity rather than exclusion, and which is felt “emotionally” by its citizens, is one in which education has an important role to play.

PERSONAL VIGNETTE

A key moment for me in terms of understanding the notion of identity was my discovery of Nigel Grant’s seminal article in *Comparative Education* (Volume 33 No. 1 1997, pp. 9-28), entitled “Some Problems of Identity and Education: a comparative examination of multicultural education”. In it, Grant offers the concept of ‘markers of identity’ – nationality, citizenship, religion, tribe, language, culture and others, and presents the notion of multiple identity. This article crucially brought together all that I had been thinking in a tentative way about the issues surrounding identity and nationality, and presented a coherent and convincing case of how living in a pluralist society can be an opportunity rather than a problem for both majority and minority groups.

I have subsequently used Grant’s ideas in my work with student teachers, in two different ways. Firstly, in my own department at the University of Nottingham, I have jointly facilitated a workshop on citizenship as part of our PGCE Professional Studies course, in which issues of identity were explored as an introduction to the topic. I played a recording of interviews carried

out with a year 7 pupil and a local secondary teacher, who were discussing their personal identities and what the term identity meant to them. Secondly, in my role as co-ordinator of an EU-funded Socrates Intensive Programme, entitled "Educating for European Citizenship in the 21st Century", I have run workshops in Leipzig (May 1998), Vienna (May 1999) and Groningen (May 2000) with student teachers from Austria, France, Germany, Hungary, Macedonia, the Netherlands, Portugal and the UK, in which we have attempted to answer the questions, "What is European identity?" and "What does being a citizen of Europe mean?"

If I had to select just one item from amongst the literature I have reviewed, it would be this article by Grant, as it has had a profound effect on the development of my thinking, and also on my own understanding of my personal identity.

European Citizenship

The idea that the European dimension is about more than facts was put forward by Neave, who argues that teaching is not enough, unless it includes "the notion of educating for 'European citizenship' as an integral part of their programme" (op. cit., p. 120). The notion of education for citizenship is one which has only relatively recently received closer scrutiny in the UK, with the Labour government under Tony Blair making education for citizenship a priority in the revised National Curriculum, from September 2002, as detailed in chapter one.

Provision was also made in the Maastricht Treaty for the inclusion of articles conferring citizenship of the Union on the individual nationals of all the member states (Articles 8-8d, see Appendix E2). The notion of citizenship can be linked back to the first of the

three themes (community, humanist and international perspective) which were identified by the writers of the Commission document SEC (91) 1753 (see page 21). This Community ideal picks up the assimilative discourses of integration, belonging and identity which had been raised by several of the member states.

Although European identity has often been represented in the UK media as posing a threat to national identity, the new concept is not intended to weaken national identities. It is intended to create new rights and benefits, and to work towards the whole process of integration. These new rights will enable citizens to vote and stand as candidates in local and European elections in EU countries other than their own, permit them to take complaints to a new EU ombudsman and finally to receive wider diplomatic protection outside the EU.

The concept of European citizenship is not a new one, however and according to a publication entitled "Maastricht Made Simple" (published by The European, 1992), the concept has been grappled with for the past twenty years in European documentation and at summits, conferences and other meetings. In the same way as the terms "Europe" and "European dimension" have been discussed and defined, so too has the term "European citizenship". As referred to earlier in this chapter, some writers see the notion of citizenship being firmly situated within the European dimension (Neave, McGhie op. cit.). Dekker (in Montané and Bordas, op. cit.) analyses the concept of European citizenship, traces the development of the concept over thirty years through EC policy reports and other official pronouncements and examines some of the data available through EC commissioned surveys and research concerning the opinions and attitudes of young people to various aspects of European citizenship. He concludes, "the long-term

survival of the present European Community and the development of a yet more integrated 'European Union' will only be possible if the majority of the citizens possess knowledge about 'European' matters, are convinced of the intrinsic importance and value of an integrated Europe, are prepared to identify themselves with such a Europe and are prepared and willing to contribute to its realization" (pp. 41-56). Starkey (in Bell, 1995, p. 21) draws the same conclusions, expressed more simply: "citizenship implies feeling committed to the community as well as simply knowing about it. Education for European citizenship has to be based on thinking, feeling and doing".

Research into young people's attitudes to Europe

Although much has been written on the subject of the European dimension in education from a theoretical point of view, the views of the younger generation with regard to Europe have not been explored in any great depth. Neither have there been substantive studies about student teachers. This section reviews the literature to date and provides statistical data on attitudes and perceptions.

Over the past twenty years, a number of official surveys and studies have been carried out on behalf of the European Commission and published in the Eurobarometer series.

[7] I have selected four such studies, namely "The Young Europeans (1982)", "The Young Europeans in 1987", "The Young Europeans in 1990" and "The Young Europeans in 1997". Each study was based on data collected in ten, twelve or fifteen member states from between 3,867 and 7,600 young people, aged between fifteen and twenty-nine. Questions were asked based on the young people's knowledge of the EC

and its institutions, their opinions on membership of the EC and the Single Market, their attitudes towards European issues, including identity and citizenship and their behavioural intentions concerning their European franchise.

Additionally, there has been a small number of independent surveys. Bordas and Giles Jones carried out a study entitled "Students' attitudes to Europe", reported in Montané and Bordas (1993, pp. 89-111). Questionnaires were administered to 834 pupils between the ages of eleven and nineteen in eight EC countries. The pupils did not represent a random sample, since the schools selected were ones in which participants in a teacher training module were carrying out their teaching practice or were likely to be employed in the future. Patterson and Sahni evaluated a survey entitled "Choices for Britain – Avon Pilot Evaluation", which was reported in the *Independent* on 11 July 1994 by Public Voice International (PVI), a Bristol-based research organisation. This study was restricted to English students, with 2000 pupils in the county of Avon being asked what kind of future they wanted for Britain. Although the focus of this study was the future choices for Britain rather than Europe or the EU, some questions provided data and insights which are of relevance to the present discussion. The CRMLE research project (1997) was a much larger, empirical study, which reported the detailed views of 1337 pupils from twenty-five secondary schools in six EU countries. [8] Finally, the Runnymede Trust carried out a youth survey entitled "Young People in the UK: Attitudes and Opinions on Europe, Europeans and the European Union" (1998). 505 British young people, aged between fourteen and twenty-five, were surveyed in street interviews.

Similar questions to the ones posed in the Eurobarometer surveys were asked in the four independent studies and a number of common themes emerge. These are: attitudes to further European co-operation and integration, including opinions as to where decisions should be taken and to which decisions should be dealt with at what level; perspectives on European and national identities; and aspects of citizenship, especially knowledge about the EU and its institutions. These themes will now be discussed, with examples from individual surveys as appropriate.

Attitudes to European co-operation and further integration were explored through a series of questions pertaining to closer European unity or working more closely with the European Union. Generally, across all the surveys, the young people were not overly positive or enthusiastic in their attitudes and opinions. For example, closer European unity as a cause worthy of risk-taking or sacrifices, was perceived only by a small majority in the Eurobarometer surveys (8% in 1982, 8% in 1987 and 12% in 1990). The results in the PVI survey showed that a majority (31% of the pupils) envisaged a Euro-Britain, where Britain had much closer ties with the rest of Europe even if this meant some loss of independence. When asked to identify from a list their perception of the three greatest threats to Britain, 9% of respondents highlighted Britain getting left out of a United Europe, 13% selected the war in the former Yugoslavia spreading to other countries in Europe and 20% opted for extreme or racist parties getting stronger in Britain and in the rest of Europe. When asked if they thought that Britain should work more closely with the rest of Europe, even if it meant losing some of their national identity, students were more or less evenly divided between those in favour (32%), those not in favour (36%) and those who did not know (32%). In the Runnymede Trust survey, 69% said they thought of Britain as being part of Europe. However, further

analysis revealed that the respondents “seem to see Britain as part of Europe in a geographical sense rather than a social, cultural or economic sense” (Key Findings, p.2).

Further questions in the surveys probed the nature of decision making, whether it should be at national or EU level, and which of a range of issues should be dealt with at a European or national level. In the 1982 Eurobarometer survey, 40% of the young people surveyed would have favoured decisions in important areas being taken at a European and not at a national level. The CRMLE survey explored certain issues of closer European unity in greater depth. From a list of fourteen issues, respondents were asked whether they thought they should be dealt with by the national government or by the European Community. For eight issues, over 50% of respondents thought they should be dealt with at EC level: Bosnia (85.4%), the third world (84.6%), race relations (68.7%), immigration (67.3%), drugs (61.2%), equal opportunities (58.3%), pollution (56%) and terrorism (54.2%). The issues receiving less support for EC level intervention were defence (46.4%), crime (38.9%), health education (35.1%), justice (32.5%), employment (25.5%) and the family (16.6%). The Runnymede Trust report found that the respondents did not express interest in European issues generally and did not believe that decisions made at European level affected them.

The second common theme found in the surveys of young people's attitudes to Europe was that of identity. Questions probed the respondents' feelings towards their nationality and possible European identity. In the 1982 Eurobarometer survey, 65% of young Europeans said they were very or quite proud of their nationality. 15% of the same cohort often thought of themselves as European citizens. In the Bordas and Giles Jones survey, 40% of the pupils questioned thought of themselves as both European and a

citizen of their own country. In the CRMLE study, in response to the question 'Do you think of yourself as European?' 43.9% of young people answered 'yes, totally', 34.3% 'only partly' and 21.7% 'not at all'. In the Runnymede Trust survey, 60% of respondents saw British people as European, but at the same time 61% rarely or never thought of themselves as European. 30.5% did occasionally think of themselves as European, however. Whilst caution should be applied in the interpretation of these statistics, it is true that for some adolescents "there are degrees of affective attachment to Europe which may play some part in influencing their attitudes.." (Convery et al, 1997, p. 26). The concept of identity is discussed in depth later in chapter eleven.

Aspects of citizenship were explored in the third common theme found in the surveys of young people's attitudes to Europe. Questions centred on knowledge of the EU and its institutions, on how well informed respondents felt and whether they wanted to know more about Europe. In the Eurobarometer 1990 survey, for example, only 16% of young people felt well-informed about the EC, whereas 72% wanted to know more. In the Bordas and Giles Jones survey, 50.5% said they did not know much about Europe and 85.5% wanted to know more. Of the CRMLE respondents, 54.7% felt quite well-informed and 67.4% wanted to know more. 62.2% of young people questioned by the Runnymede Trust stated that they did not know much about the EU.

The data presented in this section reveal that the majority of young people in the UK and across the EU are not yet committed to further European integration, although there are a number of issues where they envisage decisions being taken at an EU level.

Additionally, young people are beginning to think of themselves as having both a national and a European identity, though they are not yet a majority. Encouragingly,

young people are becoming more well-informed about Europe, and importantly express the desire to be better-informed. These results raise the questions of how teachers can respond to this desire for better information, and whether the initial training of teachers prepares them to adequately respond to the needs of their young learners.

The discussion thus far has outlined the studies carried out in the area of young people's attitudes to Europe and to various aspects of the European dimension in education. The major issue emerging from this literature survey is the paucity of research. This point has been highlighted by other writers.

This paucity of empirical data concerning the attitudes of the younger generation towards Europe, especially in the form of research carried out independently of official European structures is emphasized by several writers. Ken Fogelman (in Edwards, Munn and Fogelman, 1994) calls for research to be carried out due to urgent concerns with young people who may be "politically ignorant, cynical, distrustful of politics and politicians, and whose loyalties are tribal" (p. 14). He outlines the need for research into the "current state of political and social knowledge, beliefs, attitudes and values" of young people, adding that there are "some individual countries where research to answer such questions is in hand, but their value would be multiplied if there were some coordination to provide international comparability and comparisons" (p. 14). Dekker finds that there is "a strong need for more research with respect to European citizenship, socialization and education" and concludes that "finding out why socialization for European citizenship in general and education for European citizenship in particular have a limited effect and how to improve the quality of actions in this field would be in the interest of both the EC-elites and individual citizens and in the interest of popular democracy as well" (Montané and Bordas, *op. cit.* p. 52). From a slightly different angle,

Prucha finds that “empirical studies are necessary to compare factual knowledge, attitudes and values shared by students in particular countries” (in Endt and Lenaerks, op. cit. p. 29). Prucha also suggests that research be carried out to describe an “*attitude profile*” of pupil and student populations for the qualities of European awareness. In conclusion, Fogelman (in Edwards, Munn and Fogelman, op. cit. p. 20) identifies the need for “national and international surveys of the knowledge, beliefs and activities of young people” together with “longitudinal studies of how these develop”. It was precisely this need for more research that my study sought to address by focusing on the attitudes of student teachers to Europe.

Summary

After all the official documents, legislation and discursive arguments have been read and digested, where does this leave the reader in terms of an understanding of the European dimension? What steps should now be taken? Are the official pronouncements having an effect at grass roots level? The review of the literature on Europe and the European dimension reveals the inherent difficulties in arriving at a commonly held understanding. Perhaps this is not even desirable? What is clear is the distinction between the texts which tell us what we should be doing and those in which the emphasis is more on discovery and interaction. Certainly, the ‘in, about and for Europe’ definition seems to be a very helpful one, especially when linked to the idea of European knowledge, skills and attitudes.

There is no doubt that the Resolution of 24 May 1988 has had far-reaching effects, both in the member states' responses and in the literature which has appeared since then.

However, the question must be reiterated: At which levels are the pronouncements being effective? Are young people in Europe gaining the knowledge, skills and attitudes necessary to help them assume their European citizenship? There is currently a paucity of research to answer such questions. Such as there is appears now to be dated or not to be on a large-enough scale to be convincing. Several writers have made strong pleas for further research to be carried out, and it would appear that the time is now apposite for this to happen.

The main body of this chapter details the climate, background and context against which the empirical research for this thesis took place. In view of the calls for international comparability studies into the knowledge, skills and attitudes of young people in Europe, this study is a timely response and should provide valuable empirical evidence to address some of the questions raised here. It is intended that, from the data and evidence collected, a more informed evaluation of what the European dimension means to young people, in particular student teachers, can be offered. Being informed about what young people think and know about Europe will help policy makers to judge the effectiveness of their policies and may challenge the perceived wisdom of current approaches to the European dimension in the curriculum.

The review of the literature enabled a conceptual framework of key issues to emerge from the macro level of the European Union, see figure 2.1. The research questions were informed by my personal and professional background and reinforced by the examination of the literature. This conceptual framework demonstrates the link between the concepts which emerged from: the historical and political contexts of the study, outlined earlier in chapter one; the literature and official documentation reviewed in this

chapter; and the research questions, as originally stated in chapter one. Before examining how these issues influenced the research design, it is first necessary to discuss the theoretical approaches which underpinned this study.

Figure 2.1: Conceptual Framework

Concept	Examples from the literature	Research question
<p>Attitudes to Europe: European co-operation European integration</p>	<p>Eurobarometer surveys (1982, 1987, 1990, 1997) Bordas and Giles Jones (1993) Patterson and Sahni (1994) Convery et al. (1997) The Runnymede Trust (1998)</p>	<p>What are the attitudes of student teachers to Europe? Do student teachers' attitudes to Europe change during the course of the initial training year? Does the inclusion of a European dimension in the initial teacher education curriculum help to change attitudes to Europe?</p>
<p>European dimension in education</p>	<p>Resolution of the Council of Ministers of Education, 24 May, 1988 "in Europe, about Europe, for Europe" Maitland Stobart, in Shennan (1991) "knowledge, skills and attitudes" Brock and Tulasiewicz (1994) Knowsley's European Policy for Schools ETUCE document (1994)</p>	<p>Does the initial training of teachers include preparation for teaching about Europe? What is meant by the term 'European dimension'? Should the initial teacher education curriculum include a European dimension? What would be an effective way of delivering a European dimension in an initial teacher education course?</p>
<p>European identity</p>	<p>Resolution of the Council of Ministers of Education, 24 May, 1988 Eurobarometer surveys (1982, 1987, 1990, 1997)</p>	<p>Is there such a concept as "European identity"?</p>
<p>European citizenship</p>	<p>Maastricht Treaty (1992) "Thinking, feeling and doing" Starkey (1995)</p>	<p>How can European citizenship be promoted through the school curriculum?</p>

NOTES

1. This discussion is informed in part by my chapter "Understanding the Rhetoric: Policies, Theories and Resolutions" in *Pupils' Perceptions of Europe*, Convery et al. 1997.
2. The European Policy for Schools of the Metropolitan Borough of Knowsley (Liverpool) is undated.
3. See for example, Commission of the European Communities (1993) *Green Paper on the European Dimension of Education*, Luxembourg; and Council of Europe, CDCC (1993) *A Secondary Education for Europe*, Intermediate Report. DECS/SE/Sec (93)7.
4. See, for example, Endt and Lenaerts (eds) (1993) *The European Dimension in Education*. Report on the 4th International Symposium. Netherlands: National Institute for Curriculum Development (SLO) and the Report of the R.I.F. – European Symposium '93 of the Network of Teacher Training Institutions.
5. Personal telephone call to the Department for Education and Employment (DfEE), formerly the Department for Education (DFE), in May 1992, in an attempt to seek official clarification of the term prior to delivering the PGCE European dimension lecture, referred to in chapter one.

6. This quotation was taken from a booklet entitled “Teacher Education in Europe”, a report published by the European Trade Union Confederation (ETUCE). No conventional publication details are given, although a note in the text indicates that the date of publication was 1994.

7. The traditional standard Eurobarometer (EB), established in 1973, is a survey of public opinion in the European Union carried out between two and five times a year by face to face interviews with approximately 1000 representatives per member country. Web site accessed on 4 July 2001 at:

<http://europe.eu.int/comm/dg10/epo/org.html>

8. The Collaborative Research in Modern Languages Education (CRMLE) group’s research into adolescent perceptions of Europe is reported in *Pupils’ Perceptions of Europe*, Convery et al. 1997.

Chapter Three: Theoretical Frameworks

Discussion in the opening chapters raised a number of issues concerning Europe: student teachers' attitudes to European co-operation and integration, the role of the European dimension in education, European identity and European citizenship. These draw on, and can be further illuminated by consideration of a range of theoretical perspectives. A close examination of approaches to learning and human development is important in providing a theoretical understanding of student teacher development. The purpose of the current chapter, therefore, is firstly to arrive at an understanding of the terms 'learning' and 'human development', and secondly to present a range of theoretical perspectives for consideration. Thirdly, the choice of Bronfenbrenner's Ecology of Human Development, as providing the most appropriate framework and basis on which to establish and explore the research problem, will be discussed and justified in depth.

Learning and Human Development

Before examining theoretical approaches in detail, it is useful to clarify the terms 'learning' and 'human development', since they are both central to the discussion in this chapter. These two terms occur frequently in the literature of learning theory and cognitive development. By offering a working definition of both terms, it will be possible to make a distinction between them which will illuminate the ensuing theoretical discussion. Learning is a process in which changes take place based on an

individual's particular life experiences. The Campaign for Learning defines it as follows:

"Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills, knowledge, understanding, values and the capacity to reflect. Effective learning leads to change, development and a desire to learn more." [1]

Bigge and Shermis are in agreement with this definition, additionally acknowledging the importance of inherited factors:

"Learning...is an enduring change in a living individual that is not heralded by genetic inheritance. It may be considered a change in insights, behavior, perception, motivation, or by a combination of these; learning always involves a systematic change in behavior or behavioral disposition that occurs as a consequence of experience in some specified situation" (1999, p.1).

Following these definitions, learning by student teachers in this study could involve them gaining knowledge about Europe, changing their attitudes to, for example, European integration and reflecting on the nature of their identity, based on their experiences during the PGCE course.

Human development, as opposed to learning, has a wider perspective encompassing the complete spectrum of changes that individuals undergo during the life span, including the spheres of health, education and life style. According to Berk, human development is:

"An interdisciplinary field of study devoted to understanding all changes that human beings experience throughout the life span" (1997, p.4).

The United Nations Development Programme describes human development as a concept which:

“denotes both the process of widening people’s choices and the level of their achieved well-being. The most critical ones are to lead a long and healthy life, to be educated, and to enjoy a decent standard of living...The concept distinguishes between two sides of human development. One is the formation of human capabilities, such as improved health or knowledge. The other is the use that people make of their acquired capabilities, for work or leisure.” [2]

The two notions of forming and using capabilities referred to in the above description are useful in relation to the human development of student teachers on the PGCE course. This could be conceived as firstly the way in which they perceive, or learn (form their capabilities), during their training experiences and secondly the way in which they deal with their training experiences (make use of their capabilities). In other words, the total sum of the changes which they undergo during their training to become newly-qualified teachers (NQTs), including those due to their learning on specific issues.

Drawing on the work of Lewin, Vygotsky and Bruner for the purposes of this study, learning is perceived as being embedded in development. Learning must take place first, in order for development to follow. Having established these principles, it is now apposite to examine a number of theories of learning and development, in order to select a theoretical basis for this thesis.

Theories of Learning and Human Development

The field of child development became a legitimate field of enquiry in the mid-twentieth century, although it had its roots in earlier centuries. A proliferation of theories has gradually emerged, leading to a number of different perspectives on how and why children become the way they are (Berk, 1997). Two broad perspectives are the behaviourist approach and the cognitivist approach, and both approaches have generated a number of learning theories. The former school of thought emphasizes directly observable behaviour rather than thinking and the unseen workings of the mind, and is concerned with learning as a result of stimulus and response connections (Child, 1993). The main proponents of this approach are the Americans, Watson (1931) [3], Hull (1943) [4], Skinner (1953) [5] and Bandura (1970) [6]. Conversely, the latter school of thought places importance on learning as a process of gaining or changing insights, outlooks, expectations or thought patterns (Bigge and Shermis, 1999). The main proponents of cognitivism are mainly Europeans, Piaget (1971), Lewin (1936), Bruner (1996), Vygotsky (1962) and Bronfenbrenner (1979). Both the behaviourist and cognitivist perspectives are scientific approaches to the study of human behaviour. Although there are certain principles of behaviourism, for example, reinforcement and modelling, [7] which may be of interest in a study of student teacher development, the approach offers too narrow a view of important environmental influences (Berk, 1997). Much of the experimental work of the behaviourists was carried out in scientific laboratories, with the subjects of the

research divorced from their natural environment. The two approaches therefore differ in one major respect that is fundamental to this study:

“the behaviouristic assumption [is] that human beings are passive or reactive and the cognitive-interactionist assumption [is] that they are interactive in relationship with their environments” (Bigge and Shermis, op cit. p. 44).

It is for this reason, namely, the significance of the environment in the interactivity of human development, that the cognitive-psychological approach lends itself to this study as an appropriate theoretical perspective within which to address the research questions outlined in chapter one. In order to explore the attitudes of student teachers to the European dimension within a cognitive-psychological framework, Europe could be interpreted as one of the environments in which they operate. It is therefore apposite to examine the central ideas of the cognitivist approach and to consider the main theories of the chief proponents as they might inform the research problem of this thesis.

Cognitive Theories

There is a range of differing interpretations of the term ‘cognitive theory’ and a diversity of approaches by cognitive psychologists working and researching within the field. However, there are some key ideas that are commonly understood to be of fundamental importance to the cognitivist perspective. One tenet is that the intervention of human thinking has a substantial influence on motivation, so that a person’s awareness of what is happening, and his or her ability to perceive, process and use information from the environment will impact on present and future behaviour (Child, 1993). This is an important principle in relation to the study of

student teacher development. The ability of student teachers to observe, analyse, evaluate and reflect upon others' and their own performance will be of crucial importance to their own developing practice. A second key idea for cognitive-psychologists is the understanding of the term 'environment'. Here, it is not simply the physical environment that is important, but also the psychological environment. This can include impressions of parts of the physical environment, and also memories and anticipations (Bigge and Shermis, 1999). The significance of the concept of the environment for this study has already been referred to. The student teachers operate within a physical environment during their training course (seminar rooms, classrooms), but also within their own psychological environment, as they develop their thought processes and reflect upon their practical experiences. Piaget made a major contribution to the cognitive-psychological approach, and it is therefore appropriate to consider the relevance of his work to this study.

Piaget's Theory of Cognitive Development

Jean Piaget was an eminent Swiss psychologist who developed a descriptive analysis of the stages in child development, in which children actively construct knowledge as they manipulate and explore their world. They move through four main stages, or periods, identified by Piaget as the sensorimotor, preoperational, concrete operational and formal operational stages. [8] Piaget believed that children had to experience and pass through the stages in a given sequence in order to acquire knowledge and to develop the ability for abstract thinking. His original training was in the scientific field of biology, and he thus gives more emphasis to psychobiological developmental factors than to cultural learning factors:

“Psychogenesis...represents an integral part of embryogenesis (which does not end at birth but on reaching the stage of equilibrium which is the adult state) and the intervention of social factors affects in no way the correctness of this statement, for organic embryogenesis is also partly a function of the milieu” (Piaget, 1971).

Piaget was predominantly concerned with the mental development of the child from birth to adolescence, and more preoccupied with biological factors than environmental ones. However, two key processes in his belief in biological adaptation to the environment that are apposite to this study are assimilation and accommodation.

Assimilation is *“the filtering or modification of the input from the environment”* so that *“new knowledge meshes with the child’s existing insights”* (Bigge and Shermis, op.cit. p.18). Accommodation is *“the effort to fit the behaviour of the organism to the environment”* (Donaldson, 1987, p.132). These two points emerging from Piaget’s work are explored later in greater detail, but at this juncture it is useful to consider how the work of other cognitive psychologists might inform the present study.

Lewin’s Concept of Life Space

Kurt Lewin was a German pioneer of cognitive-field interactionist psychology, who drew on the Gestalt family of learning theories. [9] He stressed the importance of the individual as a highly complex biological organism interacting in a cultural or social environment. His concept of ‘life space’ is a paradigm that encompasses the learning that takes place when a person and his or her psychological environment come together in a psychological field (Bigge and Shermis, 1999). The interdependency of the relationship is stressed as follows:

"In the interactive process a person and that person's psychological environment are construed as interdependent variables. One is neither dependent upon, nor independent of, one's environment. Likewise, a person's environment is neither made by, nor independent of, the person" (op. cit., p.174).

Unlike Piaget's theory of cognitive development, where an individual's concept attainment is influenced by genetic, maturational and hierarchical factors (Child, 1993), Lewin's theory of learning is a complex process through which a person gains new insights by being in mutual interaction with his or her environment.

Bruner's Cultural Psychology

Jerome Bruner actively developed his theory of instruction in the 1960s and was influenced by both Piaget (already referred to in this chapter) and Vygotsky (whose theoretical approach will be examined in the next section). According to Wood, Bruner's theory stands between those of Piaget and Vygotsky:

"Like Piaget, Bruner emphasized the importance of biological and evolutionary constraints on human intelligence. At the same time, and more in sympathy with Vygotsky, he laid stress on the way in which culture forms and transforms the child's development, and he gave a more central role than Piaget did to social interaction, language and instruction in the formation of mind" (1998, p. 39).

Bruner himself, writing in 1996, articulated the interaction between biology and culture by stating that we must:

"learn to understand the subtle interplay of biology and culture. Culture is probably biology's last great evolutionary trick. It frees 'Homo sapiens' to

construct a symbolic world flexible enough to meet local needs and to adapt to a myriad of ecological circumstances. I have tried to show how crucial is man's capacity for intersubjectivity in this cultural adaptation. In doing so, I hope I have made it clear that, although the world of culture has achieved an autonomy of its own, it is constrained by biological limits and biologically determined predispositions" (p. 184).

Bruner therefore shared with Piaget a belief in the importance of biological influences on human development, and this led him to develop his own staged theory of the representation of knowledge [10]. However, Bruner rejected Piaget's view that development of symbolic thinking is constrained by logical, maturational stages. He believed rather in the importance of instruction and of providing support, or scaffolding, during the period of instruction. Thus the role of language and communication are vital tools in the development process.

Furthermore, drawing on Vygotsky's work, Bruner placed great emphasis on *"the role played by culture and its system of symbols (e.g. its languages, sciences, books, diagrams, pictures and other artifacts) in forming the child's intelligence"* (Wood, *ibid.*, p. 17). Bruner makes explicit the link between culture and learning in human development:

"Culture, then, though itself man-made, both forms and makes possible the workings of a distinctly human mind. On this view, learning and thinking are always situated in a cultural setting and always dependent upon the utilization of cultural resources" (1996, p. 4).

This is a point of particular relevance to this study, since the initial training of teachers is intrinsically linked to a defined cultural setting, and the development of the student

teachers takes place within that setting. Unlike Piaget and Vygotsky, who both based their theories of human development on children, Bruner was interested in how adults, who already have well-formed concepts, expand on these in order to acquire more elaborate concepts (Child, 1993). This study will explore the development of student teachers' concepts of Europe and the European dimension, within the defined cultural settings of the University of Nottingham PGCE course, the British teacher education system and the European Union. Adult cognition will therefore be an important element in this thesis.

Vygotsky's Sociocultural Theory

Lev S. Vygotsky was a Russian psychologist who developed a theory of concept formation linking thought and language, taking into account the social influences of the culture in which the child was living. At the beginning of the text, "*Mind in Society*", Vygotsky poses the question, "*What is the relation between human beings and their environment, both physical and social?*" (Vygotsky, ed. Cole et al., 1978, p. 19). A key aspect of Vygotsky's work is that of the inter-relationship between the developing individual and his or her environment.

According to Vygotsky, human development embraces both intellectual development (cognitive processes) and cultural development (social processes), as Bruner has highlighted:

"for 'education' implies for Vygotsky not only the development of the individual's potential, but the historical expression and growth of the human culture from which Man springs" (cited in Moll, 1992, p. 1).

Vygotsky placed language and thought at the core of human development (Wood, 1998) and focussed on the growth of concept formation. For this to happen, he referred to the '*zone of proximal development*' (ZPD), a new concept which he defined as:

“the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, op. cit., p. 86).

Vygotsky stressed the importance of situating instruction for the developing individual within the ZPD. The teacher, or adult, should set appropriately challenging tasks that the child can achieve with guidance and support. This guidance is known as 'scaffolding', a framework which supports the developing individual. The scaffolding can be represented by the social environment or by the psychological environment, as it creates the appropriate conditions for the development of new concepts and competences (Bigge and Shermis, 1999). For Vygotsky, therefore, learning always precedes development. The ZPD is a supportive framework within which learning takes place, which in turn allows the individual to develop.

Vygotsky's theory lends itself well to a consideration of student teacher development and the European dimension. The ZPD is a relevant concept with which to examine the development of student teachers, as mentors and tutors provide the necessary scaffolding for the acquisition of pedagogical concepts, through discussions, evaluations and reflections following lesson observations and during weekly meetings. Vygotsky's belief in the importance of the nature, evolution and transmission of human culture, within the historical and cultural development of a society, is also a

helpful framework which would lend itself to an examination of the attitudes of student teachers to the European dimension for the purposes of this thesis. Building on this position, it is proposed at this juncture to examine Bronfenbrenner's Ecology of Human Development.

Bronfenbrenner's Ecology of Human Development

The ecology of human development is, according to Urie Bronfenbrenner, a process of mutual accommodation between the human organism and its surroundings. These surroundings are referred to as the ecological environment and are conceived as a set, or sequence, of nested, concentric structures. Bronfenbrenner uses the image of a set of Russian dolls, each one situated within the next and becoming proportionally larger from the innermost to the outermost doll, to illustrate his conception of the ecological environment. This conception includes both physical and psychological aspects. Bronfenbrenner's principle hypothesis concerns the evolving interaction between the developing person and the environment, which he defines as:

"the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives" (1979, p. 21).

This has much in common with the work of Vygotsky, referred to earlier in this chapter.

Bronfenbrenner considers the individual not only as a dynamic and thriving entity capable of restructuring the milieu in which s/he resides, but also as someone on whom the environment exerts its influence, hence the term 'mutual accommodation'.

This draws on and develops further Piaget's key process of accommodation, referred to earlier in this chapter. Whereas for Piaget, accommodation was concerned with the individual changing his/her behaviour to fit the environment, Bronfenbrenner sees accommodation as an interactive, two-way process, between the individual and the environment, characterised by reciprocity.

In this research the developing individual is the student teacher. The 'progressive, mutual accommodation' occurs as the student teacher proceeds through the training course in a series of settings and interacting with a number of significant others, professionals, peers and pupils. The development of the student teacher results from both interactions within the differing environments (physical and psychological) in which s/he is placed and from the influences exerted by those environments on him/her. The main theme of the research is the impact and significance of the European dimension and I intend to explore whether a student teacher's development can be linked to a heightened awareness and understanding of the European dimension. For this reason, Bronfenbrenner's concept of nested environments is particularly apposite, since it can encompass the various situations in which a student teacher develops during the initial training course, including the European Union. Table 3.1 on the following page summarises the main theoretical concepts of the cognitive psychologists reviewed in this chapter and illustrates why Bronfenbrenner's Ecology of Human Development was chosen as the most appropriate theoretical framework for this research.

TABLE 3.1: Relationship between theoretical concepts of cognitive psychologists and Bronfenbrenner's Ecology of Human Development

Cognitive Psychologist	Main theoretical concepts	Bronfenbrenner's use or development of theoretical concepts (in relation to his Ecology of Human Development)
<p style="text-align: center;">Jean Piaget</p>	<p>Two key processes in biological adaptation to the environment are: Assimilation – the filtering or modification of the input from the environment to fit in with the individual's existing knowledge Accommodation – the modification of the individual's behaviour to fit in with the environment</p>	<p>Assimilation and accommodation both important, though Bronfenbrenner conceptualises accommodation as an interactive, two-way process: mutual accommodation The individual can modify the environment whilst the environment can exert influence on the individual</p>
<p style="text-align: center;">Kurt Lewin</p>	<p>Concept of 'life space' is a paradigm stressing the interdependency of , and the mutual interaction between the individual's physical and psychological environments</p>	<p>Bronfenbrenner develops aspects of the 'life space' paradigm in his micro-system, the immediate setting where the individual acts and relates to others Importance of physical and psychological environments</p>
<p style="text-align: center;">Jerome Bruner</p>	<p>Importance of cultural setting in the development of the individual, together with biological influences Explicit link between culture and learning Importance of language and communication</p>	<p>Bronfenbrenner's nested structures, or ecological environment, reflect the importance of the cultural setting in the development of the individual</p>
<p style="text-align: center;">Lev Vygotsky</p>	<p>Importance of social interaction and the inter-relationship between the individual and the environment – human development is both cognitive and social Thought and language develop in the ZDP</p>	<p>Develops the importance of the inter-relationship between the developing individual and the environment Social interaction important in a series of settings</p>

Relevance of Bronfenbrenner's theoretical framework

Although Bronfenbrenner's theory dates back over twenty years, I consider that it is still an appropriate one on which to base my own research, as detailed in the discussion in this chapter. The fact that he had an original and significant contribution to make to the understanding of human development theory has since been recognised by a number of writers (Wertsch, 1985, Sameroff, 1991, Robson, 1993) who comment on his influence in advancing understanding of the characteristics of the environment and their interplay with personal characteristics in the area of human development. Much of the work carried out in the field of human development has been with young children, and Bronfenbrenner's theory was evolved with kindergarten or primary aged children in mind. The originality of my research is two-fold: firstly, in the application of Bronfenbrenner's theory to older subjects, ones whose psychological or cognitive development might be considered to be, if not complete, then certainly well-established; and secondly, in the interpretation of the macro-system as the European Union. It is now apposite to analyse the different systems within the ecological environment.

The ecological environment

Bronfenbrenner refers to the nested structures which form the ecological environment as micro-, meso-, exo- and macro-systems, and they can be conceptualized thus:

Micro-system	The immediate setting containing the developing person
Meso-system	The relationships between settings
Exo-system	Settings in which the individual is not present but in which events occur that affect his/her immediate environment
Macro-system	Common, overarching patterns of interconnected systems

Micro-system

The innermost level, or **micro-system**, is the immediate setting containing the developing person, for example the home, the school, the classroom, the playground.

Bronfenbrenner defines the micro-system as:

"a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics" (ibid. p. 22).

In the micro-system, the importance of face to face interactions is stressed, as is the interconnectedness within the settings. Bronfenbrenner refers to the 'building blocks' of the microsystem as activities, roles and interpersonal relations. The activities undertaken by an individual within a setting, the roles assumed by that individual and the interpersonal relations between the individual and others within the setting are all factors which contribute to the psychological development of the individual in a given context. The properties of the external physical environment are only significant when viewed together with the context of the psychological environment as perceived by the individual. Bronfenbrenner here draws on the predominantly phenomenological approach of the work of Lewin (1936) who concentrated on the way in which the

environment was perceived by the human beings who react within and with it (as described earlier in this chapter).

My research is concerned with the immediate settings in which the student teacher finds him/herself, of which there is an ongoing series throughout the training year, and the different activities, roles and interpersonal relations involved. As such, Bronfenbrenner's theory is an appropriate theoretical position in which to explore the research problem. In the PGCE course at the University of Nottingham, School of Education, the immediate settings for the student teacher can be divided into three categories:

- (i) in the School of Education – for example, the tutor group, the subject method group, the cross-curricular professional studies seminar group, the whole course lecture group
- (ii) in schools – for example, classrooms, the staff room, the department office or base
- (iii) in other areas – for example, social settings, home/lodgings

In the above list, the first two areas are the ones which are the focus of this research, but that is not to underestimate the importance and significance of the third category, where developments can take place between friends and acquaintances during discussions and disagreements on a daily basis. Bronfenbrenner has stressed the importance of interconnectedness within the settings, and this is amply demonstrated by the Partnership model set up by the School of Education, in which the approximately ninety secondary schools receive student teachers on placement for their twenty-four weeks of school-based work (DFE Circular 24/89). It is vital that

strong links are established in order for the settings to be meaningful for the student teachers, so that they can realise the importance of the relationship between theory and practice and understand how the different strands of the course are interconnected.

The activities in which the student teacher takes part, some in the training institution and some in schools, are numerous and varied, and include learning, listening, observing, role playing, micro-teaching, evaluating, reflecting, practising, modelling, experimenting and many more. Whilst moving through the interconnected settings, the student teacher also assumes a number of different roles, which may include teacher, professional colleague, peer supporter, counsellor, tutee, mentee, learner and friend. It is important, too, that the professionals working with the student teacher also have clearly defined roles. These are set out in the University of Nottingham Partnership Handbook (pp 22-23), and are interpreted and reinforced through ongoing mentor and coordinator inservice training. Underpinning the activities and roles of the student teacher are the interpersonal relations which s/he establishes. Bronfenbrenner stresses the importance of face to face interactions, and in this research it is the quality of those interactions with, for example, the tutor, the mentor, the school coordinator, other teachers, peers and pupils which count. Without a well-developed network of relationships the student teacher would struggle to be successful in the various activities and roles.

Meso-system

Bronfenbrenner highlighted the complexity of the micro-system and the factors which contribute to the psychological development of the individual in a given context. The

second level in Bronfenbrenner's ecology is the **meso-system**, or system of micro-systems, which is formed or extended whenever the individual moves into a new setting. He postulates the need to examine the relationships between single settings (interconnections), which can be as decisive for development as events taking place within a given setting. The meso-system is defined as:

"the interrelations among two or more settings in which the developing person actively participates" (ibid. p. 25).

Examples of such a system might be home/school relations, where the individual will be an active participant in both settings, and where his or her behaviour in one setting can be affected by events in the other setting. A further example would be family/workplace relations.

In this research the interconnections between the settings in which the student teacher is participating and the importance of key individuals in these settings may play a significant role in the student teacher's development. Interconnections can occur between settings within the training institution, settings in schools and settings between the two. This meso- system, or system of micro-systems, in which the student teacher is an active participant, has been supported by the Partnership arrangements referred to earlier in this chapter, and is extended as s/he progresses through the training course. A pattern of school-based placements is arranged, commencing with a primary school, followed by a secondary school and finishing with one or more placements in other schools or educational establishments. [11] Bronfenbrenner again underlines the importance of key individuals in these settings, who are the tutor, the mentor, the school coordinator, the class teacher and so on, as before. The phenomenon of ecological transitions, which occur when the student teacher

undergoes a change in role, with associated expectations of behaviour, are found at this level. A common example is the student teacher who has difficulty adapting from the role of student to the role of professional trainee, with all the expectations of behaviour that the new role entails, namely, attendance, punctuality, participation, support, confidentiality and other professional requirements.

Exo-system

A third level of the ecological environment concerns the hypothesis that a person's development is profoundly affected by events occurring in settings in which the person is not even present. This is what Bronfenbrenner calls the **exo-system**, which he defines as:

"one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person" (ibid. p. 25).

External influences can play a critical role in defining the meaning of the immediate situation to the individual, for example, the conditions of parental employment (or unemployment) can seriously affect how a young child understands his or her role within the family.

The exo-system in terms of this thesis is composed of the settings in which the student teacher is not present, but where events occur, or decisions are made which affect his/her immediate environment. These will include both general education policies and policies specifically pertaining to the European dimension in education. General policies are generated at national level, at university level and within the School of

Education itself. For example, a national curriculum pertaining to teacher training is being introduced, together with legislation on career entry profiles and national standards for assessment, and these will greatly affect the content and organisation of individual training courses. [12] At university level, the policy regarding staff-student ratios has a profound effect on the quality of support which individual tutors can offer. In the School of Education, University of Nottingham, policy relating to mentor training has ensured that an overwhelming majority of student teachers receives the entitlement in terms of lesson observation and feedback. [13] These are but three examples of many where events have occurred, or decisions made, in which the student teacher plays no active part, but which nevertheless bear great influence on the setting containing the developing individual.

Specific policies or decisions relating to the European dimension are also made both locally and nationally. In 1993, the UK government had to make a national response to the EC Council of Ministers of Education statement on the European dimension (Department of Education, 1992). As mentioned earlier in chapter one, the fact that the European dimension does not form a statutory part of the National Curriculum for England and Wales has meant that it has not become an obligatory part of the teacher education syllabus, either. Here we can reflect on the lack of influence asserted by an exo-system on the developing student teacher, and I will consider further the implications of this in chapter 11. Within the School of Education, decisions have been made concerning the content and delivery of the European dimension on the PGCE course, and these will be explored further in chapter 4.

Macro-system

The final level in Bronfenbrenner's ecology is the **macro-system**, which brings together common, overarching patterns of interconnected systems and deals in ideologies and values. He defines the macro-system as referring to:

"consistencies in the form and content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies" (ibid. p. 26).

The macro-system level involves generalised patterns of ideology and institutional structure characteristic of a particular culture or subculture. Public, social policy is a part of the macro-system determining the specific properties of exo-, meso-, and micro-systems that occur at the level of everyday life and steer the course of behaviour and development. There has been very little research carried out, or recognition of the fact that environmental events/conditions outside a person's immediate setting can have a profound influence on behaviour and development within the setting. Such external influences can play a critical role in defining the meaning of the immediate situation to the person.

At the macro-level, consistent patterns of similarity are found within a culture, but consistent patterns of differentiation are found between societies. There are also intra-social contrasts, due to variables such as social class, religious beliefs, ethnicity and others. Bronfenbrenner also considers macro-system patterns that could exist, reflecting the vision of society's political leaders, social planners, philosophers and others. Public policy has the power to affect the well-being and development of

human beings by determining the conditions of their lives. Concern with public policy by researchers is essential for progress in the scientific study of human development. The interpretation of Bronfenbrenner's ecology of human development employed in this thesis envisages the macro-level being represented by Europe, or the European Union. Patterns of similarity and differentiation are found within and between cultural groups and nationalities of the geographical landmass that is the continent of Europe. The European Union, on the other hand, is a multinational construct attempting to impose laws and policies on the member states. Yet is there a set of shared values? Are the citizens of the European Union of one ideological mind? These are some of the broader questions underpinning my area of study and which will be considered in chapter 11.

Critique of Bronfenbrenner's theory

Here I think it important to provide a critique of Bronfenbrenner's theory and its applicability to my study. My understanding and application of the Ecology of Human Development goes beyond the original framework, and extends and develops it further. Bronfenbrenner's image of the ecological environment being a sequence of nested structures, like a set of Russian dolls now seems, more than twenty years since it was first proposed, too neat and tidy. It is too static and does not convey strongly enough a sense of the movement and dynamic that must occur within and between the layers. Griffiths finds the notion of moving into ever-widening circles to be misleading:

"Wider society makes its presence felt from the beginning, in the simplest of individual connections" (1994, p. 87).

This is true, although a young child is only conscious of events in the immediate surroundings at this early stage. Griffiths believes that a person can belong to a number of different groups from birth and that the

"...complexity of the connections increases as a person moves from babyhood to adulthood, because the number of ways in which groupings can be made increases" (ibid. p. 86).

She uses the image of a multiplicity of threads making up webs of different shapes and sizes to describe the process of self-awareness and self-identity. This image conveys the complexities of the evolving interaction between the developing person and the ecological environment more convincingly than the concentric circles image.

My intent is to modify and extend Bronfenbrenner's theory in order to take into account the societal, cultural and linguistic tensions and changes that are characteristic of the late twentieth and early twenty-first centuries. I prefer the image of a pebble being dropped into a pond, so that the ripples created are in a state of continual movement. This represents more forcefully the multi-directional interactions of the current reality that is the European Union than Bronfenbrenner's consensual model, which fails to reflect the tensions which occur within and between the layers. For example, a child born into a family where both parents come from different cultures will already from an early age be aware of differences and tensions due to cultural interpretations, either between the parents or between the parents and other members of society.

However, Bronfenbrenner's analysis of the environment into micro-, meso-, exo- and macro-systems still seems to me to be a relevant and helpful theoretical model on which to base my research, provided that:

- (i) the tensions (which may be cultural, linguistic, racial, religious, political and so on) occurring at individual and societal levels are recognised, and
- (ii) the multi-directional interactions within and between the systems are seen as a dynamic phenomenon.

Thus we are moving beyond an ever-widening pattern, or Russian dolls image, of human development to one which is in a state of continual flux, and which is characterised by a complex pattern of movement between inter-related and overlapping systems.

PERSONAL VIGNETTE

Finding an appropriate theoretical framework to support my research has been the most problematic area and has caused me the most worry during my period of doctoral research. The manner in which I discovered the work of Urie Bronfenbrenner has also caused me to learn the meaning of the word 'serendipitous'! By chance, whilst discussing my work with a research-fellow colleague in the department one day [14], and showing her some notes, I was despairing of the fact that my work lacked theoretical credibility. She looked at the model of concentric circles I had drawn to represent the way I conceptualized how a child might understand his/her place in society and the world. "But this is a theory, it's Bronfenbrenner's Ecology of Human Development", she said, and everything began to fall into place.

Summary

This chapter has examined the terms 'learning' and 'human development' and reviewed the theoretical perspectives of a number of cognitive psychologists, in order to shed light on the issues raised in the research questions. They included Piaget, Lewin, Bruner, Vygotsky and Bronfenbrenner. Bronfenbrenner was identified as the theorist whose work has most relevance to this study and his Ecology of Human Development was discussed in depth. The chapter concluded with a personal perspective on how I came across the work of Bronfenbrenner and began to recognise its significance for my own work, together with a diagrammatic representation of the theoretical model (see p. 92). In the following chapter the discussion focuses on the research design.

Bronfenbrenner's Ecology of Human Development - Theoretical Model

Definitions	Descriptors	Critique
<p style="text-align: center;">Microsystem</p> <p>"..is a pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics"</p>	<p>the immediate setting containing the developing person eg. home, classroom, playground, daycare centre. Conception of development - how the environment is perceived by the individual as well as its objective properties.</p> <p>Interconnectedness within settings.</p> <p>Importance of activities, roles and interpersonal relations.</p> <p>Progressive mutual accommodation.</p>	<p>Image of nested structures (Russian dolls) appears too static and does not convey the tensions inherent in the systems.</p> <p>Nor does it convey the complexity and movement within and between systems.</p> <p>Bronfenbrenner refers to the importance of interconnections but the model is essentially consensual with all development taking place in an outward moving direction, as if organically, growing naturally.</p> <p>Griffiths finds the notion of ever-widening circles misleading. She prefers to use the image of a web as a key to understanding self-identity. Her theory is that the individual "is constrained by overlapping, various communities, each of which is itself changing"</p>
<p style="text-align: center;">Mesosystem</p> <p>"..comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home/school/neighbourhood peer group; for an adult, among family/work/social life)"</p>	<p>The relations between settings</p> <p>Interconnections</p> <p>A system of microsystems is formed or extended when the individual moves into a new setting</p> <p>Settings in which the developing individual actively participates</p> <p>An individual's behaviour in more than one setting</p>	
<p style="text-align: center;">Exosystem</p> <p>"..refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person"</p>	<p>Settings in which the individual is not present but in which events occur that affect his/her immediate environment</p> <p>Can have a profound influence on behaviour and development within that setting</p> <p>External influences can play a critical role in defining the meaning of the immediate situation to the person</p>	
<p style="text-align: center;">Macrosystem</p> <p>"..refers to consistencies, in the form and content of lower-order systems (micro-, meso-, exo-) that exist, at the level of the subculture as a whole, along with any belief systems or ideology underlying such consistencies."</p>	<p>Common, overarching patterns of interconnected systems</p> <p>Ideology/values</p> <p>Organisation of social institutions common to a particular culture or subculture</p> <p>Generalised patterns</p> <p>Contrasts within and between societies</p>	

NOTES

1. Campaign for Learning web-site accessed on 7 January 2002, at:
<http://www.campaign-for-learning.org.uk/aboutlearning/learndef.htm>
2. United Nations web-site accessed on 7 January 2002, at:
<http://www.undp.org/hdro/anatools.htm>
3. Watson (1931) furthered Pavlov's *theory of classical conditioning* and concluded from experiments carried out with an eleven month old child and a white rat, that adults could mould children's behaviour in any way they wished by carefully controlling stimulus-response associations (Berk, 1997).
4. Hull (1943) developed his *drive reduction theory* in which individuals can acquire a wide range of responses in order to satisfy their primary physiological needs. He also believed that primary drive reduction was the only way to get children to learn.
5. Hull's theory was rejected by Skinner (1953), who used a wide variety of reinforcers, such as praise, positive body language and small rewards, to encourage positive behaviour. His *operant conditioning theory* has been widely developed and applied in a number of ways in classrooms in order to modify disruptive and anti-social behaviour (Child, 1993).

6. Bandura (1970) developed a *social learning theory* by postulating that children acquire large units of behaviour through watching and imitating others. This so-called 'modelling' requires a cognitive factor, and implies that individuals gain understandings of themselves and their environments through the interaction of behaviour, cognition and the environment (Bigge and Shermis, 1998). Bandura's work combines elements of both behaviourist and cognitive psychology.
7. Within the context of an initial teacher education course, reinforcement can operate, for example, when certain features of a student teacher's classroom practice receive positive feedback from a mentor or tutor, so that s/he is encouraged to repeat the behaviour. In terms of modelling, Child (1993) states that it is worth considering "the extent to which the student teacher's style is modelled on others she or he has seen as teachers" (p. 109). Some student teachers start teaching in the way that they themselves were taught, for example, which is not always relevant to the contemporary educational context. The importance of good role models for student teachers should not be underestimated.
8. See Beard (1977) and Donaldson (1987) for helpful descriptions and analyses of Piaget's levels.
9. The Gestalt School of Psychology was founded in Germany in the first part of the twentieth century by psychologists such as Wertheimer, Koffka and Köhler, and deals with theories of how individuals establish perceptions. The

theories emphasise the ability of individuals to perceive patterns (Gestalt) as *wholes* (Child, 1993).

10. Bruner outlined three modes of representation (insights or understandings): enactive, iconic and symbolic. The enactive mode is manipulative in character and deals with concrete objects or sets of actions. The iconic mode is based upon images and graphics that represent a concept. The symbolic mode is based upon abstract or arbitrary systems.
11. A new course structure was introduced in 1998, to meet the requirements of the DFES Circular 1/98, and following recommendations of the 1997 Ofsted report. The primary placement disappeared, and was replaced by a serial, more substantial placement in a secondary school, called the Autumn Term School Experience (ATSE). The main teaching practice remained the same, but had to take place in a different school to the ATSE, and the final placement, usually in a third school, became the School-Based Inquiry (SBI).
12. DFES Circular 1/98
13. The Quality Assurance Evaluation of Teaching Practice questionnaire has consistently recorded over 95% of mentors as giving at least the minimum entitlement of 6 lesson observations with written feedback. Equally, over 95% of students are either satisfied or very satisfied with the support received from mentors.

14. I am indebted to Dr Dimitra Hartas for introducing me to the work of Urie Bronfenbrenner.

Chapter Four: Methodology and Research Design

The purpose of this chapter is to review theoretical perspectives on research methodology in general, in order to explain the choice of methodology appropriate to the main and subsidiary research questions. Social science research draws on a variety of approaches and methods, but traditionally, researchers have worked within two main paradigms, the positivist, or scientific paradigm and the naturalist, or anti-positivist paradigm. This discussion will focus on the approach to the research questions, outlined in chapter one, which helped shape this study, and from which the final research design emerged. The main aim here is, therefore, to discuss and justify the choice of methodology against the range of approaches available. Accordingly, this chapter will focus on: the choice of methodology; a discussion of quantitative and qualitative research methods; epistemological and ontological considerations; the research design; the specific methods and techniques employed; methodological and ethical concerns; and finally the participants in the study.

Choice of methodology

The aim of a methodology is to help the understanding of the research process by providing a framework for the enquiry and attempting a critical justification of the methods employed. Kaplan (1973) stated that the aim of a methodology is:

"to describe and analyse these methods, throwing light on their limitations and resources, clarifying their presuppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge" (cited in Cohen and Manion, 1994, p. 4).

Bronfenbrenner's theoretical perspective, the ecology of human development, as outlined in chapter three, concerns the evolving interaction between the developing person and the environment. This consists of overlapping and interacting systems of social experience. These systems are analysed in terms of micro-, meso-, exo- and macro-levels, as described in detail in the previous chapter. Bronfenbrenner's theory, which underpins my research, offers an understanding of the participant's point of view within the context in which he or she is operating, where development constitutes a lasting change in the way in which that individual deals with the environment.

Informed by the main and subsidiary research questions and Bronfenbrenner's theoretical perspective, I chose to adopt a mixed-model approach to my research in which both quantitative and qualitative techniques were used, in order to benefit from the strengths of both approaches. The mixed-model approach, or 'qualitative-quantitative interactive continuum' (Newman and Benz, 1998), allowed me to collect both large amounts of quantitative data from complete cohorts of student teachers, as well as smaller amounts of detail-rich qualitative data or 'empirical materials', from a small, selected group of student teachers (Denzin and Lincoln, 1994). This is consistent with Newman and Benz who argue that "*the research question was even more fundamental than the paradigm one felt allegiance to*" (ibid. p. 1). As such, the choice of a methodological approach combining techniques and strategies from both the positivist and naturalist paradigms was a natural one, given the kinds of questions I wished to investigate in this study.

Before exploring in greater detail the methodological principles of this research, it is firstly important to discuss the contrasting, and sometimes apparently conflicting theoretical frameworks which exist, namely the debate between the positivist approach and the naturalist approach, referred to earlier. These two approaches derive from different philosophical assumptions and to a large extent, both helped shape the methodology employed in this study.

Briefly, the positivist approach is usually regarded as starting with theory, from which specific hypotheses are deduced (Bryman, 1988). Data are then gathered in an empirical enquiry, in order to test the hypotheses, which are then either confirmed, disproved or modified in relation to the original theory. The positivist approach is sometimes associated with quantitative methods, such as experiments and surveys (Hitchcock and Hughes, 1989). In contrast, the naturalist or interpretive approach is one in which the theories and concepts arise out of the research, so that hypotheses will be generated as a result of the data collection and analysis. Also, inductive theoretical development, as a result of data interpretation, is taking place at this stage. This approach includes qualitative methods, such as case studies and participant observation (Glaser and Strauss, 1967, Cohen and Manion, 1994, Miles and Huberman, 1994).

The use and development of the two approaches has led to a period of extreme polarisation in the first half of the twentieth century:

"Taking a multi-method stance involving the collection of both qualitative and quantitative data, and claiming that the whole is, or should be, regarded as a

scientific enterprise is also likely to antagonise those of both scientific and humanistic persuasion. There are strongly held views that the divide between qualitative and quantitative represents an ideological divide and that that particular twain should never meet" (Robson, 1993, p. 6).

However, the debate has become more wide-ranging over the last fifty years, and more recently, researchers of a more pragmatic disposition have drawn attention to the artificiality of the divide. For example, Miles and Huberman, in an article discussing the debate found that:

" if one looks carefully at the research actually conducted in the name of one or another epistemology, it seems that few working researchers are not blending the two perspectives " (1984, p. 20).

Hammersley, in a paper entitled "Deconstructing the Qualitative and Quantitative Divide" (BERA Conference, 1991), asserts that *"the distinction is. ..misleading in my view because it obscures the breadth of issues and arguments involved in the methodology of social research."* Similarly, Newman and Benz refer to this as *"the notion of a false dichotomy"* (1998, p. 115).

According to Robson, *"The task of carrying out an enquiry is complicated by the fact that there is no overall consensus about how to conceptualize the doing of research"* (1993, p. 18). This lack of 'overall consensus' can work to the advantage of a researcher who is not committed to either of the two traditions and who can draw on methods from both, in an eclectic way. As such:

"a multi-disciplinary approach which in turn leads to the eclectic and catholic use of any and all research designs which might prove helpful in answering the questions posed" (Hakim, 1987, p. 172).

From my point of view, I am in agreement with Robson (1993) who, in his book "Real World Research" declares a preference for multi-method approaches, since all methods have their strengths and weaknesses. A particular theme in his writing is "that several methods of enquiry are likely to be better than any single one in shedding light on an issue" (p. xi). He feels that it is important for the researcher to choose the most suitable approach to the research questions. The following vignette summarises how I was influenced by Robson's stance:

PERSONAL VIGNETTE

Whilst taking a week out in a cottage in a Devon village in November 1998 in order to pursue my research uninterrupted by distractions, I started to read Colin Robson's "*Real World Research*" (1993). This proved to be another key moment in my development as a researcher and helped to slot a further major part of my research jigsaw into place. Up until that point I had struggled with the positivist/anti-positivist debate, feeling that as I had a large quantity of statistical data, I should be working within a quantitative framework.

Robson writes in a refreshingly direct and highly readable way, which helped to convince me that I, too, was a 'real world researcher' who had chosen a range of methods of enquiry, from both sides of the debate, to illuminate her subject. From that point I can date my confidence in myself as a bone fide member of the research community. This helped contribute to my understanding of my identity as a researcher.

Interestingly, Bryman (1988) states that:

"the suggestion that quantitative research is associated with the testing of theories, whilst qualitative research is associated with the generation of theories, can. ..be viewed as a convention that has little to do with either the practices of many researchers within the two traditions or the potential of the methods of data collection themselves" (p. 172).

He goes on to assert that there are situations and topics which "will be even better served by a marriage of the two traditions" (ibid. p. 173). In my own empirical research, such a 'marriage' was deemed to be most relevant, since I was seeking to gather as much data as possible using different methods, to obtain a broader picture of the issues. As Miles and Huberman maintain:

"qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting" (1994, p. 10).

This view is most appropriate to my research, since I had gathered a vast amount of quantitative data which I then supplemented with qualitative data 'gathered from the same setting'.

Having discussed and justified the choice of research paradigms, it is now important to consider in more detail the quantitative and qualitative methods from which the research techniques employed in this study are drawn. According to Cohen and Manion, research methods are:

"that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction" (1994, p. 38).

Quantitative research methods

Earlier in this chapter, a link was made between the positivist paradigm and quantitative research methods. A characteristic quantitative methodology commences with a statement of theory from which research hypotheses are derived. An experimental design is then established to test the hypotheses, drawing on the measurement of dependent and independent variables. Data are generated from a series of statistical tests, which, when analysed can confirm or counter the original hypotheses. This in turn leads to theory revision or enhancement (Robson, 1999).

Quantitative research designs usually involve large, random samples, where control of variables and valid and reliable methods are required, and where generalisation from the sample to the population is the aim (Newman and Benz, 1998). These procedures are largely deductive and statistical in nature, and occur at the conclusion of the data collection (Bogdan and Biklen, 1992).

It has already been stated that a number of the research questions of this study were capable of generating quantitative data. As an initial step in terms of gathering information to address these research questions, it was decided to use a questionnaire in order to obtain a general picture from all the student teachers at the beginning and end of their initial training course. A questionnaire is a quantitative tool which can generate large amounts of statistical data when distributed to a wide audience, and this was deemed appropriate for gaining access to the views of a large group of people. From the data generated by this method, a statistical analysis can be carried out and conclusions drawn, giving as wide an overview as possible. Thus, the questionnaire would be distributed to all the student teachers in each subject specialism offered on the PGCE course. By adopting an inclusive approach and including all the student

teachers in this way, it was hoped that the ensuing statistical analysis would yield sufficient data to provide answers to the aforementioned research questions, thereby testing some of the original hypotheses regarding their attitudes to Europe.

Having decided upon a mixed-model approach for the research, the aim was to obtain a wide basis of statistical data through the use of a quantitative tool, and then focus on individual experiences, using qualitative research methods in order to obtain depth of understanding of the issues involved.

Qualitative research methods

The link between the naturalist, or anti-positivist paradigm and qualitative research methods has already been stated. In contrast with quantitative methodology, a typical qualitative approach starts with data collection and some initial analysis, which may lead to further data collection and analysis, a cycle which can be repeated. Hypothesis generation and theoretical development (grounded theory) occurs during or at the end of the process (Robson, 1999). Qualitative research is concerned with understanding and interpreting the different realities of the subjects being researched. The researcher must adopt the type of exploratory approach suited to the complex nature of the social world, and suspend his or her own assumptions in order to see the world from other people's points of view (Miles and Huberman, 1994). Qualitative researchers place an emphasis on the use of verbal data in order to carry out a detailed investigation of social processes as they occur in natural situations (Hitchcock and Hughes, 1989). Qualitative research methods are largely inductive in nature, and generally involve much smaller samples than quantitative research procedures.

Employing qualitative research methods for part of this study was a natural choice, given the kinds of questions that were to be investigated. I wanted to examine the lives of teacher training students within the context of their training course, and to develop the study over a number of years. As I was living and working in close proximity to them, as a lecturer and tutor, I was ideally placed to be able to offer an "interpretive understanding of human experience" (Denzin and Lincoln, 1994, p.4). Although many writers have offered a variety of definitions of the term 'qualitative research', a commonly accepted version, and one which seems helpful to me, is that the subjects are studied in their natural settings, in order to make sense of, or interpret, different phenomena in terms of the meanings held by the subjects themselves. The way that people's perspectives of the world shape their actions, and the diversity of such perspectives is acknowledged as a fundamental element of this philosophical stance. It is with this interpretation in mind that the term "qualitative" is employed throughout my enquiry. I therefore decided to use the qualitative tool of the semi-structured interview to gather additional data, in order to further illuminate the findings from the questionnaires.

Epistemological and ontological considerations

The positivist/naturalist debate described earlier in this chapter draws on underlying philosophical issues concerning the nature of knowledge and the essence of social reality. "*The search for knowledge (or "truth") is the purpose of research*" [1], which has been described by Kerlinger (1970) as the "*systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena*" [2]. Traditionally, research in the social

sciences has sought to examine the construction and interpretation of the social world by using methods and approaches from the natural sciences, in order to discover universal laws which regulate and determine individual and social behaviour. A more recent approach has been to consider research in the social sciences as separate from the natural sciences, in that it emphasizes how individuals differ from inanimate natural phenomena and from each other (Cohen and Manion).

The two approaches, positivist and naturalist, are based on very different underlying epistemological and ontological assumptions. In positivist terms, knowledge can be acquired and communicated to others in a “hard”, objective and tangible form. In the naturalist tradition, knowledge has to be personally experienced and is “soft”, subjective and based on personal experience and insight (Burrell and Morgan, 1979). Similarly, two opposing views exist of social reality, according to the two approaches. Positivists consider the social world as being external to individuals, as being a *“common reality on which people can agree”* (Newman and Benz, 1998, p. 2). Conversely, naturalists, conceptualise social reality as the product of individual consciousness, as a “social construct” capable of being interpreted differently by individuals, all equally valid (Newman and Benz).

Unlike some researchers who clearly position themselves within one or other of the two traditions, I have chosen a mixed-model approach as a framework for my research. Some writers such as Robson (1999) have adopted a pragmatic approach, since *“several methods of enquiry are likely to be better than any single one in shedding light on an issue”* (p. xi). In his book “Real World Research”, he details his development from a *“virtually unquestioned assumption that rigorous and*

worthwhile enquiry entailed...the statistical analysis of quantitative data obtained from carefully controlled experiments” to a *“fundamental reconsideration of the style and approach to enquiry which are appropriate if one wants to say something sensible about ... ‘field’ settings”* (schools and hospitals) (1999, p. x). A more philosophical approach is advocated by Newman and Benz (1998) in their elaboration of a qualitative-quantitative interactive continuum, who deny the existence of qualitative and quantitative dichotomy in terms of scientific research. This is a position with which I identify and on which the empirical research in this project is based, namely that *“research is a holistic endeavor”* (p. 88).

Added to the debate recently is the work of Newman and Benz, who postulate a new paradigm, the so-called ‘qualitative-quantitative interactive continuum’, an integrated perspective which *“builds the research method on the researcher’s question of interest”* (1998, p. 114). The model combines both qualitative and quantitative methodology on a continuum, with theory building and theory testing both playing an important part, and feedback loops facilitating theory revision (Newman and Benz). This is an innovative conceptualisation within which my research can be situated. Having provided a context in which to explore issues of methodological choice, it is now apposite to examine in detail the research design of this study, and to describe the specific research tools, and how they were formulated.

Research design

Given that the major aim of this study is to explore the complex nature of the evolving

development of student teachers during their initial training course in relation to the European dimension, and the interactions which take place within the environments in which they operate, it was deemed necessary to obtain an understanding of the student teachers' points of view. As the researcher, I had a direct professional interest in, and concern for, the setting under investigation. The research focus was on people, carried out in the 'real world', with a view to not only describing their circumstances but also to evaluating their situation and looking at issues of change. Out of a wide range of possible methods and procedures, the use of a questionnaire and semi-structured small group interviews were considered to be the most appropriate strategies to use in order to collect data that were both quantitative and qualitative in nature.

Research tools employed in this enquiry

1. The questionnaire

Construction of the questionnaire

The construction of the questionnaire was based initially on theoretical considerations, which had emerged through a study of the literature and an examination of the previous research in the area. It was also influenced by my early experiences of working with student teachers and by my ongoing research into adolescent attitudes to Europe (the Collaborative Research in Modern Languages Education, or CRMLE, research was detailed in chapter two). The literature review led me to an understanding of the importance of the role of the European dimension in education, together with the notions of European cooperation, integration, identity and citizenship. Examination of the previous research in the area revealed that very little

research had taken place to ascertain student teachers' views on Europe. As a key group which would form the future teaching force in the UK, and elsewhere, and who could be responsible for the delivery of a European dimension in the curriculum, it was therefore vital to probe the student teachers' attitudes to these issues in the questionnaire. Any information gathered in such a way could, if appropriately disseminated, help shape the decisions of policy makers, curriculum planners, teacher trainers and other professionals in the field.

The first step was to design a questionnaire to administer to PGCE students at the beginning of the academic year in September 1992, following my controversial European dimension lecture of May 1992, described in chapter one. This was a fairly tight time-scale for the development of an effective research tool, but I considered that it was essential to obtain the students' views at the start of the training course, before they could be influenced by any input or experiences of the course.

Having successfully administered the questionnaire in September 1992, the idea of administering a post-course questionnaire, identical or similar to the pre-course one, began to evolve. The notion of comparing students' attitudes to Europe over the course of their initial training was a powerful one, since it would allow me to investigate the effects of the training course and to draw possible conclusions based on developmental changes over time. This idea was supported by my understanding of Bronfenbrenner's ecology of human development, which, as described in detail in chapter three, is concerned with the evolving interaction between the developing individual (student teacher) and his or her environment. Thus the development of a longitudinal study, involving pre- and post-course questionnaires, was strongly based

on theoretical considerations, which in turn influenced the format of the questions posed.

Format of the questions

The first part of the pre-course questionnaire consisted of three sections of specific statements with fixed alternative responses, which required participants to decide to what extent they agreed or disagreed with the statements. The first section was concerned with European cooperation, for example:

“I believe that Britain and other European countries should cooperate...politically”.

The second section explored issues surrounding further European integration, for example:

“Britain and other European countries should agree to bring their practices into line with regard to the legal system”.

The third section examined the role of the European dimension in education:

“European awareness should permeate all subjects in the curriculum”.

The aim of these statements was to encourage the respondents to make informed responses on a specific area, which could then be analysed statistically.

The second part of the pre-course questionnaire was designed to probe the life experiences of the participants, either living or studying in another European country (section four), working in another European country (section five) or travelling and speaking foreign languages (section six). In these three sections there were a number of questions requiring a yes/no answer, for example:

“Have you ever lived in a household in another European country?”

Participants were then invited to add further details, such as specific examples, in their own words if they had answered positively. It was not necessary to repeat this part of the pre-course questionnaire in the post-course questionnaire. The full text of the pre-course questionnaire is to be found in appendix D.

The first part of the post-course questionnaire consisted of the three sections of specific statements with fixed alternative responses repeated in an identical format from the beginning of the pre-course questionnaire. This was to enable a comparison to be made between the two sets of responses and for the results to be analysed, to see if the respondents' attitudes had changed over the training period.

The second part of the post-course questionnaire consisted of two sections designed to explore the participants' experiences of the European dimension over the course of their initial teacher training (section four) and their views on any future involvement with the European dimension (section five). In these final sections there were again a number of questions requiring a yes/no response, for example:

“Have you had the opportunity to consider the European dimension during the course of your teacher training?”

and also some completely open-ended questions, designed to build a rapport with the respondents, to facilitate the collection of rich, in-depth information and specific examples:

“To what extent do you intend to include any aspects of the European dimension in your future teaching? Please specify how.”

Whilst it is clear that both of the pre- and post-course questionnaires generated a vast

amount of quantitative data, the open-ended nature of a small number of the questions, especially on the post-course questionnaire, was designed to elicit data of a more qualitative nature. The full text of the post-course questionnaire is to be found in appendix E.

Psychometric properties of the questionnaire

A fundamental requirement of all empirical research is that the methods used are consistent and measure what they are intended to measure. This is what makes the enquiry believable and trustworthy, and will enable the findings to be taken seriously (Robson, 1999). *“Reliability is the extent to which the measure will give the same response under similar circumstances”* (Howitt and Cramer, 2000, p. 34). There are two approaches suitable for exploring the reliability of quantitative data. The test-retest reliability approach is not applicable to this research, since it is neither possible nor appropriate to *“compare results obtained from applications of a test on two different occasions”* (Youngman, 1979, p. 179). However, an internal consistency approach is appropriate, and a Cronbach’s alpha test will be used to check how well correlated the individual items are in the first three sections of the questionnaire. The results of these tests are reported in chapters five (main survey) and nine (European survey). Additionally, the fact that most of the questions require set responses, are easy to fill in, that there is less chance of bias occurring and that the relative anonymity means that respondents will answer with a high degree of honesty are characteristics of the questionnaire used in this study that will increase its reliability.

The period between the design and administration of the questionnaire was too short

to allow for it to be piloted with student teachers. Instead, senior colleagues with vast amounts of experience in quantitative research design were invited to scrutinise the questionnaire to determine the degree of consistency of the questions. [3] Thus it can be argued that an inter-coder reliability check took place.

Additionally, this scrutiny by colleagues ensured that the face validity of the questionnaire had been addressed. "*Validity refers to whether a measure actually measures what it is supposed to measure*" (Howitt and Cramer, op. cit.). It was not necessary to make any amendments to the draft questionnaire before it was administered in September 1992. Since the student teachers did not raise any queries either during or after completion of the pre-course phase, it was not deemed necessary to change the fixed response section for the post-course phase, either.

Administration of the questionnaire

In 1992 the pre-course questionnaire was administered to the whole of the PGCE cohort at the same time, at the end of a lecture, in the education lecture theatre of my department. I explained the purposes of my research, that it was being carried out as a result of the reactions of the previous year's cohort and that I needed to know what they thought about various issues to do with Europe, in order to make improvements to the way the European dimension was delivered within the course. Copies of the questionnaire were then distributed and students completed them before leaving the lecture theatre. This system proved rather lengthy and difficult to administer to such a large cohort, so for the three successive years of the study, the pre-course questionnaire was administered through individual subject groups (English,

geography, history, mathematics, modern foreign languages and science) by the respective subject tutors, during the first week of the course. The subject tutors each received a briefing paper, including the rationale for my research and instructions for completion of the questionnaire, in order to ensure that all groups received the same information and instructions.

I chose to administer the post-course questionnaire by mail, for two main reasons. I firstly wished the respondents to have time to reflect on the issues involved, at the end of what had been a busy and often stressful year. In the early years of the study, the European dimension aspect was delivered at the end, in the final, "Short Course phase" of the PGCE course, and I was therefore keen that the students be allowed some thinking space between experiencing it and being asked to complete the post-course questionnaire. The second reason for distributing the questionnaires after the end of the course was the lack of appropriate time to do so within the busy end of term, when students were tired and probably lacking in motivation to fill in 'one more piece of paper'. The questionnaire was therefore posted to them approximately one week after the end of the PGCE course, together with a covering letter (see appendix F for the text of the letter) and a pre-paid reply envelope.

The European questionnaires

Having collected data from British student teachers over three years, I decided to widen the scope of the study in the fourth, and final year of data collection, by collecting information from student teachers in other European Union countries. I

wanted to find out if they had the same attitudes, and had had the same experiences, as their British counterparts. I had been working in a collaborative network called the European Teacher Training Programme (ETTP) since the early 1990s, within the framework of the EU-funded Socrates (Erasmus) programmes. I therefore had well-established links with colleagues in our partner institutions: the Pädagogische Akademie, Vienna, l'Institut Universitaire de Formation des Maîtres (IUFM), Nancy, the Universität Leipzig, the Hanzehogeschool (Pabo), Groningen and the Universidade de Lisboa. It was a logical move, therefore, to approach them and ask them to collaborate in my study, since we shared a professional interest in the development of student teachers. I also felt that this would add a genuine European dimension to my own research. Conceptually, the decision to expand the role of the research fitted into the final level of Bronfenbrenner's ecology, the macro system, which deals with common, overarching patterns of interconnected systems, ideologies and values. By collecting information from other countries I hoped to be able to draw conclusions concerning the similarities and differences between British student teachers and their counterparts in Austria, France, Germany, the Netherlands and Portugal. I also hoped to gain further insight into the issues of European cooperation, integration, the European dimension in education, identity and citizenship and to be able to construct meaning within different social educational contexts.

The practical problems surrounding the administration of the questionnaire in five other countries had to be considered and resolved. Access to students for the completion of the questionnaire was an issue, due to the differences in course structure and length. It was therefore decided to combine the pre- and post-course

versions into one questionnaire which could be administered to a cohort of students when my colleagues had access to them. Although this would not provide me with any information concerning the students' attitudes over time, I felt that it would generate enough data to present a snap-shot of their views at a given time, to enable a comparison to be drawn with the views of the British students in the same year.

It was at this point that a question specifically relating to identity was added to the end of the questionnaire, since I had not included anything on identity before. Through my reading and experiences as a teacher trainer working in a European context, I had become increasingly aware of the importance of having an understanding of one's personal identity before feeling comfortable with other identities (Grant, 1997). Thus, a question requiring a yes/no answer:

"Do you feel European rather than Austrian?" or

(French/German/Dutch/Portuguese)? followed by an open-ended question requiring a more detailed response:

"If so, what does it mean to be European?"

These questions were also appended to the post-course questionnaire for the final British cohort who completed their PGCE in July 1997. The intention was that this would enable me to include the views of the British students when comparing the views of the 'European' cohort.

Another issue to be considered from an administrative point of view was the selection of the student cohort to whom the questionnaire would be given. The courses run by our partner institutions were of differing lengths, as shown in table 4.1:

Institution and country	Length of course
Pädagogische Akademie, Vienna, Austria	3 Years
l'Institut Universitaire de Formation des Maîtres, Nancy, France	2 Years
Universität Leipzig, Germany	7 Years
Hanzehogeschool, Groningen, the Netherlands	3 Years
Universidade de Lisboa, Portugal	5 Years
University of Nottingham, UK	1 Year

Table 4.1: Partner institutions and length of teacher training course

In consultation with my ETPP colleagues, it was decided that they would each select a group of student teachers from across a range of subject specialisms who were in their final year of training, and who would, to all intents and purposes, be taking up their first teaching posts at the beginning of the following academic year. This seemed to be the best way to achieve comparability with the cohort of British students. Colleagues agreed to aim for a group of forty students in each country, thus giving an approximate 'European' total of two hundred.

Then began the task of preparing the questionnaires, which had to be translated into German for the Austrian and German students, into French and also into Portuguese. The questionnaires were initially translated from English by colleagues based in each country and then double-translated, in order to ensure validity and reliability of the data, by myself and colleagues in the modern languages PGCE department. The Dutch students were deemed capable of understanding and completing the questionnaire in English. The questions were adjusted to fit each country's national context. For example, basic adjustments were made, such as in question one, relating

to the country and origin of the participants, recognising that it may not be British (see appendices G, H, I, J and K). The questionnaires were then distributed to colleagues in the five countries concerned and duly returned to me for analysis. The results from the 'European' questionnaires and the comparisons with the British results will be reported in chapter nine of this thesis, and discussed in chapter ten.

2. The semi-structured interviews

After collecting data via the questionnaires over a period of four years, I decided that it was necessary to collect further in-depth information by following up and exploring in more detail some of the issues raised in the questionnaires. A triangulation of methods was therefore envisaged. Many researchers have commented on the use of triangulation as a means of increasing validity (Denzin, 1994; Lincoln and Guba, 1985). According to Robson, *"Similar patterns of findings from very different methods of gathering data increase confidence in their validity"* (1999, p. 69). Using student teacher participants in interviews and questionnaire completion would allow me to *"check the perceptions of the same actors in different contexts"* (Deem and Brehony, 1992, p. 11). As this research is informed by a mixed-model paradigm, it seemed a natural step to try and obtain contextualised, in-depth information concerning the phenomena being investigated. The reliability and validity of the research would be enhanced by employing a variety of sources of information, since *"The multiple data collection methods ... diminish bias by increasing the wealth of information available to the researcher"* (Sherman and Webb, 1988, p. 131). Thus in the final year of the study, a series of semi-structured interviews was carried out with a representative sample of PGCE students during the last phase of their training

course.

The interview questions, (the full text of which can be found in appendix L), were designed to probe in more depth some of the issues raised by the questionnaires. As with the construction of the questionnaire, the interview questions were similarly based on conceptual and theoretical considerations that had been raised in earlier chapters, and were discussed and checked with a colleague. Although the theme of the European dimension in education had been explored in the questionnaire, in the interviews I asked more specifically:

"What do you understand by the term 'European dimension'?"

However, I was more concerned to try and ascertain how the students felt that they had changed over the course of the training year:

"Have your attitudes to the European dimension changed during the course of the PGCE year? How? Why?"

and to explore in greater detail some of the areas that I thought had not been well covered by the questionnaires:

"How important do you think it is to prepare pupils to be citizens of Europe?"

It was decided that eighteen would be an appropriate number of British students to be interviewed, in order to provide the kind of rich and in-depth qualitative data required for the further illumination of the issues under consideration. Of the eighteen students selected, only sixteen actually took part, since two had job interviews at the same time. Additionally, a group of eleven Erasmus student teachers from the same partner

institutions mentioned earlier, who were working in the School of Education at the time the interviews were carried out, were also invited to take part. This meant that their perspective could be added to that of the British students, which would also complement the questionnaire data received from the other European students. A total of twenty-seven student teachers were therefore interviewed in June 1997.

The representative sample of British students who were invited to take part in the interviews was selected according to a number of criteria: their attitude to Europe (based on composite scores from the first three sections of the pre-course questionnaire), age, gender and subject specialism. A balanced selection was made, with students being grouped in the first place in four bands corresponding to the four point answer scale from the questionnaire: strongly agree, agree, disagree and strongly disagree. There were no students in the strongly disagree band, so the number of bands was reduced to three. Within the three bands the groups were checked to ascertain if there was a balance of age groups (20-22, 23-26, 27 and over) and that gender and subject specialisms were represented, if appropriate. If there was only one student within a particular band of a particular group, then that student was automatically selected for the interviewing process. The remainder of the students were selected anonymously at random by a third party.

Once the selection process had taken place, the students were invited to take part in the process by a letter (see appendix M), which explained to them the reasons for the research. I had decided to interview the students in small groups of 2 or 3 for several reasons: in order for the process to be less threatening, in order to generate a

discussion between the students and in order for my role as interviewer to be minimal. I intended to restrict my role to one of posing the questions, as I did not wish to influence the discussion in any way, and therefore decided to pass no comments whatsoever during the interviews, to allow only the participants' voices to be heard. A real threat to validity in the interviewing process is caused by bias:

"The sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions" (Cohen and Manion, 1994, p. 281).

By reducing my role in the interviewing process to a minimum and by submitting the questions to a face validity check, I had addressed the issue of bias. To enable me to have a complete record of the interviews, I decided to record them, and to transcribe them at a later date.

Methodological and ethical concerns

In choosing to carry out my research with student teachers, I had to ensure that they fully understood the purposes of the project and were willing participants. There was no obligation to complete the questionnaire. They were free to make an informed decision about whether or not to participate, and some did not do so. I also ensured that they were fully aware of the confidentiality of the data collected, and that their anonymity would be guaranteed. Although I asked them to write their names on both the pre- and post-course questionnaires, this was for matching purposes only. The students clearly understood and trusted my explanation on this issue, since only one or two questionnaires were returned nameless in any given year.

The students who took part in the interviews, on the other hand, were all willing to be named in the acknowledgements at the beginning of this thesis. Complete confidentiality and anonymity regarding individual views is maintained in the text, however. They all expressed a wish to be informed of the outcomes of the research, and will receive a summary of the main findings after the end of the project. [4]

Participants

The total number of participants in my research was 1234, which included four different, large cohorts of British student teachers, small cohorts of student teachers from Austria, France, Germany, the Netherlands and Portugal and a small group of Erasmus students from the same countries, who were studying at the University of Nottingham in June 1997. The reasons for carrying out this research project with teacher training students have already been referred to in chapter one. I wished to investigate, through a carefully constructed research project, the attitudes towards and beliefs about the European dimension, of students on the point of entering the teaching profession. I had been disturbed by what I perceived as strongly negative reactions regarding our European involvement the previous year, and I wished to try and obtain empirical data to support and/or explain these sentiments. I also saw it as a means of evaluating and improving my own practice, and therefore helping inform my philosophical understanding.

The participants in the first phase of the research were one-year post-graduate teacher training students on the PGCE course at the University of Nottingham. The course in question was a large one, which meant that the researcher had access to a total number

of 1029 students over four years for the purpose of the pre-course questionnaire. The actual total number of students registered on the courses at the time the pre-course questionnaires were administered was 1171, which means that an 87.9% response rate was achieved overall. Biographical details of the sample used in the quantitative and qualitative stages of the project were collected according to the variables of gender, age and subject specialism. Ethnicity did not figure as a key issue in the biographic breakdown of the sample, because, in keeping with many departments of teacher education in the UK at the time of data collection, 5% or less of the total student cohort at the School of Education, University of Nottingham were not of white, UK ethnic origin. [5]

Gender

Female students outnumbered male students by a ratio of approximately 3:2, as shown in table 4.2 below:

Year	Total number of students	% of female students	% of male students
1992-3	253	63	37
1994-5	276	56	44
1995-6	260	60	40
1996-7	240	57	43

Table 4.2: Student numbers and % gender breakdown of successive cohorts

The figures on the previous page illustrate the consistency in size of the successive pre-course cohorts, and the consistent gender balance between the four years. [6]

Although it should be noted that the proportion of male students rose slightly over the four years, female students remain convincingly in the majority. It is a well-established fact that the majority of teachers are women (DfEE 1998), and that fact was certainly mirrored in my study. (The difference that gender makes to the results of the questionnaire is explored later in chapter 5). The figures also reflect the national pattern of recruitment to teacher training courses, which rose steadily to a peak in 1995, and dropped in 1996 (DfEE 1998).

Age

The age range of the total group at the commencement of their training course extended from 20 years at the lower end to 53 years at the upper end, with the mean age for the group being 24 years and 8 months. For the purposes of analysing the data, the students were grouped according to age, as shown in table 4.3 below:

Student age range	% of total group
Group 1: 20-22 years	43
Group 2: 23-26 years	31
Group 3: 27-53 years	26

Table 4.3: Student ages shown as percentages of total group

Group 1 was intended to include the students who had started the PGCE course immediately upon completion of their three or four year undergraduate degree course,

and whose experiences would have been limited to the time spent at school and university, with less opportunity for extended travel, periods abroad or other work experience. Group 2 was intended to include those students who had taken a year-off prior to becoming an undergraduate, or who had entered another profession or perhaps carried out a period of voluntary work before undertaking a PGCE course. The experiences of this group could be considered to be wider than that of group 1, and this might have a bearing on their attitudes. Group 3 was intended to include all the mature students, who had worked in other professions or raised a family, amongst other things, before deciding to undertake teacher training. This group could be regarded as having had wide-ranging experiences, one of which might be a period spent working or living abroad.

Subject specialism

This was considered to be an important variable in order to investigate the influence a student's subject specialist background might have on his/her attitudes to the European dimension. Students from the whole range of subjects offered on the PGCE course at the University of Nottingham were therefore included in the research. Those subjects are English (including drama), geography, history, mathematics, modern foreign languages (French, German, Spanish, Russian and Japanese) and science (physics, chemistry and biology). For the first year of the research only, (1992-1993), there was a small cohort of classics students, before the subject was discontinued. Table 4.4 on the following page shows the percentage breakdown according to subject specialism of the total group:

Subject	% of total group
Classics	0.8
English or English/drama	18.6
Geography	9.1
History	11.5
Mathematics	17.9
Modern foreign languages	20.1
Science	22

Table 4.4: Subjects shown as percentages of whole group

It can be seen from the above table that science and modern foreign languages formed the biggest groups, followed by English and mathematics. In the case of modern foreign languages, most undergraduate courses require their students to follow a compulsory year abroad, either following courses at a university or teaching English as an 'assistant' in a secondary school. Such students have often spent a greater percentage of their time abroad, and it was therefore considered important to create two further sub-groups for the purposes of statistical analysis. These were (i) language students and (ii) non-language students, as shown in table 4.5 below:

Subject	% of total group
Language students	20
Non-language students	80

Table 4.5: Student percentages shown according to languages/non-languages subjects

It is evident from table 4.5 that students of foreign languages formed a fifth of the

total group. When the data is analysed later in chapter five, the extent to which the foreign languages students have significantly different views from those of the non-languages students will be explored. However, it should be noted that these figures do not take account of any non-languages students who may be bi-lingual, or who may have spent time as Erasmus students, or who may simply be fluent in a language other than their mother tongue, and who may have reasons for holding similar views to the languages students.

The design of this research project permitted the main and subsidiary research questions, outlined in chapter one, to be addressed, using data generated by the quantitative and qualitative research tools employed. Table 4.6 shows the relationship between the research questions, the type of data generated and the research tools employed:

Research question	Type of data	Research tool
<i>What are the attitudes of student teachers to Europe?</i>	Quantitative	Questionnaire
<i>Do student teachers' attitudes to Europe change during the course of the initial training year?</i>	Quantitative	Questionnaire
<i>Does the initial training of teachers include preparation for teaching about Europe?</i>	Quantitative	Questionnaire
<i>What is meant by the term 'European dimension'?</i>	Qualitative	Semi-structured interview
<i>Should the initial teacher education curriculum include a European dimension?</i>	Qualitative	Semi-structured interview
<i>What would be an effective way of delivering a European dimension in an initial teacher education course?</i>	Qualitative	Semi-structured interview
<i>Does the inclusion of a European dimension in the initial teacher education curriculum help to change attitudes to Europe?</i>	Quantitative	Questionnaire

<i>Is there such a concept as “European identity”?</i>	Quantitative	Questionnaire
<i>How can European citizenship be promoted through the school curriculum?</i>	Qualitative	Semi-structured interview

Table 4.6: Relationship between the research questions, type of data and research tools

I have shown how the specific research design took shape, explored the choice of research methodologies and demonstrated how the research questions were addressed through data generation and analysis. However, it is also important to consider how Bronfenbrenner’s ecology of human development as a theoretical model supports the notion of the developing individual (student teacher) in relation to the European dimension. The table on the following page demonstrates diagrammatically which of the data sources provided information to interpret Bronfenbrenner’s theory:

Bronfenbrenner's Ecology of Human Development - Data Interpretation

The developing individual is the student teacher I want to explore how the European dimension affects the student teacher	Data sources Information regarding the student teacher's development in relation to the European dimension
<p>Immediate settings for the student teacher: tutor group, subject group, cross-curricular group, classrooms, social areas, home</p> <p>Activities - learning, role playing, reflecting, practising, modelling, experimenting</p> <p>Roles - student teacher, fellow professional, peer supporter, tutee, mentee</p> <p>Interpersonal relations - tutor, mentor, other teachers, peers, pupils</p>	<p>Questionnaire sections 4,5,6,7,8,9</p> <p>Interviews with student teachers</p>
<p>Interconnections between the settings in which the student teacher is participating eg. between home/training institution/ schools/social contexts</p> <p>Importance of key individuals in these settings eg. tutor/mentor/school coordinator/class teacher etc.</p> <p>Mesosystem is extended throughout PGCE course via Primary school, TP school, WIS schools etc.</p> <p>Ecological transitions occur when the s.t. undergoes a change in role, with associated expectations of behaviour</p>	<p>Interviews with student teachers</p>
<p>Settings in which the student teacher is not present, but where events occur/decisions made which affect st's immediate environment. eg. general policies in School of Education, University, at national level etc.</p> <p>specific policies on European dimension - local, national and EU level</p>	<p>Official documentation: local national EU</p>
<p>Continental Europe and the EU are seen as macrosystems in this research.</p> <p>The continent of Europe is characterised by divergence, yet has a shared cultural heritage. It is a multicultural entity - are there shared cultural values?</p> <p>The EU is a multinational construct, still in course of formation, which attempts to impose laws and policies on the member states, with differing amounts of success.</p>	<p>Questionnaire sections 1,2,3</p> <p>Interviews with student teachers</p>

Summary

This chapter has provided an overview of research paradigms, leading to the choice of methodology and research tools in my study. The specific research design and connections with the theoretical model of Bronfenbrenner are also highlighted. I located the research project within a mixed-model paradigm, demonstrating the need to draw on a variety of methods, both quantitative and qualitative in nature, in order to adequately explore the topic. I have provided justification for the choice of methodology and described the tools employed with reference to the specific research questions. The theoretical framework was also made explicit. The next chapter is concerned with the first stage of data analysis from my project, and focuses on statistical data from the questionnaires.

NOTES

1. Newman and Benz, 1998, p. 11.
2. Cited in Cohen and Manion, 1994, p. 4.
3. I am indebted to Dr M Youngman and Dr J Muckle for their help in this respect.
4. Arrangements for dissemination of the findings were made in order to feed back to participants and collaborating colleagues, in an appropriate format.
5. The University of Nottingham, School of Education, Postgraduate Certificate in Education Statistical and Performance Indicators, Volume 6: 1988-1996, December 1996.
6. The statistical detail in this chapter has been validated by Jane Restorick, data analyst in the School of Education, University of Nottingham.

Chapter Five: Quantitative Results

The first four chapters of this thesis provided context, a literature review, theoretical perspectives and the research design. Here, the discussion moves to details of the data collection and analysis, along with consideration of the reliability of the research instruments. The chapter concludes with a summary of the main quantitative findings.

Data collection

In chapter four the research tools (questionnaire and semi-structured interview) were described in detail. The first stage of the empirical research for this thesis involved the administration of pre- and post-course questionnaires over the course of four years to student teachers on the one-year PGCE course at the University of Nottingham, School of Education. The administration of the pre- and post-course questionnaires started in the academic year 1992-93 (Year 1), and continued in September 1994 (Year 3), September 1995 (Year 4) and September 1996 (Year 5).

As detailed earlier in chapter four, the same statements were put to the student teachers in the first three sections of the pre- and post-course questionnaires (see appendices D and E). Section one was concerned with attitudes to European co-operation, whereas section two was concerned with European integration (changing policies and practice). Section three was concerned with education and the role of the European dimension in the curriculum. Having explained the process of data collection, the focus moves next to the reliability of the questionnaire.

Reliability of the questionnaire

General issues of reliability were discussed in chapter four. Here, the focus is on the specific details in relation to the quantitative data. There were fifteen different items in the first three sections of the pre- and post-course questionnaires, designed to measure the attitudes of student teachers to Europe. It was necessary to carry out a test to check the reliability of the questionnaire. In this case, the reliability is about consistency in response to slightly different measures of the same thing at the same time, referred to as 'inter-item' reliability (Howitt and Cramer, 2000). A Cronbach's alpha test was carried out for each section of the questionnaire, pre- and post-, to test the reliability of the questionnaire data. This was essentially measuring how well correlated the questions were in each section of the questionnaire. The Cronbach's alpha test score for section one was 0.7 for the pre-course data and 0.75 for the post-course data. The Cronbach's alpha test score for section two was 0.84 for the pre-course data and 0.89 for the post-course data. The Cronbach's alpha test score for section three was 0.7 for the pre-course data and 0.77 for the post-course data. The range of the figures obtained, from 0.7 to 0.82, demonstrates validity (Youngman, 1979). Although high values (<0.8) are desirable, "Cronbach asserts that internal consistency need not be perfect for a test to be interpretable" (ibid. p. 180).

The statistical analysis

During the course of this research project, a great deal of quantitative data was generated. In order to present it in a clear and helpful way, it was decided in the first instance to take a year-on-year approach, to see if the views and attitudes of the different cohorts of student teachers changed over the four years in which the data

were collected. Secondly, the three sections, detailed earlier, and the individual questions in each section will be examined to see if any trends emerging from the year-on-year results are consistent here, according to the independent variables of gender, age, subject, number of countries visited and number of foreign languages spoken. Thirdly, the significance of individual questions will be scrutinised according to the same independent variables.

I Pooled overall data (between-section analysis)

A preliminary analysis of variance test was carried out on the mean score (dependent variable) for each section (European co-operation, European integration and the European dimension in education) to determine 1) if there was any change in views during the course of each year from pre- to post- (within group differences). An analysis of variance was also carried out over the four years of the study (between group differences) as a function of 2) gender, 3) age, 4) subject, 5) number of countries visited and 6) number of foreign languages spoken (independent variables).

1 Year on year

In chapter one, European co-operation was defined as *“Britain making its own decisions, and in a national capacity, working alongside other countries in Europe on an equal basis, in different socio-political and cultural spheres, in order to foster mutual awareness and understanding”*. On the pre-and post-course questionnaires, section one probed the student teachers’ attitudes to European co-operation by asking whether they believed that *“Britain should co-operate with other European countries politically, economically, culturally and with regard to social legislation”*. Figure 5.1

shows the overall results for each year group in response to section one (European co-operation) of the pre- and post-course questionnaires:

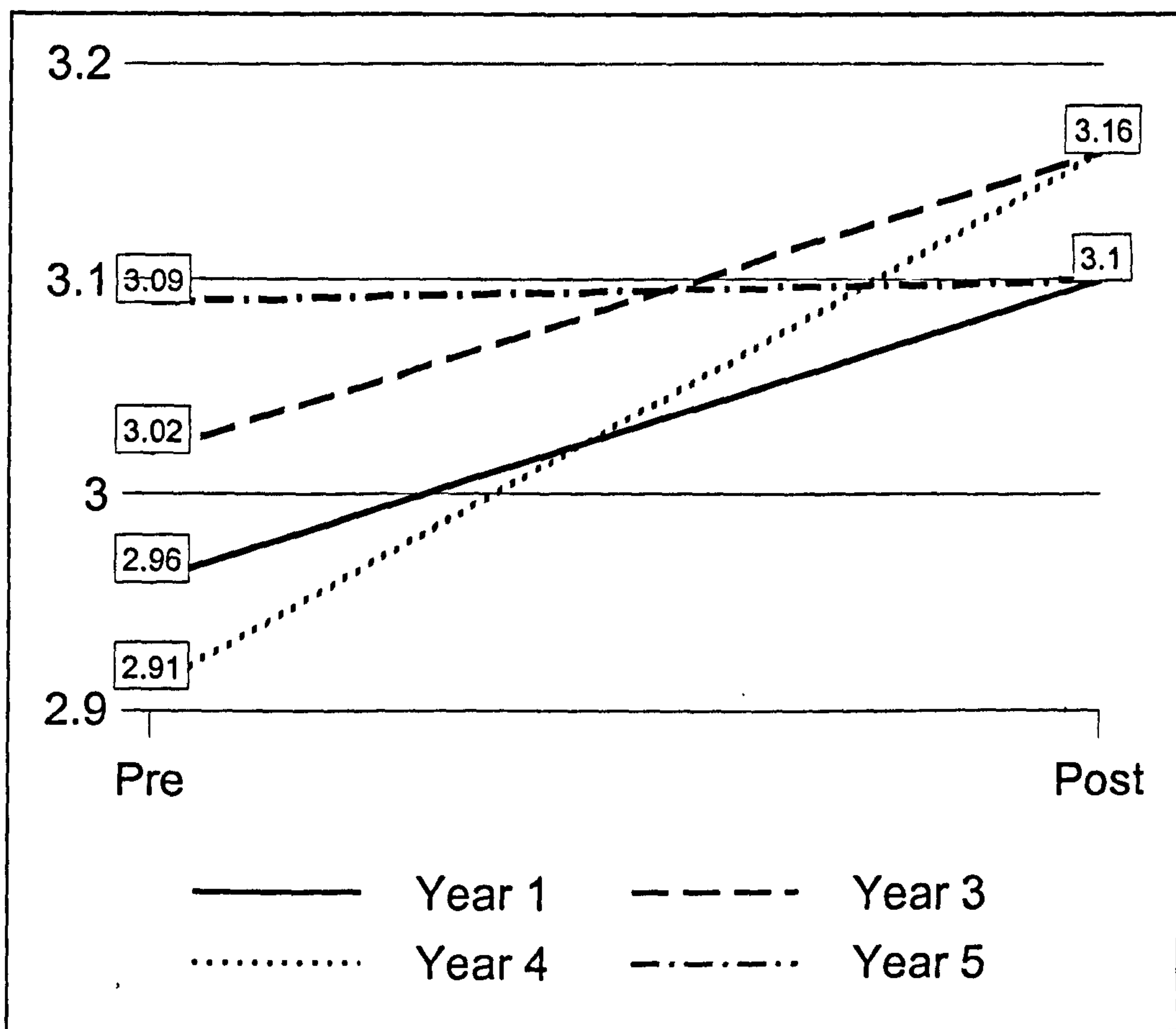


Figure 5.1: Overall results for each year group, pre- and post-, in response to section one of the questionnaire (European co-operation)

It can be seen that, with regard to co-operation between Britain and other European countries, there was a noticeable increase in positive agreement in years one, three and four of the survey, but that the rise was much less in year five. A two-way analysis of variance, including year (levels 1, 3, 4 and 5) and time (pre- and post-) as independent variables and section one (European co-operation) results as dependent variable was carried out. The interaction year-by-time was found to be significant

($F=5.39$, $p=0.01$). Time was also shown to be a significant factor, ($F=39.82$, $p=0.000$), but the overall effect by year showed there to be no significance ($F=0.63$, $p=0.596$). The pre-course mean score rose each year chronologically, apart from that of year four, which had the lowest mean score. This, however, rose over the course of the training year to become jointly the highest post-course mean score, with year three. Year one and year three rose over time similarly, but year four rose from pre- to post-more dramatically, whereas year five hardly rose at all over time.

Earlier in chapter one, European integration was defined as *“Britain accepting decisions made at a supra-national, political level by a greater European communal authority, in matters of specific legislation, where Europe sets the agenda for change and where the needs of the community as a whole are placed before national interests”*. On the pre-and post-course questionnaires, section two probed the student teachers’ attitudes to European integration by asking whether they believed that *“Britain should agree to bring its own practices into line with other European countries with regard to the electoral system, the legal system, health and national insurance, educational qualifications, employment law and equal opportunities legislation”*. Figure 5.2 shows the overall results for each year group in response to section two (European integration) of the questionnaires:

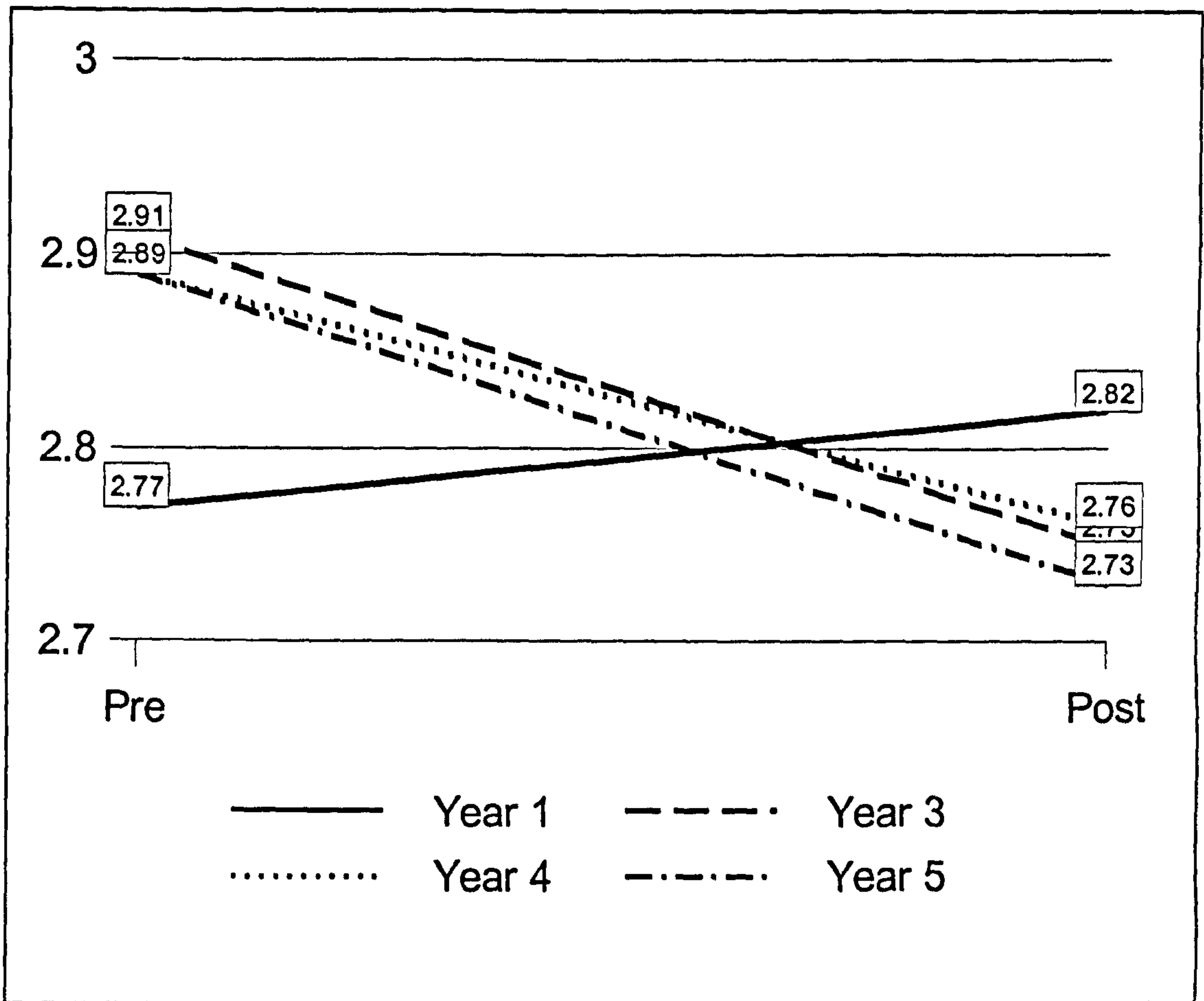


Figure 5.2: Overall results for each year group, pre- and post-, in response to section two of the questionnaire (European integration)

The picture presented here is quite different from that of section one results. Years three, four and five fell similarly over time, but year one rose slightly from pre- to post. With regard to European integration, there was a marked decrease in agreement in years three, four and five, with both the pre- and post-course mean scores being similar. However, students in year one, although starting off with a significantly lower pre-course mean score than all the other years, increased their support during the year. However, the post-course mean score was still not as high as the pre-course mean scores for years three, four and five. The interaction year- by-time was found to be

significant ($F=4.51$, $p=0.004$). Time was also shown to be a significant factor, ($F=15.66$, $p=0.000$), but the overall effect by year showed there to be no significance ($F=0.13$, $p=0.944$).

The European dimension in education was defined earlier in chapter one as “*an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enables them to be aware of their rights and opportunities, whilst at the same time encourages positive attitudes to people in the wider continent of Europe and the rest of the world*”. The questions probed student teachers’ attitudes to the curriculum, foreign language learning and opportunities for studying abroad. Figure 5.3 shows the overall results for each year group in response to section three (European dimension in education) of the questionnaires:

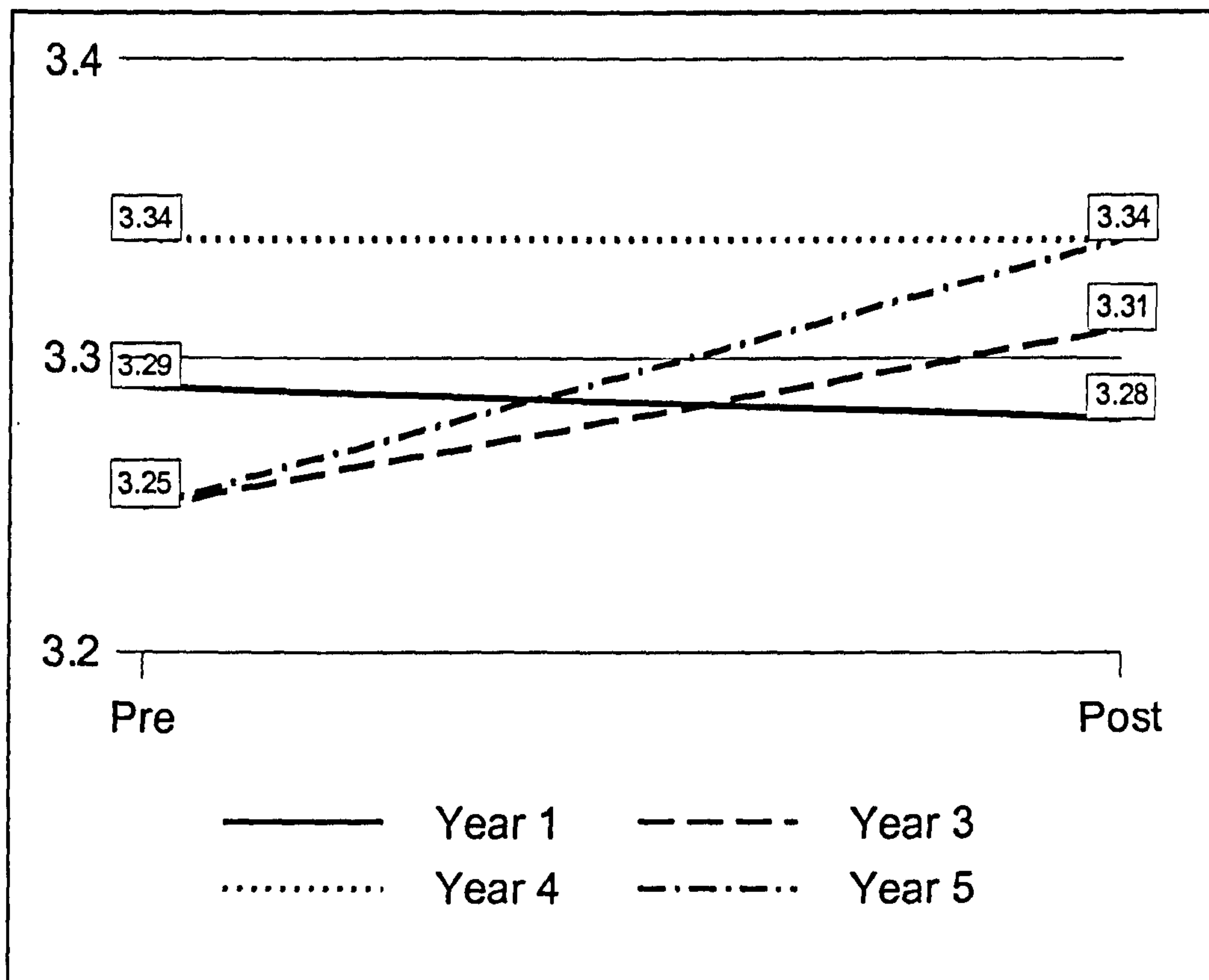


Figure 5.3: Overall results for each year group, pre- and post-, in response to section three of the questionnaire (European dimension in education)

There is here again a different picture from sections one and two. Mean scores rose for years three and five, remained static for year four and fell slightly for year one, but it was only a slight fall. However, it should be noted that the pre-course mean scores for this section started higher up the scale than they did for the previous two sections. The post-course mean scores for all four years were very close together and the minor differences may be due to chance alone. A two-way analysis of variance, including year (levels 1, 3, 4 and 5) and time (pre- and post-) as independent variables and section three (European dimension in education) results as dependent variable, was carried out. This test showed no significant difference for effect of year-by-time, of year or of time.

To summarise the findings of the year-on-year analysis, it can be seen that student teachers in each year of the research project became more positive about European co-operation between the beginning and the end of the PGCE course. Surprisingly, a reverse picture emerges with respect to European integration. The results show that student teachers' attitudes became more negative over time, with the exception of those in year one, who became more positive. In terms of the role of the European dimension in education, student teachers were already positive in this respect as they began their course, and they either became even more positive about it by the end of the course, or they stayed as positive as they were at the beginning.

2 Gender

Figures 5.4(a), 5.4(b) and 5.4(c) illustrate the pre- and post-course results for sections one, two and three of the questionnaire:

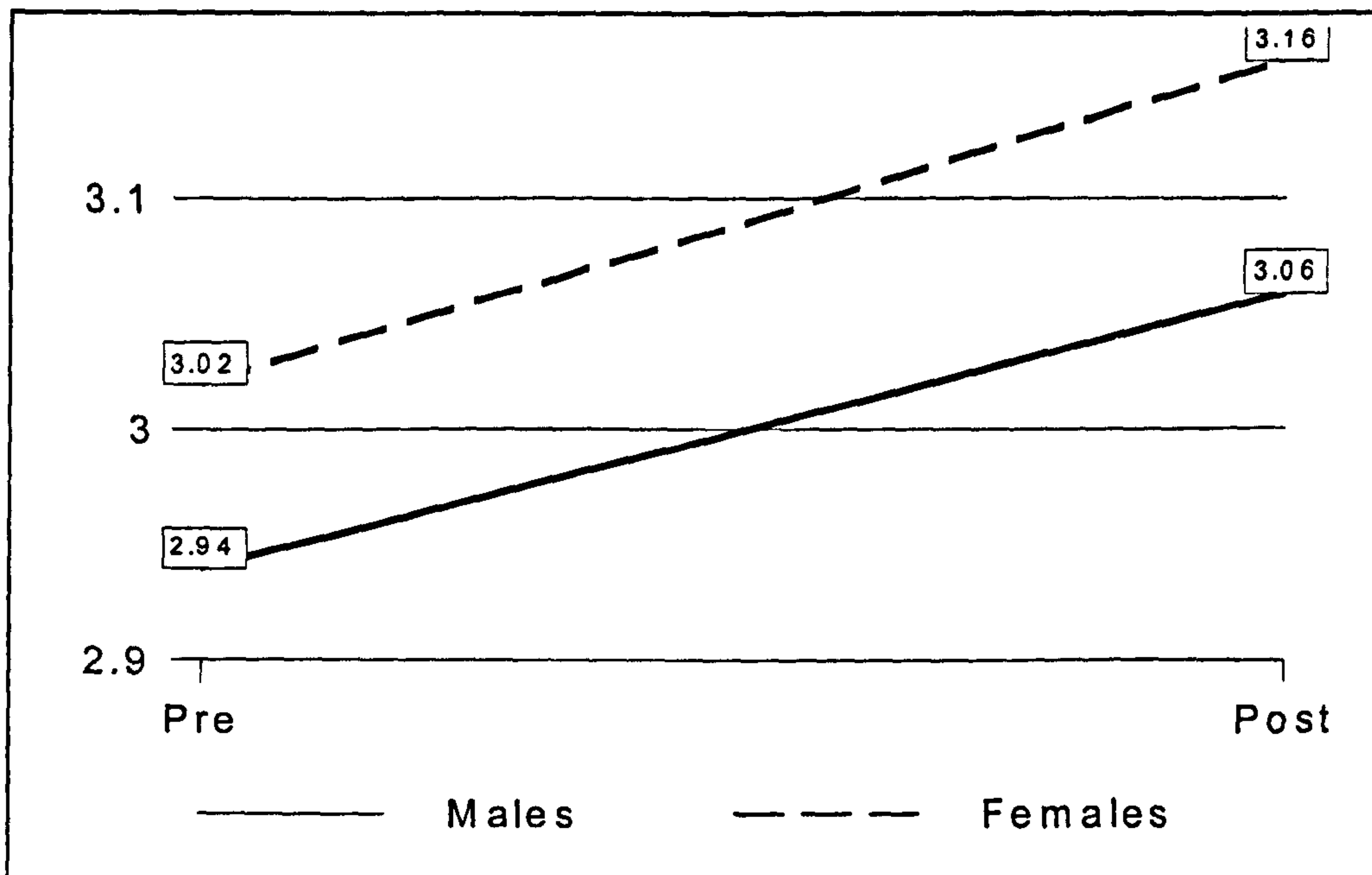


Figure 5.4(a): Overall results for section one (European co-operation) according to the independent variable of gender

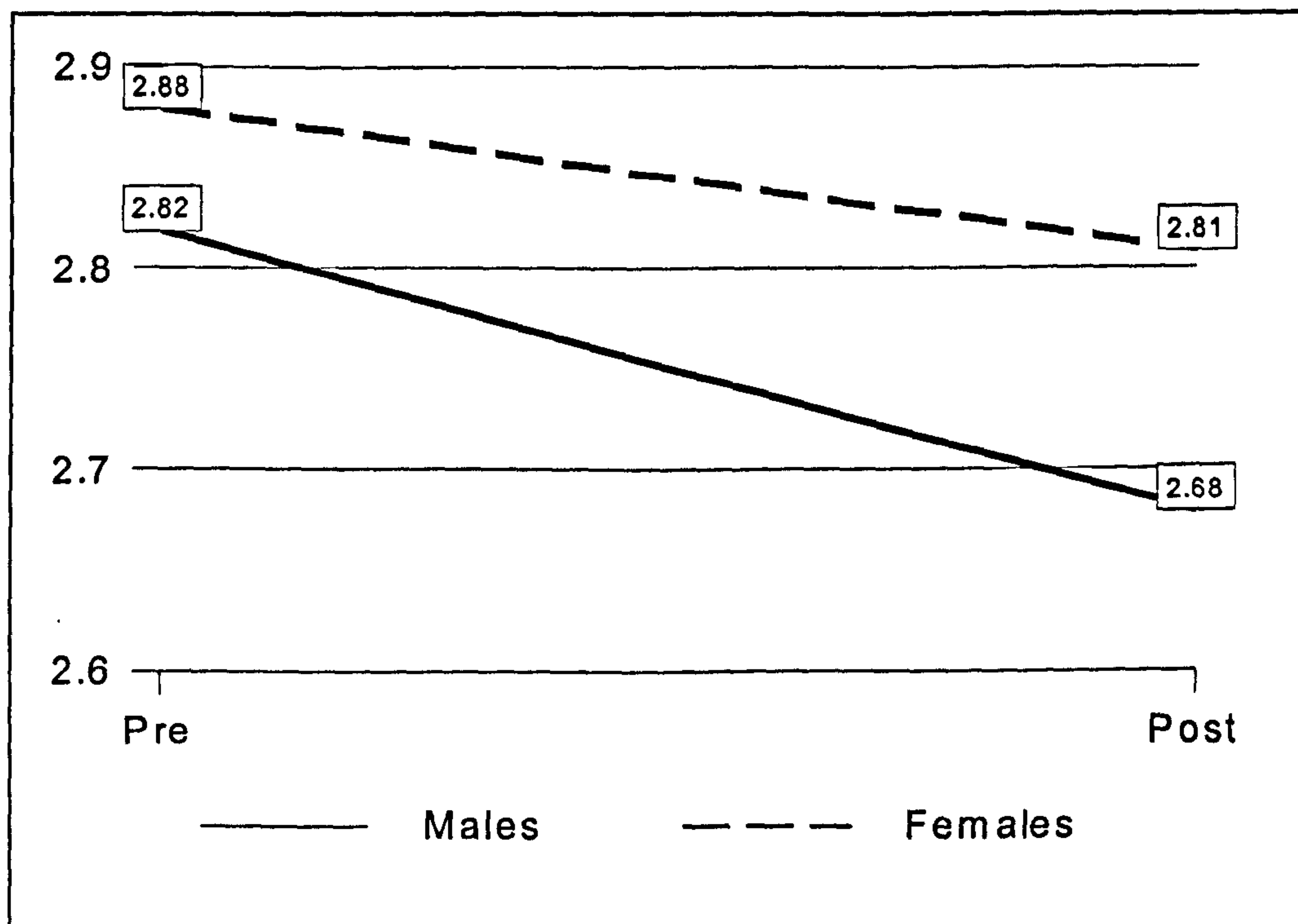


Figure 5.4(b): Overall results for section two (European integration) according to the independent variable of gender

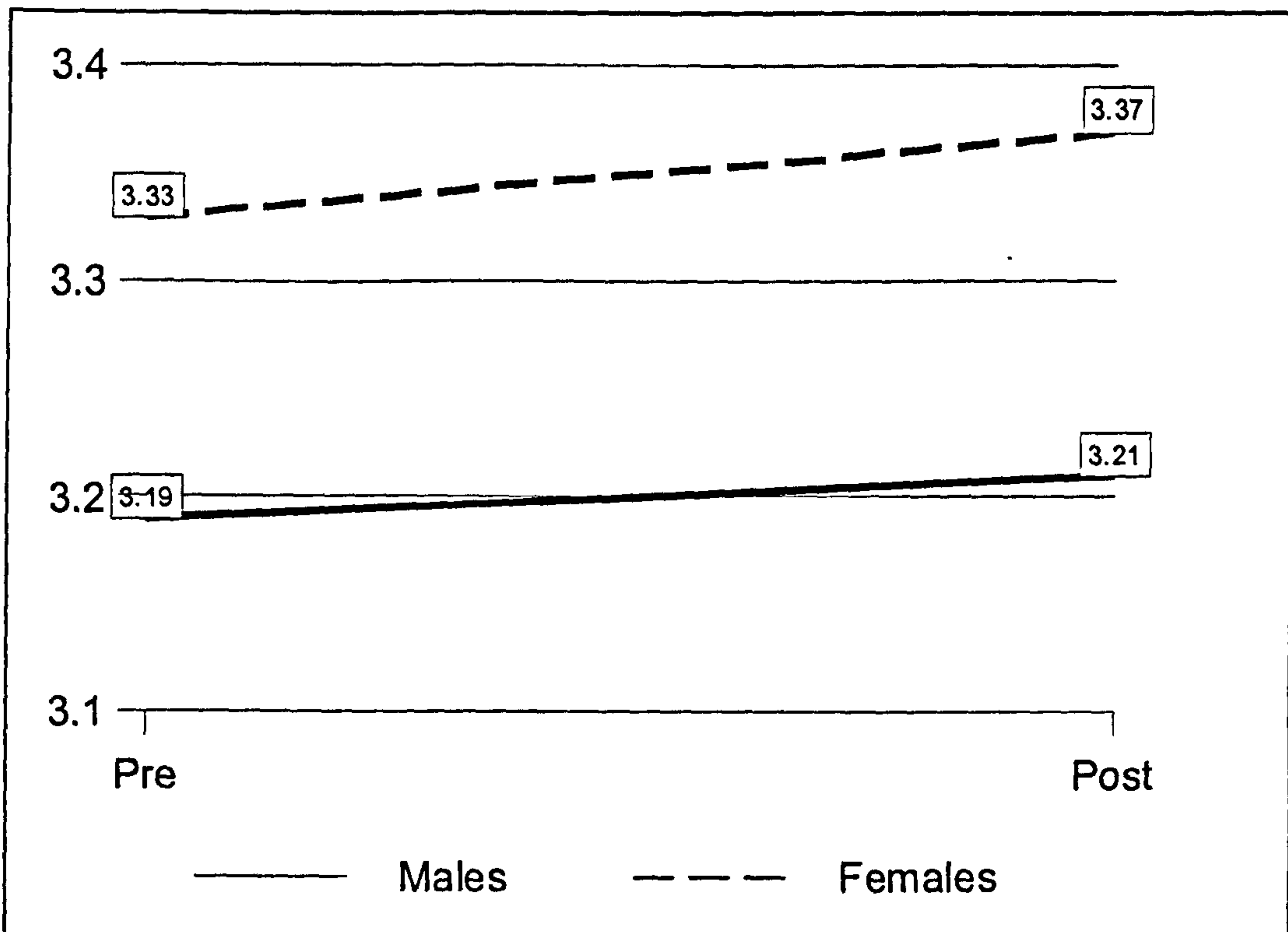


Figure 5.4(c): Overall results for section three (European dimension in education) according to the independent variable of gender

What is immediately striking is the difference between the responses of the men and the women. Women were clearly more positive in all three sections, as in each case both their pre- and post-course mean scores were higher than those of the men. The mean scores for both men and women rose during the course of the training year for sections one and three, whilst the mean scores for both fell in section two, which largely mirrors the pattern for the year on year comparison described above. It is also noticeable that the pre- and post-course mean scores rose and fell almost in parallel for both sexes, but there was an increase in polarity between the sexes over time in all three sections. An analysis of variance test was applied to assess the effects of gender and time (independent variables) on the mean scores for sections one, two and three (dependent variables). For section one, the interaction sex-by-time was not found to

be significant, but the main effects for gender ($F=3.71$, $p=0.055$) and time ($F=33.14$, $p=0.000$) were significant. For section two, the interaction sex-by-time was not found to be significant, but the main effects for gender ($F=3.64$, $p=0.057$) and time ($F=14.42$, $p=0.000$) were significant. For section three, the interaction sex-by-time was not found to be significant, and neither were the main effects for time, but the main effects for gender were significant ($F=16.12$, $p=0.000$).

To summarise the findings of the analysis according to gender, a clear pro-European disposition in the females was evident, in all three sections of the questionnaire. (The issue of gender difference will be discussed in depth in chapter six.) Findings for each section mirror those of the year-on-year analysis in that attitudes became more positive over time for European co-operation and the European dimension in education, and less positive towards European integration.

3 Age

Figures 5.5(a), 5.5(b) and 5.5(c) illustrate the pre- and post-course results for sections one, two and three of the questionnaires:

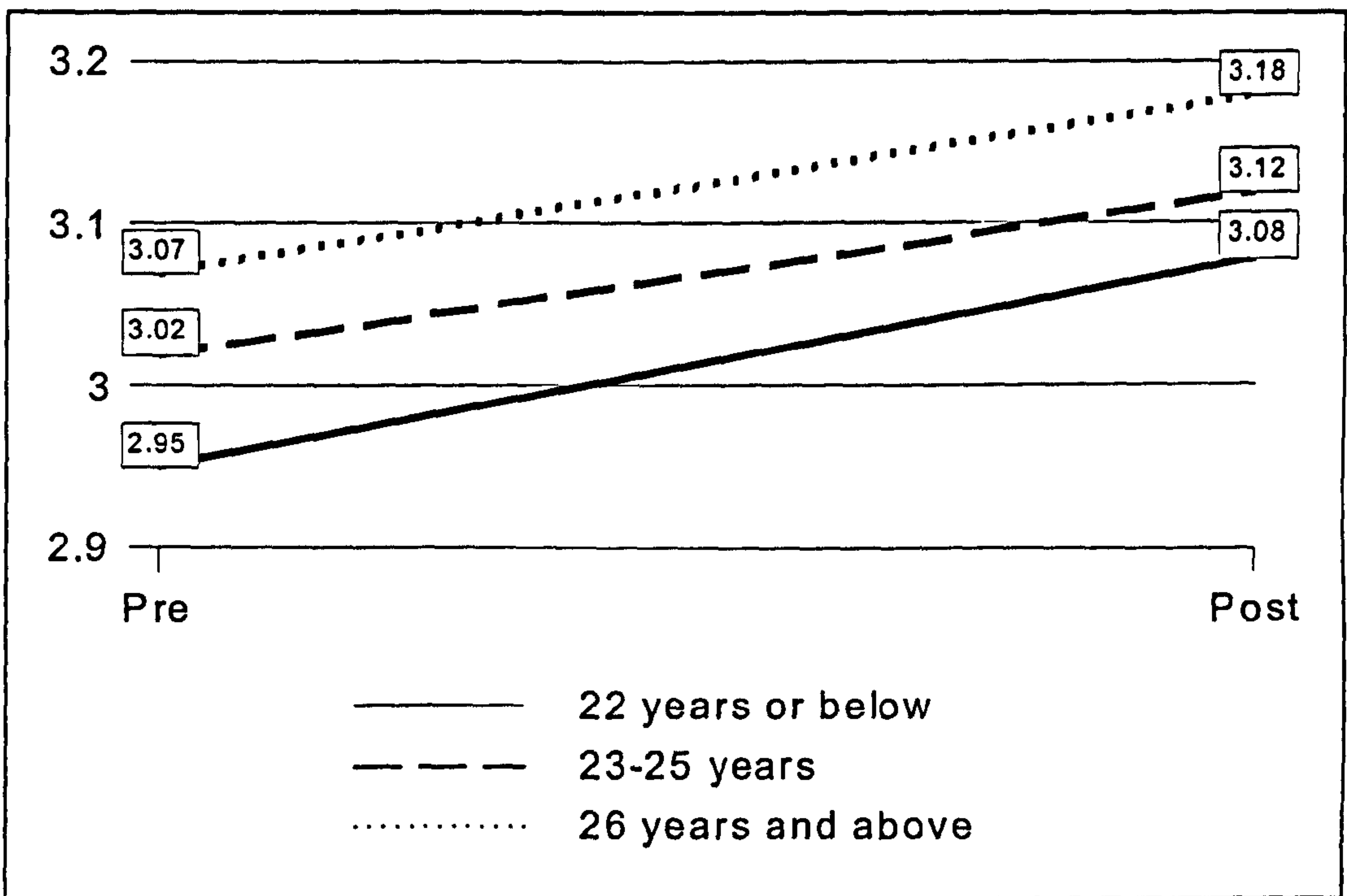


Figure 5.5(a): Overall results for section one (European co-operation) according to the independent variable of age

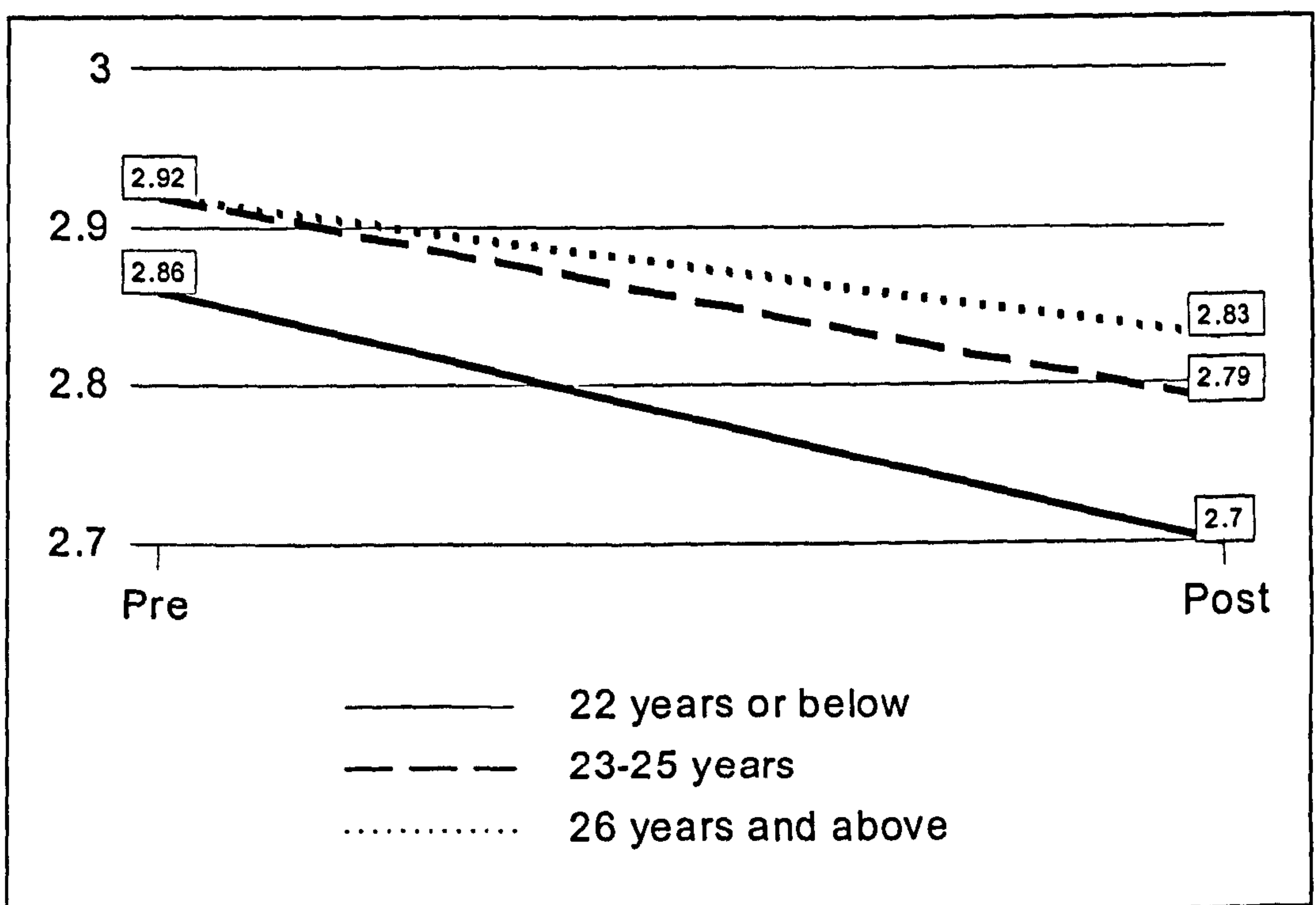


Figure 5.5(b): Overall results for section two (European integration) according to the independent variable of age

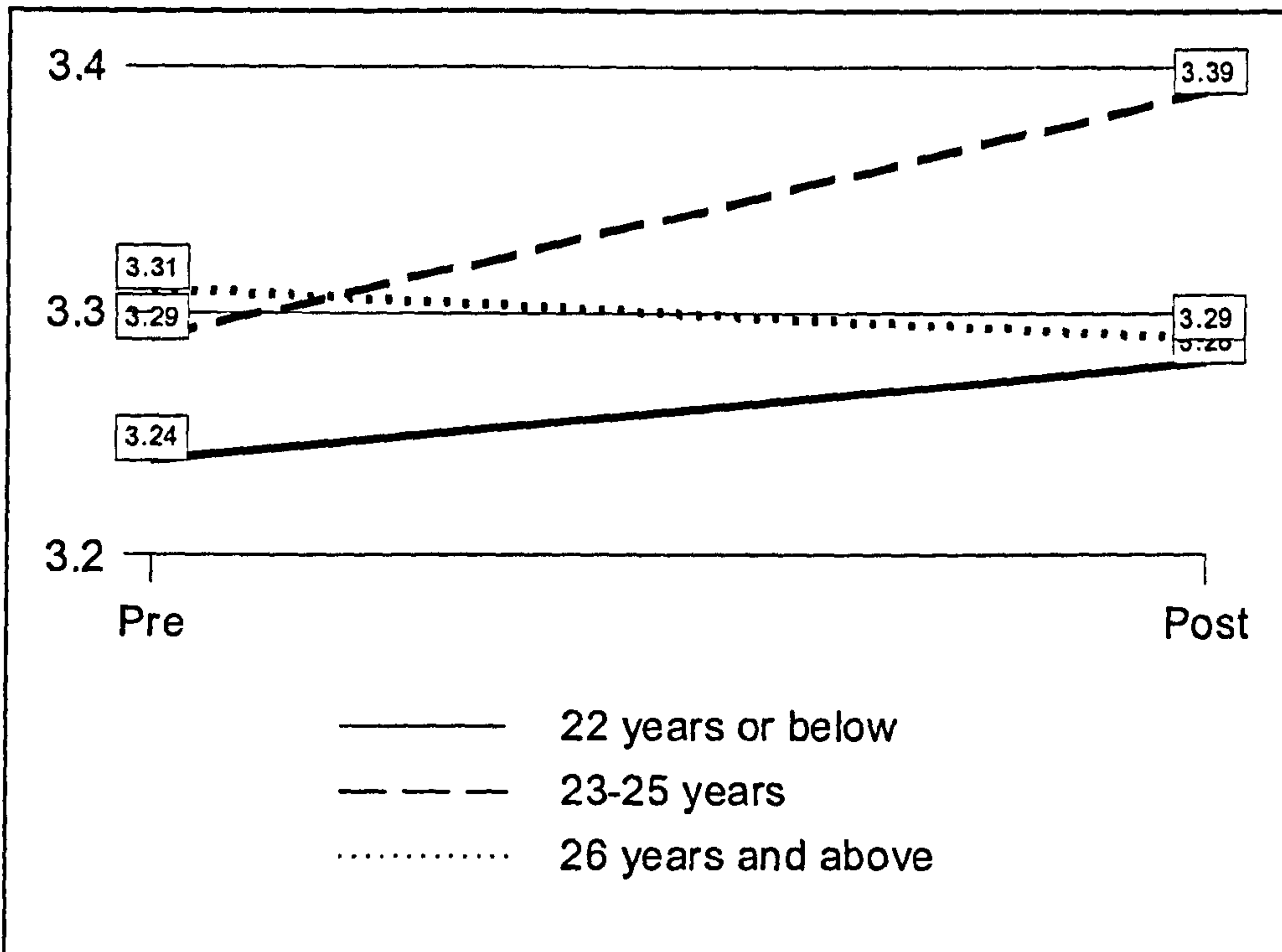


Figure 5.5(c): Overall results for section three (European dimension in education) according to the independent variable of age

What is apparent here is that the older the students, the more positive they were in their attitudes and views, generally speaking. Students in the third age group (26 and over) had the highest pre- and post-course mean scores in all three sections of the questionnaire, with the exception of the post-course for section three, which, perhaps surprisingly, dropped slightly, as the two younger age groups rose. It is noticeable that the mean scores for all three age groups rose during the course of the training year for sections one and three (with the exception of the third age group in section three, just referred to), whilst the mean scores for all three fell in section two. This again reflects the pattern being established in the year on year and gender sections above. A one-way analysis of variance was carried out to examine the effects of difference between the age groups (group one: 22 and below, group two: 23-25, group three: 26 and over) on the mean scores for section one. For the pre-course test, the main effects for age

were found to be significant ($F=4.55$, $p=0.0108$). It was therefore necessary to pinpoint which of the differences between particular pairs of means were contributing to this overall difference:

“The Scheffé test is probably the most ‘conservative’ (i.e. giving the most stringent criteria for significance)” (Robson, 1999, p. 356).

A post-hoc Scheffé test was used to find out the significant pairs, and it was found that group one (22 and below) versus group three (26 and above) was significant. The main effects for age were not found to be significant for the post-course test. A similar one-way analysis of variance was carried out to examine the effects of difference between the age groups on the mean scores for sections two and three, but the main effects for age were not found to be significant, either for the pre- or post-course test.

To summarize the findings of the analysis according to age, it is clear that the mature student teachers (over 26) were more favourably disposed to European co-operation and integration than their younger fellow students. In terms of the European dimension in education, although the older students started the PGCE being more positive than the younger ones, their attitudes became slightly less positive during the year. However, they did finish the year feeling more positive than the youngest students (22 and below).

4 Subject

Figures 5.6(a), 5.6(b) and 5.6(c) illustrate the pre- and post-course results for sections one, two and three of the questionnaires:

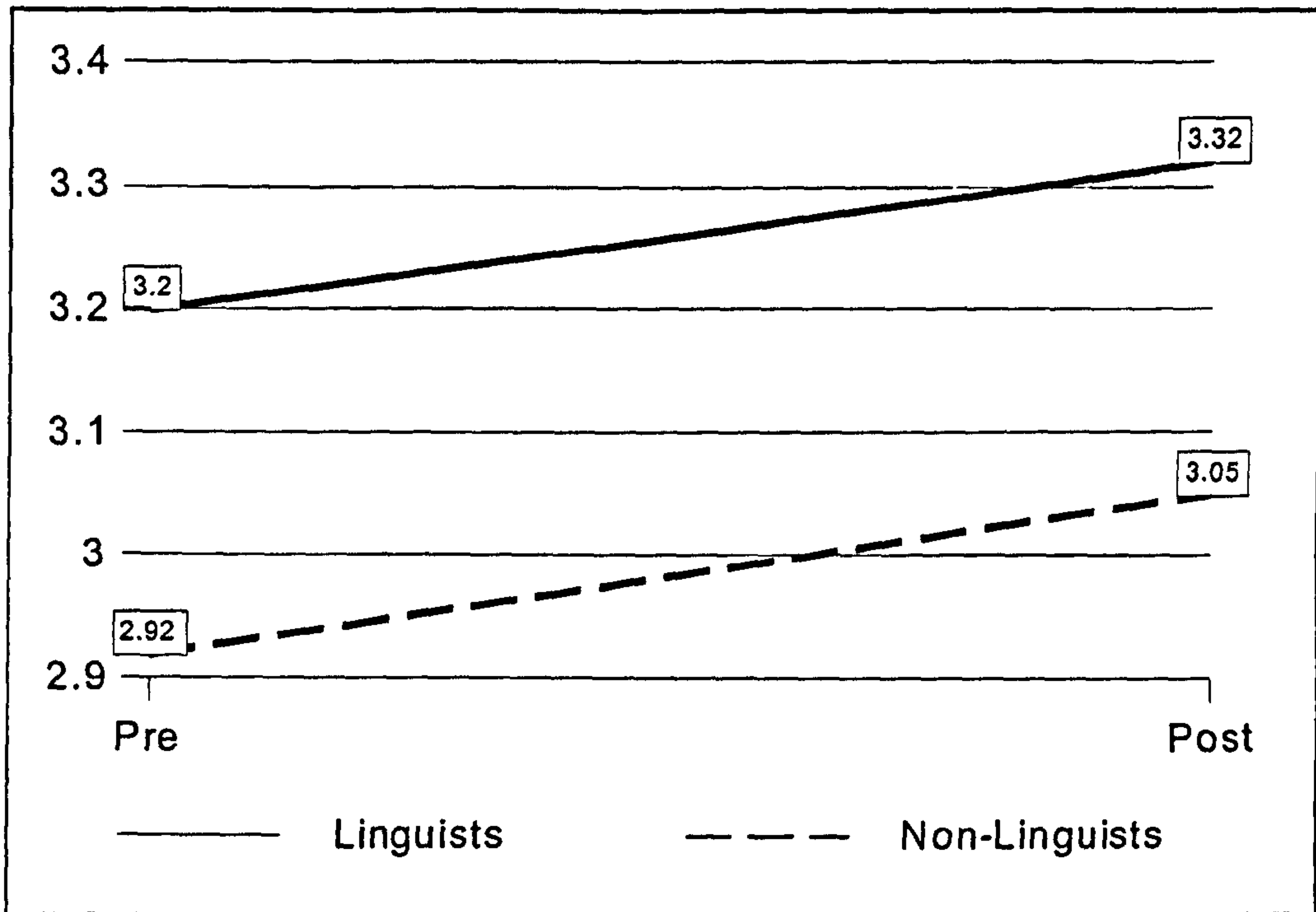


Figure 5.6(a): Overall results for section one (European co-operation) according to the independent variable of subject

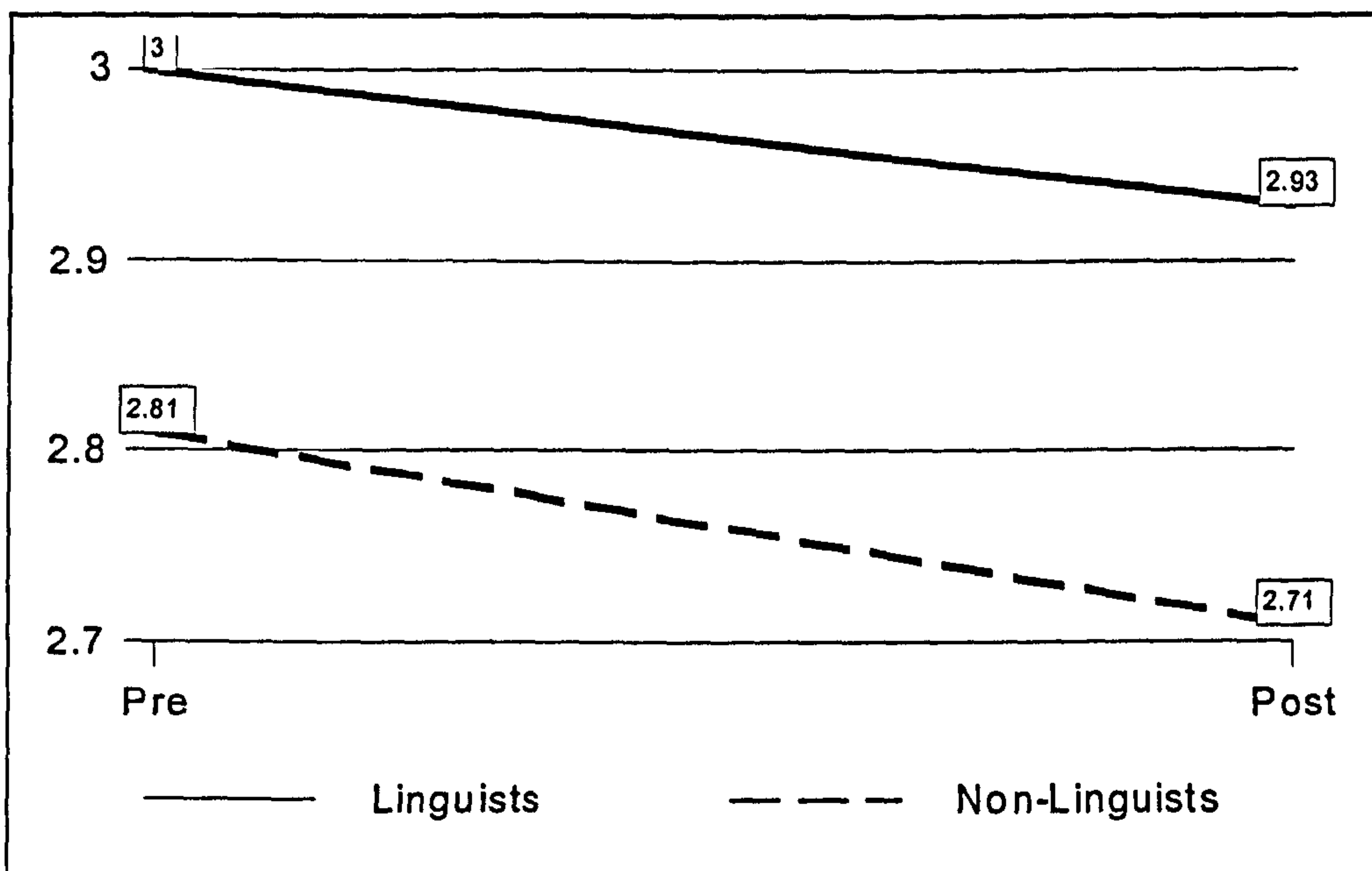


Figure 5.6(b): Overall results for section two (European integration) according to the independent variable of subject

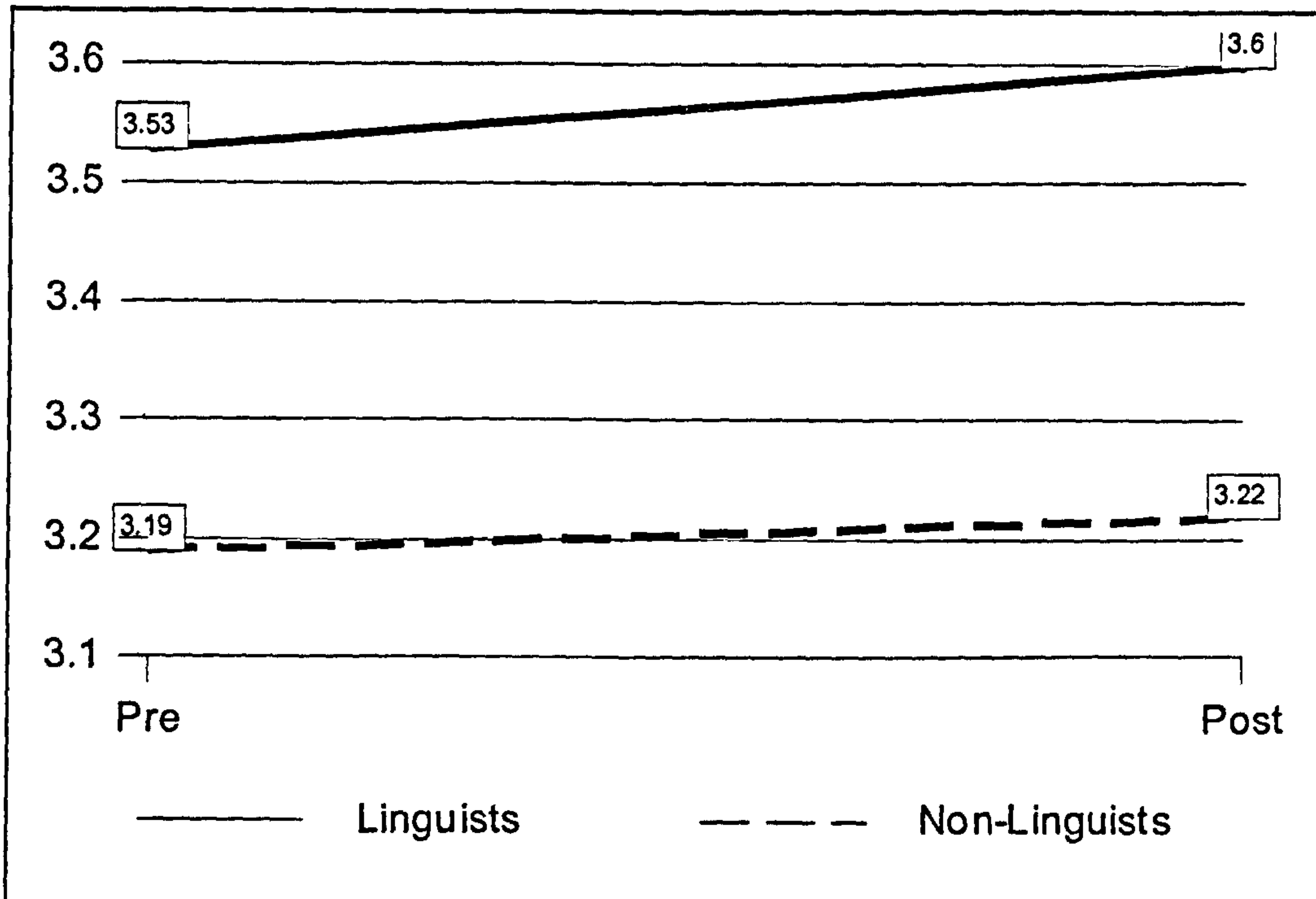


Figure 5.6(c): Overall results for section three (European dimension in education) according to the independent variable of subject

The main effect here was the gap between the two groups according to subject (linguists and non-linguists), with the two lines being a long way apart in each section. An analysis of variance test was applied to assess the effects of subject and time (independent variables) on the mean scores for sections one, two and three (dependent variables). For section one, the interaction subject-by-time was not found to be significant, but the main effects for subject ($F=35.77, p=0.000$) and time ($F=27.21, p=0.000$) were significant. For section two, the interaction subject-by-time was not found to be significant, but the main effects for subject ($F=15.82, p=0.000$) and time ($F=8.49, p=0.004$) were significant. For section three, the interaction subject-by-time was not found to be significant, and neither were the main effects for time, but the main effects for subject were significant ($F=88.66, p=0.000$).

To summarize the findings of the analysis according to subject, a striking difference is apparent when the independent variable of subject is applied. The linguists were clearly more positive than the non-linguists. Both their pre- and post-course mean scores started and finished higher up the scale than those of the non-linguists. As has been noticed in other categories, the mean scores rose over the training year for sections one and three, but fell over the training year for section two. This phenomenon is particularly clear-cut when the independent variable of subject is applied. It is also noticeable that the pre- and post-course mean scores rose and fell in parallel for both subject groups.

5 Number of countries visited

Tables 5.7(a), 5.7(b) and 5.7(c) illustrate the pre- and post-course results for sections one, two and three of the questionnaire:

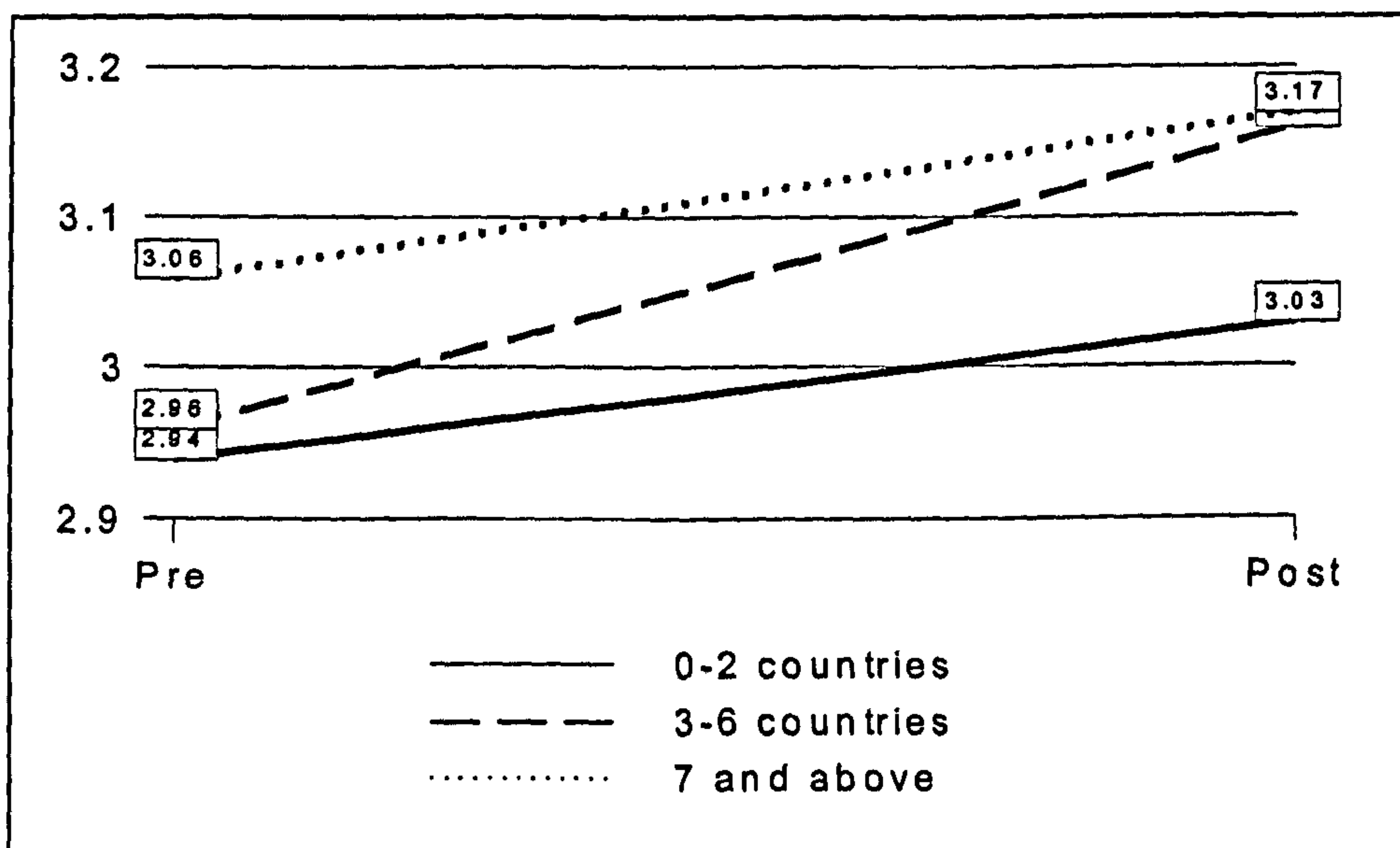


Figure 5.7(a): Overall results for section one (European co-operation) according to the independent variable of number of countries visited

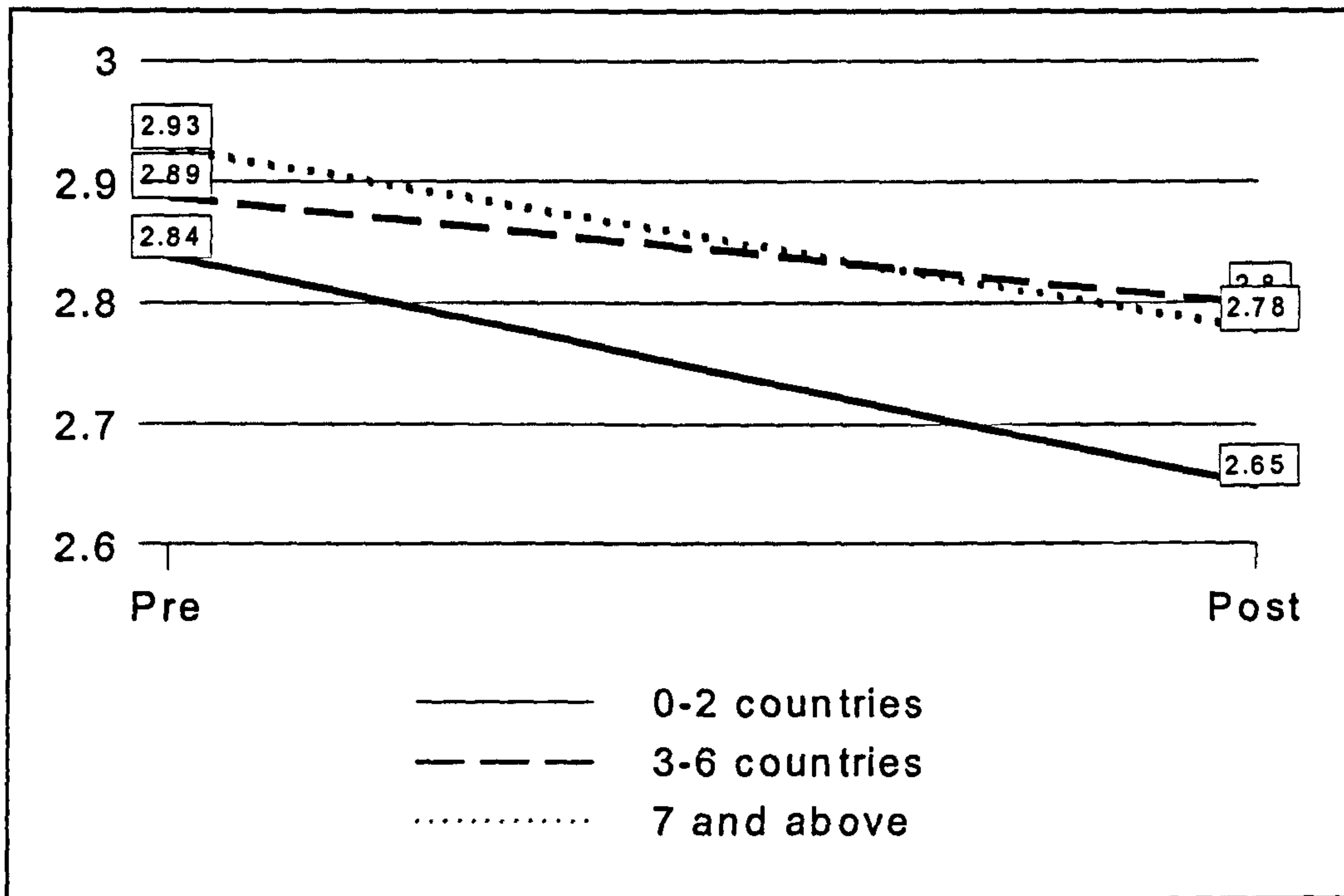


Figure 5.7(b): Overall results for section two (European integration) according to the independent variable of number of countries visited

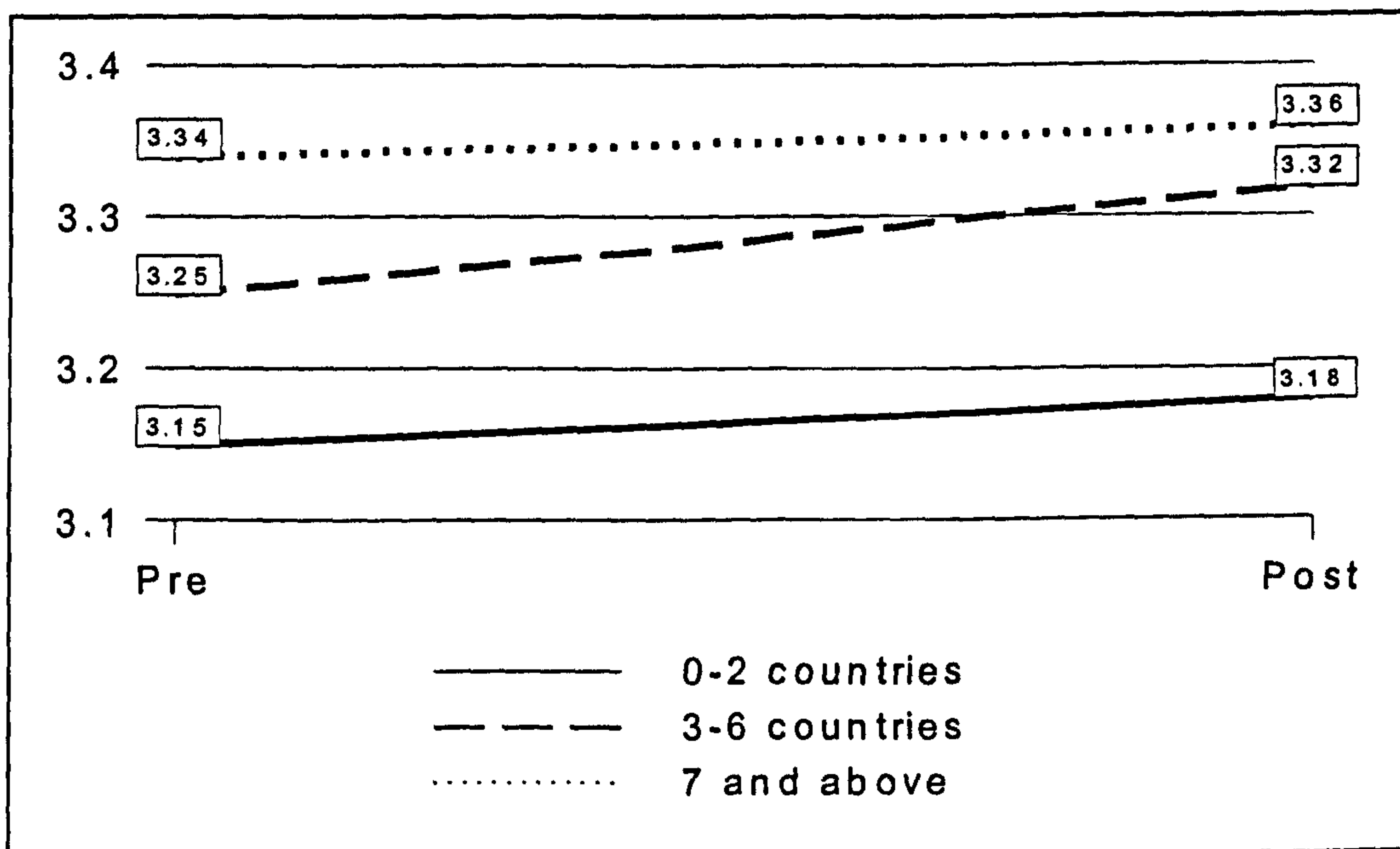


Figure 5.7(c): Overall results for section three (European dimension in education) according to the independent variable of number of countries visited

A one-way analysis of variance was carried out to examine the effects of difference between the number of European countries visited for holiday and leisure purposes (group one: 2 and under, group two: 3-6, group three: 7 and over) on the mean scores for section one. For the pre-course test, the main effects for the number of countries were found to be significant ($F=5.42$, $p=0.0146$). A post-hoc Scheffé test was used to find out the significant pairs, and it was found that group one (2 and below) versus group three (7 and above) and group two (3-6) versus group three were both significant. The main effects for the number of countries were not found to be significant for the post-course test. A similar one-way analysis of variance was carried out to examine the effects of difference between the number of countries on the mean scores for section two, but the main effects for the number of countries were not found to be significant, either for the pre- or post-course test. Again, a one-way analysis of variance was carried out to examine the effects of difference between the number of countries visited on the mean scores for section three. For the pre-course test, the main effects for the number of countries were found to be significant ($F=12.90$, $p=0.0000$). A post-hoc Scheffé test was used to find out the significant pairs, and it was found that group one versus group two, group two versus group three and group one versus group three were all significant. The main effects for the number of countries were also found to be significant for the post-course test ($F=4.42$, $p=0.0125$). A post-hoc Scheffé test was used to find out the significant pairs, and it was found that group one versus group three was significant.

In short, the findings of the analysis according to the number of European countries visited revealed that the student teachers who had visited the most European countries (group 3) were the most positive in their views and attitudes, both pre- and post-course, with the exception of the post-test for section two, where their mean score

dropped slightly below that of group two, who had visited between three and six countries. All three groups of students increased their mean scores over the course of the training year for sections one and three of the questionnaire, but decreased their mean scores over the year for section two, repeating the pattern established by the preceding independent variables.

6 Number of foreign languages spoken

Tables 5.8(a), 5.8(b) and 5.8(c) illustrate the pre- and post-course results for sections one, two and three of the questionnaire:

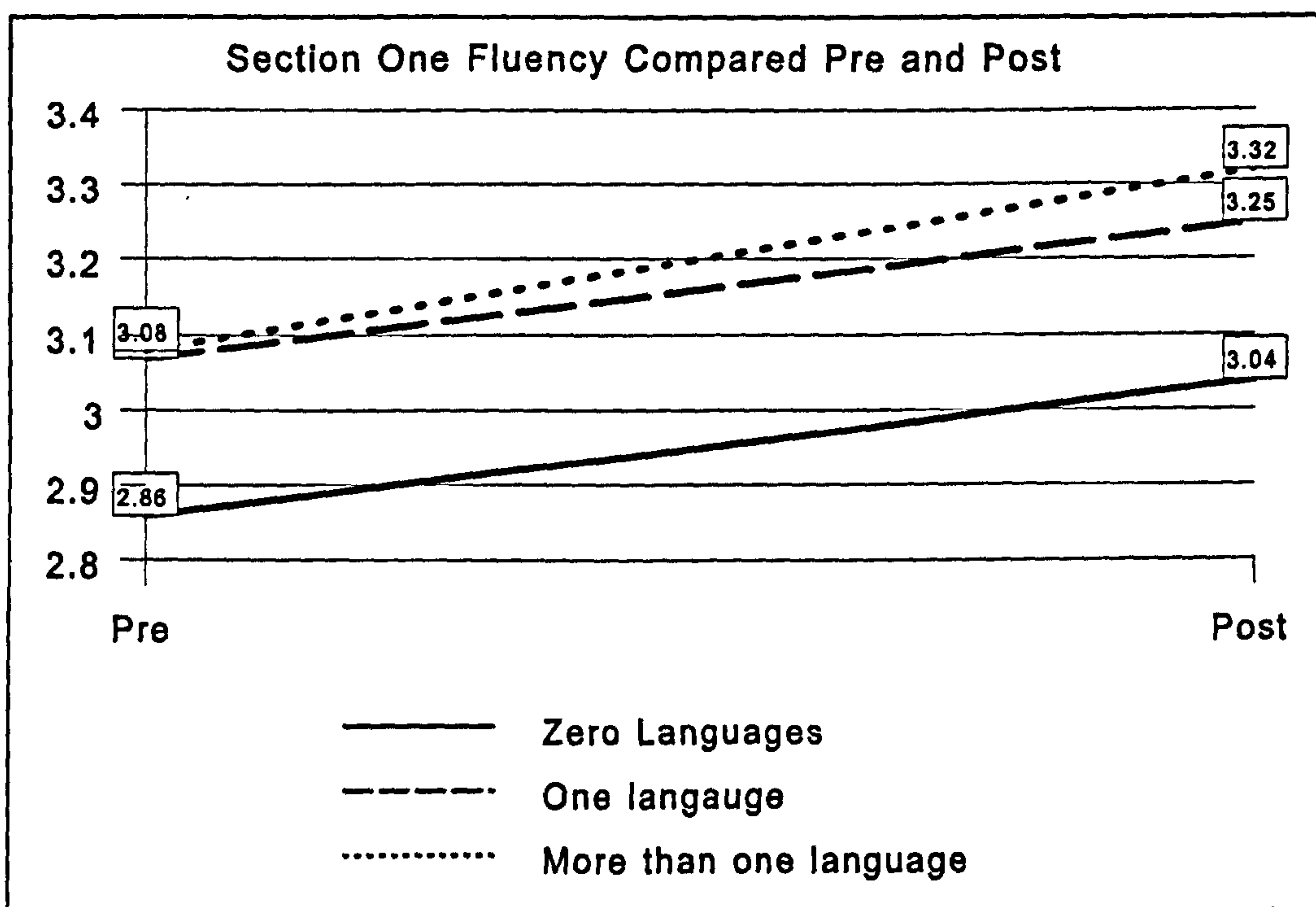


Figure 5.8(a): Overall results for section one (European co-operation) according to the independent variable of number of foreign languages spoken

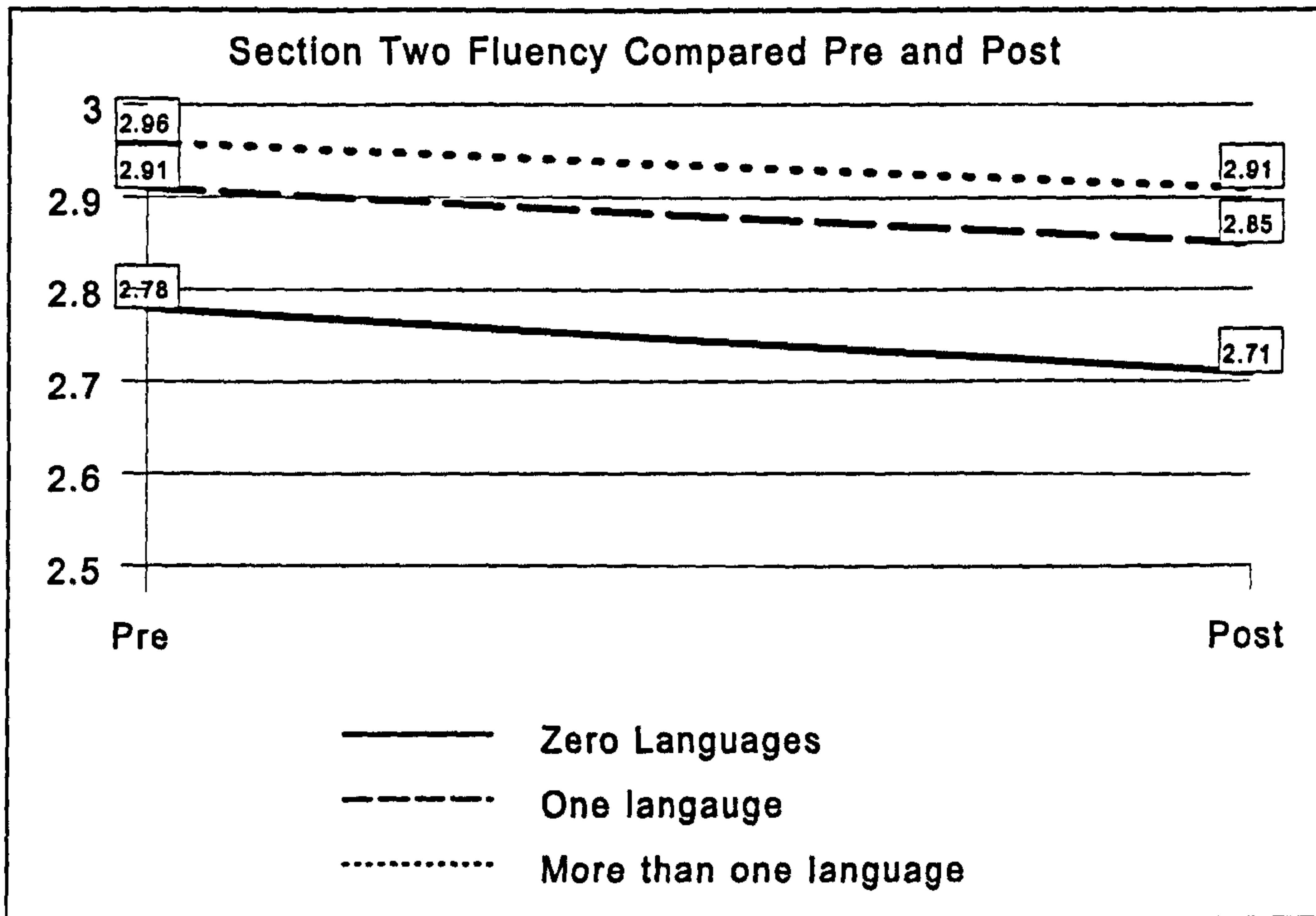


Figure 5.8(b): Overall results for section two (European integration) according to the independent variable of number of foreign languages spoken

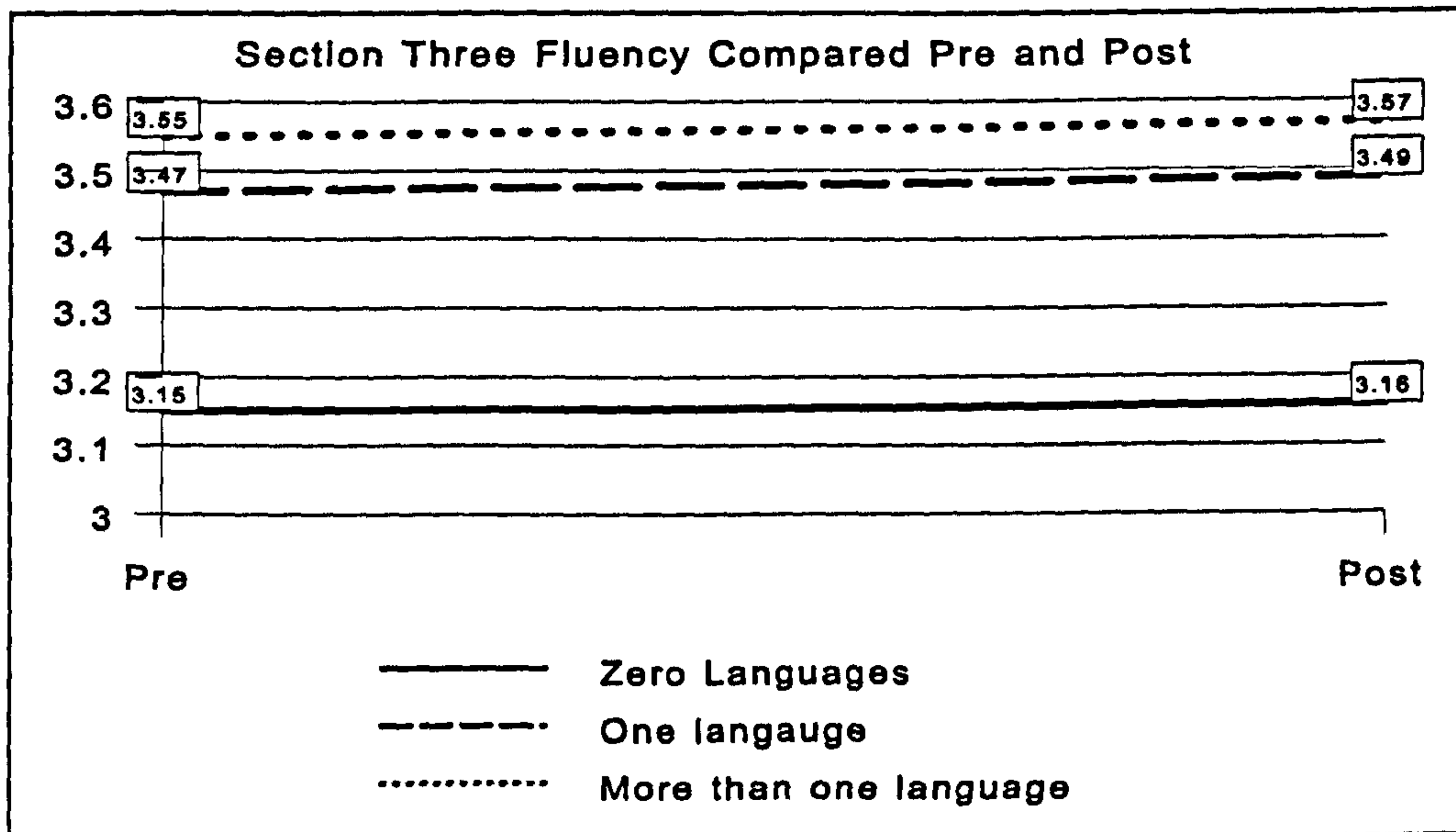


Figure 5.8(c): Overall results for section three (European dimension in education) according to the independent variable of number of foreign languages spoken

First, considering only the pre-course means, it is evident here that there was a very strong relationship between positive attitudes to Europe and the number of foreign languages spoken. This relationship was equally evident in the post-course means, with a significant difference between the attitudes of those students who do not speak any foreign languages and those who speak one foreign language being apparent. There was an even more striking difference between those who do not speak any foreign languages and those who speak two or more. An analysis of variance test was applied to assess the effects of foreign languages spoken (group one: 0 foreign languages, group two: 1 foreign language, group three: 2 or more foreign languages) and time (independent variables) on the mean scores for sections one, two and three (dependent variables). For section one, the interaction foreign languages- by-time was not found to be significant. The main effects for foreign languages were of borderline significance ($F=2.85$, $p=0.059$), but those for time were significant ($F=21.16$, $p=0.000$). For section two, the interaction foreign languages-by-time was not found to be significant, and neither were the main effects for time. However, the main effects for foreign languages were found to be significant ($F=5.51$, $p=0.004$). Again, for section three, the interaction foreign languages-by-time was not found to be significant, and neither were the main effects for time. The main effects for foreign languages were found to be significant ($F=5.53$, $p=0.004$). In each section the pre-course mean scores increased in relation to the number of foreign languages spoken. Again, the mean scores rise over time for each group in sections one and three, with the exception of group one (0 foreign languages) in section three, whose mean remained the same. The mean scores for each group fell over time for section two. As already noted, a fall in the overall mean in section two has been identified for a

number of independent variables, and it was repeated across all the year groups. This pattern of results will be discussed more fully in chapter six.

Generally, the findings of the analysis according to the number of foreign languages spoken demonstrated a clear pro-European disposition amongst those student teachers who spoke at least one foreign language. Student teachers who spoke two foreign languages have the strongest pro-European attitudes. The findings for each section mirror those for the majority of the independent variables analysed, in that attitudes become more positive over time towards European co-operation and the European dimension in education, and less positive towards European integration.

Summary of pooled overall data

Overall, the highest scoring section (of the three included in both pre- and post-course questionnaires) was section three (European dimension in education), both pre- and post-, and the lowest scoring section was section two (European integration), both pre- and post-course. Figure 5.9 shows the mean score for each section, pre- and post-course, overall:

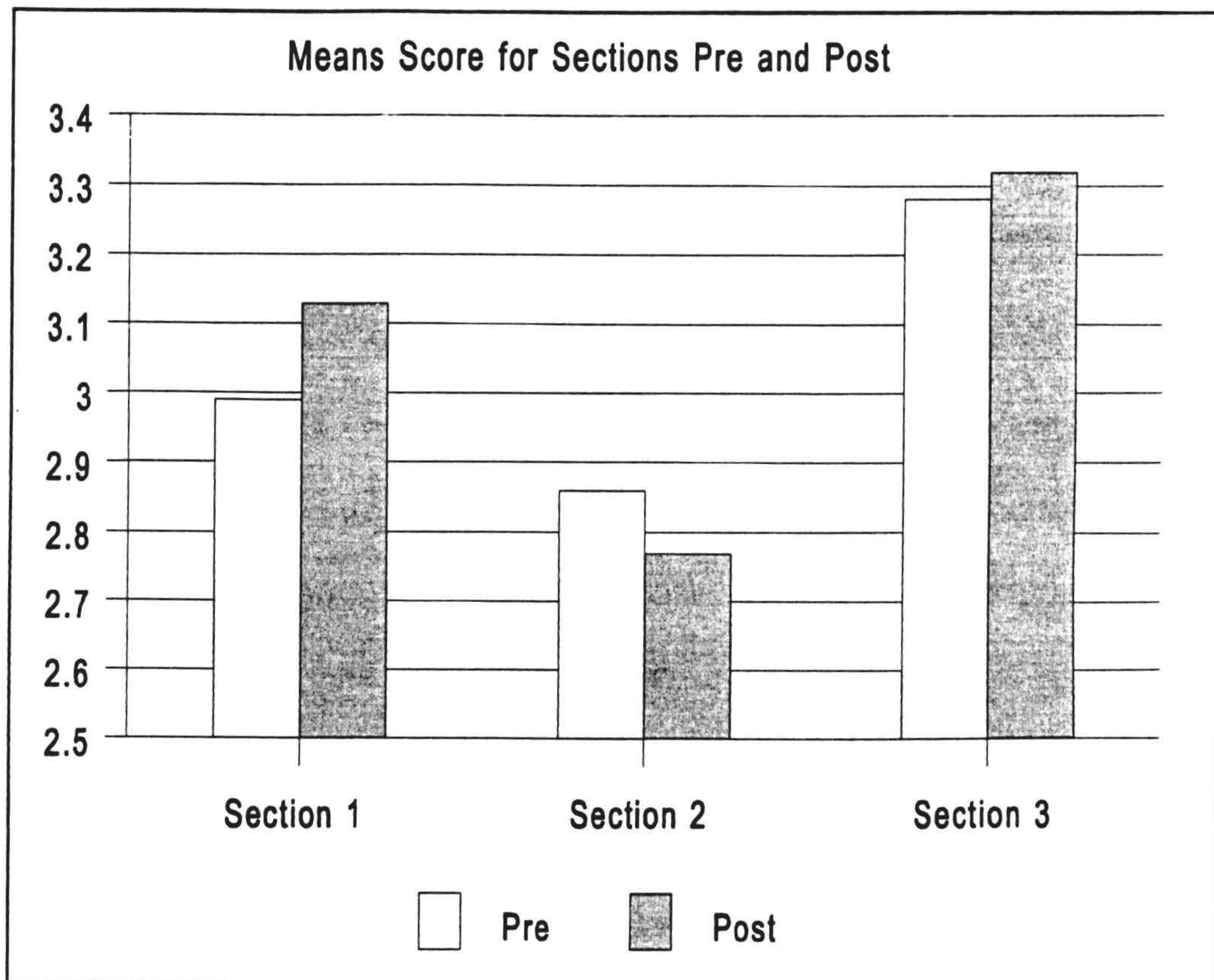


Figure 5.9: The overall mean score for sections one, two and three, pre- and post-course

Sections one and three reflect the increase in support over time already commented upon earlier in this chapter, whilst section two demonstrates an apparent fall in support over time. The standard deviation for section two pre- (0.54) and post- (0.61) is higher than that for section three pre- (0.43) and post- (0.48), which means that there was a greater range of opinion expressed in section two, whereas in section three, where a ceiling effect can be observed, opinion was more consistent. The standard deviation for section one was (0.51) pre-course and (0.54) post-course. The standard deviation increases over time in all three sections, which indicates a greater range of opinion at the end of the training course than at the beginning.

II Pooled question data (within-section analysis)

The previous section examined the general trends in disposition towards a range of attitudes to Europe over time found in the first three sections of the questionnaire.

This section will focus on highlights of the between-section analysis, by examining in greater depth the individual statements within each section to discover whether or not the trends are reflected consistently. It is intended that such a detailed analysis will provide a greater and more specific insight into the attitudes of student teachers to Europe. The pre- and post-course mean scores for the items in sections one, two and three will firstly be scrutinised to 1) see if they follow the trend established for each section in the between-section analysis. A rank order of items will be established 2), with the high and low scoring items being identified. Other interesting issues raised by responses to individual statements will be dealt with 3), on a thematic basis. In order to explore whether any within-section differences are significant, the Wilcoxon signed rank test will be applied, for which matched pairs are preferable. For this part of the analysis, therefore, only 425 cases will be reported, which is the number of student teachers who, over the four years of data collection, responded to both the pre- and post-course questionnaires.

1 Analysis of individual questions

Figures 5.10, 5.11 and 5.12 show the overall pre- and post-course mean scores in response to individual items in sections one, two and three:

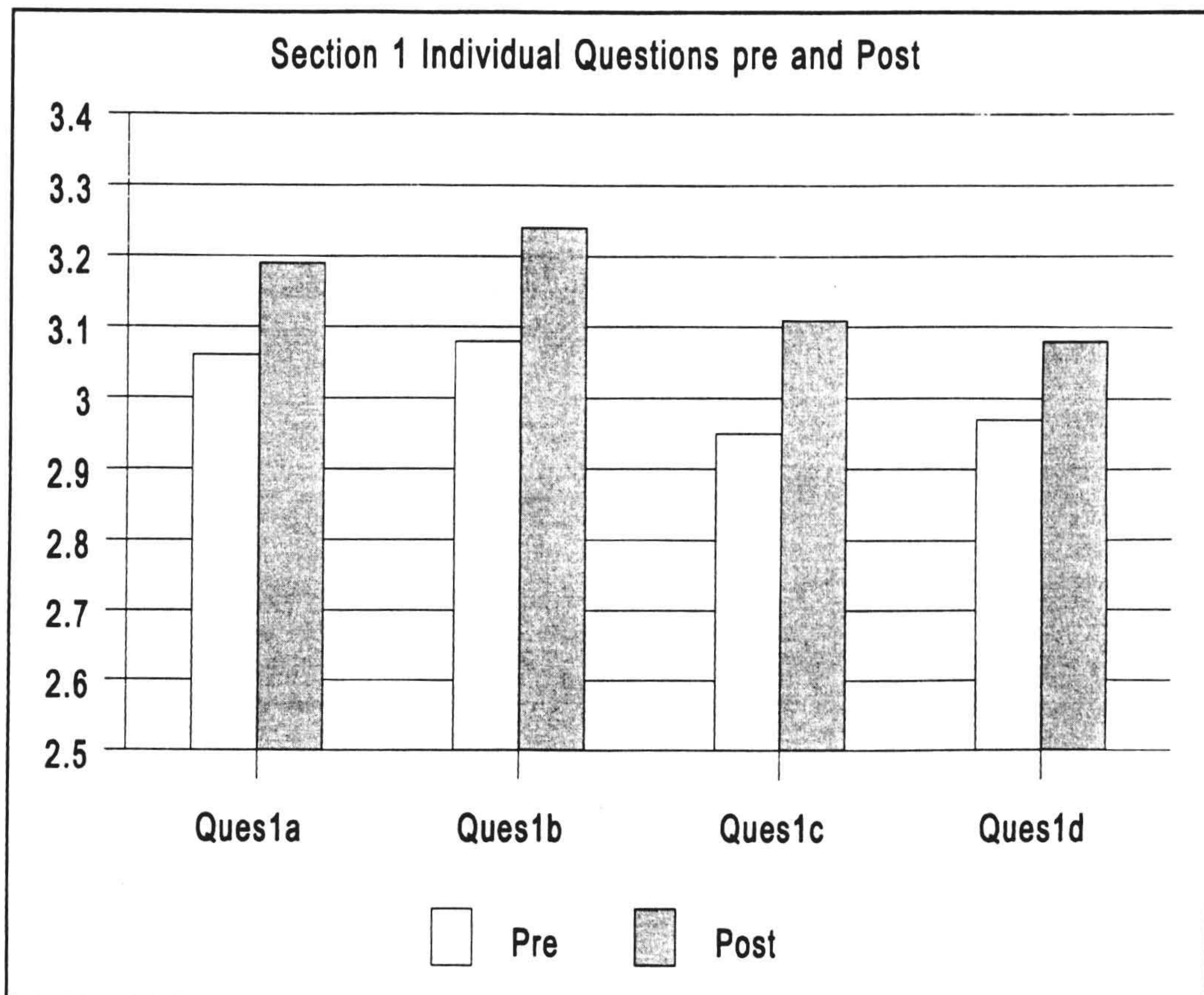


Figure 5.10: Overall pre- and post-course mean scores in response to individual items in section one (European co-operation)

The table reveals a generally positive response to all four statements concerning national co-operation with other European countries, with support for political and economic co-operation being slightly stronger than for cultural and social legislation co-operation, both pre- and post-course. The mean scores for each statement rose over time, from pre- to post-course. The standard deviation varied very little between pre- and post-course for each item in section one. It decreased by 0.02 for item 1a and by 0.05 for item 1c, and increased by 0.03 for item 1b and by 0.03 for item 1d. For items 1a and 1b, where the mean scores were higher, the standard deviation is lower, whereas for items 1c and 1d, where the mean scores were lower, the standard

deviation is higher. This indicates that there was a greater range of opinion expressed for items 1c and 1d.

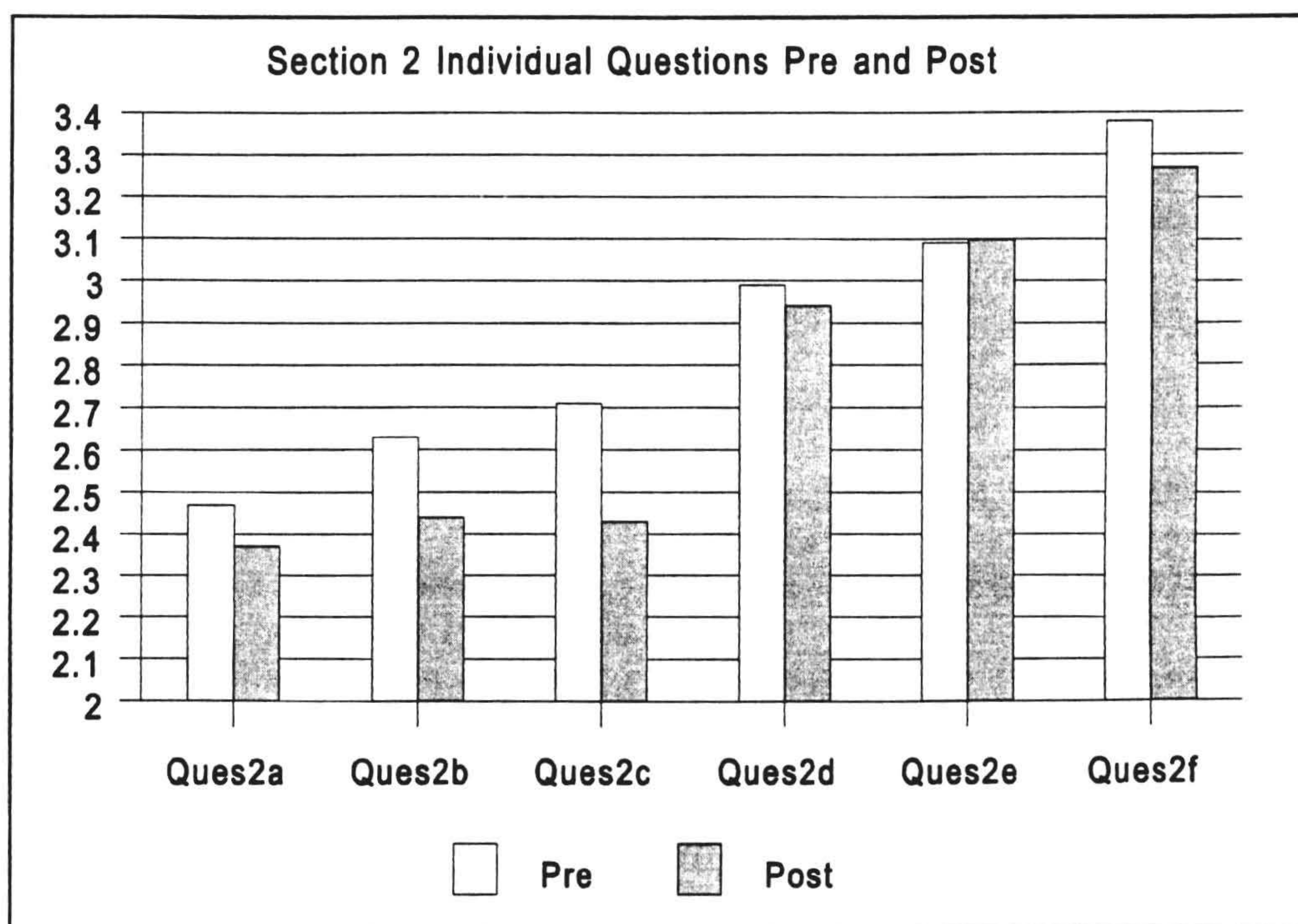


Figure 5.11: Overall pre- and post-course mean scores in response to individual items in section two (European integration)

The table reveals a less positive set of responses to statements on specific areas of legislation. The means were lower than those for section one, apart from items 2e (employment law) and 2f (equal opportunities legislation). With the exception of the item on employment legislation, 2e, the pre-course means were higher than the post-course means. Support for changing practices in the areas of electoral, legal and health legislation was relatively low, both pre- and post-course. The standard deviation was generally quite high for all the statements, indicating a greater range of opinion here than for the statements in section one. The standard deviation increased between pre- and post-course for each item in section two, except for item 2b, where the standard deviation for the pre-course is 0.80, and for the post-course was 0.77.

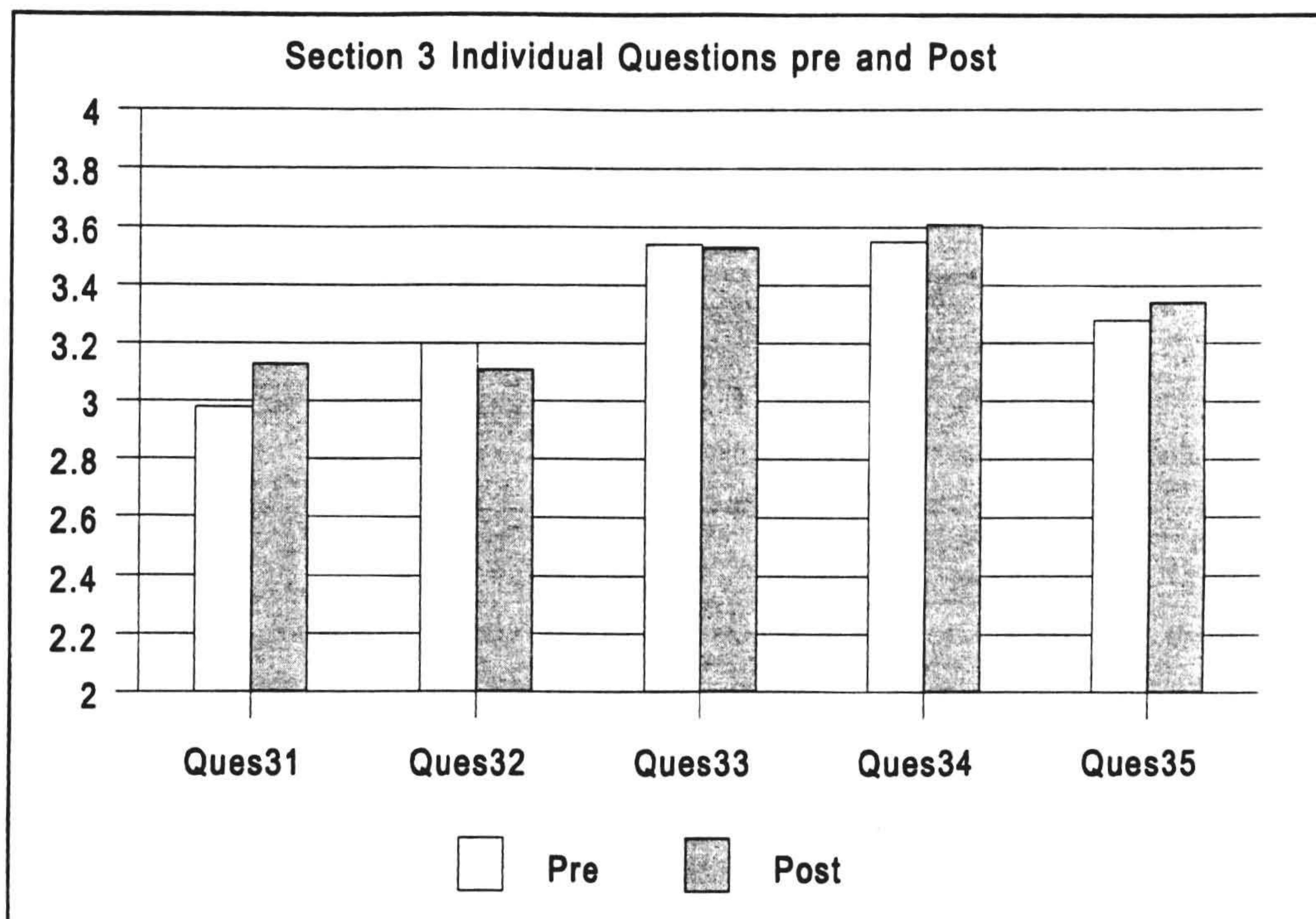


Figure 5.12: Overall pre- and post-course mean scores in response to individual items in section three (European dimension in education)

The section on education and the European dimension received the most positive responses, with the mean scores being on average higher both pre- and post-course, than for the other two sections. This indicates that there was considerable agreement in response to all the statements. With the exception of item 3,2 (*The history, geography and cultural background of other European countries should form a significant part of the National Curriculum*) and item 3,3 (*It should be compulsory for children in schools to learn at least one European language other than English*), the post-course mean scores were slightly higher than the pre-course ones. The range for the standard deviation for each item pre- and post-course was lower in section three than for sections one and two. The standard deviation increased over time for all items except item 3,4 (*All British pupils should have the opportunity to visit another European country*), where it falls slightly. This is further indication of the consensus

of opinion on this statement, since the post-course mean score (3.61) was the highest score out of all the post-course mean scores in sections one, two and three.

Rank-ordering of items

The items were rank ordered by their pre- and post-course means, such that the highest-scoring statements were those that elicited the most positive pro-European opinions. The highest scoring statement overall, both pre- and post-, was item 3,4 (*All British pupils should have the opportunity to visit another European country*) and the lowest scoring statement overall, both pre- and post- was item 2a (*Britain should bring its own practices into line with other European countries with regard to the electoral system*). Figure 5.13 shows the pre- and post- mean scores for these two items:

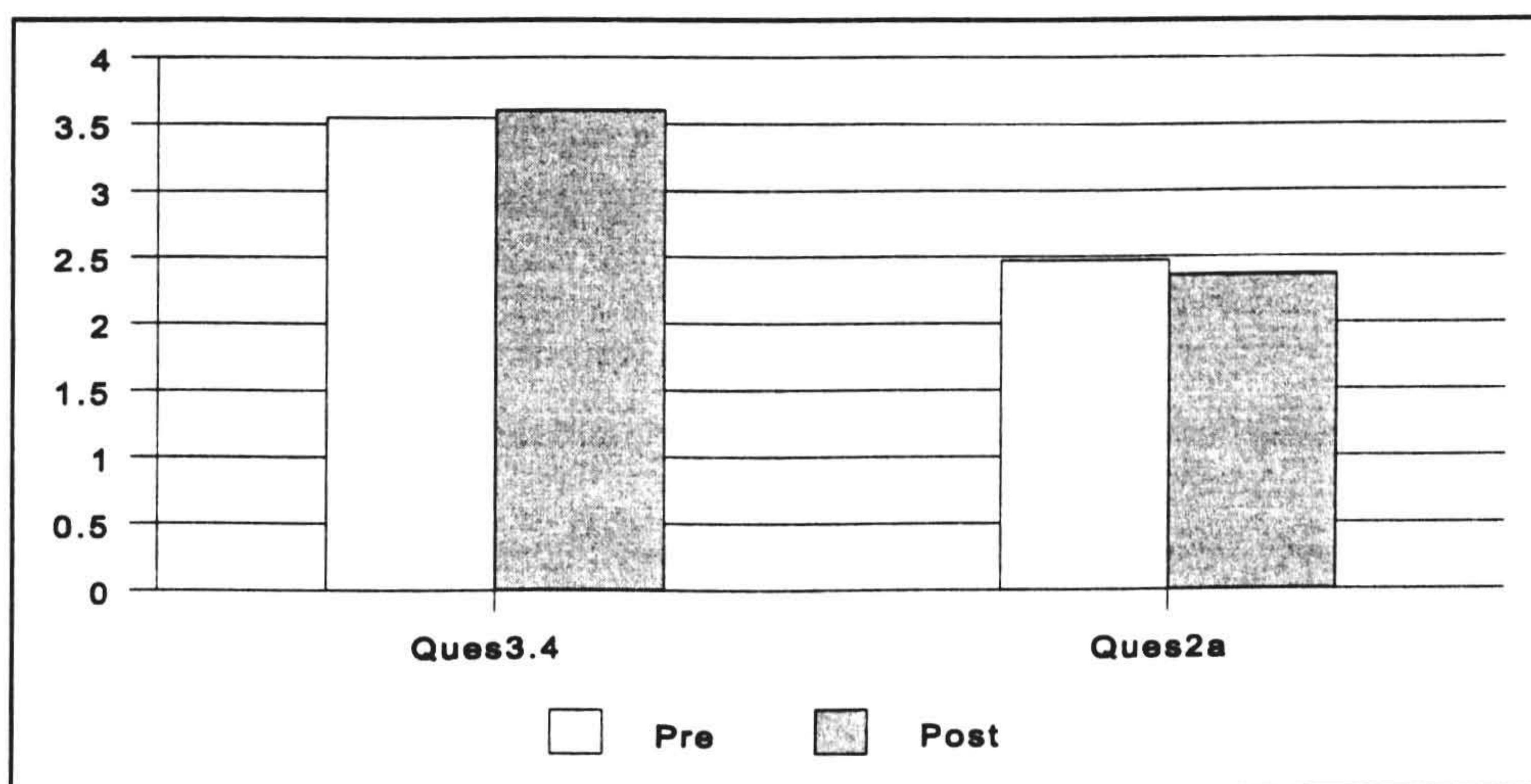


Figure 5.13: Overall mean scores, pre- and post-, for the highest and lowest scoring items

The standard deviation for the highest scoring statement (3,4) was 0.53 pre-course and 0.52 post course, which reflects the consistency of opinion referred to above, and the

standard deviation for the lowest scoring statement (2a) was 0.75 pre-course and 0.79 post-course, which reflects a wider range of opinion.

Within the pattern described in the previous sections, there were one or two notable exceptions in the overall rank ordering of the items. Although section two has been found to be the lowest scoring section pre- and post-, item 2f (*Britain should bring its own practices into line with other European countries with regard to equal opportunities legislation*) was ranked third (out of a total of fifteen statements) in the pre-course test, with a mean of 3.38, and fourth in the post-course test, with a mean of 3.27. Item 2e (*Britain should bring its own practices into line with other European countries with regard to employment law*) also ranked in the top half of the scale in the pre-course, with a mean of 3.09. Conversely, in section three, the highest scoring section overall, item 3,1 (*European awareness should permeate all subjects in the curriculum*) was ranked tenth in the pre-course test, with a mean of 2.98, and seventh in the post-course test, with a mean of 3.13.

Overall, the findings of this in-depth analysis of the individual questions from sections one, two and three of the pre- and post-course questionnaires, it is evident that the pattern established in the between-section analysis is largely repeated here, but with some interesting variations. The responses to section one items all followed the pattern of becoming more positive over time. The responses to section two items all followed the pattern of becoming less positive over time, with the exception of item 2e (employment law). Three of the five items in section three followed the trend of becoming more positive, but two did not, namely items 3,2 (curriculum issues) and 3,3 (foreign language learning). However, as the difference in pre- and post-course

means in these three items was very small (0.01, 0.09 and 0.01 respectively), it is not considered that they affect the overall pattern of responses.

Significant differences within individual items

The purpose of the final section of the quantitative data analysis is two-fold: it firstly aims to cross-validate the data from the earlier analysis by illuminating the main trends which are emerging and secondly to focus more closely on individual items to see how they react. The Wilcoxon signed rank test was used, with matched pairs, when the six independent variables of year of study, gender, age, subject, number of countries visited and number of foreign languages were applied. This is because, according to Howitt and Cramer (2000), the Wilcoxon matched-pairs test is a non-parametric test, particularly useful for comparing two related sets of scores.

Significant results in each of the following six sub-sections are presented in tabular form, using the key as follows:

Symbol	Significance
+ or –	P=0.05
++ or --	P=0.005
+++ or ---	P=0.0005

Whether the significance of the test result indicated a positive or a negative change in attitudes to Europe over the year was shown by comparing the numbers of positive and negative ranks. The symbol + denotes a positive change and – denotes a negative change.

1 Year of study

Year	1992/93	1994/95	1995/96	1996/97
Item				
1a	++		+	
1b	++		++	
1c		++	+++	
1d		+	++	
2a	-			
2b			---	
2c		---	--	---
2d	+	-		-
2e				
2f		--	-	
3,1				++
3,2			-	-
3,3				
3,4				
3,5				+

Table 5.2: Significant differences over time in student teachers' responses to individual items, according to the independent variable of year of study

It has already been shown that the responses to section one (European co-operation) of the questionnaire became more positive over time. Table 5.2 shows how the different year groups responded to the individual items, and the picture presented is overall fairly consistent and positive. Items 1a (*political co-operation*) and 1b (*economic co-operation*) showed that students became more positive in years one and four of the project, but not in years three and five. Items 1c (*cultural co-operation*) and 1d (*social legislation*) showed that students became more positive in years three and four of the project but not in years one and five. Overall, the students in year four of the project became more positive in their attitudes to all four items in section one during the course of the training year, whereas students in year five did not become more positive to any of the items in that section.

The findings of section two concerning European integration were, as shown earlier in the chapter, generally negative, but were less consistent than for section one. Item 2a (*electoral system*) only showed a negative change in attitude for year one of the project, not for years two, three and four. Item 2b (*legal system*) showed a strongly negative change (---) for year four, but no change at all for years one, three and five. Item 2c (*health and NI*) provoked the most amount of negative change in all years except year one. Item 2d (*educational qualifications*) was the only item to show a positive change in this section, and only in year one of the project. In years three and five it registered a negative change, but not in year four. Item 2e (*employment law*) did not show any significant change in any year of the project. The final item in this section, 2f (*equal opportunities legislation*), showed a negative change in years three and four, but not in years one and five.

In section three (education) of the questionnaire, the results of the earlier analysis of variance test showed an overall positive response to three out of five items, although the changes, either positive or negative, were slight. This is reflected in the breakdown of individual items for section three, as shown in table 5.2. Item 3,1 (*European awareness should permeate all subjects in the curriculum*) showed a positive increase over time in year four only, not in years one, two and three. Item 3,2 (*The history, geography and cultural background of other European countries should feature in the National Curriculum*) showed that student teachers developed more negative attitudes over time in years three and four, but not in years one and two. Items 3,3 (*It should be compulsory for children in schools to learn at least one European language, other than English*) and 3,4 (*All British pupils should have the opportunity to visit another European country*) did not display any changes in any year. Item 3,5 (*All British students in HE should have the opportunity to study for part*

of their course in another European country) was seen more positively by students in year four, but not by students in years one, two and three.

2 Gender

Gender	Male	Female
Item		
1a	+	++
1b		+++
1c	+	++
1d		+
2a		-
2b		---
2c	--	---
2d		
2e		
2f		-
3,1	+	++
3,2	-	
3,3		
3,4		+
3,5		

Table 5.3: Significant differences over time in student teachers' responses to individual items, according to the independent variable of gender

Table 5.3 shows that female attitudes to Europe became more positive in six out of fifteen items, whereas male attitudes only became more positive in three items.

Similarly, female attitudes to Europe became more negative over time in four items, whereas male attitudes became more negative in two items. Female attitude changes also appeared to be more extreme (++, +++ or ---) than those of the male students.

In section one (European co-operation) all four items became more positive over time according to the female students, whereas only items 1a (*political co-operation*) and 1c (*cultural co-operation*) became more positive over time according to male

students. In item 1b (*economic co-operation*), where females became extremely positive in their attitudes, the males did not change their opinions over time.

In section two, female students became more negative for items 2a (*electoral system*) and 2f (*equal opportunities legislation*), whereas male students did not. In items 2b (*legal system*) and 2c (*health and NI*), the attitudes expressed by the female students were extremely more negative (---). Whereas the male students did not change their attitudes to item 2b, they did become more negative to item 2c, which is the only item for which they changed their attitudes in section two. Neither male nor female students changed their attitudes for items 2d (*educational qualifications*) or 2e (*employment law*).

In section three (European dimension in education), both males and females became more positive for item 3,1 (*European awareness should permeate all subjects in the curriculum*), although the female students' attitudes changed more positively than those of the males. In item 3,2 (*The history, geography and cultural background of other European countries should feature in the National Curriculum*), the male students' attitudes became more negative over time, whereas the female students' attitudes did not. The female students became more positive for item 3,4 (*All British pupils should have the opportunity to visit another European country*), whereas the male students did not. Finally, neither male nor female student teachers' attitudes changed for items 3,3 (*It should be compulsory for children in schools to learn at least one European language, other than English*) and 3,5 (*All British students in HE should have the opportunity to study for part of their course in another European country*).

3 Age

Age	Group 1: 22 and under	Group 2: 23-25	Group 3: 26 and over
Item			
1a		++	+
1b	++	+	+
1c	+	++	
1d	+		+
2a			
2b	-	-	-
2c	---	-	-
2d			
2e			
2f		--	
3,1	++	+	
3,2			-
3,3			-
3,4	+	+	
3,5	+		

Table 5.3: Significant differences over time in student teachers' responses to individual items, according to the independent variable of age

As shown earlier in this chapter, there were significant changes over time, between pre- and post-course, when the independent variable of age was applied. In section one (European co-operation, items 1a-1d) when matched pairs were used, it can be seen in table 5.3 that the significant changes over time affected all the statements in one or more of the age groups (group one: 22 and under, group two: 23-25, group three: 26 and above). All the changes in this section denoted more positive attitudes. Item 1a (*political co-operation*) was not significant for the youngest age group, but it was for the other two groups. Item 1b (*economic co-operation*) received increased positive support from all three age groups. Item 1c (*cultural co-operation*) was significant for groups one and two, but not for the older students. Item 1d (*social*

legislation) was significant for the youngest and oldest students, but not for the middle group.

In section two (European integration, items 2a-f), support for two statements (2b: *legal system* and 2c: *health and NI*) became more negative across all three age groups, with the youngest group demonstrating the most negative attitudes about item 2c. Item 2f (*equal opportunities*) was found to be significantly more negative by the second age group (23-25 year olds), but not by the other two groups. For three items (2a: *electoral system*, 2d: *educational qualifications* and 2e: *employment law*) there were no significant changes over the year.

In section three (European dimension in education, items 3,1-3,5), the two younger age groups demonstrated more positive attitudes about items 3,1 (*European awareness should permeate all subjects in the curriculum*) and 3,4 (*All British pupils should have the opportunity to visit another European country*). The youngest age group felt more positive about item 3,5 (*All British students in HE should have the opportunity to study for part of their course in another European country*). On the other hand, the older age group felt more negative about items 3,2 (*The history, geography and cultural background of other European countries should form a significant part of the National Curriculum*) and 3,3 (*It should be compulsory for children in schools to learn at least one European language, other than English*).

4 Subject

Subject	Linguists	Non-linguists
Item		
1a	+	++
1b	++	++
1c		+++
1d		+
2a		-
2b	-	--
2c	--	---
2d		
2e		
2f		-
3,1	+	++
3,2		--
3,3		
3,4		+
3,5		

Table 5.4: Significant differences over time in student teachers' responses to individual items, according to the independent variable of subject

According to the independent variable of subject, the initial analysis of variance test showed that the attitudes of the linguists to Europe were much more positive than those of the non-linguists. The Wilcoxon Signed Ranks test has enabled a closer scrutiny of individual items to take place, showing that the attitudes of the linguists, which were already very positive, have not changed very much over time, whereas those of the non-linguists have changed more drastically for certain items. In section one (European co-operation), the non-linguists' attitudes became more positive on all four items, becoming extremely positive (+++) for item 1c (*cultural co-operation*). The linguists, however, only became more positive for items 1a (*political co-operation*) and 1b (*economic co-operation*).

In section two (European integration), the non-linguists became more negative about four items (2a: *electoral system*, 2b: *legal system*, 2c: *health and NI* and 2f: *equal*

opportunities), being extremely negative (---) about item 2c. The linguists became more negative about only two items (2b and 2c), but expressed very negative attitudes (--) concerning the item 2c (*health and NI*). Two items, 2d (*educational qualifications*) and 2e (*employment law*), were unaffected by change in either groups.

In section three (European dimension in education) both linguists and non-linguists were more positive about item 3,1 (*European awareness should permeate all subjects in the curriculum*), with non-linguists showing a very positive (++) attitude change.

Non-linguists were also more positive over time about item 3,4 (*All British pupils should have the opportunity to visit another European country*), and much more negative (--) about item 3,2 (*The history, geography and cultural background of other European countries should form a significant part of the National Curriculum*), whereas the linguists did not change their attitudes over time for these two items.

Neither group changed its attitudes for items 3,3 (*It should be compulsory for children in schools to learn at least one European language, other than English*) and 3,5 (*All British students in HE should have the opportunity to study for part of their course in another European country*).

5 Number of countries visited

Number of countries	Group 1: 2 or less	Group 2: 3-6	Group 3: 7 and over
Item			
1a		+	+++
1b		++	+++
1c		+	++
1d		+	+
2a			-
2b			---
2c	-	-	---
2d			
2e			

2f	-		-
3,1	+	+	+
3,2			-
3,3			
3,4			
3,5		+	

Table 5.5: Significant differences over time in student teachers' responses to individual items, according to the independent variable of number of countries visited

The initial analysis of variance test revealed that student teachers who had visited at least three or more other European countries for the purposes of tourism or leisure were more positive in their attitudes to Europe than those student teachers who were less well travelled. Table 5.5 reveals that the student teachers in groups two (3-6 countries) and three (7 or more countries) also demonstrated changes in attitude, either positive or negative, over time, whereas students in group one (2 or less countries) did not. In section one (European co-operation) groups two and three became more positive about all four items, with group three becoming extremely positive (+++) about items 1a (*political co-operation*) and 1b (*economic co-operation*). Group one did not demonstrate any attitudinal change for this section.

In section two (European integration), group three (7 or more countries) revealed negative changes in attitude to items 2a (*electoral system*) and 2f (*equal opportunities legislation*) and extremely negative changes in attitude (---) to items 2b (*legal system*) and 2c (health and NI). Item 2c was also subject to a negative change from the other two groups. Item 2f was viewed more negatively by group one, as well as by group three.

In section three (European dimension in education), all three groups became more positive over time with regard to item 3,1 (*European awareness should permeate all subjects in the curriculum*) and group two became more positive about item 3,5 (*All British students in HE should have the opportunity to study for part of their course in another European country*). Group three became more negative about item 3,2 (*The history, geography and cultural background of other European countries should form a significant part of the National Curriculum*). Finally, items 3,3 (*It should be compulsory for children in schools to learn at least one European language, other than English*) and 3,4 (*All British pupils should have the opportunity to visit another European country*) were not affected by any change in attitudes by any of the groups.

6 Number of foreign languages spoken

Number of foreign languages	Group 1: 0	Group 2: 1	Group 3: 2 or more
Item			
1a	+++		++
1b	+	+	+++
1c	++	+	
1d	++	+	
2a	-		
2b	--		
2c	-		--
2d			
2e			
2f	-	-	
3,1	++		
3,2			
3,3			
3,4			
3,5			

Figure 5.5: Significant differences over time in student teachers' responses to individual items, according to the independent variable of number of foreign languages spoken

The initial analysis of variance test established that student teachers generally demonstrated more positive attitudes to Europe according to the number of foreign languages spoken, so that the groups speaking one or more foreign languages felt more positive about Europe than the group speaking no foreign languages. This latter, group, however, was the one which demonstrated the most change in attitude over time, whether positive or negative. In section one (European co-operation) group one (no foreign languages) became much more positive about all four items, and the students were especially positive (+++) about item 1a (*political co-operation*). Group three (2 or more foreign languages) was also very positive about item 1a, and especially positive (+++) about item 1b (*economic co-operation*). Group two became more positive about items 1b, 1c (*cultural co-operation*) and 1d (*social legislation*).

In section two, the student teachers in group one (no foreign languages) became more negative over time towards items 2a (*electoral system*), 2b (*legal system*), 2c (*health and NI*) and 2f (*equal opportunities legislation*). Group two (1 foreign language) similarly became more negative towards item 2f, whereas group three (2 or more foreign languages) became very negative (--) towards item 2c. Items 2d (*educational qualifications*) and 2e (*employment law*) were not affected by changes from any of the groups.

In section three there was only one significant change, to item 3,1 (*European awareness should permeate all subjects in the curriculum*), from group one, who became much more positive (++) in their attitudes over time. The other four items in the section were not affected by change.

Overall, the focused analysis of significant differences within individual items has indeed cross-validated the results of the earlier analysis of sections and questions. It was not possible, however, to identify any patterns emerging from analysis of individual items based on the independent variables. A discussion of the implications of the quantitative analysis will follow in chapter six.

Main quantitative findings

The quantitative analysis of the empirical project data produced detailed, aggregated results, which in turn have led to a number of main findings being revealed. These are listed below:

1. Student teachers became more positive about matters concerning European co-operation, and the role of the European dimension in the curriculum during their training course
2. Student teachers became less positive about European integration during their training course
3. Women student teachers were more pro-European than men, and became increasingly so during their training year
4. The younger student teachers (22 years and below) were less positive about Europe than their older colleagues
5. Student teachers of foreign languages were far more positive about Europe than student teachers of other subjects
6. Student teachers who had travelled widely in Europe were more positive about European issues than those students who had not travelled widely

7. Student teachers who spoke one or more foreign languages were more pro-European than those students who spoke no foreign languages.

Summary

The key issues emerging from the analysis which appear to influence the student teachers' attitudes are European co-operation, European integration, educational experiences, gender, age and experiences in Europe. The main quantitative findings, together with these issues, will be explored in depth in the following chapter.

Chapter Six: Discussion of Quantitative Findings

A more in-depth explanation of the findings is provided in this chapter as a result of closer interrogation of the data and a search for patterns, themes and commonality in interpretation. The purpose here is thus to discuss the main findings of the quantitative data of the empirical study, as reported in chapter five. Part of the conceptual framework established at the end of chapter two (figure 2.1) will be employed to structure discussion of the findings and additionally, issues emerging from the data, such as gender, age, experiences in Europe and foreign language competence, will be considered. Theoretical developments emerging from the findings, together with implications for practice, will be explored.

European co-operation

The term European co-operation is being used here to include the general aspects of co-operation from section one of the questionnaire (political, economic, cultural and social legislation), and also the educational aspects of the European dimension in the curriculum from section three of the questionnaire. These two elements are brought together in the first main finding:

Main finding 1: Student teachers become more positive about matters concerning European co-operation, and the role of the European dimension in the curriculum during their training course

In view of the perceived negative reactions to the lecture on Europe in June 1992, referred to in chapter one, this finding is encouraging. The data show that student

teachers' attitudes to European co-operation become more positive during the course of their training year, for all four years of data collection. There are many reasons why this might be so. One reason could be the improved teacher education curriculum followed by these students and implemented by PGCE colleagues during the course of curriculum development. Student teachers followed lectures and seminars and had other possibilities for considering not only the European dimension specifically, but also the wider aspects of multicultural education and global contexts. The opportunities for reading, acquiring knowledge, discussing, reflecting and writing on subjects hitherto unexplored allow some students to confront issues about which their views may, at the beginning of the PGCE course, be uninformed. Another reason for this increase in positive attitudes could be the opportunity provided by the training course for student teachers to be exposed to a wide spectrum of attitudes and opinions, as they work alongside a range of different peers, tutors, mentors, teachers, pupils and their parents. As they hear different views expressed and challenged, they will be shaping, rehearsing and refining their own opinions.

The training course followed by the student teachers encourages co-operative and collaborative ways of working, in small groups for example, where they often give joint presentations, and they certainly acknowledge the benefits of such methods during the year, as consistently revealed in course evaluations and tutorial discussions. As a result, questionnaire statements which ask student teachers to consider co-operation between countries might therefore be expected to generate greater positive responses at the end of the training course. Furthermore, working in schools with pupils from different cultural and ethnic backgrounds and origins, it seems likely that their own beliefs and attitudes will change and develop as they

respond to the necessity of planning lessons and activities that cater for the needs of all pupils in their classes, whatever their backgrounds. Such opportunities allow learning and development to take place, and thus contribute to a change of attitudes by the end of the course.

The data for specific items on the questionnaires show that student teachers were more positive about co-operation in politics, economics and social legislation than they were about co-operation on cultural issues. This may be because they perceive cultural issues as being a part of their British identity, and are therefore less willing to be co-operative on issues which might involve a loss of identity.

The data show that the student teachers were more positive about the European dimension in education at the beginning of their training course than they were about either European co-operation or European integration, and this was an original hypothesis I held whilst devising the questionnaire. It is clear that the student teachers valued the opportunity to learn a foreign language or to travel to another country, for example, and they were perhaps drawing on their own educational experiences in this instance. Student teachers were already positive in these respects at the beginning of their training course, and it may therefore be surmised that they recognised at this early stage the need for a broad and balanced curriculum, which includes a consideration of other cultures and other countries. Having had the opportunity to analyse in some depth the content of the National Curriculum during the course of their training year, the data reveal that the student teachers remained positive about the same issues at the end of the year, and in some cases they were even more positive. Those students who successfully completed the course were certainly

committed to education, and did not change their overall views of the benefits to be obtained from a curriculum which is not inward-looking with a well-defined national focus.

In summary, the data show that student teachers valued the inclusion of a European dimension in the school curriculum, as they were increasingly positive about it over their course of initial training. In chapter one we saw that the European dimension does not occupy a central position in either the school or the teacher education curricula. However, this finding presents a convincing justification for the inclusion of a European dimension both in the school curriculum and in the teacher education curriculum.

European integration

The term European integration is being used to include attitudes expressed towards Britain changing its policies and practices to bring them into line with those of other European countries, from section two of the questionnaire. The data from this section resulted in the second main finding:

Main finding 2: Student teachers became less positive about European integration during their training course

The data clearly show that student teachers' attitudes to European integration became more negative over time, which is surprising, since the overall results to sections one (European co-operation) and three (European dimension in education) of the questionnaires became more positive over time. It might, therefore, be expected that

the results for section two would similarly become more positive, or at the very least, remain stable. However, this is quite clearly not the case and the same pattern of developing negative attitudes emerges from the data whatever independent variable is applied (gender, age, subject, number of countries visited and number of foreign languages spoken). There are some deeply-ingrained negative attitudes to Europe apparent from the research, although the picture is not identical for the four years of the project. Years two, three and four show a marked decrease in support for European integration, whereas the student teachers in year one of the project increased their support for it slightly over time. The students whose attitudes became more negative were clearly expressing a concern with the notion of Britain conforming to fit in with other countries. This perhaps masks a fear of loss of privileges or rights, a fear which increases as the students approach the end of their training course and are concerned with issues of employment. It is conceivable that the student teachers might believe that employment conditions and legislation would become less favourable to them if British laws had to conform to different standards and practices elsewhere. This, however, was not the case. The data for the individual question relating to employment legislation (figure 5.11) revealed that item 2e is the only one in section two where student teacher attitudes did not become more negative. The implications of European Union law for employment in teaching in the UK are not negligible, [1] and as such it can be concluded that the student teachers do not consider themselves in competition with other European citizens for jobs in the UK.

Another possible reason for the less positive responses in terms of changing policies and practices is that of the influence of political and economic developments in Europe, and the concentration on the part of the media on the problematic aspects of

the UK's continuing membership of the EU, already referred to in chapter one. The data for the analysis of individual questions revealed that items 2b (legal system) and 2c (health and national insurance) recorded the most significant negative changes over time (tables 5.1 – 5.5). During the course of this study there has been a number of developments: the background of the signing of the Maastricht Treaty in 1992; the issue of the Social Chapter and Britain's opting out of it in 1993; the enlargement of the community to fifteen members in 1995; and ongoing discussions surrounding the introduction of the common currency leading to Economic and Monetary Union (EMU) planned for the end of the twentieth century and the beginning of the following one (Convery et al, 1997). Additionally, the discourse surrounding Britain's potential loss of sovereignty is on-going, and is unlikely to be adequately resolved in the short term. Indeed, there are political factions still adverse to the idea of European Union and loss of parliamentary sovereignty.

The exception to the pattern of negative response in the empirical project was year one, where the student teachers, who started the course with less positive views in this section than the other years, became slightly more positive over time. This is surprising in that it is quite contradictory to the general pattern which emerged from the data analysis. Explanations may lie in a number of areas. In year one of the data collection, an effort was made to improve the delivery of the European dimension element of the course, following the negative reaction to it the previous year, which has already been referred to in chapter one. It is possible that such efforts affected the student teachers' attitudes and caused them to be less concerned with the effects of changing policies and practices. All these factors may have led the student teachers to express a more guarded response to issues where Europe is setting the agenda for

change. Although they were positive in terms of co-operation between Britain and other European countries in general socio-political spheres, they were demonstrably less so about Britain being required to concede ground on specific areas of legislation. Confidence and belief in what is tried, tested and familiar may have taken precedence over what is unknown, unfamiliar and 'foreign'.

Men, women and Europe

The third main finding concerns the influence of gender on the student teachers' attitudes to Europe:

Main finding 3: Women student teachers were more pro-European than men, and became increasingly so during their training year

The data clearly reveal that the female students had more positive attitudes to Europe in all three areas investigated than do the male students (figures 5.4 a-c). They also became proportionally more positive over the course of the training year in terms of European co-operation and education, than did the men. In the area of European integration, the men became proportionally more negative than the women did over time. The interesting question here is why there should be such a marked gender bias to student teachers' attitudes to Europe? One possibility is that women can see more easily than men do the benefits of further European integration, and can identify for themselves areas where they stand to gain from greater European involvement. For example, there have been several high-profile cases adjudicated by the European Court of Justice, where women, or women's issues have been central to the cases being presented. [2] In addition, the European Parliament has passed laws which have

helped women gain equal status with men in terms of pay and conditions of work, and which have given women in the UK parity with women in other EU countries in terms of maternity benefits and other rights. [3]

A second reason for the gender divide with regard to attitudes to Europe could relate to the different characteristics of men and women, and their respective strengths, skills and preferences. Furthermore, it could be argued that expressing strongly nationalist sentiments is a male domain, and that women therefore feel more aligned with and inclusive in a European framework than men do. A possible example may be found on the national political level, where men have always been in the majority as power holders and national leaders and it is possible that women hold them responsible for their lack of progress in these arenas. It is recognised that generally, many women are skilled at working collaboratively in groups and are less competitive, whereas men prefer working by themselves and are generally highly competitive. Perhaps women see that their skills will be more useful in situations where progress is achieved through skilled negotiating, making concessions and putting the general good before the needs of the individual. On a European level, the discussion and negotiation that takes place often requires individual member states' priorities to be subservient to the needs of the community as a whole. A final point arising from the data concerning the influence of gender is that of the significant differences over time in response to individual items on the questionnaire. Changes in female student teacher attitudes are more extreme than those of their male counterparts (table 5.3). This may indicate that women are more emotionally involved, either positively or negatively, with European issues.

Europe and youth

An important issue which appears to be emerging from the data is the effect that age has on shaping attitudes to Europe:

Main finding 4: The younger student teachers (22 years and below) were less positive about Europe than their older colleagues

The fourth main finding was again somewhat surprising, in that the younger students (aged 22 and under), were shown to be less positive about Europe than their older colleagues (figures 5.5 a-c). It might have been anticipated that the younger students, who had only relatively recently left school, would have been more positive in their adoption of a concept that is anathema to many of their parents' generation. (The CRMLE research into teenagers' attitudes to Europe showed that they positively wanted to know and understand more about Europe). [4] Since the younger student teachers had only recently completed their own schooling, one might also expect that they had covered some aspects of the European dimension in their lessons. Similarly, it could have been surmised that the older students might have shared some of the beliefs and attitudes of the older generations in this country and be more resistant to innovation and change. However, that was emphatically not the case and the older students, whose wider experiences and greater maturity gained in a range of roles and jobs, had obviously enabled them to become more positive about Europe. It would therefore seem that wide-ranging experiences, in terms of jobs, travel and leisure, count for more in terms of developing a pro-European stance than recent school experiences.

Experiences in Europe

The project data have revealed the importance of study, travel and foreign language competence for helping to shape attitudes to Europe. In this respect, the main findings five, six and seven are as one might expect them to be, and there is a degree of overlap between them:

Main finding 5: Student teachers of foreign languages were far more positive about Europe than student teachers of other subjects

The data reveal overwhelmingly the difference in attitudes to Europe between those who teach a foreign language and those who do not (figures 5.6 a-c). Student teachers of foreign languages were at ease with notions of European integration and working together with people of different backgrounds and cultures. Studying a foreign language gives one an insight into a different culture and way of thinking. When this is reinforced by a period of working or studying abroad, as most foreign language undergraduates are required to do, any prejudices or stereotypes held by the students can be challenged and destroyed. The value of day-to-day living in a foreign country, as opposed to short periods of holidays or 'euro-tourism', enabled student teachers to be open to differences and to respond positively to European initiatives. However, in spite of the marked differences in the mean scores between the student teachers of languages and those of other subjects, and the positive response to European co-operation and the European dimension in education, the overall scores for the linguists fell from pre- to post- in section two, concerning Britain bringing its practices into line with other European countries. This is somewhat surprising, since of all the students participating in the research project, I had expected that this group

would demonstrate the ability to embrace change and an openness to further European integration. Although the mean scores of the linguists did not fall over time as much as those of the non-linguists (see figure 5.6(b)), there was still a clear expression of reluctance and doubt here, that may well have serious implications for the future of the European ideal. If this group of student teachers has become less positive about European integration at the end of the training course, then who is going to be responsible for moving the European ideal forwards in schools?

As well as investigating the effects of subject of study, the research examined the attitudes of those students who had travelled in Europe, and this led to the sixth main finding:

Main finding 6: Student teachers who had travelled widely in Europe were more positive about European issues than those students who had not travelled widely

The data revealed that student teachers who had travelled to at least three or more European countries were far more disposed to be positive about Europe than their less well-travelled peers (figures 5.7 a-c). Again, there are no surprises in this finding, since it has long been accepted that 'travel broadens the mind'. It might be supposed, however, that having travelled widely would predispose the student teachers to a more open attitude to European integration, but the data revealed that even the most widely travelled student teachers (7 or more countries) became less positive in that respect over time.

The final main finding concerned the issue of foreign language competence:

Main finding 7: Student teachers who spoke one or more foreign languages were

more pro-European than those students who spoke no foreign languages

The student teachers who spoke at least one other foreign, European language were far more positive about Europe than their peers who did not speak any other language than English. This finding supports the conclusions of the Nuffield Report (2001), detailed in chapter one, that all pupils should learn a foreign language up to the age of sixteen, since it can be assumed that learning a foreign language helps to open up attitudes to others. If this is the case, student teachers with foreign language competence should be more accepting of European integration, but the data showed that this was not so. Even student teachers who spoke more than one foreign language became more negative in their attitudes over time.

The quantitative data in this empirical research project has shown that groups of student teachers who have studied foreign languages, travelled widely in Europe and who can communicate in another European language, do not become more kindly disposed to Britain having closer ties with Europe during their one year training course. If this is the case, from where will come the impetus for further involvement in the European project? The student teachers in this research are living, working and developing in Bronfenbrenner's micro-system, but are being affected by events and decisions taken in the exo-system (the national level, in my interpretation) and the macro-system (the EU, in my interpretation). The student teachers are clearly expressing their reservations about European integration, and this may be due to the lack of two-way movement between the systems. If student teachers perceive that teacher education legislation is top-down from both national and EU directives, they may feel powerless to bring about change. Since student teachers represent the future

of the teaching profession, and since it is they who will be charged with bringing about change, it would seem essential that there is a more effective two-way interaction between the different systems in Bronfenbrenner's model. This point will be discussed in greater detail in chapter eleven.

Summary

The discussion in this chapter concerning the main quantitative findings of the empirical research provided an overview of the implications for practice and considered theoretical developments in the light of Bronfenbrenner's Ecology of Human Development. In order to further illuminate the quantitative data, in-depth interviews were carried out with a small group of student teachers. The qualitative findings of these interviews will be reported in the following chapter, together with the findings from the open-ended questions in the questionnaires.

NOTES

1. It is a legal requirement, although not common practice, for member states' teaching qualifications to be recognised in all EU countries. Although there is currently a national shortage of teachers in many subject areas in the UK, they are not being filled by influxes of other EU citizens, possibly because of the perceived status of teachers and the difficulties in classroom management amplified in the press (Times Educational Supplement, 15/02/02). However, since qualified teachers from EU member states are granted qualified teacher status here, it is possible that in future years there will be more competition for teaching posts than at present.
2. Judgements of the European Court of Justice can be found on the EU legal website, Eur-Lex (part of the EU's Europa service) at:
<http://europa.eu.int/eur-lex/en/index.html>
3. The Treaty of Amsterdam, signed in October 1997, provided for a new article allowing actions to eliminate discrimination.

Chapter Seven: Qualitative Results

The research carried out for the purpose of this study has involved multiple levels of data collection and analysis. The two previous chapters of this study were concerned with the presentation, analysis and discussion of the quantitative results of the empirical research. Here, the purpose is two-fold: to present the qualitative results of the empirical research; and to show how the key issues emerged. These will then be discussed in greater depth in chapter eight.

In this study, there are two sources of qualitative data: the qualitative sections of the pre- and post-course questionnaires from the four years of data collection (1992-3, 1994-5, 1995-6 and 1996-7) and in-depth interviews with student teachers from year 5 (1996-7) of the study. These two sources have provided a wealth of qualitative data, which has necessitated a rigorous analysis, with the student teachers' responses being systematically coded according to a number of categories. The categories, and where they were derived, are described in the following section. The final coding only began after an inter-rater reliability of the coding system was established, and the chief aim of this was to ensure the reliability and validity of the data.

Categories of data

The categories through which the qualitative findings are presented, have emerged as a result of the detailed and thorough interrogation of the data. The conceptual framework (figure 2.1), formulated at the end of chapter two has been helpful here in

defining the categories, and some of the key concepts and definitions (European co-operation, European integration, the European dimension in education and European identity) emerge as categories. In addition, a number of new categories emerged.

There are also links to be made between the qualitative findings presented in this chapter and some of the main quantitative findings summarised at the end of chapter five. Below are detailed the aforementioned categories and sub-categories, including an explanation of the derivation of each one:

1. European co-operation

This category derives from the conceptual framework and was an important element of the quantitative analysis as reported in chapter five. Although there is not a great deal of evidence to report under this item, it was, however, decided to look for further evidence to support or contradict the quantitative findings.

2. European integration

This was also an important element of the quantitative analysis and the category derives from the conceptual framework. There is more to report in this category than for the previous item, for although the statistical analysis revealed that student teachers' attitudes to European integration generally became more negative during the training course, the qualitative evidence does not support that finding.

3. European dimension in education

As the European dimension in education was the primary focus for the empirical research being reported in this thesis and also because education was the chosen profession for each successive cohort of student teachers, it was anticipated that there would be a wealth of evidence in this category. The category derives from the conceptual framework and was also an important element of the quantitative

analysis. There was, in fact, so much evidence for this category that it was necessary to divide it into the following sub-categories:

- i) specific subject ideas
- ii) cross-curricular approaches
- iii) exchanges, links and electronic communication
- iv) language learning and communication skills
- v) general/other issues

4. European identity

This category was not an important element of the quantitative analysis but also derives from the conceptual framework. It became increasingly clear during the period of research that issues surrounding personal identity were fundamental to a person's willingness or ability to embrace European identity. A question concerning national and European identity was therefore added to the post-course questionnaire of the final UK cohort in July 1997 and most of the evidence in this category comes from these students.

5. Multiculturalism and global issues

A category which emerged strongly from the qualitative data was a concern on the part of the student teachers that consideration of the European dimension should not be at the expense of the exclusion of the rest of the world. A "fortress Europe" attitude was rejected in favour of a global or international dimension by many students.

6. Attitudes, relationships and personal development

Another category that emerged strongly from the qualitative data was the degree to which the experiences of the student teachers in living and working either in other European countries or with other European nationals in the UK had

enhanced their personal development. Many spoke or wrote positively of the benefits of direct contact with other Europeans, in challenging stereotypes, increasing tolerance and understanding and in helping to form worthwhile relationships.

7. Culture and way of life

Evidence gathered under this category demonstrated how the student teachers gained insights into a new or different culture and appreciated being a real part of a community rather than being simply tourists. This led them to become more aware of their own backgrounds, to make comparisons between cultures, seeing both strengths and weaknesses and to view such developments as important for pupils.

8. Business and working practices

Some student teachers spoke of the benefits to be gained from seeing at first hand different working practices and from gaining knowledge of different systems and bureaucracies. This again enabled them to draw comparisons with what they knew of UK systems and practices.

9. PGCE course development

As expected, the student teachers took full advantage of the opportunity to comment on the place and role of the European dimension in a PGCE course. A wealth of evidence was provided, which led to the establishment of the six following sub-categories:

- i) earlier/more integrated
- ii) include all subjects
- iii) more practical elements
- iv) negative aspects

- v) positive aspects
- vi) comparative element: meeting people, visits, exchanges

10. Definitions

A small number of comments registered confusion on the part of the student teachers as to the meaning of terms such as Europe, European awareness and European dimension. Given that one of the aims of this research was to clarify the meaning of such terms, it was considered important to interrogate the data in this respect.

11. Other

There were a number of other comments that did not appear to fit into any of the above ten categories and a separate category was reserved for them. These comments will be considered during the analysis of the qualitative data where they are considered relevant to the discussion, and where they demonstrate unexpected findings.

In this chapter the data will be presented in as concise and coherent a manner as possible, without losing the essence of the findings, in order to be accessible and logical to the reader. I shall therefore present the qualitative findings in the following order of sources:

- (a) Pre-course questionnaires
- (b) Post-course questionnaires
- (c) In-depth interviews

I shall outline for each of the above sections any quantitative results obtained, together with the categories and sub-categories that emerged from the specific questions posed in the questionnaires and the interviews.

(a) Pre-course questionnaires

The pre-course questionnaire was designed to elicit information about the student teachers' previous experiences of living, travelling with school, studying and working in Europe, as well as any experiences they may have had whilst working in Britain with colleagues from other countries in Europe. This information was intended to help build up a picture of the students as they started their PGCE course, to give an insight into the kinds of backgrounds the students had experienced either in other parts of Europe or working with other Europeans in Britain prior to the course. The findings from section four of the pre-course questionnaire will be presented question by question, whereas the section five findings will be presented according to the categories that emerged.

Section four findings

There were three questions concerned with living, travelling with school and studying in other European countries in section four of the pre-course questionnaire (see appendix D for the full text of this questionnaire):

Question 7: "Have you ever lived in a household in another European country?"

In response to this question, almost half (46%) of the total cohort answered positively.

When asked to specify further, a long and diverse list of locations from all over the continent of Europe was drawn up from the responses, including frequent mentions of France (28%) and Germany (16%). Other countries mentioned were:

- Albania, Austria

- Belgium, Bosnia
- Cyprus, Czechoslovakia
- Denmark
- Finland
- Greece
- Hungary
- Ireland, Italy
- Luxembourg
- Malta
- the Netherlands, Norway
- Poland, Portugal
- Romania, Russia
- Spain, Sweden, Switzerland
- the Ukraine

Various reasons for the sojourns were given, with school exchanges being the most frequent. Other options quoted were being an au pair, staying with relatives or friends, being a pen-friend or paying guest, following a language course, being stationed with one of the armed forces, paying a town-twinning visit or visiting with a youth orchestra, choir, swimming or sports club.

Question 8: "Have you ever been on a school holiday to another European country?"

Sixty-seven per cent of the total group of student teachers answered positively to this question. When asked to specify further details, a similar pattern emerged to that in

the previous question, with a majority of visits having taken place to France (45% of the students) and Germany (19% of the students). The range of other countries visited was as wide as in the previous question, with Andorra, Bulgaria and Yugoslavia mentioned in addition. The types of holiday experienced were mostly exchange or cultural/study visits, but mention was also made of:

- skiing trips
- cruises
- geology, economics and geography field trips
- history (Battlefields), classics and music (choir, orchestra/band and concert) study visits
- drama tours
- sports holidays (including football tournaments, rugby and hockey tours, canoeing and water-sports, dance, the Olympic Games)
- youth hostelling
- camping tours and walking/climbing expeditions in the mountains
- foreign language courses

If the term 'school holiday' is interpreted loosely then a "*visit to work in Romanian orphanages with School Aid Romania*" can be added, together with other work experience visits.

Question 9: "Have you ever attended an educational institution in another European country?"

In response to this question, a total of 30% of student teachers answered positively.

The largest part of this total consists of the student teachers of modern languages, who are required as part of their undergraduate courses to spend a year studying or

working in the foreign country. Since the linguists make up 20% of the total cohort of student teachers, as detailed in chapter four, this leaves another 10%, approximately, who have received part of their education in another European country. Out of a total of 1029 student teachers who responded to this section, 59 (6%) had attended a primary school, 162 (16%) had attended a secondary school and 182 (18%) had attended a higher education institution in another European country.

Summary of section four findings

As a result of the analysis of the data from section four of the pre-course questionnaires, concerning the student teachers' prior experiences of living, travelling with school and studying in other European countries, a number of factors become apparent:

- Almost half of the student teachers have lived for varying lengths of time in a household in another European country, for a variety of reasons
- Two thirds of them have travelled with their schools in other parts of Europe for a rich variety of purposes
- 30% of them have received part of their education in an institution in another European country

Although no categories emerged from this section of the pre-course questionnaire, its purpose has been to provide a wealth of background, qualitative information about the student teachers who are the subjects of the study.

Section five findings

Section five of the pre-course questionnaire was concerned with the work experiences of the student teachers, either gained in another European country or through working with colleagues from another European country in Britain. The three questions asked in this section, together with the quantitative results, were as follows:

Question 10: “Have you ever had any work experience in another European country? What benefits, if any, did this experience bring you?”

In response to this question, a third (30%) of the student teachers said that they had worked in another European country.

Question 11: “Did it change your attitudes towards the citizens of that country?”

In response to this question, 16% of student teachers said that the experience had changed their attitudes.

Question 12: “Have you ever encountered colleagues from another European country in your workplace in Britain? Did you benefit from the contact in any way? Were there any problems associated with the contact?”

In response, 53% of student teachers said that they had encountered colleagues from another European country in their workplace in Britain. Furthermore, 47% said that they had benefitted from the contact and 9% said that there had been problems associated with the contact.

The qualitative findings from the three questions cited above are first of all presented in tabular form to show the categories which emerged during the analysis:

PRE-COURSE QUESTIONNAIRE SECTION FIVE QUESTION	CATEGORIES
<p>1. Have you ever had any work experience in another European country? What benefits, if any, did this experience bring you?</p>	<ul style="list-style-type: none"> • Culture and way of life (152 mentions) • Language learning and communication skills (113 mentions) • Attitudes, relationships and personal development (73 mentions) • Business and working practices (40 mentions) • European integration (11 mentions)
<p>2. Did it change your attitudes towards the citizens of that country? In what way?</p>	<ul style="list-style-type: none"> • Attitudes, relationships and personal Development (119 mentions) • Culture and way of life (26 mentions) • Business and working practices (7 mentions) • European integration (5 mentions)
<p>3. Have you ever encountered colleagues from another European country in your workplace in Britain? Were there any problems associated with the contact?</p>	<ul style="list-style-type: none"> • Language learning and communication Skills (68 mentions) • Culture and way of life (33 mentions) • Attitudes, relationships and personal Development (23 mentions) • Business and working practices (4 mentions)

Table 7.1: Categories emerging from the data of section five of the pre-course questionnaire

It can be seen from table 7.1 that there is some degree of overlap in the categories for each of the questions in section five. I have therefore decided not to present the qualitative results question by question, as I did for section four of the pre-course questionnaire. Rather, I have decided to present the findings according to the categories, and according to the frequency with which they were mentioned. This will

also facilitate the discussion of the qualitative results in chapter eight, which will follow the same pattern.

Section five findings by category

Category 6 - Attitudes, relationships and personal development

There was a total of 215 comments in this category. Many student teachers spoke of the benefits gained by a positive change in attitude to other people as a result of their work experience in another European country, and the ensuing personal growth and development. In terms of attitudes and outlook, phrases such as *'It broadened my horizon'*, *'It made me a more open person'*, *'widened perspectives'* and *'helped broaden my personal outlook on my future'* were used. Interestingly, one student found that he became *'less opinionated over national issues'*, whilst some students found that they had their stereotypical images challenged:

"My understanding of the French themselves also changed from the stereotyped image to being able to work alongside them".

"All previous stereotyping and preconceptions were questioned and I was able to formulate my own opinion on cultural disparities/differences."

When asked specifically about how their attitudes had changed, many student teachers commented upon their increased self-knowledge and awareness, using terms such as *'self-confidence'*, *'independence'* and *'adaptable'* to describe their personal development and terms such as *'sympathetic'*, *'understanding'* and *'tolerance'* to describe how they now felt towards the inhabitants of the other country. They had

also appreciated meeting a whole range of new and different people, making new friends and building relationships.

However, a different picture emerged when students referred to working with colleagues from another European country in Britain. Although the question posed inquired about benefits and problems alike, the majority of comments (22 out of 23) were negative. Some of the comments were perceived as attitudinal problems on the part of the non-British colleague:

“Maladjustment of colleague from abroad” and “Overseas people in England hang about with overseas people in general”.

Other comments referred to a shared problem:

“Overcoming various prejudices on both sides”

“Incompatible senses of humour” and “slight problem with sense of humour (or lack of it)”

“Different attitudes brought minor conflicts”

Some student teachers went further and identified national (or other) characteristics which they considered to be problematic:

“The Greeks aren't like the English and some of their attitudes can be infuriating”

“Arrogance of the Europeans versus British”

“Superior attitude (from French and Germans)”

Finally, some students acknowledged that the problem might be on the British side:

“They weren't taken seriously by other colleagues, especially if their English wasn't very good”

“Socially had to make positive efforts to include them. Feel obliged even if you don't like them”.

Category 7 - Culture and way of life

This was the second most often mentioned category by the student teachers, with a total of 211 comments. The benefits, when students were working in another European country, were seen in terms of a greater knowledge of, and familiarisation with, a different culture. *'Insight', 'appreciation', 'awareness' and 'understanding'* are words which crop up most frequently:

"Gave me insight into the culture of another country" and "Greater awareness of the country's culture and socio-political situation".

Students also appreciated the opportunity to learn more about their own culture and to make comparisons with the new culture:

"Comparison with and critical view of UK lifestyle", "Enabled me to sample a culture quite different from our own" and "Cultural awareness of the country and of my own cultural background".

Sometimes the comparisons made with their own culture caused student teachers to be more aware of differences:

"It just made me realise that our cultures are so far apart despite the countries being geographically fairly close" and "It made me more aware (paradoxically) of the cultural differences between France and England".

Some students expressed the idea that greater cultural awareness led to better integration into the new culture:

"I got to know people on a day to day basis rather than as a 'visitor'. I began to understand more of the culture and way of life through experience" and "No longer being seen as a holiday maker. I was seen as part of the community".

The idea of a global understanding of culture in general was also expressed:

“Understand more fully historical and cultural influences that help to shape the mentality of a people” and “Made me recognise frequent personality/cultural traits”.

Cultural stereotypes were also challenged:

“Germany – not all obsessed with punctuality”, “French people seemed more polite in everyday circumstances eg. saying ‘hello’ in shops” and “I had a bad impression of the Belgians and believed that it was a small, insignificant country. I now believe them to be a wonderful working mix of different cultures which are in no way hostile to us”.

When it was a question of working with colleagues from another European country in Britain, as in the previous category pertaining to attitudes, students again came up with more problems than benefits, with 23 out of 33 comments describing problems.

Most of the problems were not regarded as serious, though:

Basic misunderstandings arising from different cultures – conflicting ideas of personal space etc.”, “small cultural differences in expectations caused problems” and “Sometimes difficult to understand why people react in a certain way ie. may take them as being abrupt, but in actual fact just a natural way of acting”.

Other comments in response to the same question saw the same cultural differences as something positive:

“Benefited from contact because you can talk to people from different cultures, find out about their cultures and realise that you can ‘get on’ with people from other European countries”.

Category 3(iv) - Language learning and communication skills

There were 181 comments in this category. Student teachers strongly recognised the benefits to their language and communication skills that they gained from a period of work experience in another European country. They spoke of *“increased knowledge of language use”*, *“increased language fluency”*, a *“major improvement in ability to speak language”* and *“learnt loads about communication”*. Some students spoke specifically of improving translation skills or increasing their vocabulary, whilst others spoke of being able to use the language in *“practical and real contexts”*. A link was also made between language and culture:

“Better understanding of language because of improved understanding of the culture”.

For some students, an increase in self-confidence accompanied their growing expertise in the language: *“It gave me confidence to deal with people in a foreign language”*.

A pattern established in the previous two categories is again repeated here, namely that students refer more to problems (64 out of 68 comments) rather than benefits in response to the question about working with colleagues from another European country in Britain. Many students mention general language and communication problems:

“Language – communication and expectations different from them”, *“Sometimes communication problems”* and *“Language difficulties especially related to business needs”*.

In fact, the specialised language needed for specific jobs was an area of concern:

“Language difficulties in respect of discussing technical/legislative issues” and “Language problem, in that even with a translator, technical details and specification in German would not translate”.

Some students felt embarrassed at their lack of competence in the foreign language:

“I was embarrassed by their brilliant English and my appalling efforts at their own language!”, “Although the other workers spoke English very well, my own second language skills were poor” and “Fortunately, they have all spoken fluent English, but I can see the need for British people to have a wider knowledge of other European languages”.

One student teacher summarised the benefits to her thus:

“Benefitted from discussions on shared experiences and common languages”.

Category 8 - Business and working practices

Learning about different working practices and attitudes was clearly valuable to some students, although with a total of 51, there were fewer comments in this category than there were in the three previous categories. Students appreciated the opportunity to gain useful, practical knowledge about a range of issues, including employment law (conditions of service, working hours, pay, benefits), health care, banking and finance, safety standards, different working practices and regulations. One student commented that he had gained:

“An understanding of export problems, national attitudes towards importing countries, problems of communication, differences in work ethos, safety standards and employment law.”

These experiences led students to reflect on the comparison between practices in Britain and those in other parts of Europe, and to see a link between the culture of the country and its working practices:

“Working as export manager with overseas agents and offices you are made very aware of the variety of business and social practices across Europe” and “Becoming familiar with the attitudes towards work, people’s organisational outlook, and to see how much the culture affects these aspects”.

A German publishing company was described as ‘a very efficient company’, but not all comparisons were favourable:

“I realised that relatively our bureaucrats are less arrogant than those in Spain and France”.

“The strict regulations and high expectations of German business helped me to appreciate why this country is so very much a poor country in the First World”.

Additionally, many of the linguists had spent their compulsory undergraduate year abroad as a foreign language ‘assistant(e)’, in French, German, Austrian, Spanish or Russian schools, which had given them valuable insights into the educational systems and practices of other European countries:

“As an assistant teacher in Germany, I benefitted from all aspects of the school – pupils and teachers – and developed a greater awareness and understanding of the culture”.

“Worked as a foreign language assistant in two ‘collèges’ in France – benefits include an insight into educational aims and strategies, teacher attitudes and awareness and priorities, differences/similarities between pupils of different age groups, nationalities and social backgrounds”.

As in the previous three categories, problems were more prevalent than benefits when students were asked about working with other European colleagues in Britain.

However, there were only four comments in this section and they were of a general nature:

“Slight misunderstandings through different working habits – nothing major”.

Category 2 - European integration

Although the student teachers' responses to the question of what benefits their work experience in another European country had brought them did not cover any aspects of European co-operation, there were 16 references to some form of integration.

Several students' replies were so worded as to contain aspects of integration, such as feeling completely at ease in the new culture:

“Quickly felt integrated into that country” and “felt more integrated in community on all levels.”

Some students referred specifically to the integration of the EU, recognising both positive and negative features:

“Broader outlook on the possibilities open to members of EC (ie. being able to work abroad).”

“Greater insight into political/social systems and views of France – especially Maastricht.”

“I love different cultures and would not wish the European countries to become too similar to each other” and more strongly expressed, “...the strength of Europe is its diversity. Attempt at homogenisation must be firmly resisted.”

When asked if working in another European country had changed their attitudes to the citizens of that country, and in what way, one student teacher stated:

“Although I’d never felt anti-French, it did make me even more pro-European Union and in favour of encouraging an awareness of the rest of the continent in Britain”.

Another student, who, as cited earlier, had found the Belgians to be a ‘wonderful working mix of different cultures’ thought that they were *“an example for the whole EC”*.

A third student felt that she had become *“more realistic – Germans are very pro-European”*.

Finally, a number of comments dealt with the issue of anti-racism, a key element of integrationalist policy:

“Dislike for racism within the country to ‘foreigners’ – non-Europeans and Europeans”.

Summary of section five findings

As a result of the analysis of the data from section five of the pre-course questionnaires, concerning the work experiences of the student teachers both in another European country and with colleagues from other European countries in Britain, a number of factors have become apparent:

- 30% of the student teachers had worked in another European country
- The vast majority of student teachers commented on the benefits of such an experience in terms of attitude and personal development, cultural understanding, enhanced language and communication skills and knowledge of business and work practices

- A small number of student teachers were beginning to be aware of the significance of European integration
- 53% of the student teachers had worked with colleagues from another European country in Britain
- In spite of the fact that 47% said they had benefited from the above situation, as opposed to 9% who said it had been problematical, student teachers were more aware of the problems they had encountered, rather than the benefits

It is clear that many of the student teachers had interesting and valuable experiences in the fields of travel, education and work. These experiences will have increased their knowledge and helped shape their attitudes and opinions, so that as they embarked on a PGCE course their work, both in the training institution and in schools, would be informed by this prior knowledge and experience. The following section examines the data obtained at the end of the training course, from the post-course questionnaires.

(b) Post-course questionnaires

The qualitative sections of the post-course questionnaire were designed to provide a detailed picture of the student teachers' experiences of the European dimension in education at all stages of the PGCE course and to elicit their intentions regarding their future teaching of the European dimension (the full text of the post-course questionnaire is found in appendix E). In section four, questions with tick box answers covered all elements of the PGCE course and the students' understanding of the position of the European dimension within the National Curriculum. Students were invited to give fuller written answers regarding their teaching practice in school.

In section five, student teachers were asked about their future teaching intentions with regard to the European dimension and finally they were given the opportunity to add comments or suggestions concerning the inclusion of a European dimension in future PGCE courses. The quantitative findings from section four of the post-course questionnaire will be presented question by question, followed by the qualitative responses according to the categories that emerged. The same pattern will be followed for presenting the section five results.

Section four findings

There were three questions concerning the position of the European dimension in teacher education courses and in the curriculum in general:

Question 8: "Have you had the opportunity to consider the European dimension during the course of your PGCE year?"

In response to this question, a substantial 92% of the total cohort of student teachers who responded to the post-course questionnaires answered positively. Those who answered positively were then asked to specify the precise areas in the course where they had been able to consider the European dimension. These results are shown in tabular form below:

ELEMENT OF PGCE COURSE	% OF STUDENTS RESPONDING POSITIVELY
Subject method work	49
Educational studies work (lectures, seminars, tutorials, Short Courses)	80
Teaching experience or practice schools	

(i) Primary	12
(ii) Secondary	45
Assessed work (essays, project work, teaching materials)	29
Other	12

Table 7.2: Where in the PGCE course student teachers were able to consider the European dimension

In the final 'Other' section of the above table, students were asked to specify the areas in which they had considered the European dimension which had not been enumerated in the list. Some students had clearly misread the list, since they included items here that should have been included elsewhere. However, other 'new' areas mentioned were:

- Europe Week (although strictly speaking this was part of the Short Course Programme)
- Study visit to Boulogne
- WIS (Work in Schools) Projects during the summer term:
 - (i) a computer project based on the topic of travel and transport in France and Germany
 - (ii) Foreign languages festival at local secondary school, including "mini Eurovision"
 - (iii) A French activity day with various primary schools
 - (iv) Promoting an awareness of European languages and culture within school
 - (v) Organising a "Europe Day" at a local school

(vi) Scheme of work on poems from other cultures and traditions (NEAB Anthology) touched upon European cultures amongst others

- Via links with foreign students in the School of Education
- Visit of European specialist from Austria
- Boots Health Education Bursary allowed a visit Denmark to see the education system
- Use of IT (CD Rom) to promote European linguistic/cultural awareness
- Cross-curricular visit to Lille with PGCE students in geography and modern languages

Question 9: “To what extent do you understand the position of the European dimension within the National Curriculum?”

In response to this question, 4% of student teachers felt fully confident in this respect, 42% felt confident, 46% felt uncertain and 8% were not at all sure.

Question 10: “Did you include any aspect of the European dimension in your own teaching during teaching practice?”

In response to this question, 46% of student teachers responded positively. When asked to specify further, a total of 233 detailed comments were given, which were coded and analysed according to the categories outlined at the beginning of this chapter. The vast majority of comments fitted into the European dimension in education category and sub-categories, but other categories emerging were culture and way of life, European integration, multiculturalism/global issues and European co-operation. Table 7.3 shows the number of comments per year, according to the

categories. Some of the longer comments were coded according to two, or even three categories, which explains why the total number comes to more than 233.

Code	July 1993	July 1995	July 1996	July 1997
3i – European dimension: subject specific areas	42	45	53	66
3ii – European dimension: cross-curricular approaches	4	4	2	7
3iii – European dimension: exchanges, links etc.	0	0	0	1
3iv – European dimension: language learning	0	0	0	0
3v – European dimension: general/other issues	0	0	0	0
7 – Culture and way of life	11	28	27	19
2 – European integration	1	4	2	4
5 – Multiculturalism and global issues	0	2	3	3
1 – European co-operation	1	0	1	0

Table 7.3: Number of comments in answer to question 10 according to category

The findings will now be presented according to the categories, and according to the frequency with which they were mentioned by the student teachers.

Question 10 findings by category

Category 3 – European dimension in education

i) Subject specific ideas

A total of 206 comments were recorded in this category, with examples from all six subjects represented on the PGCE course. The majority of comments were made by student teachers of foreign languages, followed by geography, history, science, English and mathematics, in descending order. Many of the linguists considered that the European dimension was an integral part of French, German, Spanish and Russian

lessons, or, as one student stated: *"in MFL the European dimension is omnipresent"*. Frequent comments were *'cultural awareness'*, *'implicit in MFL teaching'*, *'cultural differences and similarities'* and *'the use of authentic materials from France and Germany'*. One student had tried the following idea: *"A study of the important cultural and historic places of interest in Andalusia through authentic materials ie. leaflets produced in Spain"*. Student teachers of foreign languages also listed topic areas they had covered in lessons: differences in school systems; food specialities in other countries; the names of other countries in French; travel in various countries; and festivals and customs. Videos were cited as a useful resource for bringing the foreign country into the classroom:

"I brought some European geography into German lessons and showed videos of the countries (France and Germany)."

Where possible, the student teachers used their own experiences of living and working in other European countries with pupils:

"At every possible opportunity I made apparent my close personal connections with Germany and positive attitudes to European countries and peoples";

"As a French teacher I was constantly looking at life in France with my pupils. Language and culture are inextricably linked".

Geography and history were two further subjects where the European dimension appeared to fit naturally. In geography, students spoke frequently of case studies of European countries: *"we looked at socio-economic differences in another EC country (Italy)"* and *"I taught a lesson on settlement change in Lille, a lesson on plate tectonics in Italy."* Some topics included a wider, global perspective: *"studying water on the land we looked at activities, both natural and human in rivers in this country,*

Europe and the world” and *“we looked into car manufacturing in Europe and included Japanese companies.”* In history, many students mentioned the impossibility of teaching British history without mentioning Europe. The most frequently-mentioned topics of study were the first world war, the rise of Nazi Germany, and the second world war:

“The history I taught covered both Roman and German history. The work on Germany 1918-39 also included analysis of how other countries interacted in the post-war years.”

Although student teachers of science, English and mathematics mentioned the European dimension rather less than the subjects referred to above, the ideas outlined are interesting and original. In science, for example, students taught about food, European scientists, nuclear fuel, the history of science and European bridges. Several themes mentioned by the linguists were repeated in English, with one student tracing the development of modern English *“looking at the influence of different cultures and languages”* whilst for another *“work on European poetry, discussion of aspects of cultural difference, language, dialect and stereotyping”* were all important. One student gave *“drama lessons on Bosnia; Renaissance ideals of courtly love; historical background to Romeo and Juliet.”* Finally, although comments from student teachers of mathematics were rare, using foreign currency and exchange rates, European data, different methods of multiplication, measuring the area of certain coins and working out fractions as per ingredients of certain dishes were ideas which had been used.

ii) Cross-curricular approaches

There were 17 comments by student teachers over the four years of data collection which fell into this category. The cross-curricular themes mentioned were citizenship, political issues, European awareness, equal opportunities and the environment. Some students had raised issues with pupils in PSE or tutor group time:

“During PSE lesson about the law we discussed legal ages for drinking etc in several other European countries as a comparison”;

“Aided learning of numbers in French, German and Gaelic in tutorial group. Played Irish music on St. Patrick’s day.”

iii) Exchanges, links and electronic communication

Only one student made a comment which fitted this category: *“Setting up links with European countries (E-mail, penfriends etc).”*

Category 7 – Culture and way of life

There were 85 comments which included the words ‘culture’ or ‘cultural awareness’, making it the second most frequently mentioned category after the European dimension (subject-specific ideas). Comments in which culture was mentioned were often combined with subject-specific ideas, and typical ones were quoted under category three, above.

Category 2 – European integration

There were 11 comments in this category, mostly concerning the role of the EU in general, or of a particular member state within the EU. Two comments related to the Common Agricultural Policy (CAP) and the topic of agriculture in the EU. One student had been involved with departmental discussions about the European dimension:

“The school was assessing the potential to include a European case study in schemes of work currently taught. It was being discussed as to whether we should formally teach what the EU was all about, too.”

Another student had taken a wider, questioning approach:

“Considered the extent to which Europe, as a unit, had a responsibility to take an interest in non-European conflicts.”

Category 5 – Multiculturalism and global issues

There were 8 comments in this category. Whereas some student teachers saw Europe within a whole world perspective:

“Through the wider context of French speaking countries and their cultures eg. Senegal etc.”

“Only with Europe as part of the world, studied pollution, adaptation of species to their environment...and human impact on species in different regions”

others did not necessarily include Europe in a global perspective:

“Attempt to include access to a wide range of multicultural material, although not necessarily European.”

Category 1 – European co-operation

As already stated at the beginning of this chapter, there was not much evidence of European co-operation issues reported in the student teachers comments on their teaching practice experiences. There were just 2 comments. One student mentioned trade with Europe, and a second one had taught about *“the differing role through the years of Britain in Europe – economic, political, social and cultural connections.”*

Summary of section four findings

As a result of the analysis of the data from section four of the post-course questionnaires, concerning the student teachers' experiences of the European dimension in education during their PGCE course, a number of factors have become apparent:

- A substantial majority (92%) of student teachers said they had considered the European dimension in education during their PGCE course
- Most student teachers had encountered the European dimension either in method work or in Educational Studies work
- 46% of the student teachers felt confident that they understood the position of the European dimension within the National Curriculum
- Almost half of the student teachers (46%) had included some aspect of the European dimension in their teaching during teaching practice
- Most of the practical examples given by the students were from those teaching modern foreign languages, geography and history

- Student teachers were concerned to increase knowledge and encourage cultural understanding, globally as well as European, amongst their pupils

Section five findings

There were two questions concerning the future intentions of the student teachers with regard to the European dimension in education:

Question 11: "To what extent do you intend to include any aspects of the European dimension in your future teaching?"

In response to this question, 34% of the total number of student teachers replied that they would include aspects of the European dimension as a regular feature in their future teaching, 61% said they would include it occasionally and 5% said that they would not include it at all. When asked to specify further, a total of 334 detailed comments were given, which were coded and analysed according to the established categories. As with the responses to question 10, the majority of comments fitted into the European dimension in education category and sub-categories, but there were more comments coded according to other categories for question 11. Table 7.4 shows the number of comments per year, according to the categories. Again, some of the longer comments were coded according to two, or even three categories, which explains why the total number comes to more than 334.

Code	July 1993	July 1995	July 1996	July 1997
3i – European dimension: subject specific areas	80	50	66	69
3ii – European dimension: cross-curricular approaches	10	2	7	8
3iii – European dimension: exchanges, links etc.	19	8	7	4

3iv – European dimension: language learning	1	0	1	2
3v – European dimension: general/other issues	3	0	1	0
7 – Culture and way of life	9	23	16	20
5 – Multiculturalism and global issues	7	9	7	8
2 – European integration	0	3	1	6
1 – European co-operation	1	0	1	3
6 – Attitudes, relationships and personal development	0	1	1	1
4 – European identity	0	1	0	0
10 – Other	3	5	11	12

Table 7.4: Number of comments in answer to question 11 according to category

The findings will now be presented according to the categories, and according to the frequency with which they were mentioned by the student teachers. However, where comments were largely the same as those reported in answer to question 10, in the previous section, they will not be repeated here. Such categories are: 3) The European dimension in education (sub-categories i and ii); 7) Culture and way of life; and 5) Multiculturalism and global issues. The reporting will focus on developments in any of the previously mentioned categories or any new categories.

Question 11 findings by category

Category 3 – European dimension in education

3iii) Exchanges, links and electronic communication

As revealed in table 7.3, many student teachers expressed the desire to take part in exchanges, or to have links with schools in other European countries (38 comments).

As might be expected, due to the nature of the subject, many linguists wished to take part in exchanges and educational visits, and to use IT:

“For example, internet and written correspondence with pupils from link schools in France, to see how French pupils feel about issues concerning Europe.”

Student teachers of other subjects also had ideas for communicating between countries:

“I hope to use the BP Science across Europe materials and eventually establish an internet link with a school elsewhere in Europe.”

“Exchange trips and work experience for sixth formers.”

“I would be very interested in being involved in a cross-curricular school visit to a European country in my future teaching with possible cross-curricular preparation and follow-up work in the classroom.”

3iv) Language learning and communication skills

This sub-category was not mentioned at all in the responses to question 10, but a small number of comments (4) were made in answer to question 11, such as

“language awareness throughout the school (labels in target language etc.)” and

“work on dialect, accent, language”. One student teacher had this intention:

“I intend to work on the fall of the Berlin Wall with year 11 in September, and perhaps to further the debate on a unified European language and that raises interesting questions in English language study.”

3v) General/other issues

This sub-category was not mentioned either, in the responses to question 10, but a small number of comments (4) were made in answer to question 11, such as

“European noticeboard in tutor group room – hopefully”, “promotion of languages

in feeder schools” and “get input from European pupils (if there are any in my classes)”.

Category 2 – European integration

Although there was a similar number of responses (10) in this category to question 11 as there was to question 10 (11), some new ideas emerged in this section. The idea of Britain being a part of Europe was expressed for the first time, together with the notion of identity (category 4):

“Understanding Britain’s/UK’s place within Europe. I believe it is new and will be especially in the future an important part of our identity in a changing world.”

“When looking at certain aspects of geography eg. weather, development. These will be extended to include examples both within the UK and Europe so that the UK will be seen as an integral component of Europe.”

Another new theme which was mentioned for the first time in responses to question 11 was that of the position of ethnic minority groups in Europe:

“Poetry by ethnic minorities often questions what it is to be British. I would use this for discussing the diaspora of peoples from ethnic minorities across Europe and discuss the political means by which Europe attempts or would attempt to represent those people.”

“Studying EU minorities (Jews, Turks in Germany, Arabs in France).”

Finally, the euro made an appearance:

“This (different currency and exchange rates) could be used to contribute to discussion on the single currency.”

Category 1 – European co-operation

It has already been remarked that the category of European co-operation does not occur frequently in the qualitative data, but since it was important in the quantitative data, the small number of occurrences (5) will be reported. One student teacher spoke of *“promoting a positive attitude towards the ideal of European harmony and co-operation”*, whereas another intended to study *“European level government co-operation on environmental issues (eg. acid rain)”*.

Category 6 – Attitudes, relationships and personal development

Although the student teachers did not make any comments in response to question 10 which fitted into category 6, in response to question 11 there were two comments, both concerned with not reinforcing *“dangerous stereotypes”*. One student teacher had the intention of:

“being positive towards things European, breaking down stereotypes, promoting tolerance and understanding and trying to dispel fear caused by ignorance, by positive information.”

A further comment concerned empathy, with the student teacher feeling it would be:

“Important to sympathise with other cultures – understanding different approaches rather than ridiculing or avoiding them.”

Category 10 – Other

A number of comments (31) fall into this category. They were mostly made by student teachers who did not yet know how they would incorporate a European dimension in their future teaching, or who said that they had not had enough time to think about it.

Question 12: “Would you ever consider seeking a teaching post in a European country other than Britain?”

In response to this question, 70% answered ‘yes’ and 30% said ‘no’.

The European dimension in future PGCE courses

Finally, the student teachers were asked to make any comments or suggestions they wished concerning the inclusion of a European dimension in future PGCE courses. A total of 222 individual comments were recorded in response to this request, with many comments being on average two or three lines longer than responses to the other open-ended questions. The main category to emerge in this section was category 9 (PGCE course development), with category 10 (Definitions) being a newly emerging category at this point. Table 7.5 shows the number of comments per year, according to categories 9 and 10:

Code	July 1993	July 1995	July 1996	July 1997
9i PGCE course development: earlier/more integrated	27	19	33	6
9ii PGCE course development: include all subjects	4	1	3	6

9iii PGCE course development: more practical elements	4	0	3	3
9iv PGCE course development: negative aspects	4	7	11	3
9v PGCE course development: positive aspects	17	5	3	9
9vi PGCE course development: comparative element	5	4	3	9
10 Definitions	3	3	3	2

Table 7.5: Number of comments on PGCE course development according to categories 9 and 10

Other categories coded, together with the number of comments were: multiculturalism and global issues (24); the European dimension in education (14); European integration (8); culture and way of life (4); European identity (3); attitudes, relationships and personal development (3); and European co-operation (1). Although these categories were coded, the comments were substantially the same as those recorded in response to questions 10 and 11, and will not therefore be repeated here. The findings will now be presented, according to categories 9 and 11 and focusing on any developments which occurred over the course of the data collection.

Category 9 – PGCE course development

Many student teachers offered constructive advice and ideas in this section, in which there was a total of 194 comments. There was a total of 34 positive comments, which either referred to the Europe Day itself, or to the notion of a European dimension:

“I enjoyed ‘Europe Day’ and found it very interesting meeting people from other European countries.”

“I find this a vitally important aspect of education and a wonderful learning experience...the European dimension is very important for this course.”

A number of student teachers referred to the problem of lack of time on the course and the constraints of the National Curriculum:

“Considering the constraints of time, the European dimension was included adequately in this year’s course.”

There was, however, a minority of critical comments (25), either concerning the way the European dimension was delivered on the course, or concerning the European dimension per se:

“The day was not very useful actually.”

“The Europe Day alarmed and offended me. It seemed to reflect/promote a One Europe xenophobia.”

“I felt the ‘Europe Day’ in the short course block was only a token gesture.”

Much of the criticism was directed at the compulsory nature of the day, and student teachers appeared to resent being made to attend, whilst being able to choose for themselves their other short courses:

“Making the E. D. short course compulsory added to the sense of tokenism. Were organisers afraid that if it was optional no-one would choose it? If so, what does that suggest? Many students seemed to resent being forced to do the course and this did not help to encourage positive attitudes towards, and discussion about, the European dimension.”

Other student teachers felt that the negative attitudes portrayed provided a good reason for continuing to include a European dimension:

“I think that the negative response of many PGCE students on Europe day towards the European dimension reinforces the need for this subject to be included in future courses.”

A frequently-expressed view was that the lecture format was not an appropriate mode of delivery for the European dimension, with one student teacher aptly pointing out:

“The ‘Europe Day’ contradicted itself by saying that European issues should permeate the curriculum and that if it was just done as a day or a week the pupils would not attach much importance to it. This is precisely what was done on the PGCE course.”

Constructive suggestions for incorporating a European dimension in the PGCE course included covering it earlier in the course (28 comments), integrating it better into method work (57 comments), including it in all subjects, especially mathematics and science (14 comments) and giving more practical examples (10 comments). The vast majority (98%) of these comments, however, occurred during years one, three and four of the data collection, when the European dimension was delivered through a compulsory Europe day in the final phase (Short Courses) of the PGCE course. When the model of delivering the European dimension changed to a more integrated model, during year 5 of the data collection (1996-7), the number of negative comments was greatly reduced (3 comments) and the number of comments in category 9i (earlier/more integrated) was similarly reduced (6 comments).

A number of the constructive suggestions put forward by the student teachers concerned a comparative element, such as comparing different countries’ education and training systems (category 9vi, 21 comments):

“It would be interesting to compare the school experience of children throughout Europe (hours, subjects taught, length of compulsory attendance). How does the training of British teachers compare with the rest of Europe.”

The idea of making more use of visiting Erasmus students and tutors, and of taking part in visits and exchanges, also found favour:

“Prospective teachers should be taught more about the role of Britain in Europe and their horizons broadened with an opportunity to do part of their year in a European country.”

Category 10 – Definitions

This category only emerged in the qualitative answers to the open-ended questions in the post-course questionnaires, and there was a total of 11 comments. Student teachers who raised this issue were of the opinion that clearer definitions of key terms such as ‘Europe’ and ‘European dimension’ would aid their understanding:

“I think that the mixed reception to the European Awareness sessions stems from the fact that there is little consensus between students over the definition of ‘Europe’.”

“I feel that the words ‘European dimension’ were used often, but by the end of the week, what they meant had still not been tied down.”

“Defining it is the most important thing to do – that way everyone will be more aware of when it occurs and where it could be incorporated into our teaching. At present it seems a rather nebulous concept.”

Summary of section five findings

As a result of the analysis of the data from section five of the post-course questionnaires, concerning the student teachers’ future intentions with regard to the European dimension in education, a number of factors have become apparent:

- 95% of student teachers stated that they intended to include a European dimension in their future teaching as either a regular or an occasional feature
- Student teachers valued the opportunity for practical elements of the European dimension, such as exchanges, links and electronic communication
- Student teachers are becoming more aware of issues of European integration
- 70% of student teachers would be prepared to look for a teaching post in another European country
- Student teachers were generally favourable towards the inclusion of a European dimension in their PGCE course, provided that it was clearly defined, that it was well integrated into the course and that all subjects were involved

The post-course questionnaires have produced a great deal of rich, qualitative data concerning student teachers' experiences of the European dimension both during their initial training course and according to their future teaching intentions. The final section of this chapter examines the data obtained during a series of semi-structured interviews held with small groups of student teachers during year five (1996-7) of the data collection period.

(c) Semi-structured interviews

The semi-structured interviews were carried out following the procedures outlined in chapter four. Transcripts of the interviews were analysed and coded according to the categories which were established at the beginning of this chapter. No new categories emerged as a result of the interviews. The responses served to reinforce the existing categories. The findings, in general, revealed the same range of views and opinions reported from the pre- and post-course questionnaires. Some student teachers were

positive in their approach to Europe, committed to European integration and knowledgeable about the EU and its institutions. Others adopted a fairly pragmatic approach, being realistic and practical, whereas a third group were relatively uninformed about Europe, and were rather sceptical and faintly xenophobic in their comments. Almost all the comments reiterated views that had previously been aired in the open-ended questions of the post-course questionnaires. At this point, it was felt that a situation of '*theoretical saturation*' had been reached, since "*additional analysis no longer contributes to discovering anything new about a category*" (Strauss, 1987, p. 21). For that reason, the reporting in this section will be brief, and will not repeat points that have been made in earlier sections.

Five main categories emerged from this section of the qualitative data, in the following order of number of comments: the European dimension in education; multiculturalism and global issues; European integration; European co-operation; and European identity. Student teachers drew on their teaching practice experiences and many of the comments were closely focused on the practicalities of their classroom work. The findings will be presented according to category, if appropriate, with reference to the specific questions (see appendix J).

Category 3 – The European dimension in education

Most of the questions asked in the semi-structured interviews generated comments in this category (69 in total). Having completed a term's teaching practice, student teachers' remarks reflected their knowledge of the National Curriculum, or their experiences with particular groups of pupils or individuals. In response to being asked if they saw the European dimension as relevant to their subject area, the following replies were recorded:

“It naturally fits into geography – if you actually follow the NC it should be there.

It’s one of the intrinsic things that goes with geography....in learning about countries, people’s attitudes, awareness of space, also the way people do things, the different societies and values that people have, not just in Europe, but in all countries across the whole globe.”

“In English, you’ve got to cover a full variety of texts...you’ve got to recognise the English language didn’t sort of develop from people’s thinking in this country, it came over from Europe.”

“It is possible in science to introduce the European dimension from the point of view that not everything is invented by British people.”

“It is quite hard isn’t it when you are teaching say twentieth century European history to create a positive ethos of what being a European is. I mean you’re talking about 2 world wars and the Cold war. I mean we might perhaps be able to understand that it was because of the 2 world wars that the European community and the European dimension is actually what we are talking about now. But for GCSE and A level pupils it’s going to be difficult for them to actually draw the line between fighting the rest of Europe and trying to be friends with the rest of Europe.”

“With maths I think it should be and could be, but it isn’t. There’s always some ways to highlight famous mathematicians in different countries, but it’s not covered.”

A cross-curricular project was also considered effective practice:

“It is also about links between different areas of the curriculum. There’s one thing we did with geography and maths was the study of tourism and how much it costs to get to places, the distance between those places and then we were drawing graphs comparing all the visitors from various countries. So you are mixing in some skills

which are mathematical skills into the geography lesson and we were checking with the maths department whether they could do it.”

When asked how important being aware of the cultural and ethnic backgrounds of their pupils was, one student commented:

“In our second project, we prepared a languages festival and one of the pupils was not particularly strong at school because she was actually Spanish, she was a Spanish national and she'd been at the school for 3 or 4 years, but she was not at the same level as most of her fellow pupils and the language festival gave her the opportunity to shine and to explain something about herself and her background and that was great. So the kids were “What does that mean? What's going on?” And she felt really important and that was good that she could have her moment of glory on that particular day and be appreciated for a different aspect of herself that kids normally didn't see.”

When asked how their teaching style or relationships with pupils were influenced by cultural and ethnic backgrounds of pupils, one student teacher commented:

“I think the use of email is very good, when schools get email that will help. It's the immediacy that you need. It's not looking at a book or even a video....if you've got something like email you can make it so direct and so alive. So I think the future probably looks quite bright in terms of technology.”

Category 5 – Multiculturalism and global issues

There were 34 comments which could be coded in this category from the semi-structured interviews. One student teacher drew a parallel between the European dimension and multicultural education, when reflecting on the need to take account of the cultural and ethnic backgrounds of pupils:

"I think as far as the European dimension goes, it can actually be an aid to multicultural education because it's another way of looking at similarity and difference and I think probably you could use the diversity within European countries and others and reflect on the diversity here."

Another student teacher had clearly considered the importance of teaching styles and relationships, and the needs of the pupils:

"In my teaching practice school, I had to teach a settlement module to year 7 and it was so narrow, it was about basically living in a village in rural England, you know, that sort of perspective on settlement and I found that really...well, I didn't want to teach it at all, I felt very uncomfortable with it. So I drew on case studies that were a variety of different countries, because the NC states that you should anyway, you're supposed to look at things on different scales, regional, European, global and so I looked at case studies, did case study work on different settlements in a variety of different places including Africa, India, the Netherlands and places like that and it was very supportive of the kids, the diversity of the kids in the class, I think."

One student teacher, who had been responsible for leading a student-led seminar in the School of Education on the European dimension, reflected thus, when asked about the importance of preparing pupils to be citizens of Europe:

"The criticism levelled at us during the seminar was that this is the European dimension, but we should be talking about global citizens, and I understood from the actual element of the European dimension in education, yeah, we are talking about that, but we are members of the EC and we've got to concentrate on that a bit, but it's part of the broader aspect."

Category 2 – European integration

There were 21 comments coded according to this category. The responses to the first question regarding the student teachers' understanding of the term 'European dimension' underlined their lack of conceptual clarity of the term. Answers were general and short:

"Preparing pupils to participate in the European Community."

"Europe to me means the same as European employment, how it affects education, jobs, laws etc, the money side of things."

"This European cult thing has affected laws like the caning. I know we've had to bring a lot of things into line with Europe."

When participants were asked if their attitudes to people from different cultures and ethnic backgrounds had changed during the PGCE course (question 8), responses focussed on the issue of pupils who spoke English as a second language:

"...some of the case studies were...of pupils coming into school who couldn't speak English, and how you would actually deal with them. There were things like their background was vague and they were living with perhaps grandparents and so you didn't have the contact with the actual parents and that sort of thing....you didn't know the age of the pupils coming in. So definitely I think my awareness of dealing with children with English as a second language is that we need to spend time and effort on it."

When asked if their attitudes to the European dimension had changed during the course of the PGCE year (question 9), student teachers' responses were varied:

"I think in Derby, because we've got refugees from the former Yugoslavia that made me think of how I would actually relate to pupils that came to school with problems of

trauma and how I would use my pastoral role in helping them adjust to life in a different country."

"But I think that teaching has moved on from when I was at school. We see more, I think the teachers communicate more and we are part of a larger community now rather than just an island, especially when it comes to geography and what have you."

"I think the way Europe is probably going, there will be more integration in the near future. Perhaps we will change a bit more and move further down that road."

"Yeah, mine have a lot. Before I started this course, I must say, I thought Europe would be one big happy family, but personally I just don't think it's physically possible. Within the scope of one thousand years! (He is asked the reasons for this) Basically, a bit of the course, meeting different people, seeing more of Europe, being more in this country and just meeting a more wide variety of people and how small and narrow-minded people in the western world can be. We know each other's cultures, but maybe too well. We assume that we'll get on instantly, but we don't, we come out very very different."

In question 10, student teachers were asked their views on the importance of preparing pupils to be citizens of Europe. Again, views were divided:

"I think you just have to redress the current tide of xenophobia in Britain and whether Britain likes it or not, there will be a single currency and greater trade between European countries, so I think it's important that positive European links are developed. And it pulls down the barrier of prejudice as well. And I think we are so far away from the wars now, it's very peaceful...but, yes, I think it will just hopefully continue to develop."

“Basically, I do see it as vital simply because of what we’re probably going to go into in a more deeper sense, whether it is a single currency or not. It does make a difference whether we are European citizens because of the nature of changes in communication and where we are. So it’s vital.”

“I think Europe and all kinds of issues will never enter this country. It’s a very contentious issue at the moment, like the currency. It doesn’t seem that near.”

Category 4 – European identity

Again, a range of views was recorded, with two student teachers feeling positive about European identity. One saw the inclusive nature of identity:

“It helps the pupils to understand themselves, their own identity, in terms of not just being British, but a part of Europe.”

Another expressed personal feelings of European identity:

“I always have for a long time felt quite European. Over the years Britain has been associated with so many things I didn’t want to be associated with that I latched onto Europe as a bit of a safer bet quite some time ago.”

Two other student teachers were more guarded in their views. One raised the issue of loss of identity:

“Some of the major countries of Europe....are frightened to accept a whole because of the problems with losing your own identity.”

A second student teacher expressed doubts concerning the definition of the concept of European identity:

“If you’re trying to prepare them to be citizens of Europe, I think you have to define rather more what that actually entails, I don’t believe for a moment that people in this country will ever see themselves as European before being British. What you can do maybe, you can perhaps create a certain appreciation of European culture and try to

remove some of the xenophobic tendencies that seem to crop up whenever we lose at football and everything else. But whether you're going to turn people into...people waving their EU flags and supporting things, I don't think you'll ever get that. I think the EU will always be a rather distant institution in the minds of most people in this country."

Summary of semi-structured interview findings

As a result of the analysis of the data from the semi-structured interviews, a number of factors have become apparent:

- The student teachers' views expressed in the semi-structured interviews reflected those from the open-ended questions in the pre- and post-course questionnaires
- The student teachers' remarks were focused on their classroom experiences with real pupils and their individual needs
- Student teachers believed that global awareness was as important as European awareness
- Views about European identity were divided

Main qualitative findings

The analysis described in this chapter has revealed a wealth of rich, qualitative data, which in turn has led to a number of main qualitative findings being revealed. These are listed below, following on from the main quantitative findings 1-7, stated earlier in chapter five:

8. Significant numbers of student teachers had benefitted from living, travelling, studying and working in another European country prior to starting the PGCE course
9. Student teachers who had worked with other European nationals in the UK were more aware of the problems than the benefits of such an experience
10. Most student teachers had encountered the European dimension during their PGCE course and almost half had taught some aspect of it during teaching practice
11. Most student teachers intended to include a European dimension in their future teaching, with modern foreign languages, geography and history being the subjects where it was felt to fit most easily
12. Student teachers valued the practical, integrated aspects of the European dimension in their PGCE course and in the classroom, for example, foreign visits, exchanges, links, electronic communication, contact with Erasmus students and cross-curricular approaches
13. Student teachers stressed the importance of a global, multicultural approach, and of cultural understanding in general
14. Student teachers were becoming more aware of issues of European integration
15. Views about European identity were divided
16. A need was expressed for clear definitions of terms such as the European dimension and European identity

Summary

A number of key issues emerged from the qualitative analysis, notably: experiences in Europe; the European dimension in education; multiculturalism; cultural awareness; European integration; European identity; and the need for definitions of key terms. The main qualitative findings and these key issues will be explored in depth in the following chapter, with reference to the seven main quantitative findings and the issues that arose from them.

Chapter Eight: Discussion of Qualitative Findings

The purpose of this chapter is to discuss the main findings of the qualitative data of the empirical study, as reported in chapter seven. As with the discussion of the quantitative findings in chapter six, the conceptual framework established at the end of chapter two (figure 2.1) will be used to structure discussion of the findings. Any additional issues emerging from the data, such as experiences in Europe, multiculturalism, cultural awareness and the need for clear definitions of key terms will also be considered. Where relevant, links will be made to the seven main quantitative findings, to examine any similarities and differences in the findings.

Experiences in Europe

The qualitative data reveal the rich experiences of student teachers, either living, travelling, studying or working in other European countries, prior to commencing their PGCE course, as reported in main finding number eight:

Main finding 8: Significant numbers of student teachers had benefitted from living, travelling, studying and working in another European country prior to starting the PGCE course

The majority of the qualitative data in this section came from the student teachers who had been able to work in another European country. They were almost unanimously positive about the experiences and could clearly articulate the benefits they had accrued, in both personal and professional terms. In their own words, student teachers described the development of their inter-personal, language and communication skills,

their insights into and understanding of different cultures, their knowledge of business and working practices and their growing awareness of European integration. Main finding eight is similar to the main quantitative findings six and seven, reported in chapter five, which revealed the positive impact of travel in Europe and fluency in one or more foreign languages on the student teachers' attitudes to Europe.

In contrast to the positive views of the student teachers who had spent time working in another European country, it is interesting to note the observations of those who had worked with other European nationals in the UK:

Main finding 9: Student teachers who had worked with other European nationals in the UK were more aware of the problems than the benefits of such an experience

Although the question asked respondents to comment on both benefits from and problems associated with the experience, and a greater percentage said they had benefited from the experience, student teachers chose to recount the problems and difficulties. The implication of this finding is that it is not enough to work alongside other European nationals in the UK for attitudes towards other people to become more positive. In order for attitudinal changes to take place, it is necessary to live, travel, study or work abroad. The experience of living in another European country, together with the increased cultural knowledge and awareness that this entails, leads to better integration into the new culture. Cultural differences, together with language and communication problems were not perceived as problematic. However, for the student teachers working alongside people from other European countries in the UK, cultural differences and language and communication difficulties were perceived as problematic. These two findings together present a good case for both the school and

higher education curricula to include more opportunities for travel, study and work placements abroad. This point will be developed further in the final chapter.

European dimension in education

The majority of comments from both the questionnaires and the semi-structured interviews referred to some aspect of the European dimension in education, which thus emerged as the main focus of the qualitative results. Main finding number ten revealed how many student teachers had experienced the European dimension as an element of the PGCE course at the University of Nottingham, School of Education:

Main finding ten: Most student teachers had encountered the European dimension during their PGCE course and almost half had taught some aspect of it during teaching practice

This finding is interesting in that it not only shows that the student teachers were aware that they had had the opportunity to consider the European dimension, but that they had also taught something about it, too. Considering the pressure on the teacher education curriculum from competing strands (method work, educational studies, practical teaching) and from the basic skills that must be covered (planning, teaching, classroom management, assessment), it is encouraging that the European dimension had a presence in the course. The finding also revealed that the student teachers were not so completely focused on the basic skills of teaching and covering the National Curriculum that they could not adopt a wider perspective.

The student teachers represent the future of the teaching force and as such they will be the main agents of change in the classroom for the next generation of learners. The main finding number eleven, therefore, was encouraging:

Main finding eleven: Most student teachers intended to include a European dimension in their future teaching, with modern foreign languages, geography and history being the subjects where it was felt to fit most easily

In spite of the criticism from some student teachers of the way in which the European dimension was delivered on the PGCE course, the intention to include it in their future teaching is significant. This reinforces the first main quantitative finding that student teachers become more positive about the role of the European dimension in the curriculum during their training course. They clearly intend to continue being positive about it by having it as a classroom focus regularly or occasionally. The student teachers of modern foreign languages, geography and history could see most clearly how the European dimension fitted into their subject. This reflects the findings of the CRMLE research, where the adolescent participants from five European countries revealed that the school subjects in which they learnt most about Europe were modern foreign languages, geography and history. However, student teachers of English, mathematics and science were equally adamant in not wishing to be excluded. They, too, were keen to offer creative suggestions for incorporating Europe into their curriculum areas. If this were to be the case, the European dimension could permeate the curriculum as a true dimension, and thus help pupils to make links and connections between subjects.

In addition to wanting to incorporate the European dimension into discrete subjects, the student teachers also valued a more integrated approach, both in their training course and in the classroom:

Main finding 12: Student teachers valued the practical, integrated aspects of the European dimension in their PGCE course and in the classroom, for example, foreign visits, exchanges, links, electronic communication, contact with Erasmus students and cross-curricular approaches

What is striking about this finding is the willingness on the part of the student teachers to enable their pupils to form relationships, to communicate with other Europeans and to understand other cultures through direct and indirect contact. Perhaps they were aware that opportunities for travel are not open to all, and that as teachers, they had a responsibility to widen horizons for their pupils. This finding has implications for the kinds of projects and links that should be set up between schools in different European countries.

Multiculturalism and global issues

A constant theme running through the open-ended questions on the questionnaires and the semi-structured interviews was that of multiculturalism. In other words, for some student teachers, adopting a European perspective was to have too narrow a view of the world, and that a global perspective was preferable:

Main finding 13: Student teachers stressed the importance of a global, multicultural approach, and of cultural understanding in general

A strong theme in the educational studies strand of the PGCE course at the University of Nottingham is multiculturalism. This is stressed from the beginning of the course, and it permeates not only the educational studies component but also method work, practical work in schools and assessed work. The aim of this is firstly to prepare student teachers for the wide range of cultures and languages represented in the University of Nottingham Partnership schools in which they will be working during the course, and secondly to enable them to be able to meet the needs of all children, whatever their background, when they take up a post at the end of the course. Since the multicultural framework is a dominant one in the course, student teachers in this research were expressing their adherence to a global approach by these comments, rather than rejecting the European dimension per se. Perhaps they had perceived the European dimension in opposition to a global framework, rather than as situated within it. In which case, there are implications for how the European dimension can be delivered in a PGCE course, and what messages are given out.

The second part of main finding thirteen was a result of the importance placed by the student teachers on cultural understanding. The word 'culture' occurred as a leit motif in the questionnaire responses and the semi-structured interviews, and the concept of cultural understanding was clearly highly valued by the student teachers as being of key importance and something they wished to develop in their pupils. The benefits to the student teachers themselves, in terms of cultural understanding, from living, travelling, studying and working in other European countries have already been discussed, in relation to main finding eight, earlier in this chapter. This has implications for classroom practice, and the kinds of activities that teachers organise, as discussed above, in relation to main finding twelve.

European integration

The theme of European integration was a major focus of the quantitative data, which revealed that the student teachers in this research became less positive about the concept during the course of their initial training (main finding two). However, the finding from the qualitative data is more positive:

Main finding 14: Student teachers were becoming more aware of issues of European integration

In their responses to the open-ended questions and during the semi-structured interviews, the student teachers' comments did not reveal such strong opposition to the notion of European integration. There were clear indications that, amongst a minority of the participants, there was a growing awareness of the need to prepare pupils for a future in which the EU was playing an increasingly important role. This is in contrast to the significant rejection of further European integration revealed in main finding two. What could be the cause of the difference between the two findings? It is possible that when faced with a stark choice about European integration, and a limited range of responses, as in the Likert-type scale employed in the pre- and post-course questionnaires, that the student teachers opted to reject a controversial and, as yet unknown, scenario. However, when offered the opportunity to express themselves at greater length in the open-ended questions and during the interviews, they were able to discuss the possibilities of further European integration in an exploratory manner, and to begin to examine a future reality with more concrete ideas.

It is also interesting to note that European co-operation, which was the first important focus in the quantitative analysis, did not play a significant part in the qualitative analysis. The first part of the questionnaire was constructed to ascertain the student teachers' views of European co-operation, and the first main finding showed that they became more positive about the notion during the course of their initial training. However, the notion of European co-operation did not occur with sufficient frequency in the qualitative analysis in order to justify a qualitative main finding. It is possible that the student teachers viewed European co-operation as a well-established political and economic strategy, and that they did not need to comment on a notion that was accepted in the national psyche. With reference to the conceptual framework (figure 2.1) established at the end of chapter two, the concept of European co-operation has taken on a less important role during the course of this empirical research, whereas European integration, the European dimension in education and European identity have all increased in significance.

European identity

During the course of the data collection for this research, the idea of European identity was not one which had particular currency, and this is reflected in the main finding from the qualitative data:

Main finding 15: Views about European identity were divided

The issue of identity was not explored in this research until the final year of data collection (1996-7), so that any comments made by the student teachers in the open-ended questions on the post-course questionnaires and during the semi-structured

interviews prior to this were unprompted. There were very few comments, and, as might be expected, views were divided, but what was considered significant was the fact that European identity was mentioned at all.

European identity was a newly-emerging issue as the final phase of data collection, the European survey, was being planned during the academic year 1996-7. A question pertaining to identity was added to the single questionnaire distributed to the European survey participants and distributed in five other EU countries. The results of the European survey will be reported in chapter nine. In order to ascertain the views of the British student teachers on identity, the additional question was added to the post-course questionnaire in July 1997. The results of this question will be reported together with the European survey results in the following chapter.

Definitions

One new theme to emerge from the qualitative analysis was that of the need for conceptual clarity of certain key terms:

Main finding 16: A need was expressed for clear definitions of terms such as the European dimension and European identity

Student teachers increasingly began to recognise the lack of clear definitions for the terms used within the research, and to articulate their desire for support in this area. This is one of the problems which this research has sought to address, namely, that there is no consensus on terminology. Definitions of key concepts used in this research were offered in chapter one, and formed part of the conceptual framework

established at the end of chapter two. As a result of the empirical findings, it is intended to revisit the key definitions in the penultimate chapter of this thesis, to consider whether the original definitions need re-defining or simply restating.

Summary

This chapter has discussed the main qualitative findings of the empirical research and examined implications for practice. Additionally, the qualitative findings were compared and contrasted with the quantitative findings where appropriate, in order to identify similarities and differences. During the final year of the data collection, a European Survey was carried out with student teachers in five other EU countries, in order to introduce a real European dimension to the research. The results of this survey will be reported in the next chapter.

Chapter Nine: The European Survey

A European perspective on the notion of European integration and European identity is, as stated earlier in chapter one, an important component of this research. Here, the results are reported of the major, one year survey which involved five other EU countries as well as the UK. This represented the European dimension of the research itself and evolved towards the end of the main data collection period, when I had been working and collaborating with colleagues in Austria, France, Germany, the Netherlands and Portugal over a number of years. The aim was to broaden the perspective of the key research questions. In chapters six and eight, part of the discussion focused on how the research findings related to, and were supported by, Bronfenbrenner's *Ecology of Human Development*. By carrying out a European survey, it was hoped to explore in greater detail the concept of Bronfenbrenner's final, or macro-system in his nested sequence of structures which form the ecological environment, described earlier in chapter three. For the purposes of this research, the macro-system has been interpreted as the construct of the European Union. In order to test out further the interpretation, it was hoped that a comparison of the results from six different EU countries would allow a judgement to be made regarding the extent of the influence of EU legislation on teacher education and the views of the student teacher participants.

In this chapter the quantitative results of the European survey carried out in six countries will be described in detail. The reporting will follow the structure used to report the quantitative results of the four year UK study in chapter five. The results from the new question pertaining to national and European identity, which was not

part of the earlier questionnaires, will also be included. Any qualitative results from the one year European survey which add significantly to the main qualitative findings of the four year UK survey will also be highlighted in this discussion.

As stated earlier, I had a detailed picture of the views, opinions and attitudes of British student teachers over four years, and decided it would be a logical development to collect data from some of their fellow European counterparts. This would enable a comparison of viewpoints to take place, to see in what ways they were similar or different from each other and to draw possible conclusions. This would help to further illuminate the principle areas of research interest, namely European co-operation, European integration, the European dimension in education and the issues surrounding citizenship and identity. In particular, I wanted to investigate whether there was more stability and cohesion in the views of student teachers from continental Europe, and whether the views were uniform across Europe or whether there were variations from country to country. I was also interested in finding out if there was a greater pro-European feeling in continental Europe, than there was in the UK. By drawing on the well-established links I had with colleagues from the European Teacher Training Programme (ETTP), I felt that I would be able to provide a practical demonstration of collaborative research in education. Accordingly, the focus of the first part of this chapter will be on the participants in the European data gathering process and the reliability of the questionnaire, and then we move on to the European statistical analysis.

European Participants

Issues pertaining to the design of the European survey were included earlier in the section on research design in chapter four. The total number of participants in the European phase of the research was 352, drawn from teacher training institutions in six different EU countries. Biographic details concerning the variables of gender, age, number of countries visited, number of foreign languages spoken and subject specialism were collected, as with the British students in the first phase of the research. However, the variable of subject specialism will not be reported on in this chapter, since there are difficulties in describing subject specialisms in other countries, due to cultural differences in curriculum structure and provision. Apart from the subjects offered on the University of Nottingham PGCE course, a diverse range of specialisms were offered by other countries: for example, art and music (Austria, Germany); technology, physical education, philosophy and economics, law and commerce (France); didactics and the history of education (Portugal); and special educational needs (Germany). Furthermore, as the ETTP was a cross-phase Socrates/Erasmus working group, the whole of the European cohort was a mixture of primary (Germany and the Netherlands) and secondary student teachers (Austria, France, Portugal and the UK).

Table 9.1 on the following page shows the number of participants in the cohort from each country, together with the biographic breakdown according to gender, age, number of countries visited and number of foreign languages spoken:

Country	Number of participants	% of female students	% of male students	Average age in years	Number of countries visited	Number of foreign languages
France	50	60	40	26.7	6.0	0.8
Germany	33	84.8	15.2	22.2	5.9	0.9
Netherlands	37	72.2	27.8	21.7	6.8	1.4
Portugal	38	94.6	5.4	26.6	2.2	1.8
Austria	43	71.4	28.6	23.6	6.7	1.2
UK	151	56.6	43.4	24.9	5.9	0.6
Total	352	67.9	32.1	24.5	5.7	0.9

Table 9.1: Student numbers and biographic details of European cohort

The table above shows that the UK cohort was the largest group and that the other five groups were similar in size. ETPP colleagues had been asked to try and obtain an optimum sized group of 40, but individual circumstances in each country dictated whether or not this was possible. The aim of this phase of the research was not to conduct a full-scale survey similar to the one carried out in the first phase, but rather to obtain a 'snap shot' of a given cohort at a given moment in time, and the results must therefore be viewed in this light. It is not possible with the given sample sizes to claim generalisability for the results. They do not represent, In Bronfenbrenner's macro-system, entire national attitudes. The results represent a sample of student teachers from one institution in the six countries surveyed.

With regard to the variable of gender, female students outnumbered male students by 7:3. This contrasts with the 3:2 female/male ratio in the total UK cohort of the first phase of the research. As such, this reveals a larger proportion of female student teachers than males in the European cohort. The German and Portuguese samples

contained disproportionately high numbers of female students, which have helped to skew the results somewhat. It cannot be concluded from a sample of this size that there are generally more female student teachers than male in Europe. However, the statistical evidence available does show that there are more female teachers than male in Europe, and my sample may not therefore be unrepresentative.

The average age of the students was 24.5 years, with the Austrian, German and Dutch students being younger than this on average. In the case of the Austrian and Dutch students this is understandable, since the courses they attended were of three years duration, and most students would have been 18 on entry. In the case of the German students, although the length of their training was one of the longest in Europe, it was divided into two quite separate parts, the first being theoretical and pedagogical training and the second being practical. The German students in this sample were undertaking the first part of their training, and this probably explains why they were younger than average for the whole sample. The French and Portuguese cohorts both contained a higher percentage of mature students.

The mean number of foreign countries visited overall by the students in the European survey was 5.7, with the Dutch, followed by the Austrian students being the most highly travelled. The Portuguese were the least travelled, having visited on average 2.2 countries. Apart from the Portuguese, all the other students in the sample had visited on average at least five foreign countries. With regard to the number of foreign languages spoken, students in the sample spoke an average of just under one (0.9). The most able linguists were the Portuguese (1.8) and the Dutch (1.4), whilst their British colleagues spoke the least number of foreign languages (0.6).

European data collection

The questionnaire distributed to the European cohort was a combination of the pre- and post-course questionnaire from phase one of my research (see Appendices G-K for the full texts of the German, French, Portuguese, Dutch and Austrian questionnaires). A combination of both quantitative and qualitative data was collected. For the purposes of drawing comparisons between different EU countries, the British student teachers who returned the post-course questionnaire in July 1997 have been included in the sample, together with the Austrian, French, German, Dutch and Portuguese students, who all completed one composite questionnaire in the Spring of 1997. The issues surrounding the selection of the student cohorts, and the administration and translation of the questionnaires have been described in detail in chapter four.

Reliability of the questionnaire

Heyes et al (1993) state that, “reliability refers to the consistency of a measuring instrument”. Since the questionnaires had been translated and double translated, the issue of the reliability of the data was initially addressed at the stage of instrument design. Since, in the case of the European questionnaires, the reliability had to be assessed from a single application of the instrument, a Cronbach’s alpha test was later carried out for each of the first three sections of the European questionnaire, to test the internal consistency of the data. The Cronbach’s alpha test score for section one (European co-operation - 4 items) was 0.7, for section two (European integration – 6

items) the test score was 0.82 and for section three (the European dimension in education – 5 items), the test score was 0.72. As has already been stated earlier in chapter five, according to Youngman (1979), these results fall within acceptable parameters. Furthermore, the issue of test size should also be considered, since “lengthening a test tends to increase the associated alpha” (ibid. p. 180). In section one of the European questionnaire there were only four items, and this may have caused the alpha to be slightly lower. However, when a further Cronbach’s alpha test was computed for the total data sample of the three sections (15 items), the increased reliability score was 0.83, indicating that the students were stable in their views across the three sections. Having discussed the issue of reliability, we look next at the European statistical analysis.

The European statistical analysis

The results will firstly be presented as means and standard deviations for each of the six countries, with reference to each of the three sections overall. Subsequently, a one-way analysis of variance test was used to report on significant differences between countries. A further analysis of variance test was carried out on each country’s mean score for each section as a function of gender and age. Each of the three sections was then broken down into individual questions, when the results were significant. The number of European countries visited and the number of foreign languages spoken were then compared between countries, using an analysis of variance test. Finally, the question pertaining to identity will be reported, later in this chapter.

European quantitative results

The quantitative results related to the three sections on European co-operation, European integration and the European dimension in education from the original pre-course questionnaire (see Appendix D). Section one from the European questionnaire was the same as section one on the original pre-course questionnaire and was concerned with European co-operation. Participants were asked to decide how far they agreed or disagreed with their own country working alongside other countries in Europe in certain socio-political and cultural areas.

Overall results per section for each country

Figure 9.1 shows the overall results for each country in response to section one:

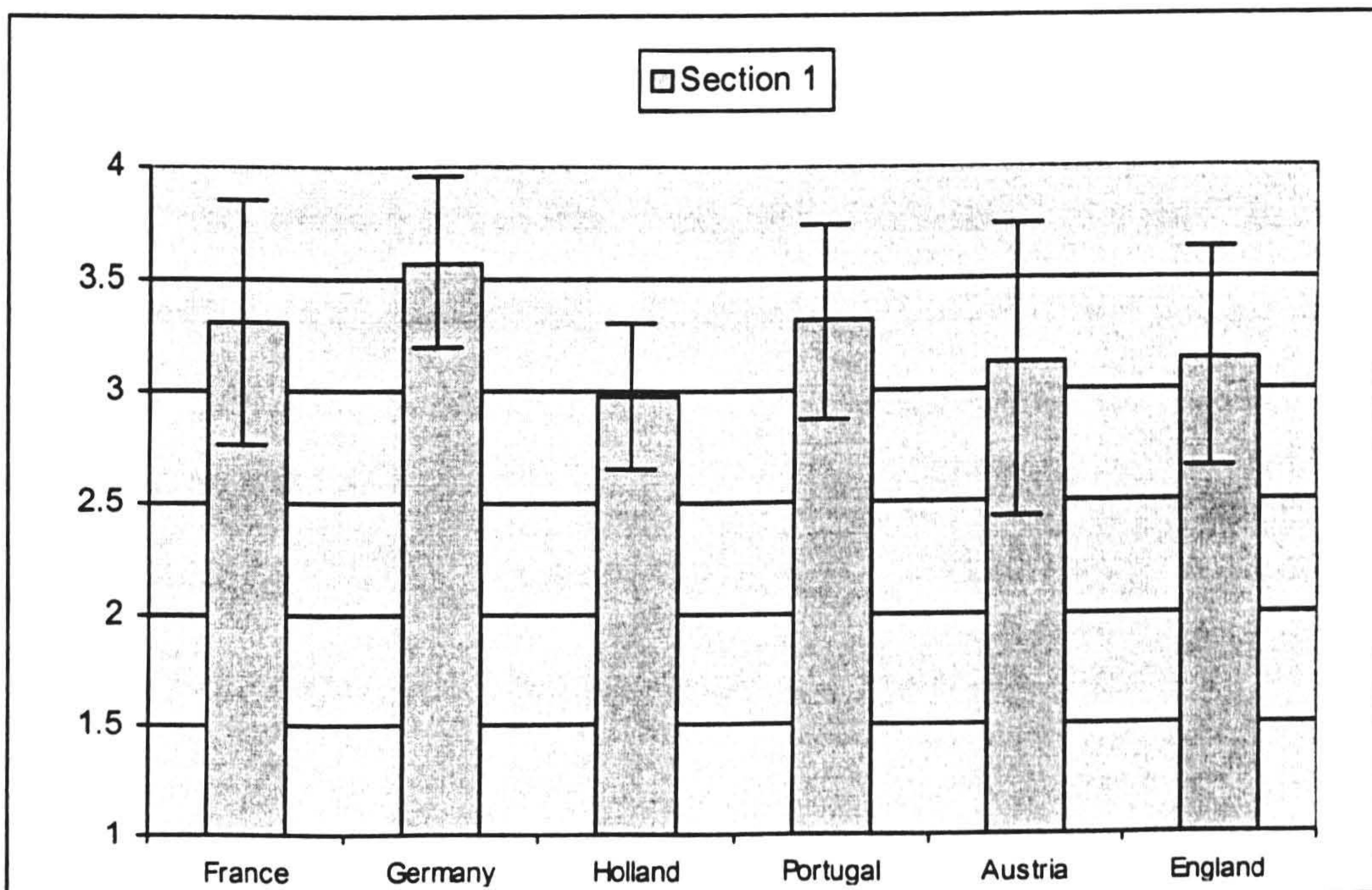


Figure 9.1: Overall results for each country in response to section one (European co-operation) of the European questionnaire

It can be seen that, with regard to co-operation amongst European countries, all the countries, with the exception of the Netherlands, had a mean score of over 3, with Germany having the highest mean score (3.57; sd=0.38) and the Netherlands having the lowest (2.98; sd=0.38). A one-way analysis of variance was carried out to show the differences between the means of independent groups, with country as independent variable and section one (European co-operation) results as dependent variable. The test showed that country was a significant factor ($F=5.93$, $p<0.000$). A post-hoc Scheffé test was used to find out the degree of significance between pairs of countries, in terms of the differences in their views on European co-operation. The post-hoc Scheffé test is used for making comparisons between unequal sized groups. It was found that the views of the German students, who were in this respect the most pro-European, were significantly different from those of both the Dutch ($p=0.001$) and British students ($p=0.003$).

Figure 9.2 shows the overall results for each country in response to section two (European integration) of the European questionnaire:

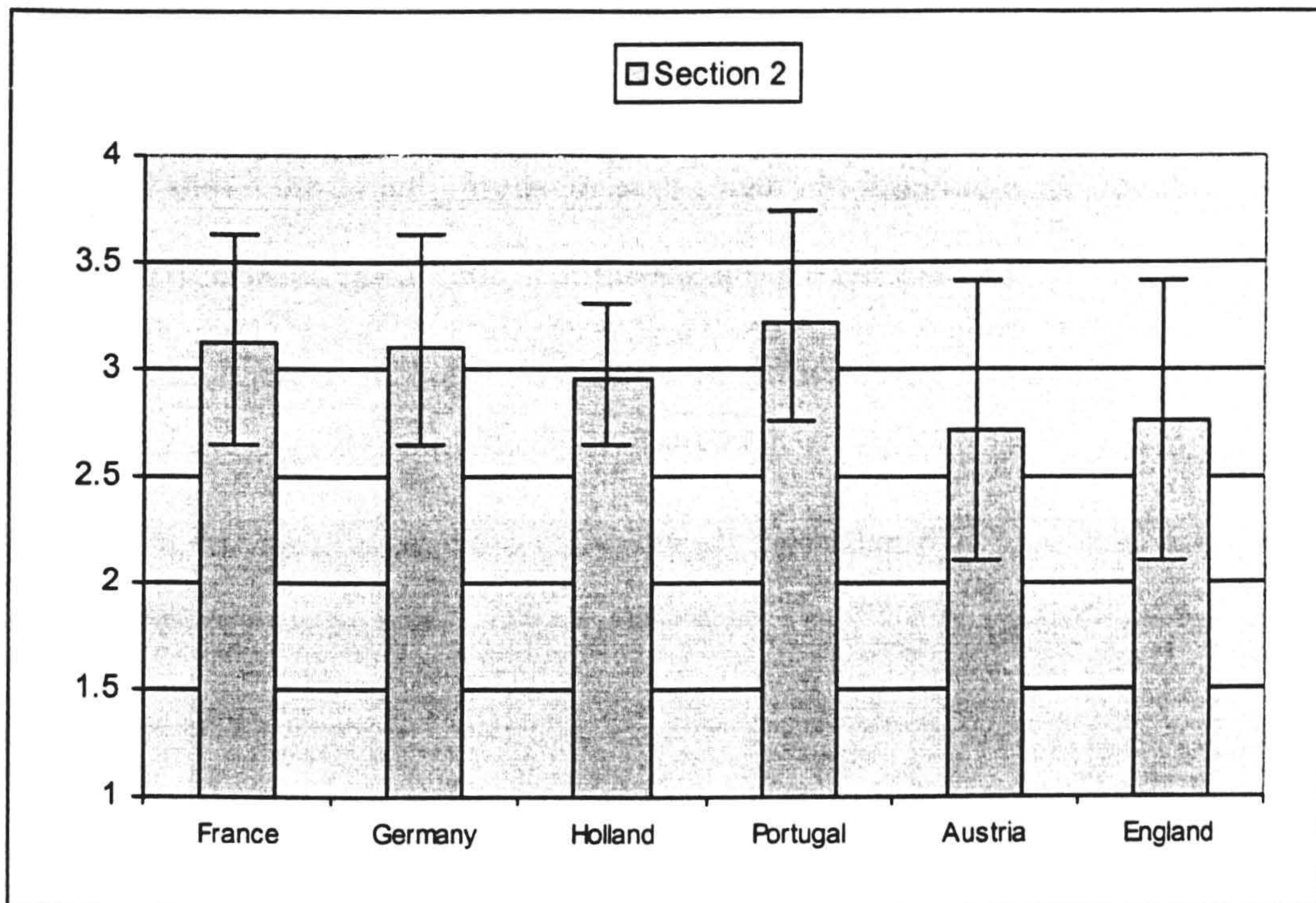


Figure 9.2: Overall results for each country in response to section two (European integration) of the European questionnaire

The picture presented here is rather different from that of section one results, with each country's mean score for European integration being lower than it was for co-operation. Although France, Germany and Portugal still have mean scores of over 3, with Portugal's being the highest (3.21; $sd=0.52$), the Netherlands, Austria and Britain are less positive, with Austria having the lowest mean score (2.72; $sd=0.64$). A one-way analysis of variance was carried out and the results showed that country was again a significant factor ($F=7.02$, $p<0.000$). A post-hoc Scheffé test showed that, in terms of the differences in views on European integration, the French students' views differed significantly from those of both the Austrians ($p=0.047$) and the British ($p=0.016$), and that the Portuguese students, who were the most pro-European, also

held significantly different views from those of the Austrians ($p=0.012$) and the British ($p=0.003$).

Figure 9.3 shows the overall results for each country in response to section three (European dimension in education) of the European questionnaire:

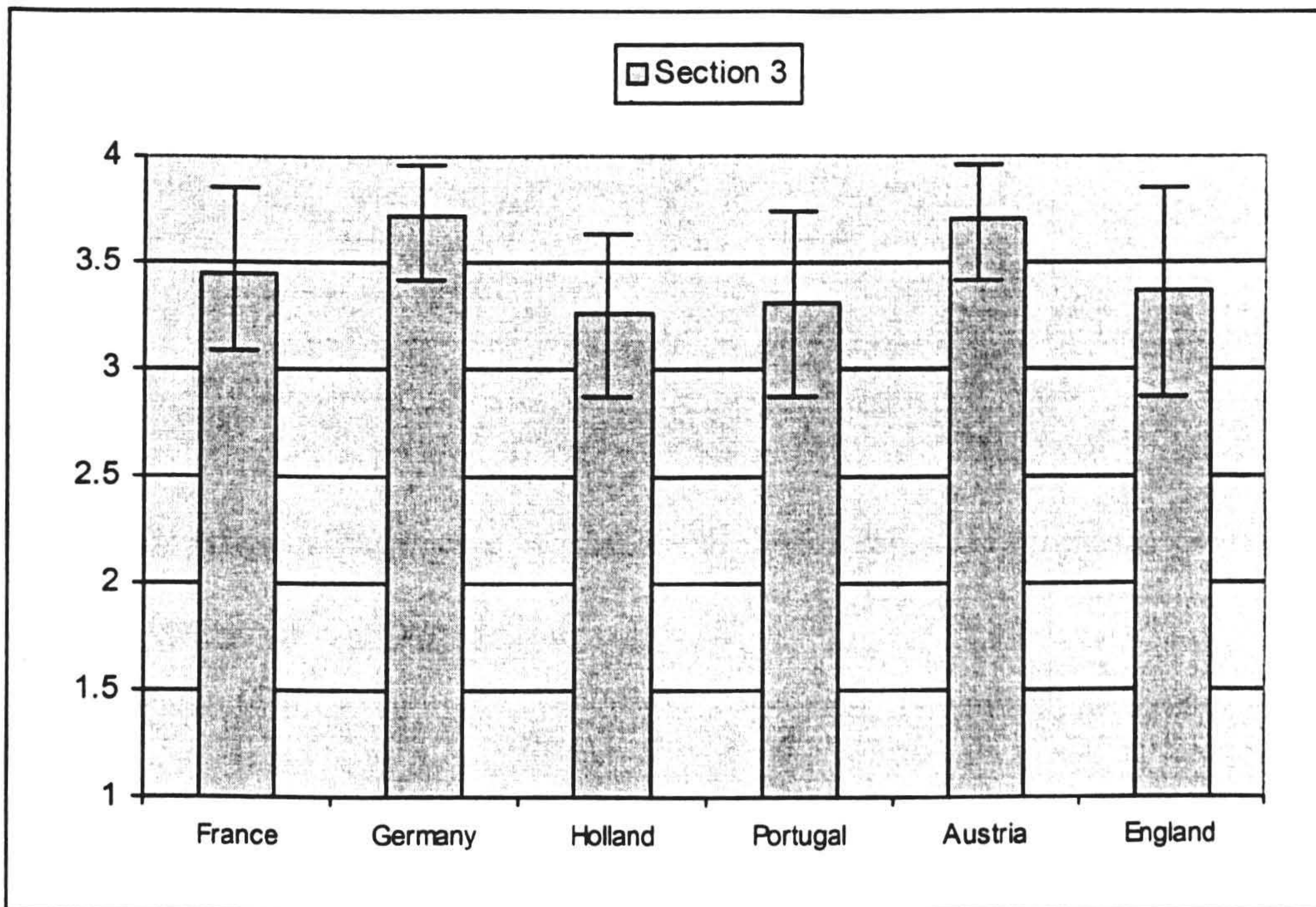


Figure 9.3: Overall results for each country in response to section three (European dimension in education) of the European questionnaire

The results for this section reveal that each country was more positive about the European dimension in education, than it was about European co-operation and integration per se. The mean scores for each country were all over 3, with Germany having the highest mean score (3.72; $sd=0.26$) and the Netherlands having the lowest (3.26; $sd=0.38$). A one-way analysis of variance was carried out, which again showed that country was a significant factor ($F=9.99$, $p<0.000$). A post-hoc Scheffé test

showed a number of significant differences in the views of pairs of countries with regard to the European dimension in education. The views of the German students, who were again the most pro-European, were significantly different from those of the Dutch ($p=0.001$), Portuguese ($p=0.003$) and British students ($p=0.001$) and the views of the Austrian students were significantly different from those of the Dutch ($p<0.000$), Portuguese ($p=0.002$) and British students ($p<0.000$). (A fuller explanation of this, and other emerging issues, is provided in the next chapter.)

Gender

Figures 9.4(a), 9.4(b) and 9.4(c) illustrate the overall results for each country in response to sections one, two and three of the European questionnaire according to the independent variable of gender:

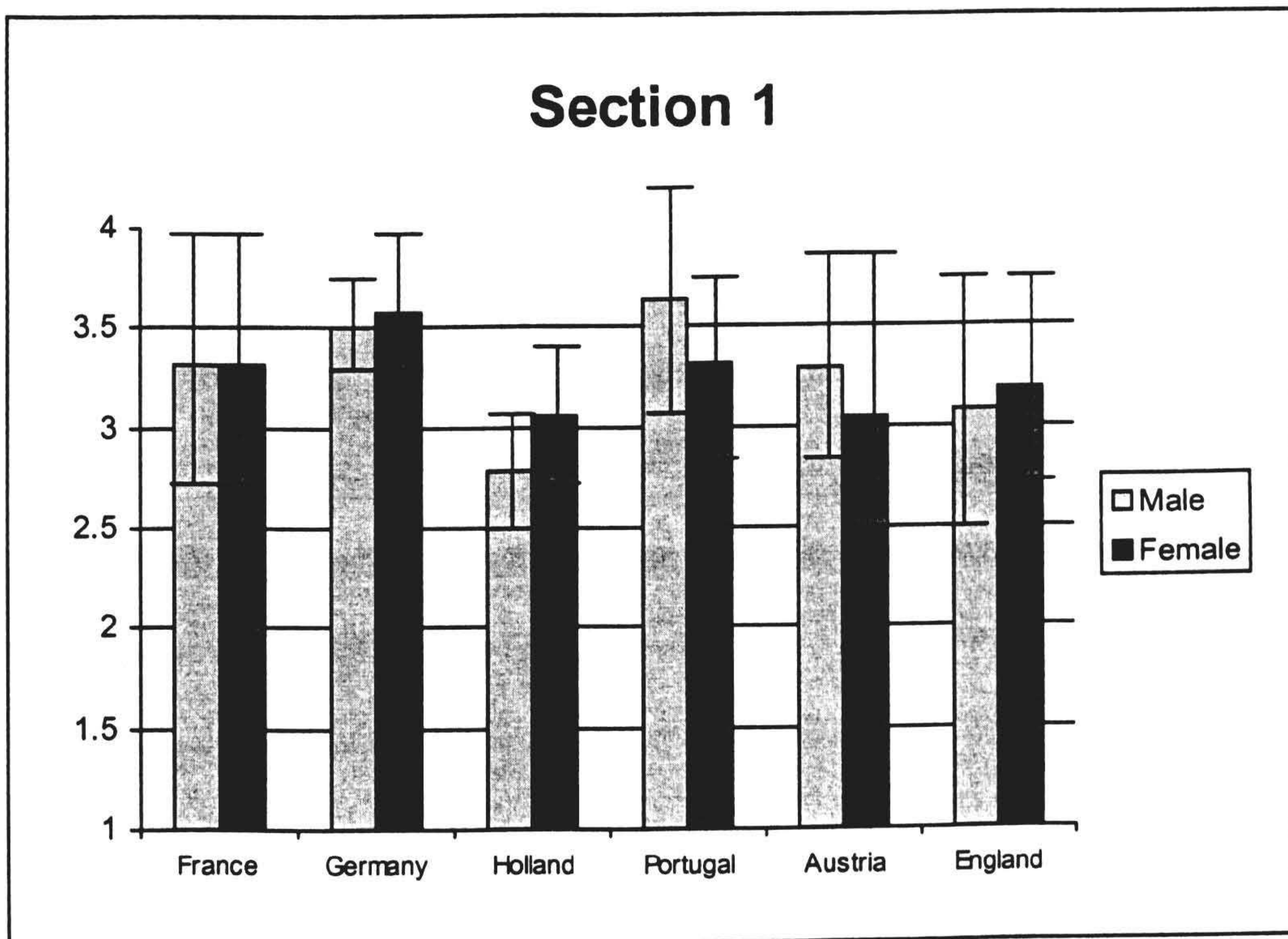


Figure 9.4(a): Overall results for section one (European co-operation) according to the independent variable of gender

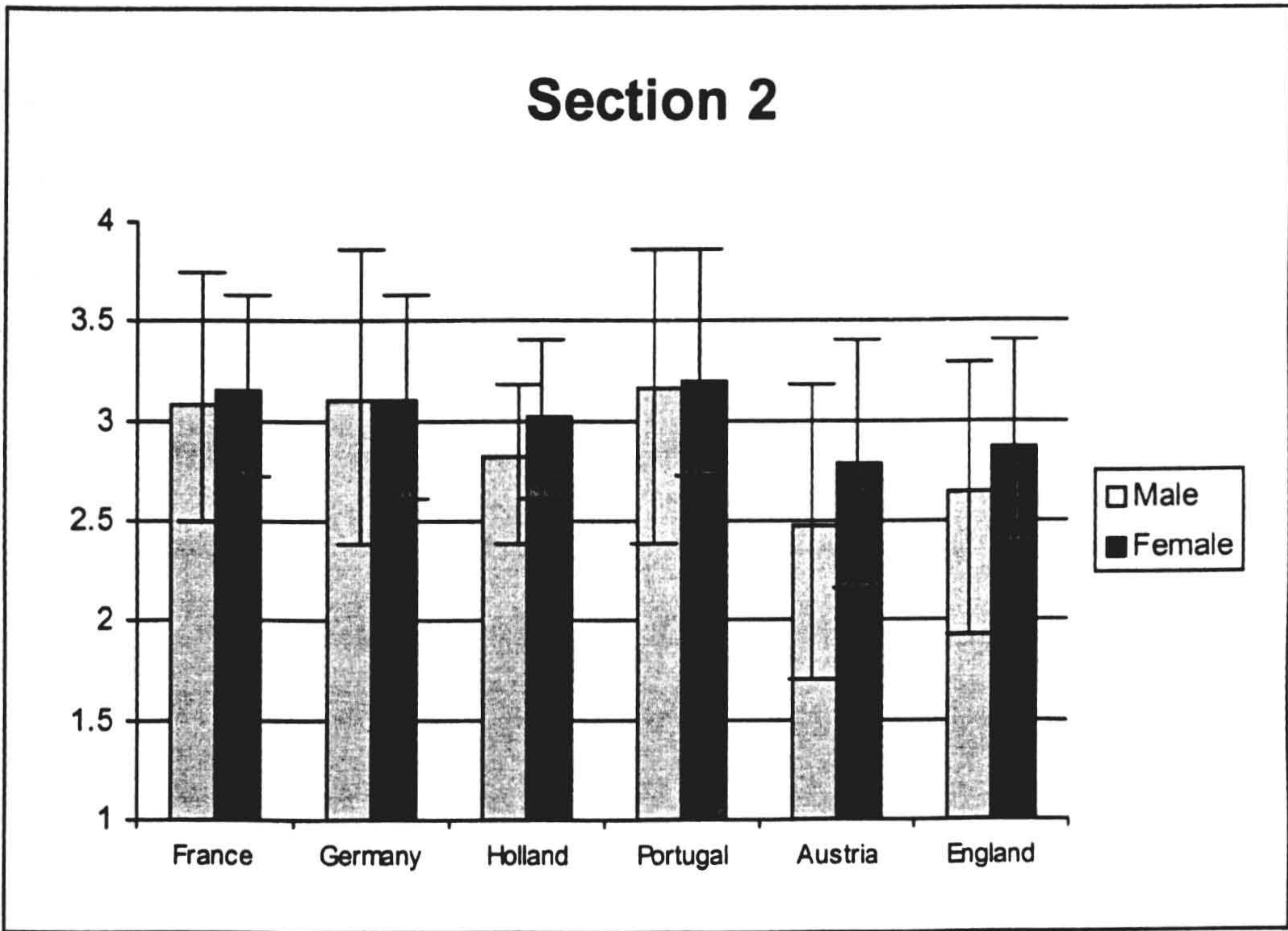


Figure 9.4(b): Overall results for section two (European integration) according to the independent variable of gender

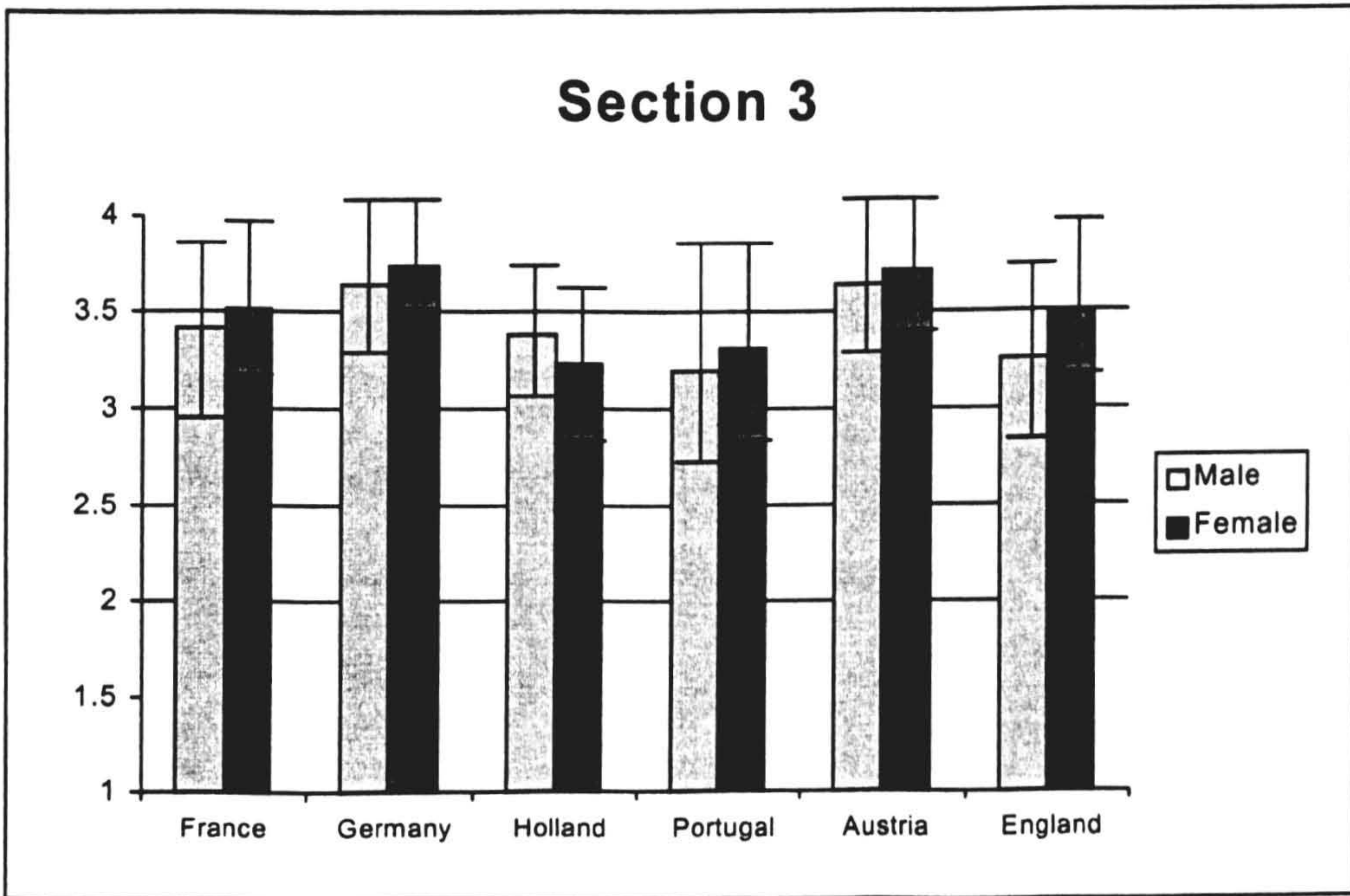


Figure 9.4(c): Overall results for section three (European dimension in education) according to the independent variable of gender

It is clear from the three figures that there were differences nationally between the responses of the men and the women. In almost all countries, the women in the sample were more positive in their responses than the men. The exceptions to this are Portugal and Austria (section one) and the Netherlands (section three), where the mean scores of the men are higher than those of the women, and France (section one), where the mean scores are the same for both sexes. A two-way analysis of variance test was applied to assess the effects of gender and country (independent variables) on the mean scores for sections one, two and three (dependent variables). For section one, the interaction sex-by-country was not found to be significant, neither were the main effects for gender, but the main effects for country were significant ($F=4.29$, $p=0.001$). For section two, the interaction sex-by-country was not found to be significant, neither were the main effects for gender, but the main effects for country ($F=5.01$, $p<0.000$) were significant. For section three, the interaction sex-by-country was not found to be significant, neither were the main effects for gender, but the main effects for country ($F=5.62$, $p<0.000$) were significant. (This issue of gender, discussed earlier in chapter six, will be explored further in chapter ten.)

Age

Figures 9.5(a), 9.5(b) and 9.5(c) illustrate the overall results for sections one, two and three of the European questionnaire according to the independent variable of age:

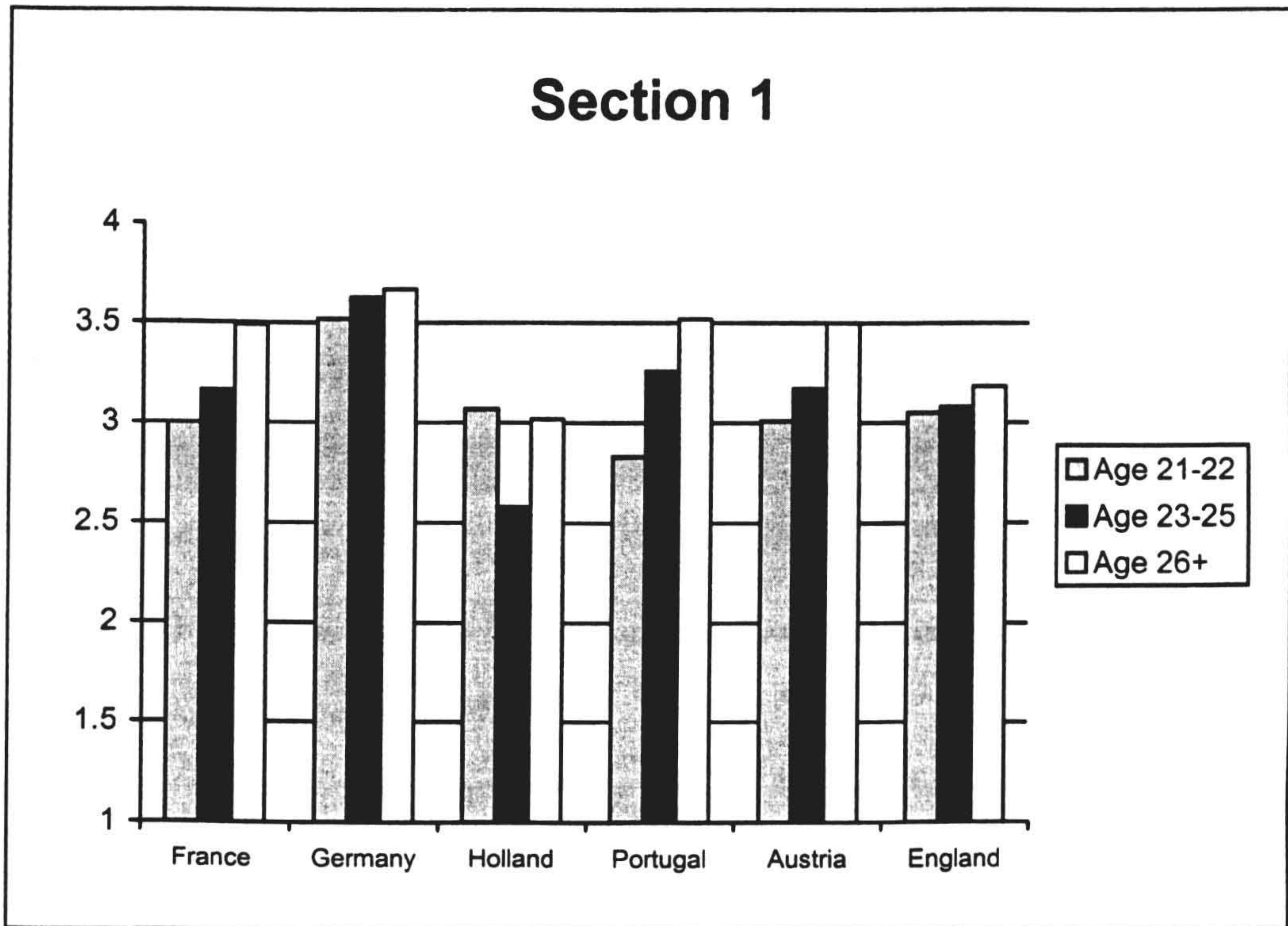


Figure 9.5(a): Overall results for section one (European co-operation) according to the independent variable of age

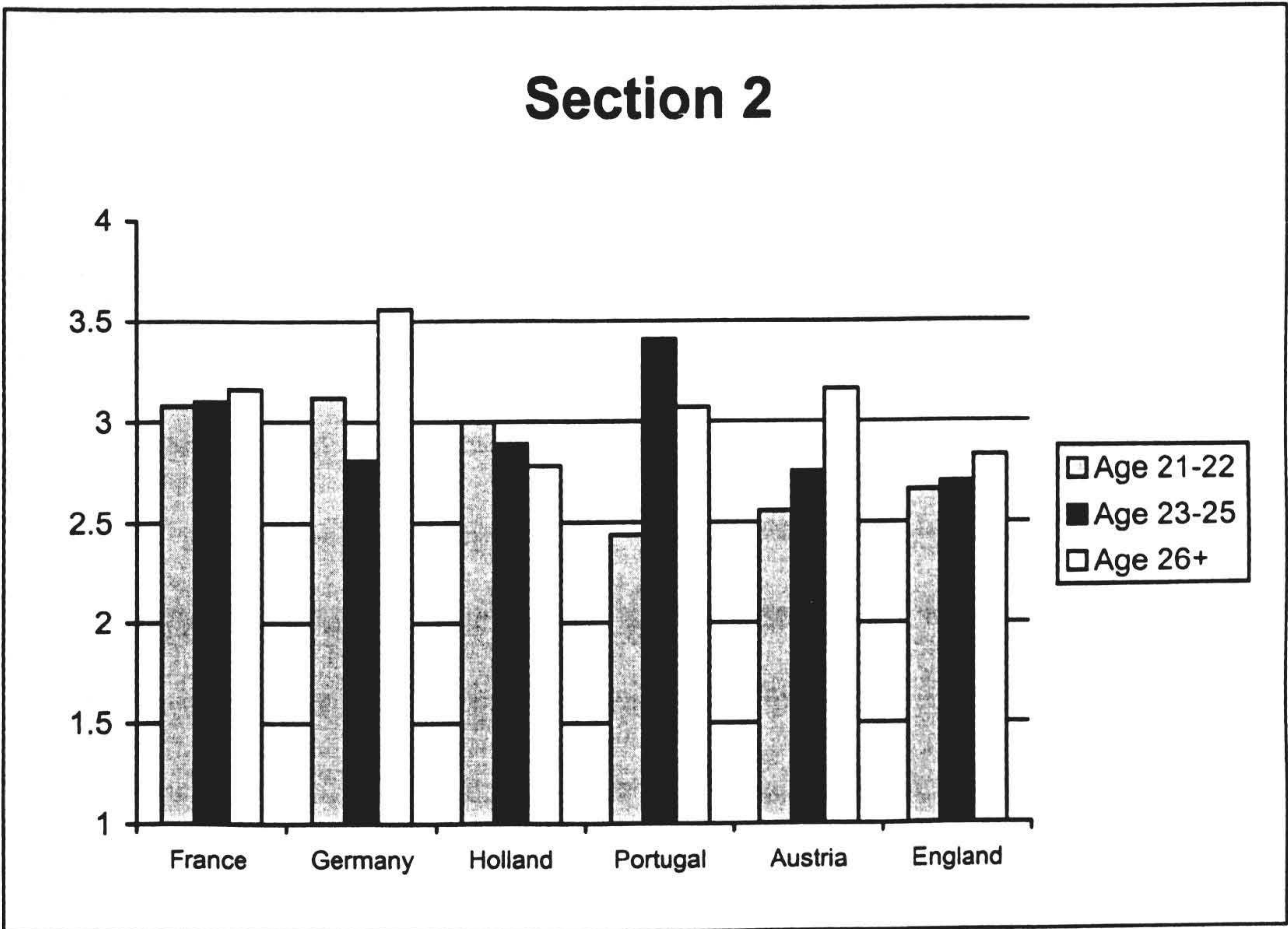


Figure 9.5(b): Overall results for section two (European integration) according to the independent variable of age

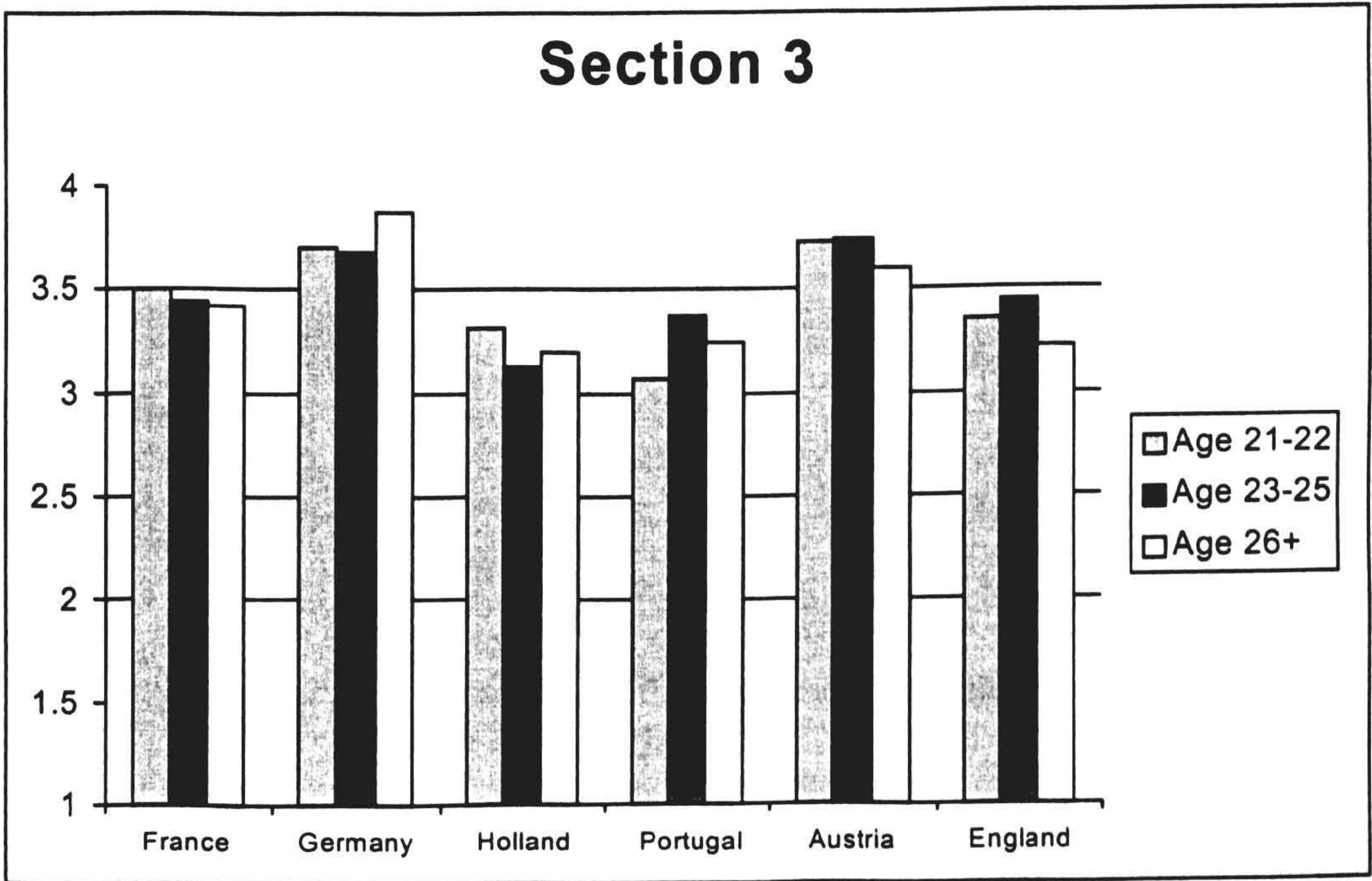


Figure 9.5(c): Overall results for section three (the European dimension in education) according to the independent variable of age

No clear pattern regarding the importance of age as an independent variable emerged from the three figures shown above. The section one responses showed that, with the exception of the Netherlands, the respondents became more positive about European co-operation the older they were. With regard to the responses to sections two and three, no clear pattern emerged, although the respondents from France, Portugal and the UK became more positive concerning European integration (section two) the older they were. A two-way analysis of variance test was applied to assess the effects of age and country (independent variables) on the mean scores for sections one, two and three (dependent variables). For section one, the interaction age-by-country was not found to be significant, but the main effects for age ($F=4.45$, $p=0.012$) and country ($F=4.3$, $p=0.001$) were significant. For section two, the interaction age-by-country was not found to be significant, neither were the main effects for age, but the main effects for country were found to be significant ($F=3.43$, $p=0.005$). For section three, the interaction age-by-country was not found to be significant and neither were the main effects for age, but the main effects for country ($F=8.36$, $p<0.000$) were significant.

Results for individual questions

The responses by each country to individual questions in sections one, two and three were analysed. Here, the reporting will focus on the small number of cases of particular interest, where the responses of individual countries seemed either much higher or much lower than those of the other countries. In section one (European co-operation), the Dutch students were markedly less favourable to political and cultural co-operation (questions 1a and 1c), having mean scores of 2.95 (std=0.74) and 2.83

(std=0.81) respectively, than students from the other countries who all had means over 3. Similarly, the Austrian students were less in favour of co-operation with regard to social legislation (question 1d), scoring 2.6 (std=1.05), whilst all the other countries scored 3 or over. The German students had the highest scores for questions 1a, 1b and 1d, and the second highest score for question 1c.

In section two (European integration), the French students were much more in favour of integration with regard to the legal system (question 2b), having a mean score of 3 (std=0.8), in comparison to all the other countries, whose mean was less than 3. The Portuguese students were highly in favour of integration with regard to health and national insurance (question 2c), having a mean score of 3.3 (std=0.74), whilst the students from the other countries were less in favour, all scoring less than 3. The British students had a very low mean score (2.93; std=0.81) with regard to integrating educational qualifications (question 2d), compared to students from the other countries, who all had mean scores of over 3.

In section three (the European dimension in education), there were two questions where the mean scores of the Dutch and Portuguese students were much lower than those of their other European peers. In question 3 (*European awareness should permeate all subjects in the curriculum*), the Dutch scored 2.86 (std=0.42) and the Portuguese scored 2.78 (std=0.79), whereas the other students all scored over 3. In question 4 (*The history, geography and cultural background of other European countries should feature in the curriculum*), the Dutch scored 2.95 (std=0.33) and the Portuguese scored 2.97 (std=0.59), whereas the other students again all scored over 3.

A Kruskal-Wallis test, which is a non-parametric test equivalent to an analysis of variance, was then administered to examine the significance of differences between the countries, and all the results were shown to be very significant, as table 9.2 illustrates:

Question	Significance
1a	P=0.002
1b	P<0.000
1c	P=0.001
1d	P<0.000
2a	P=0.018
2b	P<0.000
2c	P<0.000
2d	P<0.000
2e	P=0.005
2f	P=0.004
3	P<0.000
4	P<0.000
5	P=0.001
6	P=0.004
7	P<0.000

Table 9.2: Significant differences between the countries in response to individual questions

It is clear from the number of significant results in table 9.2 that there are considerable differences between the responses of individual countries, and that there is a lack of uniformity across the countries of the European Union in many of the issues explored in the first three sections of the European questionnaire. (This finding is discussed in more depth in chapter ten.)

Number of countries visited

The average number of countries visited by students in the various countries has been reported earlier in this chapter. Table 9.3 below summarises the mean, minimum and maximum number of countries visited by student teachers in each country:

Country	Mean	Minimum	Maximum
France	6	2	17
Germany	5.9	2	13
Netherlands	6.8	0	14
Portugal	2.2	0	9
Austria	6.7	2	13
UK	5.9	0	16

Table 9.3: Mean, minimum and maximum number of countries visited by student teachers

It is clear that many student teachers have had the opportunity to travel widely in Europe, with some students having visited as many as seventeen different countries,

whilst others have not been outside their native land. The exception to the general picture is Portugal, whose students are the least widely travelled, having a much lower mean (2.2) than the other countries. A one-way analysis of variance was carried out, with country as independent variable and the number of European countries visited as dependent variable. The test showed that country was a significant factor ($F=5.93$, $p<0.00$). A post-hoc Scheffé test was used to find out the degree of significance between pairs of countries, in terms of the number of European countries visited by the students. It was found that the number of countries visited by the Portuguese students was significantly different (less) from the number visited by the students of all the other countries ($p<0.00$ in each case).

Number of foreign languages spoken

The average number of foreign languages spoken by the European student teachers has already been reported earlier in this chapter, but table 9.4 below summarises the mean, minimum and maximum number of foreign languages spoken by them:

Country	Mean	Minimum	Maximum
France	0.8	0	4
Germany	0.9	0	2
Netherlands	1.4	0	4
Portugal	1.8	0	4
Austria	1.2	0	3
UK	0.6	0	3

Table 9.4: Mean, minimum and maximum number of foreign languages spoken by student teachers

It is interesting to note that the Portuguese student teachers, although the least well travelled, are the most able speakers of foreign languages, having on average a competence in 1.8 foreign languages. The Dutch and Austrian students were also competent linguists, speaking on average 1.4 and 1.2 foreign languages respectively. At the other end of the scale, the British students knew, perhaps not surprisingly, the least number of languages, having an average competence in 0.6 foreign languages. A one-way analysis of variance was carried out, with country as independent variable and the number of foreign languages spoken as dependent variable. The test showed that country was a significant factor ($F=15.54$, $p<0.00$). A post-hoc Scheffé test was used to find out the degree of significance between pairs of countries, in terms of the differences in the number of foreign languages spoken by the students. It was found that the number of foreign languages spoken by the Portuguese students was significantly different (greater) from the number spoken by the French ($p<0.00$), the German ($p=0.001$) and the British students ($p<0.00$). It was also found that the number of foreign languages spoken by the British students was significantly different (less) from the number spoken by the Dutch ($p=0.001$) and Austrian ($p=0.004$) students.

Identity

A new question regarding European and national identity was asked of all the participants in the European survey. Students were asked to state whether they felt they had a European or national identity. Figure 9.6 shows their responses by country as percentages:

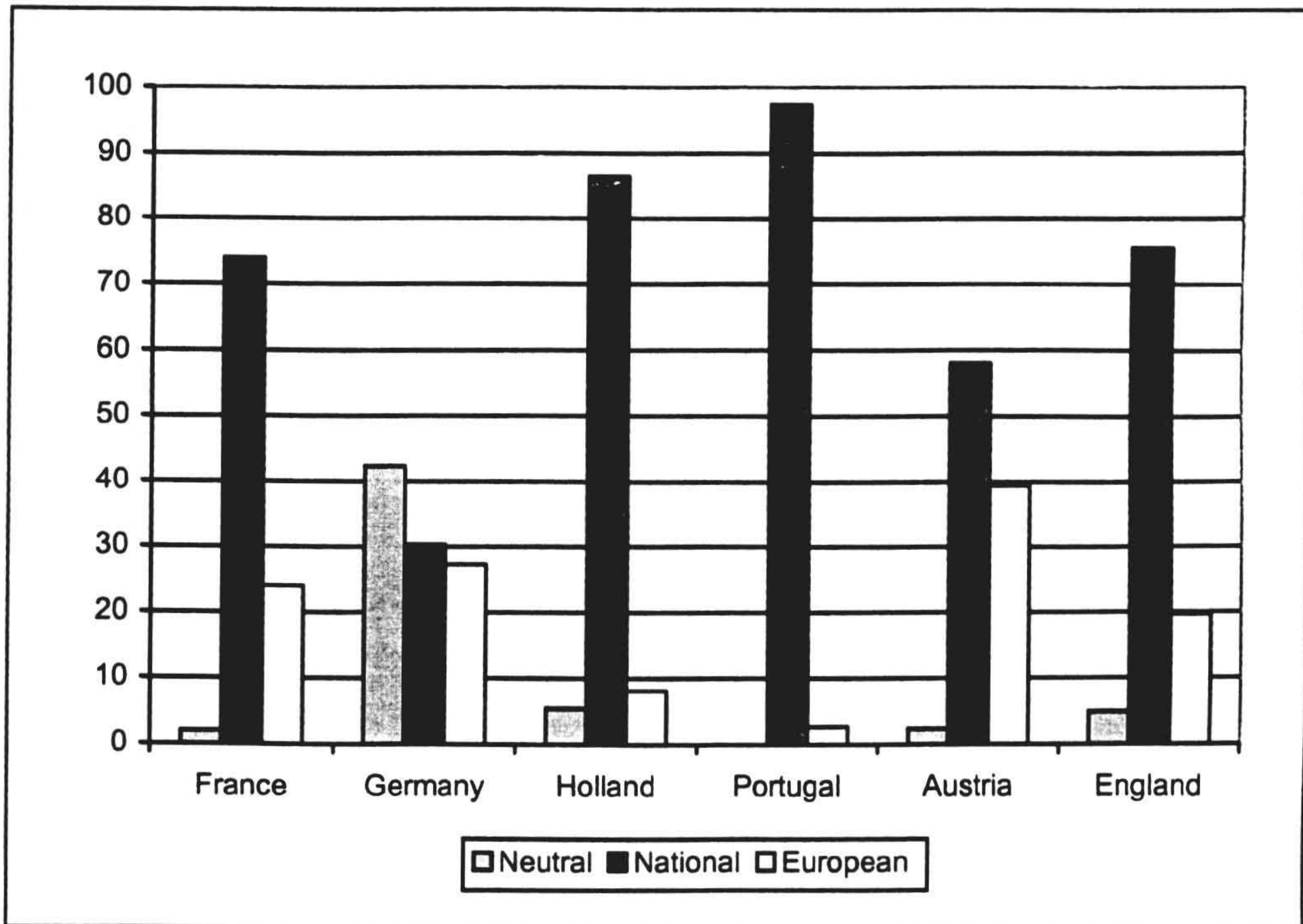


Figure 9.6: Overall results by country for question relating to national and European identity

It is clear from the graph that the responses are extremely varied and differ from country to country. With the exception of Germany, over 50% of the students in every other country stated that they felt more national identity than European. In Portugal and the Netherlands, the scores for national identity were as high as 97% and 87% respectively. In the UK, France and Austria, the majority of students stated that their national identity was more important than a European identity, with totals of 76%, 74% and 58% respectively, whereas only 30% of the German students admitted to feelings of national identity above any other. Conversely, feelings of European identity were the highest in Austria (40%), Germany (27%) and France (24%), and

the lowest in the UK (20%), the Netherlands (8%) and Portugal (3%). A small percentage of students in each country did not answer the question, or qualified their reply in some way, by saying that they felt both their national and a European identity. There were two exceptions to this pattern: Portugal, where no students answered in this way, and Germany, where as many as 42% did not answer the question, as it was set.

Country and identity

A chi-square test was used to investigate the hypothesis that there is a relationship between country and identity, since both of the two variables were nominal, or category variables, and a test for frequency data was therefore appropriate (Howitt and Cramer, 2000). According to Heyes et al, 1993, the chi-square test *"looks at the number of observations made in each category and compares this with the number of observations which would be expected if there was no relationship between the variables and if differences between the proportions in each category were simply a result of chance"*. The results showed that a significant relationship existed between the two variables (value=94.82, df=10, p<0.000), meaning that the distribution of choices is unlikely to have occurred by chance, so the hypothesis that there is an association between country and identity can be accepted.

Identity and responses to questionnaire items

A further set of cross-tabulations was carried out to investigate the hypothesis that there is a relationship between the identities expressed by the students and the

answers they gave to the individual questions in sections one, two and three of the European questionnaire. A chi-square test was again used to look at the numbers within each category, the variables being identity and responses to questions. There were six items where a significant relationship occurred, and the results are shown in table 9.5 below:

Questionnaire item	Value of chi-square	Degrees of freedom	Significance
1a (political co-op.)	15.583	6	P=0.016
1b (economic co-op.)	20.925	6	P=0.002
1c (cultural co-op.)	12.726	6	P=0.048
3 (European awareness in curric.)	25.521	6	P<0.000
4 (European hist, geog etc in curric.)	35.815	6	P<0.000
7 (HE study period in Europe)	20.258	6	P=0.002

Table 9.5: Chi-square test results showing relationship between identity and responses to certain questionnaire items

In all of the questions shown in table 9.5, the significance recorded lay in the difference between the responses of the student teachers who did not express their identity in nationalistic terms and those who did. The percentages of student teachers who expressed their identity as either European or in some other form (both European and national, or world citizen, for example) were higher, and their responses more positive than those of the student teachers who said that their national identity was more important. This group of student teachers, for whom national identity was the most important form of identity, although being fairly positive in their responses,

were significantly less positive than their peers for whom European identity was important. This finding reinforces the hypothesis that there is a relationship between the identities expressed by the student teachers and their attitudes to certain European issues (mainly those pertaining to European co-operation and the European dimension in education).

Summary of European quantitative findings

The quantitative analysis of the European survey data led to a number of findings being revealed, some of which are similar to the UK survey data, and some of which are different from the UK survey data. The findings are listed below:

- E1. Student teachers in the European survey were generally positive about European co-operation, very positive about the European dimension in education and less positive about European integration.
- E2. Female student teachers were generally more positive in their attitudes to Europe than male student teachers.
- E3. Age was not a significant factor in the attitudes of the European student teachers.
- E4. There were significant national differences in the attitudes of the European student teachers.
- E5. The majority of the European student teachers felt that their national identity was more important than their European identity.

These results will be discussed further in chapter ten. It is now pertinent to report the qualitative findings from the European survey.

European qualitative results

Interestingly, the European qualitative results largely amplified the findings of the qualitative data from the main UK survey, and there were no surprising or unexpected findings. When interrogating the European qualitative data, it was felt that saturation point had been reached (Strauss, 1987). However, the European qualitative data did serve a useful purpose in validating the qualitative findings of the main UK survey previously reported in chapter seven. The new area explored in the European survey, and in the final year (1996-7) of the main UK survey, that of national and European identity, will however be reported here.

Categories of data

The responses to the question, "*What does it mean to be European?*" were coded according to a number of categories, using the same detailed and thorough interrogation procedure that had been used in the analysis of the UK survey qualitative data. An inter-rater reliability of the coding system was first established, which led to the final coding system. Some of the categories are the same as ones that emerged in the earlier analysis, but a number of new categories do emerge. The categories are detailed below, including an explanation of the derivation of each one:

- **Culture and way of life**

This category generated the most responses, and was also an important category in the UK survey qualitative analysis, where student teachers recognised the benefits for themselves and their pupils of knowledge and understanding of other cultures.

Evidence gathered in the European survey demonstrated the importance placed by the

student teachers on recognising, and being positive about, the differences and similarities with other cultures. The following sub-categories were established:

- 1a) common cultural background
- 1b) different cultural backgrounds
- 1c) understanding other cultures

- **Community**

This was a new category to emerge from the European survey data, although it resonates with, or is a key aspect of both European co-operation and European integration, from the conceptual framework in chapter two (figure 2.1). This was the second most important category to emerge, with student teachers commenting on being part of a wider community with common goals and a sense of belonging.

- **Opportunities in Europe**

Again, this was another new category, although it is similar to the 'Business and working practices' category from the UK survey qualitative analysis. The opportunities refer to the free movement available for citizens of the EU for travel, work and leisure purposes.

- **European integration**

This category derived from the conceptual framework and was also an important element in both the quantitative and qualitative analyses in the main UK survey. Here, the term is used specifically to refer to common social, economic, political and monetary policies.

- **Attitudes, relationships and personal development**

This category is identical to one from the earlier UK survey qualitative analysis.

Whereas in the previous analysis, student teachers had commented on their personal

development as a result of living and working in other European countries, here the focus was on the qualities necessary for being European.

- **Languages**

This was a new category in its own right in the European survey, although it had formed a sub-category of the 'European dimension in education' category in the main UK survey. Being fluent, or able to communicate in more than one language was regarded as an essential part of being European.

- **Other**

This was a large category, as there were many varied comments which did not fit into any of the other categories, and which did not warrant the establishment of separate categories. This reflects a certain lack of consensus amongst the student teachers on the question of what it means to be European. It is thus a question which is wide open to many different interpretations.

In addition to there being a lack of coherence in the responses given by the student teachers to the question on European identity, there were also many student teachers, especially in Austria, the Netherlands and Portugal, who did not attempt to answer the question at all. There could be a number of reasons for this. Since I was not present myself in the five countries when the questionnaires were administered, it could be that the student teachers ran out of time (it was the last question on the questionnaire). There is also the question of ownership of the research. I was relying on the good will of my colleagues in each of the countries and the success of the European data collection was due to a large extent to their willingness and ability to 'sell' the idea to their students. Another plausible reason for the lack of response to this particular question, however, resides in the difficulty it may have presented to the student

teachers. If they had never before considered the issue of personal identity in the terms in which the question was framed, it is possible that they would choose to ignore the question, rather than attempt to answer it. Overall, however, the response rate from the six European countries was not disappointing in that it provided rich data for analysis.

Qualitative findings on identity by category

The European survey qualitative findings on identity will now be presented according to category. The comments of the Austrian, French, German and Portuguese student teachers have been translated into English, but all the comments quoted below will be identified by their country of origin.

1. Culture and way of life

There was a total of 43 comments in this category. Under sub-category 1a (common cultural background), several student teachers made general remarks about sharing a “*common cultural background*” (UK), a “*collective cultural area*” (Germany) and a “*common cultural identity*” (UK). One student teacher introduced the notion of inclusion, by saying that being European meant “*belonging first of all to one’s own culture, but also to a larger European culture*” (France), whilst another felt that being European was “*to understand that our culture does not stop at a border*” (France). In sub-category 1b (different cultural backgrounds), many of the UK student teachers highlighted the notion of diversity. For one student teacher the importance lies in: “*being aware of cultural differences and using this awareness in a positive manner – to learn more about the different aspects of countries/people within Europe*” (UK).

Another student teacher spoke of *“having common interests, but keeping one’s personal richness (culture, way of life)”* (France). Understanding was a key element in sub-category 1c (understanding other cultures) and according to one student teacher, being European means *“having friends in different countries and being tolerant of other countries, religions etc”* (Germany). For one Dutch student teacher, being European means being a *“multicultural human who tries to observe and accept other European countries and also to learn from other countries”* (Netherlands). One student teacher sums up the issue thus, introducing the notion of dual, or multiple identity: *“What is important is to understand and appreciate other cultures. We should feel proud of our national and European identity”* (UK).

2. Community

There were 21 comments in this category, which focused on being *“less insular”* and *“belonging to a community of countries”* (UK), whilst *“not being limited by borders”* (Portugal) or not *“seeing any borders”* (Netherlands). One student teacher felt that being European meant having *“a wider sense of belonging”* (UK) whilst another envisaged it as being *“part of a wider collectivity, striving to work together to achieve common goals”* (UK). This is echoed by the belief that being European means being *“part of a collective community, without borders (limits)”* (Austria). *“Being integrated into the heart of a community (European)”* (France) was one opinion expressed, together with *“feeling ‘at home’ everywhere in Europe”* (Germany).

3. Opportunities in Europe

There were 17 comments in this category which focused on opportunities for travel, study, work and leisure. *“Being European means there are more opportunities*

economically and educationally and more job prospects than any one country can provide” (UK). For one student teacher, being European means *“to have opportunities to work and study in other countries as well as Austria”* (Austria). For other student teachers, being European means *“being able to live and work everywhere in Europe”* (France), *“mobility, a larger space in which to move about”* (France) *“being unrestricted in one’s leisure activities”* (Germany) and *“being able to choose (freely) where I live”* (Germany).

- **European integration**

There were 11 comments in this category, which focused on the integration of social, economic, monetary and political policies: *“to have a close/supportive business and industrial relationship with the EU countries and to have certain shared plans and policies”* (UK). For one student, as Europe is a reality, being European signifies that *“all countries must collaborate at the political level in order to improve the living conditions of European citizens”* (France), whilst for another, being European means tackling *“collective activities such as economic and social problems etc”* ((Austria). The notion of equal opportunities is introduced: *“to be part of a community...in which countries are united in a bid to bring social, economic and political equality to all EC countries”* (UK).

- **Attitudes, relationships and personal development**

When referring to the kinds of attitudes and personal characteristics that are desirable in a person claiming European identity, 11 responses were made by the student

teachers. The attitudes of tolerance, kindness, openness, empathy and flexibility were mentioned by French, German, Dutch and UK respondents. For example, one student teacher felt that to be European was to *“be open-minded and try to learn from each other and not judge each other”* (Netherlands). From a UK perspective, one student teacher, having been brought up in Holland with English parents, stated *“I feel European rather than British. I feel open to ideas and traditions from Europe”* (UK), and another respondent felt strongly that being European meant *“to be free of insular shackles and xenophobic pettiness”* (UK).

Languages

There were 10 responses in this category. For the student teachers who mentioned competency in foreign languages, being European meant *“being able to learn or get to know...other languages”* (Austria) or *“speaking several languages”* (Germany).

One student teacher raised the issue of the dominance of English: *“I have also learnt foreign languages from Europe and therefore do not rely solely on others learning English”* (UK) and another mentioned the importance of communication: *“I am pleased I can communicate and empathise with Europeans such that I feel European”* (UK).

- **Other**

There were 56 responses in this category, which actually made it the largest category, simply because the range of alternative responses could not be accommodated into any of the existing categories. Within this category there was a small number of

comments (5) of a spatial nature from UK and French student teachers, who believed that being European meant living in the geographical landmass that was the continent of Europe. Four student teachers, again from the UK cohort, mentioned European co-operation, believing that being European was *“to be aware of a need for co-operation beyond national boundaries”* (UK). Some student teachers, notably from Germany and the Netherlands, mentioned the need for peace and security in Europe, with one student teacher hoping that being European would mean *“the events of the Third Reich (Hitler’s politics) will not be repeated”* (Germany). For others, being European meant *“I am freed from the clichés that others attach to me because I am German. For this reason I never talk about my homeland when I’m in a foreign, European country”* (Germany).

Following on from this idea of distancing oneself from a national identity, some student teachers referred to a wider, global dimension of being a citizen of the world, an inclusive idea which emerged from the qualitative data in the main UK survey, reported in chapter seven. One student teacher problematised the notion of European identity thus: *“Even though I consider myself first and foremost German (simply because I have spent the majority of my life here and I have been shaped socially and culturally by this country), I see myself of course also in a larger context ie. as a European. Mind you, I sometimes have problems with being European because it is often used to exclude other people politically, culturally and economically. There are also considerable differences in mentality predominant in Europe that are masked by the word ‘European’. And wrongly so!”* (Germany).

European qualitative findings

The qualitative analysis of the European survey data led to a number of findings being revealed, some of which were similar to the UK survey qualitative findings, and some of which were different. The findings are listed below, and follow on numerically from the European quantitative findings, listed earlier in this chapter:

- E6. Student teachers had had similar experiences with regard to living, travelling, studying and working in other European countries as those in the UK survey
- E7. Student teachers had had similar experiences with regard to the European dimension in their initial teacher training courses as those in the UK survey
- E8. There was some agreement about the nature of European identity, but a wide range of views was expressed

Summary

The key issues emerging from the quantitative and qualitative analysis of the European survey data are: the similarities with the UK survey data; the differences from the UK survey data; the significance of national differences; and the notion of identity. The main findings and the key issues arising will be explored in depth in the following chapter.

Chapter Ten: Discussion and interpretation of European Survey findings

The results from the questionnaire administered in the European phase of this research were presented in the previous chapter and revealed some similarities to the findings of the main study, and some surprising differences. The purpose of the present chapter, therefore, is to discuss, and provide an interpretation of the one year European survey data. Where appropriate I shall relate the European results to the findings of the main, four year UK empirical study, which were discussed earlier in chapters six (quantitative findings) and eight (qualitative findings). The findings of the European survey mirror a number of the original findings of the UK survey, namely those concerned with European co-operation, European integration, the role of the European dimension in education and gender issues. These results differ from those of the main UK survey where the independent variable of age is concerned. The European results also highlight two key issues that did not emerge in the original study, namely those concerned with national differences and identity. The first part of this chapter will thus deal with the similarities in the findings of the two studies, followed by the differences that emerged. Finally, the new key issues will be analysed and discussed.

Similarities with UK findings

The European participants were largely in agreement with their British counterparts from the main UK study in their responses to the questions concerning European co-

operation, European integration and the European dimension in education, as shown in European finding E1:

European finding E1: Student teachers in the European survey were generally positive about European co-operation, very positive about the European dimension in education and less positive about European integration

They were fairly positive about European co-operation, but markedly less so regarding European integration. There was a similar, positive response by the European participants to the role of the European dimension in education, as shown by the mean scores all being greater than 3. There was also a very small degree of national variation in mean scores, which indicates a fair degree of consensus about the role of the European dimension in education by student teachers in all six countries. This picture is very similar to the one that emerged from the findings of the main study.

Student teachers in both studies clearly perceived the role of education as being a facilitator of European awareness in the absence, or failure of, other government policy measures, at either national or European level. Top-down legislation is not perceived by the student teachers as being the way forward to greater European awareness. It is rather a question of a grass roots process, with teachers and other practitioners developing awareness of European issues in their students in relevant and practical ways. This has echoes of the famous statement by Jean Monnet, quoted earlier, where he retrospectively acknowledged the importance of education as a starting point in the process of European harmonisation.

Gender was another key area where the findings of the European questionnaire confirmed those of the main study, with women student teachers being more positive in their attitudes to Europe than their male counterparts, as shown in European finding E2:

European finding E2: Female student teachers were generally more positive in their attitudes to Europe than male student teachers

Within the European study there were some national differences to this pattern, for example, the Portuguese and Austrian men were more positive in section one (European co-operation) and the Dutch men were more positive in section three (the European dimension in education). The relatively small percentages of males in each cohort for Austria (28.6%) and the Netherlands (27.8%) and the exceptionally small percentage of males in the case of Portugal (5.4%) could account for these exceptions. However, these small national exceptions to the main finding may indicate that it is not always the case that women are overwhelmingly more positive in their attitudes to Europe than men are.

A number of possible reasons for the finding that women student teachers were more positive than men in their attitude to Europe have already been suggested and discussed earlier in chapter six, and these remain pertinent in the discussion relating to the European questionnaire findings. The hypothesis that the female psyche is more open to change and willing to negotiate and reach a compromise is equally applicable on a pan-European level as on a national level. Legislation relating to maternity rights, equal opportunities issues and other social policy matters of benefit to women (and other minority groups) has been accepted and established practice in many

European countries for longer than it has been in the UK. I would argue that women are therefore likely to recognise what Europe can offer them and to respond accordingly.

In terms of the qualitative analysis of the European data, no major new findings emerged in terms of the life and educational experiences of the student teachers, as revealed in European findings E6 and E7:

European finding E6: Student teachers had had similar experiences with regard to living, travelling, studying and working in other European countries as those in the UK survey

European finding E7: Student teachers had had similar experiences with regard to the European dimension in their initial teacher training courses as those in the UK survey

This indicates a parity of experiences for all the student teachers from the six different national groups.

Differences from UK findings

A serious difference appeared in the results of the two studies with regard to the age of the participants, as detailed in European finding E3:

European finding E3: Age was not a significant factor in the attitudes of the European student teachers

No clear-cut picture emerges from the European questionnaire data according to the independent variable of age. The pattern of responses was mixed, according to the three different, quantitative sections of the questionnaire and it therefore cannot be concluded that the age of the European participants had influenced their responses to the questions. This is entirely different from the results in the main findings, reported in chapter five, where it was found that age was a significant factor in the responses of the UK participants, as they became increasingly positive about Europe the older they were. To the best of my knowledge, mine is the only study incorporating age as a variable.

The European questionnaire results demonstrate that age was not a significant factor in influencing and shaping attitudes to Europe, contrary to the main study findings. Therefore the arguments put forth in chapter six, in support of the hypothesis that increased age leads to more positive attitudes to Europe, cannot be sustained here. Rather, it may be that the student teachers in the European study had, during their own schooling, been exposed to a curriculum where the European dimension was more thoroughly embedded, thus enabling them to be more positive about Europe at an earlier age. Many of the participants (though certainly not all of them) were at least as well travelled in Europe as their British counterparts, and many of them were better travelled. This fact may have had a positive influence on their attitudes. Of greater significance, however, may be the fact that all the European participants spoke more foreign languages on average than their British counterparts. It is possible to hypothesise that the ability to communicate in a foreign language provides a greater opportunity to enter into the foreign culture and be an accepted part of it, thus ensuring a greater flexibility, tolerance and openness of attitude. However well

travelled one may be, though, the lack of ability to speak one or more foreign languages may restrict the experience to a kind of “Euro tourism”, which does not allow for an in-depth penetration of the culture of the countries being visited. Attitudes to other people and openness to change may thus be limited in scope.

New findings emerging from the European study

As referred to earlier in the chapter, two completely new findings emerged from the European study. Firstly, the importance of national differences in response to the various issues explored will be analysed and discussed, and secondly, the role and nature of national and European identity will be examined.

National differences

A crucial new finding that did not emerge from the original study, due to its single country focus, was the great variety in national differences in response to the issues raised in the questionnaire, as revealed in European finding E4:

<p>European finding E4: There were significant national differences in the attitudes of the European student teachers</p>
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With regard to the issue of European co-operation, student teacher participants were generally positive in their reaction, which mirrored the main findings, but there was a degree of national variation within the responses. The mean scores ranged from 2.98 (the Netherlands) to 3.56 (Germany). The question of European integration similarly caused a degree of national variation in the responses, with mean scores ranging from

2.73 (Austria) to 3.2 (Portugal). The results again mirrored those of the main study, in that respondents were generally less positive to integration than they were to co-operation. The issue of the European dimension in education, referred to above, revealed less variety in national differences than the questions of co-operation and integration, with mean scores ranging from 3.26 (the Netherlands) to 3.72 (Germany). The national differences over the issues surrounding national and European identity will be dealt with later in this chapter. Table 10.1 on the following page summarises diagrammatically the national differences that emerged from the European questionnaire:

Table 10.1: National differences emerging from the European questionnaire

Austria	France
<p>(student teachers younger than average for the sample)</p> <ul style="list-style-type: none"> • Second most widely travelled group • Lowest score for European integration • Males more positive than females for European co-operation • Lowest score for item 1d (social legislation co-operation) • Most positive regarding European awareness in the curriculum and compulsory foreign language learning 	<p>(highest average age of all the groups)</p> <ul style="list-style-type: none"> • Highest score for item 2b (integration of the legal system) • Highest score for item 2e (integration of employment law) • Second highest composite score for the three quantitative sections
Germany	Netherlands
<p>(student teachers younger than average for the sample; more females in the sample)</p> <ul style="list-style-type: none"> • Highest composite score for the three quantitative sections, thus the most pro-European • Highest score for European co-operation • Highest score for the European dimension in education • Highest score for 8 out of the 15 individual items 	<p>(lowest average age of all the groups; more females in the sample)</p> <ul style="list-style-type: none"> • Most widely travelled group • Second highest number of foreign languages spoken • Lowest composite score for the three quantitative sections, thus the least pro-European • Lowest score for European co-operation • Lowest score for the European dimension in education
Portugal	The UK
<p>(highest proportion of females in the sample; second highest average age for the sample)</p> <ul style="list-style-type: none"> • Least widely travelled group • Highest number of foreign languages spoken • Highest score for European integration • Second highest score for European co-operation • Second lowest score for the European dimension in education 	<p>(balanced in terms of age and gender)</p> <ul style="list-style-type: none"> • Lowest number of foreign languages spoken • Second lowest composite score for the three quantitative sections • Low scores for most individual items • Lowest score for item 2d (integration of educational qualifications)

Austria

Austrian student teachers were younger (23.6 years) than the average age for the whole cohort (24.5 years). This fact may have influenced how they responded to the questions, given that age was a significant factor, according to the results of the main study, which revealed that positive attitudes to Europe increased with age. As a group, Austrian student teachers were the second most highly travelled group, having visited on average 6.7 countries. This reflects Austria's position in central Europe, having borders with Germany, Switzerland, Italy, Slovenia, Slovakia, Hungary and the Czech Republic. It is therefore somewhat surprising to note that the Austrian student teachers had the lowest mean score in terms of European integration (2.72). Indeed, for four out of the six questions in this section, the Austrians had the lowest mean scores, and overall in this section their views were significantly different to those of the Portuguese, who were more in favour of integration. Austria is one of the most recent members of the European Union, having joined in 1995, and perhaps this fact denotes a cautious attitude to further integration, and perceived loss of national sovereignty.

Interestingly, Austrian male student teachers were more positive than women in their responses to the issues of European co-operation, which contradicts both the European and main findings, which revealed that women were more positive than men in their attitudes to Europe. The issue of gender has already been discussed earlier in this chapter.

The Austrian participants had the lowest mean score in section one (European co-operation) for the question pertaining to social legislation (2.6). It is difficult to imagine why participants might be less willing to co-operate over social, as opposed to political, economic or cultural matters. However, in terms of the European dimension in education, the responses of the Austrian student teachers were significantly more positive than those of the Dutch, Portuguese and British student teachers. The Austrians were the most positive in their responses to two out of the five questions in this section, concerning the permeation of European awareness in all subjects in the curriculum, and the compulsory learning of one European foreign language for all children in schools. It is clear that these practical, educational issues were of considerably more importance to the Austrian student teachers than those of European co-operation and integration. Again, it may well be that, since Austria had only been an EU member state for two years at the time of this survey, the notions of co-operation and integration were not yet well embedded in the national consciousness, whereas issues pertaining to education were.

France

The French student teacher group contained more mature students, since the average age for the group was 26.7, which was the highest for all the groups. France shares borders with Belgium, Luxembourg, Germany, Switzerland, Italy and Spain, and although the French students had visited a higher than average number of other countries (6), they only spoke an average of 0.8 foreign languages, which was less than the mean score for the whole European cohort (0.9). So their increased possibilities for travel had not served as an incentive for learning foreign languages.

It is interesting to note that the French student teachers were overall very positive to all the issues raised in the three quantitative sections of the questionnaire. Their composite mean score for the three sections (3.28), was the second highest score after Germany (3.44) and above the average for the whole European cohort (3.17). My research demonstrates, therefore, that contrary to some of the images of the French portrayed in the popular press, French student teachers are indeed positive about Europe and can see the benefits of further European co-operation and integration. Furthermore, in the section relating to integration, the French student teachers had the highest mean scores for two out of the six questions, thus challenging some of the stereotypes which abound in the media of the French as a nation who put themselves and their own concerns first. The two issues where the French student teachers scored highly were regarding integration of the legal system (3.0) and of employment law (3.51). It is possible that these are two areas of which the respondents had a negative experience and felt that they would be more fairly treated under European laws and practices. As future teachers it is conceivable that they may have had concerns about employment law and how it would affect their career paths.

Germany

The German national group of student teachers contained a higher percentage of females (84.8%) than all the other groups, with the exception of Portugal. The German students were also younger on average (22.2 years old) than all the other students except the Dutch. Germany shares borders with Denmark, the Netherlands, Belgium, Luxembourg, France, Switzerland, Italy, Austria, the Czech Republic and

Poland, and this has facilitated the opportunity for travel for the student teachers, who have visited 5.9 countries, on average. The German participants spoke an average of 0.9 foreign languages, which was the same as the average for the whole European cohort together. It is interesting to note, however, that the maximum number of foreign languages spoken by any of the German student teachers was two, which was the lowest number of its kind amongst the six countries. The maximum number of foreign languages spoken by students in the other national groups was either three or four.

It can be argued that the German student teachers were the most pro-European of all the six national groups, since they had the highest composite mean score (3.44) for the total of the three sections, and were significantly more positive than the Dutch and British participants overall. The student teachers demonstrated a high level of commitment to European co-operation (section one) and the European dimension in education (section three) by having the highest mean scores in these sections (3.57 and 3.72 respectively), and by having the third highest mean score (3.11) in the section relating to European integration (section two). In terms of responses to individual questions, the German participants scored the highest mean for eight out of the fifteen items in the first three sections of the questionnaire and the second highest mean for a further five items.

This research has already shown that females were more positive than males in their attitude to Europe, and since there was a higher than average proportion of female students in the German cohort, the very positive response of the German students can be partly explained in this way. It is not possible to argue that their positive attitudes

stem from their competence in speaking foreign languages, since it has been demonstrated that the German students had only an average capability in this domain. However, the fact that Germany was one of the founder member states of the EU and that, occupying a central geographic and economic position, she has been perceived as one of the key players in the European movement, will have had an indirect influence on the views of the student teachers. Another factor will almost certainly have been the twentieth century history of Germany's involvement in two world wars, and the legacy of anti-nationalist feelings, which may have helped to develop strong pro-European views amongst participants.

The Netherlands

The average age of the Dutch group of student teachers was, at 21.7, the lowest of all the national groups, and well below the average age (24.5) for the whole cohort. There were slightly more female students in the group (72.2%) than the average for the whole European cohort (67.9%). As a group, the Dutch students were the most highly travelled, having visited an average of 6.8 countries in Europe. This was an interesting result, since the Netherlands, a small country in respect of size, shares borders only with Germany and Belgium and is not as centrally situated in Europe as, for example, Germany and Austria. It could therefore be argued that opportunities for travel to other countries are not so obviously available. The Dutch student teachers spoke more foreign languages (1.4) than the average for the whole cohort (0.9), being second after Portugal in the number of foreign languages spoken. This may be due to the fact that Dutch is a minority language, and that the student teachers had recognised the need to be competent in other languages.

In view of the relatively high proportion of females in the group, and the fact that the Dutch students were well travelled and spoke relatively more foreign languages, one could hypothesise that the Dutch would be positive in their attitudes to Europe. However, contrary to these indications, the Dutch had the lowest composite mean score (3.06) for the three quantitative sections of the questionnaire and were therefore the least positive about Europe. This anomaly is further emphasised by a closer examination of the three sections. The Dutch participants had the lowest score overall (2.98) for section one (European co-operation), including the lowest scores for three out of the four individual items in the section (political (2.95), economic (3.14) and cultural (2.83) co-operation). They also had the lowest score overall (3.26) for section three (the European dimension in education), including the lowest scores for three out of the five individual items in the section. Two of those items concern issues on which the student teachers had scored highly themselves, namely foreign language learning and travel opportunities. It is ironic to note that, in comparison with other national groups, the Dutch do not appear to highly value these areas. It is difficult to offer an explanation of why the Dutch student teachers in this study should appear to be the least positive towards Europe. This contradicts the findings of the CRMLE research (Convery et al, 1997), referred to earlier, which found that Dutch adolescents were amongst the most positive in their wish to know and understand more about Europe. It is true to say that the participants in this study were all student teachers on a primary training course, and this may have been a factor in shaping their attitudes.

With regard to the influence of gender, the Dutch female student teachers were likewise generally more positive in their attitudes to Europe, except in section three

(the European dimension in education), where the males were more positive. Since the number of males in the group was relatively small (27.8%), it would be difficult to draw too many conclusions from this result, except to state that the Dutch male student teachers were more positive about the practical issues of European awareness than their female counterparts. However, it is interesting to note that it was the Dutch participants who bucked the trend in this section, as all the other national groups followed the same pattern, with the females being more positive than the males.

Similarly, when considering the independent variable of age in section one (European co-operation), it was again the Dutch participants who broke the pattern established by the other five national groups of positive attitudes increasing as age increased. The younger Dutch student teachers (aged 21-22) were more positive than those aged over 26, and much more positive than those in the 23-25 age group.

Portugal

The Portuguese national group of student teachers contained the highest proportion of females (94.6%) of all the groups. They also had the second highest average age (26.6) after France, and so there was a higher proportion of mature students in the group. Of the six groups, the Portuguese were the least well travelled, having visited an average of 2.2 other countries in Europe, whereas the students from all the other national groups had visited at least 5.9 foreign countries on average. This may be due in part to the geographical position of Portugal, having only a common border with Spain and lying on the western edge of the continent of Europe, making foreign travel more difficult and more expensive. However, in spite of being the least well travelled,

the Portuguese participants were the most able linguists, speaking an average of 1.8 foreign languages, whereas the average for the whole European cohort was 0.9. It could be conjectured that the Portuguese, speaking a minority mother-tongue, had recognised the need, like the Dutch, to gain competence in languages other than their own, in order to play a role in Europe.

The Portuguese student teachers demonstrated overall a positive attitude to Europe, as they had the third highest composite score (3.26) for the three sections of the questionnaire, after Germany and France. Within the three sections, they had the highest composite score (3.21) for section two (European integration), in which they had the highest score for two out of the six individual items, notably those concerned with the integration of practices concerning health and national insurance and equal opportunities legislation. Of the six countries surveyed, Portugal is one of the most recent member states of the EU, having joined in 1985. It is possible that these two areas highlighted in the questionnaire are those where Portuguese national policy is considered by the participants to be the least successful, and that they see further integration with Europe as the way forwards for improving matters. The response by the Portuguese group in this section was significantly different to that of the Austrian and British groups.

The Portuguese group also had the second highest composite score (3.32) for section one (European co-operation), after Germany, but the second lowest composite score (3.31) for section three (the European dimension in education). It is interesting to note that whereas overall the six countries are more positive about the practical, grass-roots nature of European awareness involved in section three, the Portuguese participants

are more positive about the top-down policy issues involved in European co-operation and integration. It is possible that, given Portugal's history in the twentieth century, and its current socio-economic position, the Portuguese student teachers valued further co-operation and integration with the European Union more than a European dimension in the curriculum.

The United Kingdom

The UK national group was the most balanced of all the six groups in terms of gender and age, which may be due in part to the fact that it was the biggest cohort. Student teachers in the cohort spoke the least number of foreign languages on average (0.6), where the average for the whole European group was 0.9. This supports the findings of the Nuffield Inquiry (2000), which found that the British fall well behind the rest of the world in terms of foreign language competence. In spite of their poor ability to speak languages other than English, and the island situation of the UK on the north-west edge of the continent of Europe, the student teachers were well travelled. They had visited an average of 5.9 countries in Europe, slightly more than the average for the whole European group (5.7).

Although the UK student teachers were well travelled, this did not result in them becoming comparatively more positive about Europe than their peers from the other five countries. They had the second lowest composite mean score (3.08) for the three quantitative sections of the questionnaire, behind the Netherlands (3.06), and scored lowly for the majority of the individual items. For example, they had the lowest mean score for the item in section two concerning the integration of educational

qualifications, and for the item in section three concerning higher education students having the opportunity to study for part of their course in another European country. It may be that the student teachers felt that the status of the British education system, and its standing in the world, might be threatened if any changes were made to it to bring it into line with European practices. Being almost at the end of their course of study and professional training, it could be argued that they feared that their qualifications might in some way be devalued by having to respond to imposed changes. With regard to the opportunity of studying in another European country, it is clear that the British students have not recognised the benefits of living and working in a different country. This is borne out by the very low take-up rate by British higher education students of Erasmus opportunities for spending a twelve-week period in another EU country, under the umbrella of the Socrates programme. The take-up rate of students from other member states wishing to study in the UK is considerably higher.

The British student teachers had mean scores no higher than third out of six, and then only for three items: political co-operation (3.21, section one), European awareness permeating the curriculum (3.17, section three) and compulsory foreign language learning in schools (3.6, section three). It is interesting to note a more positive approach to European political co-operation on the part of the British participants, given the current climate of Euro-scepticism in the UK. Perhaps this is a tentative recognition of the need for closer contacts with European partners. The warmer support for compulsory foreign language learning could also be a recognition of the need to tackle the British lack of skills in this area.

Problematizing the issue of national differences

Having analysed the data from the European questionnaires, it is possible to deduce a greater level of pro-Europeanness in some countries than in others. This research has revealed a wide range of views and opinions across the countries surveyed, and the hypothesis that there would be stability and cohesion in the views of student teachers in continental Europe cannot be sustained. This study has revealed little uniformity or cohesion of views amongst the participants and there are differences in opinion amongst the six countries regarding the way forward in terms of European harmonisation. This diversity of perspective is based on national and cultural differences and a variety of future goals concerning further European co-operation, integration and the role of education.

The variety of views and attitudes revealed by the European study raises the question of what can promote, enhance or reduce a pro-European consciousness? A further question would be to ask how this links to the role of education? There is a need to problematise the complexity of the issue, and to recognise the competing, or overlapping, concerns involved. For example, one possible reason for the German participants to be positive in terms of greater European co-operation and integration would be the enormous loss of life and suffering imposed on the whole of Europe during the conflicts of two world wars by a strongly nationalist political regime. However, although this could be argued in the case of the German and French participants, it would be difficult to make the same case for the Dutch participants, whose country suffered greatly at the hands of the same regime, but who, according to this research, are the least positive in their approach to European harmonisation.

Similarly, the hypothesis that length of membership of the EU might effect more positive attitudes to Europe might be applicable in the cases of Germany and France, but not so for the Netherlands, although all three were founding member states in 1958. Conversely, recent membership of the EU might indicate positive attitudes to Europe, which could be confirmed in the case of Portugal (1986) but not for Austria (1995), according to this research.

A further example of the very complex nature of the attitudes to Europe that exist within the member states, and which again highlights the complementary and contrasting perspectives revealed in this research, is the influence of geographical position in Europe. For example, Portugal is situated at the western edge of the continent, and the positive attitudes of the Portuguese student teachers may be due in part to their desire to be psychologically in a more central position, in order to compensate for their physical position. On the other hand, the UK is similarly in an isolated geographical position, with the added disadvantage of not being physically connected to mainland Europe (apart from via the Channel Tunnel since 1995). It could not be argued, however, that the attitudes of the British student teachers were more positive for that reason. Indeed, being isolated and “different” from the rest of Europe seems to be regarded as an advantage in some quarters.

A final example of the complexity of the issues being dealt with in this discussion is the images portrayed in the press and media of different countries and their national citizens, together with the, often, stereotyped views held by individuals. The French, for example, are often portrayed as following their own interests and not respecting

European law, as in the case of the blockades over the price of petrol (September 2000). This is not the situation revealed in this research, which indicates that the French have strongly positive attitudes to Europe. The British, on the other hand, have a good record of respecting and applying European law, as in the case of fishing rights and protected fishing grounds, but the participants in this research do not have positive attitudes to Europe. The Germans are seen as central players on the European stage, and demonstrate the positive attitudes to reinforce this point. The Dutch, however, who are perceived as being heavily involved in Europe, did not, in this research, display a positive approach to Europe.

Identity

The second main issue that did not emerge from the UK survey was that of identity, since the question relating to identity was not included in the research until the final year of data collection (1996-7). Two interesting findings concerning identity emerged during the European phase of the research, and they will now be analysed and discussed.

Student teachers were asked to state whether they felt predominantly their national or European identity, and a large majority (70%) said they had a national identity, as reported in European finding E5:

<p>European finding E5: The majority of the European student teachers felt that their national identity was more important than their European identity</p>
--

For the majority, nationality is fundamental in determining identity. There are, however, national variations in this question, as there were in many of the other issues probed in the research, and discussed in the previous section. What is most striking is the degree of national identity expressed by student teachers in Portugal and the Netherlands, and the relative lack of national identity expressed by the German student teachers. The fact that the Portuguese student teachers were so overwhelmingly supportive of their national identity is surprising in view of their positive attitude towards European integration expressed in section two of the questionnaire, discussed earlier in this chapter. On the other hand, since Portugal is still a relatively recent member of the EU, it is possible that the student teachers have not yet had the time or opportunity to consider the issue of European identity. More difficult to understand is the high level of support by the Dutch student teachers for their national identity, which contradicts previous research findings concerning attitudes to Europe (CRMLE, 1997) and the popular conception of the Dutch being at the heart of a federal Europe. The finding is consistent, however, with the fact that the Dutch had the lowest composite mean score for the three quantitative sections of the questionnaire, and were the least positive about Europe of all six countries, as discussed earlier in this chapter. The German student teachers were divided in their responses to the question: only 30% felt a national identity, whilst 27% felt European. Interestingly, 43% did not answer the question as it was set, but gave alternative answers, such as 'both German and European', 'citizen of the world' or simply 'human being'. Part of the reason for this dichotomy must lie in the devastation and outcomes of the first and second world wars, which have caused the German nation much soul-searching on the subject of strong nationalist tendencies. Furthermore, being one of the founder members of the EU, and more recently, having to cope with

the reunification of their country post 1989, it is likely that the German student teachers have had to examine the question of identity more frequently and more seriously than some of their other European peers. European finding E7 demonstrates, therefore, that the notion of European identity is not yet a predominant one, and is certainly not yet embedded in the consciousness of a cross-section of European citizens.

The issue of identity is compounded by the fact that there was no common understanding amongst the student teachers in the European survey as to the meaning of the term 'European identity', as revealed in European finding E8:

<p>European finding E8: There was some agreement about the nature of European identity, but a wide range of views was expressed</p>
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Analysis of the European qualitative data pertaining to identity revealed that some student teachers were attempting to make sense of the term, as there was some consensus as to what the term meant. For example, defining European identity in terms of culture and way of life, whether it be in understanding a common cultural background, or in recognition of cultural diversity in Europe, was found to be important for some student teachers. For others, European identity was expressed in terms of integration, such as the sense of community or shared policies in a range of areas. Other interpretations of European identity included the opportunities to travel, work and spend leisure time freely in Europe, the ability to communicate in more than just one's mother tongue and the kinds of attitudes and personal qualities one would look for in European citizens. However, there were many more individual interpretations, and these, together with the large number of student teachers who did

not attempt to answer the question, all reveal their lack of conceptual clarity surrounding the term 'European identity'. This is also demonstrated in the literature.

One of the main aims of the European survey was to examine the macro-system of Bronfenbrenner's Ecology of Human Development. As described earlier in chapter three, the macro-system brings together common, overarching patterns of interconnected systems and deals in ideologies, belief systems and values. I have interpreted the macro-system as the European Union for the purposes of this research, and aimed to evaluate the success or otherwise of the EU in establishing a set of shared values and belief systems. The current research findings indicate only partial success in this area with respect to the cohort of student teachers whose views and attitudes are represented. The findings represent consistent patterns of similarity within cultures or member states, but also consistent patterns of differentiation between them. The EU, in seeking to impose laws and policies across its different member states, has the power to affect the well-being and quality of life of European citizens by determining the conditions of their lives. However, in the absence of a commonly understood and shared set of beliefs and values, the effects may not be felt by the individuals in the *micro- and meso-systems* to the extent of encouraging allegiance to a shared feeling of identity. According to the findings of this research, in Bronfenbrenner's terms, the environmental events in the macro-system (EU) are not having such a profound influence on the behaviour and development of individuals in the immediate setting, as the EU leaders and policy makers would intend there to be.

Summary

This chapter has discussed the main quantitative and qualitative findings of the one-year European survey. Additionally, the findings were compared and contrasted with those of the main four-year UK survey, and any similarities and differences were identified. Finally, the findings were discussed in the light of Bronfenbrenner's Ecology of Human Development, to examine the validity of the interpretation of the macro-system in this research as the EU. The implications for theoretical development will be discussed in the following, penultimate chapter, together with the political and philosophical dimensions.

Chapter Eleven: Theoretical, Political and Philosophical Dimensions

“Europe is not only a continent, but a world experienced in a particular way. The common space of Europe therefore is neither homogeneous nor self-evident, but rather an intricate and rich structure of cultures and at the same time an act of a free individual.” [1]

This opening quotation succinctly draws together some of the main themes of this study: definitions of what Europe actually is, the diversity and richness of cultures in Europe and individual and personal responses to Europe, and serves as a useful introduction to a broad discussion of the issues raised. The purpose of this chapter, therefore, is to explore the theoretical, political and philosophical dimensions of the findings, to examine the original research questions in the light of the data, to reflect on the three main issues which have emerged from the empirical study and to develop a framework of ideas.

In order to do this, the chapter will: 1) explore the extent to which theoretical understanding has been modified, or developed, as a result of the inquiry. Key concepts which were defined in chapter one will then be revisited, to 2) examine development in the conceptualisation that has taken place in the light of the empirical study. At the time of writing there is ongoing debate in the press concerning the nature of European integration and the meaning of European (and British) identity. As there has been a time lapse of nine years since the first data was collected for the purposes of this study, it is appropriate to 3) locate these discussions in the current

political climate, in order to understand the context in which the findings are now situated. Finally, 4) the three main themes to emerge from the empirical data will be discussed, namely European integration, teacher training policy and the concept of identity, and their significance for teacher educators, education policy makers and researchers will be considered.

1) The development of theoretical understanding

Bronfenbrenner's four-stage model (1979), the Ecology of Human Development, formed the basis of the theoretical framework of this research, as detailed in earlier chapters. Although Bronfenbrenner devised his theory specifically in relation to the development of young children, his four stage analysis (micro-, meso-, exo- and macro-systems) also provides a useful framework for examining the development of student teachers in initial training. The dynamic interactions which take place between the individuals on the training course and significant others (for example, tutors, mentors and teachers) in the context of the nested structure of environments in which they live and work are crucial to their development as new teachers.

As detailed earlier in chapter three, I had interpreted Bronfenbrenner's model in the context of teacher education. His four systems fitted neatly to the four ever-widening spheres of influence, or environments, applicable to an investigation of student teacher development in relation to awareness and understanding of the European dimension. Bronfenbrenner's micro-, meso-, exo- and macro-systems seemed to illuminate perfectly the settings in which the student teacher interacts and develops. Using the European Union as a parallel to the macro-system, and the national UK

context as the exo-system, enabled an exploration to take place of the extent to which the student teacher's development could be linked to a heightened awareness and understanding of the European dimension. Within the micro-system, where the student teacher spends the majority of his/her time, whole course input on the subject of the European dimension could be seen as having some influence on students' views and attitudes. Furthermore, opportunities for discussions with peers and tutors during method sessions and tutorials also helped to reinforce the notion of the European dimension in the minds of the student teachers.

As seen in the analysis of Bronfenbrenner's model in chapter three, within the meso-system it is the interconnectedness between the various micro-systems that is important for the effective and smooth development of the individual. In the context of teacher education, the interconnectedness of the settings, namely the partnerships, communication and understandings that occur between those responsible for the training in various settings, enables the student teacher to develop. If there is mutual understanding of, and commitment to the delivery of the European dimension in the curriculum on the part of tutors in the training institution, and of mentors and other professionals in schools, then a more coherent approach can be achieved. The qualitative data from the questionnaires and in-depth interviews revealed that this was not the case for the majority of trainees, because the European dimension was not on the agenda for mentor inservice training meetings and therefore was not part of the mentor's role to have such discussions in schools. So although student teachers did receive some input on the European dimension in the university-based part of their training course, this was not complemented by discussions with mentors and guidance on integrating it into classroom practice during teaching practice. With all the other

pressures on them to meet government-driven standards in many crucial areas of competence (DES, 1992), for example, subject knowledge, planning, teaching, classroom management and assessment [2], it is easy for issues such as the European dimension to be marginalised.

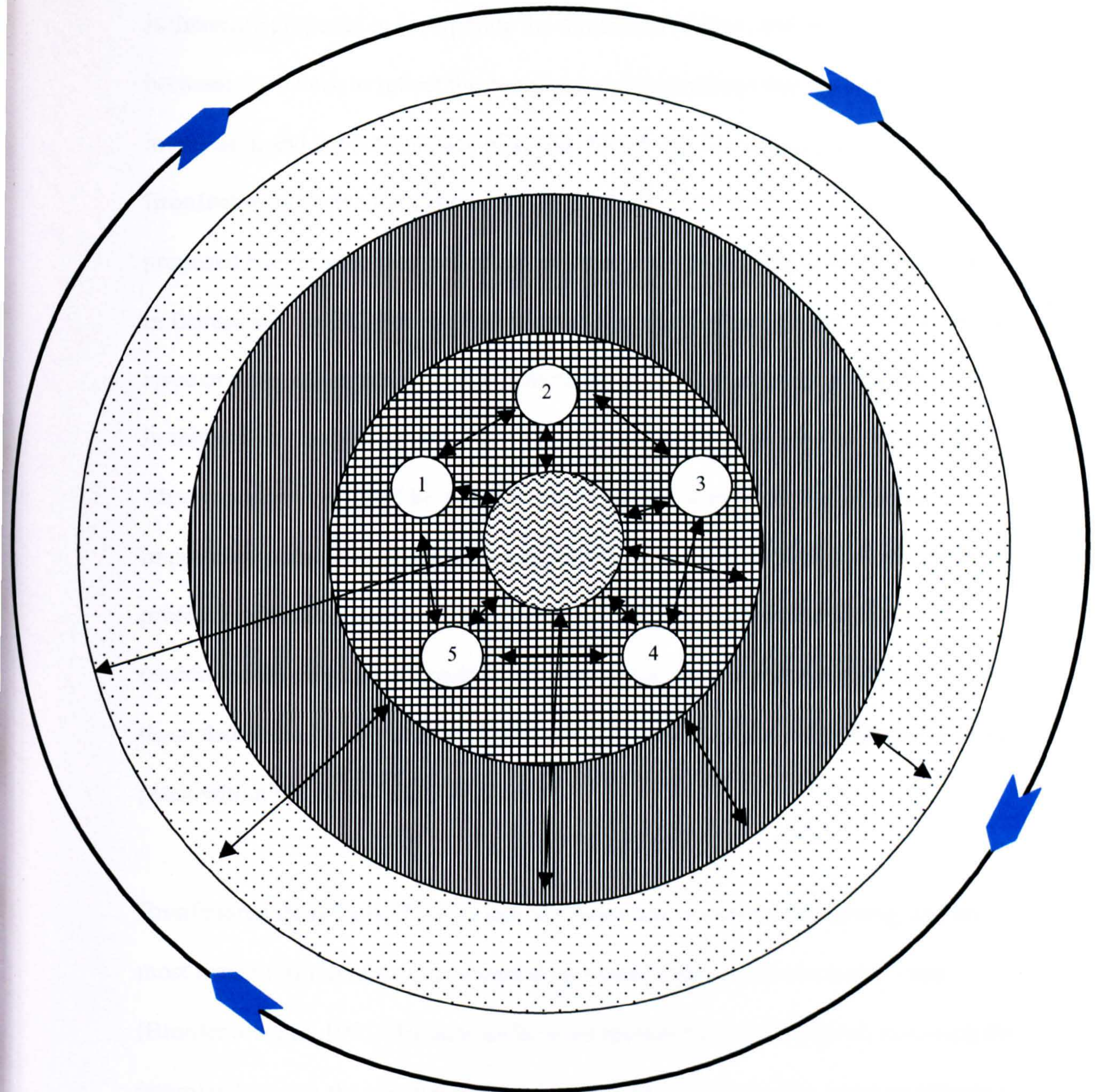
Use of the conceptualisation of Bronfenbrenner's exo-system to serve theoretically as the national UK context was particularly relevant in this research. Many policy decisions taken at this level, whether directly concerned with the European dimension or not, have largely dictated what students have covered on their training courses. The plethora of educational reforms of the last decade, focusing on national concerns of the secondary and teacher education curricula, has had the effect of squeezing out, or sidelining, other wider or global issues. There is simply not enough time on a thirty-six week training course to cover in depth some of the more philosophical or problematic concerns of education for a future European society. They may be highlighted, but not fully explored. This rather narrow and superficial approach to issues within the teacher education curriculum is due, in my opinion, to the government-imposed reforms, prescribing the 'what' and the 'how' of the curriculum. There is no longer any room, or time, for teacher educators to exercise their professional choice on curriculum content and method. Perhaps these wider or global issues would, in the current model, be better covered within the framework of a structured, continuing professional development programme.

Bronfenbrenner's macro-system was interpreted as the larger cultural context of the EU for the purposes of this research, and policy documentation and guidelines were examined in order to analyse what influence it had, if any, on the training of


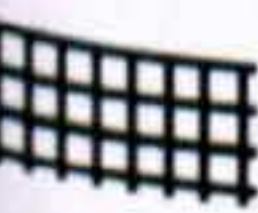


secondary teachers in the UK, as outlined earlier in chapter two. Questionnaires administered to successive cohorts of student teachers probed their views on key European issues. The quantitative data, examined in chapter five, revealed that there was a considerable shift in attitudes to various aspects of the European dimension during the training course, and these will be discussed in more detail later in this chapter.

However, although as a theoretical model Bronfenbrenner's ecology of human development worked well as an initial framework for this research, an analysis of the data has revealed the need to revisit it, in order to extend and develop it further. The linear development and organic growth implicit in Bronfenbrenner's nested structures does not sufficiently reflect the dynamic of multi-directional interactions within and between the systems revealed by the data collected in this study. The current situation requires a model which reflects the enormous complexity of the interactions which take place between all those involved in teacher education, in a variety of directions, and which also includes the concept of change over time. Movement within and between the levels can take place in both directions, outward and inward, so that intense pressure in the exo-system might affect the macro-system, and vice versa. Movement is not a gradual process between one system and the next; rather it can switch between levels, so that something happening in the macro-system might have a direct effect on the student teacher in the micro-system. Diagrammatically, the revised theoretical model I propose might appear as illustrated in figure 11.1, on the following page:

Figure 11.1 Theoretical refinement of Bronfenbrenner's Ecology of Human Development, showing the overlapping and interconnected systems



Key:
Bronfenbrenner's nested environments and interpretations

-  Micro-level, in which the teacher develops
-  Meso-level, the interconnected situations in which the student teacher develops
-  Exo-level, the national (UK) context
-  Macro-level, the European Union context

- Within the Meso-level:
1. Autumn Term Teaching Experience School
 2. Teaching Practice School
 3. Tutor Group
 4. Subject Method Group
 5. Educational/Professional Studies Group

Passage of time, duration of the PGCE course (36 weeks):



In the light of the research findings, an extension to Bronfenbrenner's original model is therefore proposed to incorporate the dimension of time, and two-way movement between the levels, to reflect the complexity of interactions that student teachers are involved in and the current pace of social change. [3] The refining of Bronfenbrenner's theoretical model is highly relevant to the connection that is proposed between the four nested environments and the system of teacher education in Britain and the EU. For me, this is particularly useful because it problematises the issue of time, which is a crucial consideration in the development of student teachers. In this critical analysis of Bronfenbrenner's model, it is proposed that the notion of "development over time" be added to the paradigm, which will be of crucial importance within the micro- and meso-levels, as student teachers change and develop professionally. Concurrently, changes are taking place in the wider societies and communities (exo- and macro-levels) in which the student teachers are training, and these determine, to a greater or lesser extent, the nature of the interrelations that take place within the micro- and meso-levels.

Bronfenbrenner is himself aware that his theoretical paradigm is evolving, and his most recent formulation of the model does indeed introduce the notion of time (Bronfenbrenner, 1995). He now defines his approach as bioecological, involving the interplay between the characteristics of the person and the social context in affecting developmental processes over time (Moen, 1995). The model is referred to as a *process-person-context-time (PPCT) model*, and is based on two propositions:

"Proposition 1

...Human development takes place through processes of progressively more complex reciprocal interaction between an active...human organism and the persons...in its

immediate environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of time. Such enduring forms of interaction in the immediate environment are referred to as proximal processes.

Proposition 2

The form, power, content, and direction of the proximal processes effecting development vary systematically as a joint function of the biopsychological characteristics of the developing person; of the environment, both immediate and more remote, in which the processes are taking place; and the nature of the developmental outcomes under consideration” (Bronfenbrenner, 1995).

Thus the concept of time is brought into the paradigm in Proposition 1 and its importance is recognised, both within and across the nested structures comprising the environment. Proposition 2 highlights the interplay between the proximal processes, the characteristics of the individual, the immediate and distant environment and the nature of the developmental outcomes.

Bronfenbrenner’s reconception of his Ecology of Human Development paradigm into the PPCT model is highly significant, in retrospect, for my research. Examples of proximal processes, namely recurring interactions over time, from the PGCE course at the University of Nottingham would be the Record of Professional Development (ROPD) tutorials that take place between the student teacher and his/her tutor at regular intervals over the course of the training year. These chart the professional and personal development of the student teacher in terms of his/her strengths and weaknesses, and result in realistic and short-term targets being set, to allow the student teacher to work on their areas for development. The tutor monitors the targets at intervals, with the student teacher having to produce evidence of progress made.

During the course of the training year, the student teacher gains a deeper understanding of the processes that are taking place, whilst having concrete evidence, in the ROPD file, that s/he has made progress. The nature of the discussions between tutor and student teacher also become more complex and reflective. Further examples of proximal processes on the PGCE course are the weekly meetings that take place during the teaching practice placement between the student teacher and his/her mentor, to review progress and set targets, and the ongoing discussions which take place between student teachers in their peer groups, either formally within the time-tabled seminars and workshops, or in more informal settings.

In Proposition 2, Bronfenbrenner postulates that the ‘...content and direction of the proximal processes...vary systematically as a joint function’ of three variables – the individual, the environment and the developmental outcomes. This study did not explore in any great depth the biopsychological characteristics of the student teachers. However, the immediate and remote environments were under scrutiny, and the fact that the European dimension was not an important issue for the content of the proximal processes will certainly have had an effect on the developmental outcomes, namely the student teachers’ awareness of and commitment to European issues. The changes in attitude revealed through the statistical data in chapter five were not due to the student teachers having been able to consider and reflect upon in any great depth the European dimension as a part of the proximal processes they had experienced.

Bronfenbrenner himself states that “the models I am proposing are indeed as yet ‘untried’” (1995, p. 620). Further research is therefore called for in order to apply the new paradigm and to test out hypotheses, although I believe that the unique

application of his theory in this study has provided a useful and innovative conceptualisation in which to assess the European dimension in initial teacher education. Having dealt with the theoretical issues emerging from the research, attention should now be given to the development of the key concepts.

2) Developing key concepts

It is apposite now, in the light of the research findings, to revisit the key concepts of a) European co-operation, b) European integration and c) the European dimension in education. These terms, originally defined by me in chapter one, were the concepts which formed the basis of the quantitative sections of the pre- and post-course questionnaire used in the empirical study at the heart of this research. Evidence from both the quantitative and qualitative data, together with further reading, has made it necessary to extend the original definitions. Reference will be made to the findings and reading where appropriate in the discussion. Table 11.1 on page 320 shows the development of the concepts from their original definitions at the beginning of this research to the revised definitions formulated at the end of the process, highlighting the important issues which have contributed to the development.

Key Concept	Original Definition	Important concepts contributing to revised definitions	Revised Definition
European co-operation	<p><i>“European co-operation refers to Britain making its own decisions, and in a national capacity, working alongside other countries in Europe on an equal basis, in different socio-political and cultural spheres, in order to foster mutual awareness and understanding.”</i></p>	<p>Full sovereignty Joint decision-taking Common practices</p>	<p><i>“European co-operation refers to Britain retaining full sovereignty, and working alongside other countries in Europe on an equal basis to take joint decisions, in a wide range of socio-political and cultural spheres, in order to foster mutual awareness, understanding and common practices.”</i></p>
European integration	<p><i>“European integration refers to Britain accepting decisions made at a supra-national, political level by a greater European communal authority, in matters of specific legislation, where Europe sets the agenda for change and where the needs of the community as a whole are placed before national interests.”</i></p>	<p>Some ceding of sovereignty Economic, political and social legislation</p>	<p><i>“European integration refers to Britain ceding sovereignty in some areas and accepting decisions made at a supra-national, political level by a greater European communal authority, in matters of specific economic, political and social legislation, where Europe sets the agenda for change and where the needs of the community as a whole are placed before national interests.”</i></p>
The European dimension in education	<p><i>“The European dimension in the curriculum can be seen as an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enables them to be aware of their rights and opportunities, whilst at the same time it encourages positive attitudes to people in the wider continent of Europe and the rest of the world.”</i></p>	<p>Citizenship</p>	<p><i>“The European dimension in the curriculum can be seen as an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enables them to be aware of their rights and opportunities as citizens of the European Union. At the same time, it encourages positive attitudes to people in the wider continent of Europe and the rest of the world.”</i></p>

Table 11.1: Development of key concepts, issues and definitions

a) European co-operation

In chapter one, I defined European co-operation as follows:

“European co-operation refers to Britain making its own decisions, and in a national capacity, working alongside other countries in Europe on an equal basis, in different socio-political and cultural spheres, in order to foster mutual awareness and understanding.” (Convery, 2001)

The results of this study do not indicate that a substantial change to the original definition of European co-operation is necessary. The majority of student teachers, both in the UK and other European countries were overwhelmingly in favour of co-operation, and in their answers to the qualitative sections of the questionnaires provided examples of co-operative projects and ways of working which would be of enormous benefit to pupils in schools. The qualitative data from the in-depth interviews did not raise any new issues on the subject of European co-operation, but served to substantiate the original definition. However, further reflection has led to the need for a slight rewording and tightening of the original definition, to include the notion of sovereignty, the breadth of issues tackled and the outcomes. Brigid Laffan (1992) describes co-operation as follows:

“Intergovernmental co-operation occurs within clearly defined limits and is controlled by the member states. In other words, organisations characterised by intergovernmental co-operation are not intended to impinge greatly on national sovereignty. Organisations designed to promote intergovernmental co-operation do

not create a centre of power and authority independent of the participating states”
(p3).

For example, organisations characterised by co-operation are the Council of Europe, the North Atlantic Treaty Organisation (NATO), the European Free Trade Association (EFTA) and the Organisation for Economic Co-operation and Development (OECD), amongst many others. The work of the Council of Europe ‘promotes intergovernmental co-operation by means of conventions and standing conferences’ and ‘includes the following policy areas: human rights, social policy and legal matters, mass media, education and culture, conservation and the environment, and youth affairs’ (ibid. pp 44-45). As a result of the empirical findings and further reading, a new conceptual understanding of the term ‘European co-operation’ would be:

“European co-operation refers to Britain retaining full sovereignty, and working alongside other countries in Europe on an equal basis to take joint decisions, in a wide range of socio-political and cultural spheres, in order to foster mutual awareness, understanding and common practices.” (Convery, 2001)

Although there is now a substantial history of co-operation between countries and interest groups in Europe, for real progress to be made in European rapprochement, co-operation must lead to the overlapping theme of integration.

b) European integration

The initial definition of European integration that I offered in chapter one was as follows:

“European integration refers to Britain accepting decisions made at a supra-national, political level by a greater European communal authority, in matters of specific legislation, where Europe sets the agenda for change and where the needs of the community as a whole are placed before national interests.” (Convery, 2001)

According to the quantitative data, the student teachers were much less supportive of the notion of European integration than they were of European co-operation. Furthermore, the successive British cohorts became markedly less supportive during the course of their training year, which was a surprising finding. The general lack of support for integration is possibly due, in part at least, to the largely negative reporting in the press and media of matters European. Specifically, the thorny issue of the status of national sovereignty could also have influenced the views of the student teachers, who were perhaps not ready to place community needs before national interests. Qualitative evidence from the in-depth interviews did not raise any major new issues concerning European integration, but revealed mixed opinions and understandings of the concept.

As in the case of European co-operation, further reading has led to the need to consider the issue of loss of sovereignty:

“When states engage in integration, they cede some part of their individual sovereignty in favour of its joint exercise with other states” (Laffan op.cit. 1992 p. 3).

Haas (1971) points out one of the benefits to be gained from such a loss:

“...states cease to be wholly sovereign, ...they voluntarily mingle, merge, and mix with their neighbours so as to lose the factual attributes of sovereignty while acquiring new techniques for resolving conflict between themselves” (p. 6).

Several writers point to the main arenas for the development of integration as being economic, political and social (Close, 1995; Laffan, 1992; Wilson and van der Dussen, 1995), and this should also be made explicit in a reformulated definition. A new conceptual understanding of the term ‘European integration’, based on evidence from the data and further reading, would therefore be:

“European integration refers to Britain ceding sovereignty in some areas and accepting decisions made at a supra-national, political level by a greater European communal authority, in matters of specific economic, political and social legislation, where Europe sets the agenda for change and where the needs of the community as a whole are placed before national interests.” (Convery, 2001)

Much of the literature about Europe focuses on co-operation and integration processes. There is a relative paucity of writing specifically on the European dimension in education.

c) The European dimension in education

In chapter one it was acknowledged that the term European dimension was one that the research sought to elucidate, and one of the original research questions was framed thus:

Research question 4: ‘What is meant by the term ‘European dimension’?’

The following, initial definition was one that I formulated, based on my previous research, teaching experiences and extensive reading:

“The European dimension in the curriculum can be seen as an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enables them to be aware of the rights and opportunities available, whilst at the same time it encourages positive attitudes to people in the wider continent of Europe and the rest of the world.” (Convery, 2001)

The student teachers were overwhelmingly positive in their support of the European dimension in the curriculum, as evidenced by the quantitative data from the questionnaires reported earlier in chapter five. However, they did not have sight of the definition quoted above when they completed the questionnaires and it is the qualitative data, from the in-depth interviews, reported in chapter seven, which provides a clearer picture of the different ways in which they understood the term ‘European dimension’. Their responses to the question *‘What do you understand by the term ‘European dimension’?’* were varied and centred round the categories of geography and spatial awareness, the curriculum, citizenship and identity. The original definition included elements of geography and spatial awareness (*wider continent of Europe, the rest of the world*), the curriculum (*knowledge, skills and understanding*) and citizenship in general terms (*rights and opportunities, positive attitudes to people*), but did not make specific reference to EU citizenship or identity. Since several student teachers, from both the UK and other European cohorts, mentioned aspects of EU citizenship and identity in the in-depth interviews, a revised definition of the European dimension has been formulated to include them:

“The European dimension in the curriculum can be seen as an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enables them to be aware of the rights and opportunities available to them as citizens of the European Union. At the same time, it encourages the development of a sense of identity and the formation of positive attitudes to people in the wider continent of Europe and the rest of the world.” (Convery, 2001)

The theme of citizenship is being introduced into the National Curriculum for England and Wales from September 2002. It will be interesting to note whether European citizenship plays a significant part in this, or whether it will be sidelined in favour of a more national focus. [4]

Having discussed theoretical and conceptual issues, this chapter now moves on to a discussion of the current political climate, as a context in which to examine the main European themes emerging from the research.

3) Current Political Climate

In the five years since the completion of the empirical research for this thesis, there have been major developments in Europe: a war in Bosnia, ethnic cleansing in the Balkans, the rise of neo-Nazism in Germany, the incidence of an increasing number of homeless and stateless people, a rise in the number of immigrants and the emergence of new states, following the break-down of old political orders. Issues of identity, citizenship and borders have never been so confused. However, before

discussing the major implications for the European themes raised by this research, it is important to locate the analysis and development of Bronfenbrenner's theoretical model within the political dimension of 2001, at the turn of the millennium, and set the discussion in the broader political context. Bronfenbrenner's, fourth or macro-level, deals with values and ideologies in the larger cultural context, and was interpreted for the purposes of this research as the European Union, to provide a theoretical vehicle to encapsulate the political and ideological dimensions of the study, as detailed in chapter three. It is important to consider the extent to which the European Union exerts pressure on national governments and influences policy and practice within the member states. Similarly, it is possible for the governments of member states to exert pressure on the European Union and for legislation to be altered or amended accordingly.

There is ongoing debate in the British press, and throughout Europe, concerning the nature of European integration and identity. I draw heavily on this reporting for this chapter, to capture the timeliness of the issues and also to off-set the relative absence of current literature in the field. The Guardian, for example, has a web site dedicated to European integration [5], which indicates the importance of the issue. Regular articles by Guardian feature writers and commentators, stereo-typically considered to be representatives of a middle-class, liberal press, promote the positive aspects of further European integration, and the advantages to be gained by Britain continuing as a member of the EU. [6] This contrasts strongly with the ongoing debate in the Daily Telegraph, which takes an anti-European stance, and whose pages frequently contain invective calling for Britain's withdrawal from the EU and a strengthening of the nature of British, or English, identity. [7]

Issues of Europeanism rise and flow on the political agenda, but for the general election of 2001, they again appear on political platforms to discredit or endorse current political thinking. For example, Tony Blair was recently forced to define the date of the promised referendum on whether Britain should join the euro or not. Furthermore, addressing the Tory spring conference in Harrogate on 4 March 2001, William Hague made a controversial speech, drawing the attention of the right wing of the Conservative Party to a possible future scenario under a second term of Labour Government:

"Let me take you on a journey to a foreign land – to Britain after a second term of Tony Blair". Clearly, there was more than a hint of xenophobia expressed as he continued, *"The Royal Mint melting down pound coins as the euro notes start to circulate. Our currency gone forever. The chancellor returning from Brussels carrying instructions to raise taxes still further."* [8] Michael Heseltine, the former Conservative deputy prime minister, was led to disagree:

"Does anyone seriously think that France is a 'foreign' country? Or that Germany is a 'foreign' country?" [9]

I would argue that the word 'foreign' is not one that has significance for the world in the twenty-first century. With the populations of so many countries being composed of citizens from many different backgrounds, 'foreign' can be a loaded word which has connotations. Even amongst the Tory backbenchers, one notes the conflicting views of what constitutes a foreign power and what constitutes British identity.

With a huge diversity of backgrounds and notions of citizenship and identity in Europe, the concept of 'foreign', or a foreign country sits uncomfortably, since the

popular press, and sections of the British community, can employ the term with negative connotations. As we search for new language to better convey diversity, complexity and the relationship of one country to another, incorporating shifting notions of political correctness, we have to rely on the lexical corpus available, however inadequate. I find the word 'foreign' unacceptable for the purposes of this discussion, and indeed for future good educational practice, and prefer to use overseas, continental, European or some other term. Language is not neutral, [10] and we need to find alternative terminology to better articulate our position, both professionally and personally.

4) Major implications for European themes

Having considered the political climate in the UK and Europe at the beginning of the twenty-first century, the three main European themes which emerged from the empirical data will now be discussed, in relation to the original research questions posed in chapter one. The three themes are European integration, teacher training policy and European identity and table 11.2, on p. 330, shows the inter-relationship between the themes, key concepts and definitions and the research questions.

Major European Theme	Key concept/definition	Original Research Question
European Integration	<p>“European integration refers to Britain ceding sovereignty in some areas and accepting decisions made at a supra-national, political level by a greater European communal authority, in matters of specific economic, political and social legislation, where Europe sets the agenda for change and where the needs of the community as a whole are placed before national interests.” (Convery, 2001)</p>	<ul style="list-style-type: none"> • What are the attitudes of student teachers to Europe? • Do student teachers’ attitudes to Europe change during the course of the initial training year?
Teacher Training policy	<p><i>“The European dimension in the curriculum can be seen as an approach to education from a European perspective, where young people can develop the knowledge, skills and understanding which enables them to be aware of their rights and opportunities as citizens of the European Union. At the same time, it encourages the development of a sense of identity and the formation of positive attitudes to people in the wider continent of Europe and the rest of the world.”</i> (Convery, 2001)</p>	<ul style="list-style-type: none"> • Does the initial training of teachers include preparation for teaching about Europe? • What is meant by the term ‘European dimension’? • Should the initial teacher education curriculum include a European dimension? • What would be an effective way of delivering a European dimension in an initial teacher education course? • Does the inclusion of a European dimension in the initial teacher education curriculum help to change attitudes to Europe?
European Identity	<p><i>“European identity is a framework within which each individual can build upon his or her own personal, social, local, regional and national identities, following the European principles of, for example, equal opportunities, democracy, human rights, religious tolerance and freedom of opinion..”</i> (Convery, 2001)</p>	<ul style="list-style-type: none"> • Is there such a concept as “European identity”?

Table 11.2: Inter-relationship between the themes, key concepts, definitions and research questions

i) European integration

The first main theme, European integration, has been shown by the findings to be a controversial issue and, in my opinion, it is clear that there has been a lack of discussion in the media, and by the British government, concerning the positive aspects of further European integration for Britain. Furthermore, negative aspects of perceived loss of sovereignty have dominated the debate. This may have contributed to the formation of the student teachers' views on Europe, as revealed in this research. It is now apposite to return to the research questions which were posed at the beginning of the thesis.

Research question 1: *'What are the attitudes of student teachers to Europe?'*

The study has indeed revealed a wealth of information in this respect, as analysed in chapter five. Data have revealed that the UK student teachers are positive about European co-operation, and even more so about education issues to do with Europe, namely, having a European dimension in the curriculum. The study also revealed that they were less positive about European integration, and this can be understood in that it requires a greater amount of commitment, indeed, a leap of faith in a relatively untried and untested arena. Interestingly, the results for the European student teachers revealed that they shared the attitudes and opinions of their British counterparts, but that they were more positive in their expression of them.

Research question 2: *'Do student teachers' attitudes to Europe change during the course of the training year?'*

This was answered with an overwhelming 'yes'! Significant changes in their views between the beginning and end of their training have been revealed by the quantitative data, and not always in ways which might have been anticipated. The philosophy underpinning the PGCE course at the University of Nottingham is based upon a belief in equal opportunities and a multicultural approach to education. Great importance has always been placed on values and attitudes, demonstrable in the course documentation (see PGCE Student Handbook), and in the general ethos of the course, as stated in the aims and objectives. It would have been reasonable, therefore, to hypothesise that student teachers would develop more positive attitudes to aspects such as European co-operation, integration and the role of the European dimension in the curriculum. However, although quantitative data did reveal such a change in terms of European co-operation and the role of the European dimension in education, the hypothesis was not sustained on the question of European integration. There would appear to be a tension between the student teachers' overwhelming approval of the idea of Britain working and co-operating with other European countries, whilst retaining national decision-making powers, and their reluctance to cede a certain amount of sovereignty, or state autonomy, for the greater good of the wider community in Europe. [11]

This apparent lack of commitment on the part of the student teachers in this study to European integration may have serious implications for the further development of the European ideal. The student teachers in this study showed themselves suspicious of moves to relieve Britain of her ability to legislate nationally and to cede elements of her sovereignty. If the new entrants to the profession, as people responsible for the education of future generations, are not supportive of the kind of changes necessary

on a political level to achieve a more integrated European Union, then the goal will take longer to reach. The message for politicians, both national and European, is clear: change is best brought about through education, inspired by grass-roots initiatives and implemented with enthusiasm by ordinary members of the public, rather than the top-down legislation in terms of economic, social, monetary and other reforms imposed by politicians. This is certainly borne out by the quantitative and qualitative data generated in this study, which shows that all the student teachers, both UK and European, were most positive in their responses to the issues surrounding the European dimension in education.

ii) Teacher Training Policy

The second main theme to emerge from the data was that of teacher training policy. A number of the original research questions outlined in chapter one relate specifically to teacher training policy and the role of the European dimension within the teacher education curriculum, and it is important here to consider the implications for policy and practice for both teachers and teacher educators.

Research question 3: *'Does the initial training of teachers include preparation for teaching about Europe?'*

This question was answerable by a close examination of governmental requirements for the training of teachers and the documentation of the University of Nottingham PGCE course. In both cases there has been a diminution of what might be defined as a European dimension. When I first began working full-time in teacher education in

April 1991, the government requirement, outlined in the Department of Education and Science Circular 24/89, was for the European dimension to be included in the teacher education curriculum, as one of a number of cross-curricular themes. [12] However, three years later this explicit inclusion was removed with the publication of Circular 9/92, which introduced the competence-based approach to teacher education. An oblique reference, under the heading of 'Further Professional Development', to student teachers having to acquire "an awareness of individual differences, including ...cultural dimensions" is the only competence where a tenuous interpretation of the European dimension could be made. [13] This Circular was superseded in 1998 by Circular 4/98, which introduced the Standards for the Award of Qualified Teacher Status. These Standards place great emphasis on the breadth and depth of subject knowledge by the student teachers, together with competence in planning, teaching, class management, assessment and other professional requirements. There is, however, no mention at all of the European dimension, tenuous or otherwise.

In parallel with the developments in teacher education policy, the full impact of the introduction of the National Curriculum in England and Wales in 1987, and its assessment requirements, has meant that the cross-curricular dimensions and themes, where the European dimension was originally located, were quickly dropped. [14]

The main emphasis in schools was on the delivery of the statutory core and foundation subjects, with non-statutory issues squeezed out through lack of time and resources. Who, then, can be expected to take the initiative, since

"Without the requirement to include it for purposes of assessment or for OFSTED inspection, many teachers may not see it as a priority"? (Convery et al, 1997, p.91).

It is of great concern that in the space of ten years, at a time when political, economic and social integration in Europe is proceeding at an ever increasing pace and complexity, the equivalent structures for locating education within the integration process have apparently disappeared from the British education system. It is as if educational planners and policy makers are ignoring the developments taking place (or are even ignorant of them) in other areas of society, and indeed of Europe. Despite the explicit guidelines issued by the EU Council of Ministers, referred to in chapter two, regarding the inclusion of the European dimension in the curriculum, these have at best had lip service paid to them and at worst, been largely ignored by British policy makers. I would argue, therefore, that educational policy and curriculum development as presently constructed appears to be conceived in an isolationist vacuum and perpetuates ethno- and Brito-centrism. [15]

Research question 5: *'Should the teacher education curriculum include a European dimension?'*

In terms of education, there was overwhelming approval across both cohorts of student teachers, UK and European, for all the aspects of the European dimension highlighted in the questionnaire, as detailed in chapters five and nine. There was strong agreement that the curriculum should be permeated by European awareness and that this should include elements of the history, geography and cultural background of other European countries. Secondly, the learning of a European foreign language was also considered as an important skill. For the UK students, this is in direct contrast to government policy, where there is currently no statutory provision

for the learning of a foreign language during the primary phase, and where pressure is being applied to remove foreign languages from the core curriculum at key stage four.

[16] Meanwhile, our close European neighbours, the French, have introduced legislation for 2002 to give all children the opportunity to learn a foreign language from the last year of nursery school, and making the study of a second foreign language compulsory at the beginning of the secondary phase. [17] This example of very different national policy in the field of education from two member states of the European Union is illustrative of one area which would benefit from a more coherent and central approach. When Jean Monnet remarked that he wished he had 'started with education', referred to earlier in chapter one, his hindsight was remarkable. The empirical research of this thesis clearly shows the importance placed on change through educational intervention by student teachers, and this is an important message for national and supra-national policy makers and decision takers.

The third and final element of the European dimension in the curriculum which was probed in the questionnaire was the opportunity for movement between countries in Europe. Again, support for the proposal that all pupils should have the opportunity to visit another European country was overwhelming, as was the suggestion that all students in higher education should have the opportunity to study for part of their course in another European country. There was unanimous agreement amongst the student teachers over the benefits of travelling and studying abroad, in terms of increasing tolerance and understanding of others and gaining insight into different cultures. This result was confirmed by the analysis carried out according to the variables of the number of countries visited in Europe and the number of foreign languages spoken. The student teachers who had travelled a great deal and those who

spoke the most foreign languages were the ones who were the most open to European integration, which indicates a certain feeling of ease in other settings, or perhaps a stronger sense of self. The implications of the findings of my study are that the EU Ministers of Education could be more proactive in opening up the opportunities for young people to cross borders. For example, they could initiate a programme of exchange visits open to all pupils in secondary education, together with a programme of study visits for all higher education students. Although such arrangements do exist under the current Socrates and Erasmus programmes, the number of young people benefiting from them is limited, because of the limited amount of financial support, in the form of grants, available. In financial terms, the cost of such an ambitious programme, were it to be initiated on a pan-European scale, would be enormous. On the other hand, what would be the alternate scenario for Europe in the twenty-first century? Aspects of human nature which education may rightly wish to challenge are, for example: continuing racist behaviour towards, and suspicion of immigrants; outbreaks of violence at international football matches; loutish and drunken behaviour of young people when holidaying abroad for the first time. If the vision of a fully-integrated Europe is to become a reality, then the kind of programmes being suggested here are a necessity, and must attract high levels of funding and sponsorship from multi-national companies.

In order to keep pace with a developing federal structure in Europe, there ought at least to be measures within the education system aimed at ensuring that the decision-makers of the twenty-first century are equipped with the means to cope with change and complexity. All young people need to understand their rights and responsibilities as citizens in the different spheres in which they live and work, including Europe. The

young people interviewed in the CRMLE survey (Convery et al, 1997) were emphatic in their desire to be better informed about the European dimension, and that they wanted schools to be able to help them understand the confusing and often contradictory messages received from the media. The quantitative data from the questionnaires in this research showed overwhelming support for the inclusion of a European dimension in the curriculum on the part of student teachers from all subject areas over a period of four years. If future teachers think that pupils should learn about Europe in schools, it then follows that student teachers need to be prepared during their training course to teach about the European dimension.

Research question 6: *'What would be an effective way of delivering a European dimension in a teacher education course?'*

The model being used in the University of Nottingham PGCE course when I first became involved was the 'bolt on' one, where students were introduced to the concept in the final three week Short Courses phase of the course. This was neither a useful nor a helpful model, and the negative reactions to it, described in chapter one, were a large part of the stimulus for the empirical research of this thesis. The next model used was a more integrated one, where the European dimension was covered together with citizenship, as part of the Professional Studies strand of the course during the first term. Student teachers attended a workshop led by three lecturers, during which they not only received information about citizenship, including European citizenship, but also a whole range of ideas for tasks and activities designed to help raise awareness about the topic. They then had to plan and deliver their own seminar to a group of peers on the same topic. This was a more successful model, and together

with a yearly programme of visiting Erasmus students and lecturers, helped to make the European dimension issue more firmly embedded in the course, and thus less controversial.

Since 1998, there has also been the opportunity for student teachers to take part in a Socrates-funded Intensive Programme, entitled "Educating for European Citizenship in the 21st Century". This has involved a ten day course in Leipzig (1998), Vienna (1999) and Groningen (2000), attended by student teachers from partner teacher training institutions in Nottingham, Leipzig, Vienna, Groningen, Lisbon and Angers. In an attempt to widen the remit of the group, and to include participants from Eastern Europe, two student teachers from Hungary joined the group in 1999, and in 2000 similarly, two student teachers from Macedonia participated. These are the kinds of initiatives which I feel do contribute to the development of greater awareness of the European dimension, to knowledge of our similarities and differences and to the removal of barriers. Such developments can only work towards a more integrated European community and may contribute towards the development of more positive attitudes to Europe.

Research question 7: *'Does the inclusion of a European dimension in the initial teacher education curriculum help to change attitudes to Europe?'*

This is a very difficult question to answer with conclusive evidence. As discussed earlier in chapter two, we cannot assume a causal link between attitudes and behaviour. Allowing student teachers to experience a European dimension during their training course does not necessarily mean they will become more favourably

inclined towards it. It is one factor amongst many possibilities. Although attitudes are acquired or learnt, and have a fixed quality about them, they can be subject to change. However, a person's ability to resist attempts to change attitudes is considerable (Reich and Adcock, 1976). Consequently, any answer must be qualified, and the evidence from the data should be interpreted with this fact in mind.

Although the vast majority of student teachers (92%) replied that they had had the opportunity to consider the European dimension during the course of their initial training, only 46% were confident that they understood the position of the European dimension within the National Curriculum. Thus the exposure to the European dimension did not automatically result in understanding on the part of the student teachers. If they did not understand certain aspects, it is unlikely that they would feel positive about them. During the in-depth interviews, reported in chapter seven, question nine (see Appendix L) probed whether the student teachers believed that their attitudes to the European dimension had changed during the course of the PGCE year. The answers ranged from a definite 'no', implying that they had originally felt negatively about it, and still did, to an emphatic 'no' because they had already experienced it prior to coming on the course: *"No. I always have for a long time felt quite European."* Some students felt they had changed their attitudes, and were strongly negative: *"Yeah. Mine have a lot. Before I started this course, I must say I thought Europe would be one big happy family, but personally I just don't think it's physically possible."* Other students felt that they had become more positive about the European dimension: *"I think that thinking about it as a European dimension has changed for me. I've not really considered it as an area of education before, to be honest..."*. In summary, the answers to question nine were varied, with no clear

pattern emerging from the responses, and with students revealing differing levels of understanding of the issue.

The relationship between values, attitudes and behaviour is complex, and although we cannot be certain, there is an underlying belief that by trying to change attitudes we are ultimately focusing on behaviour (Reich and Adcock, 1976). For the purposes of this study, behaviour is interpreted as what the student teacher does, or intends to do, in the classroom. Two of the questions on the post-course questionnaire asked student teachers about their present and future behaviour. 46% said they had included aspects of the European dimension in their teaching during teaching practice, whereas 94% stated that they intended to include aspects of the European dimension in their future teaching, either occasionally (60%) or as a regular feature (34%). It may be that a European dimension in an initial teacher education course contributes to more positive attitudes to Europe, but the evidence is not conclusive, and there are a range of other factors which may well have influenced the process, and be equally, if not more, important.

iii) European Identity

The question of identity is one which is currently generating debate in the press, and one which causes conflicting discourses among academics and researchers alike, as demonstrated earlier in chapter two. The questions posed in the press generally ask what exactly European identity is, and how it is defined? This has led to a discussion in the press and the media on the issue of British identity. Tabloid journalists tend to focus on the perceived loss of British identity, under the threat of domination by

Brussels, and to use headlines such as, “*Up yours, Delors!*” [18], in order to stir emotions and feelings of fear and anger. Questions surrounding the definition of British, or more precisely, English identity have been raised, in an attempt to justify the right to say ‘I’m British’ or ‘I’m English’, but the resulting articles have concluded that it is almost impossible to find a definition that would apply to everyone. [19] These were some of the issues that the research question on European identity hoped to probe.

Research question 8: *Is there such a concept as “European identity”?*

At the end of the data gathering period, in July 1997, student teachers were asked whether they felt European rather than British, as part of the post-course questionnaire (see Appendix E). Student teachers in Austria, France, Germany, the Netherlands and Portugal were also asked whether they felt European or their national identity in 1997 (see Appendices G-K). The results, reported in chapter nine, showed that, with the exception of Germany, the majority of student teachers felt more their national identity than European. However, the fact that there were significant numbers who felt primarily European (40% of Austrian student teachers in the survey, for example) means that the research question under discussion can be answered affirmatively, since a significant number of respondents recognised it as a meaningful concept. Defining what it meant to be European was more problematic. The views of the student teachers on this issue were reported earlier in chapter nine.

Reflections on the issue of European identity

In the political and social reality of twenty-first century Britain, and indeed Europe, where the population is composed of people from many different ethnic groups and backgrounds, I would question whether it is any longer appropriate to have a national identity as one's primary source of identity? History has demonstrated the dangers of strong nationalist identities during the nineteenth and twentieth centuries, leading to conflict and human suffering on unprecedented scales. Habermas (1991) has stated that the creation of a European state, similar to the earlier nation states, is not desirable:

"our task ... is to develop a new political self-confidence commensurate with the role of Europe in the world of the twenty-first century" (cited in Wilson and van der Dussen, 1995, p. 206).

I would suggest that, for a new millennium, a way forward would be for people to search for, or recognise, new ways of identifying with each other. These might include, amongst others, the notion of European citizenship, given that nationals of each EU member state were accorded the legal status of European citizens, and associated rights, under the Maastricht Treaty of 1992.

The idea of the development of a new kind of European citizenship, capable of uniting its citizens through its inclusive policies and legislation, is compelling.

Delanty offers a systematic critique of the idea of Europe, and is largely sceptical of:

"whether a European identity (can) emerge as a collective identity capable of challenging both the cohesive force of nationalism and racism without becoming

transfixed in either consumerism or the official culture of anonymous institutions?

(1995, p. viii). However, he does offer a glimmer of hope, and states that:

“A tentative answer is that the idea of Europe can be the normative basis of collective identity only if it is focused on a new notion of citizenship” (ibid. p. 1) which ‘unambivalently accommodate(s) diversity’ (ibid. p. 3). In this respect, issues concerning the rise of neo-nazism, ethnic cleansing and the plight of immigrants must be dealt with within the framework of a multi-cultural, pluralist European society, where citizenship is defined by residence, and not by birth or nationality. Thus, “post-national citizenship”, as termed by Delanty, involves participation by citizens in the European democratic polity and the right to cultural autonomy. This has enormous implications for education and teacher training. In this respect, the British government’s plan to introduce citizenship into the National Curriculum for all pupils in key stages two, three and four from September 2002 is to be applauded. It will be interesting to see how successful the initiative is, and whether it achieves its aims. Further measures will also be necessary, taken at a macro-level by the European Ministers of Education, with any loss of sovereignty that this may entail for individual member states.

One such measure would involve a common policy for language learning across the EU. Viviane Reding, the commissioner responsible for education across Europe, said last year:

“Every citizen of Europe has the right to set himself up in another member state where he can work and study, but to fully take advantage of this opportunity knowledge of the host country’s foreign language is essential.” [20]

She continued, making an explicit connection between language learning and European identity:

“By learning a language, any language, we come closer to a foreign culture and learn to know and appreciate each other and to accept our differences. It is the key to building a European identity far removed from the clichés of intolerance and racism.”

The idea expressed by the commissioner, above, is borne out by the empirical research carried out for this thesis. When I analysed the statistical data according to the variables of the number of foreign languages spoken and the number of European countries visited, the students who spoke the most foreign languages and those who were the most widely-travelled, were those whose attitudes to Europe were the most positive. New identities can be formed through travel and speaking other languages.

Academics and researchers have postulated the notion of multiple identities (Grant, 1997, Weiler, 1999), and this would certainly appear to be a way forwards for the European Union and the desire to foster ‘...an Ever Closer Union among the Peoples of Europe’ (Treaty of Rome, 1958). Identity is primarily concerned with the need to belong, and to be a useful member of a group, of different groups. Recognition of one’s place in society comes with maturity and confidence, and the role of education in enabling individuals to recognise and feel comfortable with personal and social identities should not be underestimated. In this respect, a concentric circles model for developing an individual’s sense of identity is useful, and to a certain extent matches Bronfenbrenner’s ecology of human development, as illustrated in figure 11.2. Thus a child could recognise his/her role in the family, nursery environment, playgroup and other immediate settings, which correspond to Bronfenbrenner’s micro and meso

levels. As the child grows and develops, he or she may take on a role and have changing roles, and recognise their place, in the local, regional or national communities, thus corresponding to Bronfenbrenner's exo level. Finally, in my interpretation of Bronfenbrenner's model, the young person could feel an affiliation with Europe, thus being part of the macro level, engaging in a broader sense of geography and one's place in Europe. This exemplifies a point made earlier in this chapter in the theoretical discourse concerning Bronfenbrenner's reconception of his bioecological paradigm, the *process-person-context-time (PPCT)* model.

I am proposing the Bronfenbrenner model as a way of explaining the multiple possibilities of identity and the reinforcement of my view that it is possible to move away from national identity as the first, or only, descriptor of self, to one of European identity. I recognise in proposing this argument that it challenges for many the status quo, and it may be seen as idealistic and over ambitious. However, we are only at the very beginning of the European project, the European vision of European integration and citizenship in human terms, and therefore should not prematurely close down possibilities of a stronger or closer European identity because of adverse statements by politicians and the press. This concentric circles model suggests the idea of structured layers of identity, but does not fully acknowledge the complexities of the notion of identity as it is applicable for the twenty-first century. Griffiths (1995), as detailed earlier in chapter three, has referred to the 'web of identity', which is a more appropriate metaphor for the shifting and changing nature of human identity.

Although there was only one original research question to probe the issue of European identity, it has now become, in my opinion, the most important of the three major

themes to emerge from the empirical data of this thesis. This is because understanding identity is a fundamentally important aspect of education, for the establishment of a valid self-construct and the reinforcement of self-esteem (Stevens, 1997; Wetherell, 1997). The ability to recognise and be comfortable with one's place in the different social and political groups to which one has access is fundamental to being able to enjoy the rights and responsibilities of citizenship, including European citizenship. However, questions relating to an individual's sense of identity are problematic, being suffused with issues of the public and private perceptions of the self. The complexity of the notion of identity is one which must be tackled through education, and I shall return to this issue in the final chapter.

Throughout this chapter and dissertation, the focus has been on broad philosophical concerns pertaining to the European dimension in education - European integration, teacher training policy and the notion of identity. The thesis is concluded by a more practically-based perspective on the implementation of policy and practice.

PERSONAL VIGNETTE

I first started this research in September 1992 and I am writing the final chapters between March 2001 and March 2002. Ten years, and a long journey, with professional and personal highs and lows along the route. Reflecting on the complex nature of multiple identities and the proximal processes that one is subject to in the rapidly changing world at the beginning of the twenty-first century, has led me to take a life course perspective on my own roles: lecturer, parent, tutor, colleague, friend, bread-winner, researcher, amongst others. All are varied, with differing demands, and have involved steep learning curves at various stages.

My identity as a researcher has been slow in developing. It is only now, as I am reaching the end of this particular research journey, that I feel comfortable in assuming the role of researcher, as I can see the concrete evidence of what I have achieved: asking questions; identifying and applying theoretical frameworks; selecting a methodology; collecting and analysing data; and drawing conclusions. The developmental processes through which I have progressed have determined my future developmental course, to paraphrase Bronfenbrenner.

NOTES

1. This quotation was observed outside an exhibition in Prague Castle, August 1996, and was photographed by John and Rebecca Guest.
2. The Competences for the Training of Secondary Teachers were introduced by the DES Circular 9/92, which was superseded by the Standards for the Award of Qualified Teacher Status (DfEE Circular 4/98).
3. To test out the validity of my theory, I contacted Professor Bronfenbrenner myself by email, at Cornell University, where he is Jacob Gould Schurman Professor Emeritus of Human Development and Family Studies and of Psychology. At the time of writing, I am still awaiting his reply.
4. In the KS3 Programme of Study for Citizenship, pupils should be taught about the role of the European Union. Interestingly, in the KS4 Programme of Study for Citizenship (see chapter 1, note 12), Bronfenbrenner's concept of the environment as a set of nested structures appears, with Europe mentioned as one of the levels in which pupils can bring about social change.
5. The site can be found at: <http://www.guardian.co.uk/eu>
It is an interactive site, which allows the visitor to click on each country on a map of Europe, to find out the country's status with regard to Europe and its attitude to EU integration.

6. "A European Magna Carta" by Daniel Cohn-Bendit in the Guardian, Friday 10 November, 2000.
7. "It's not just foreigners who find Britain a foreign land" by Minette Marin in the Daily Telegraph, Saturday 10 March 2001.
8. Reported in the Guardian on Monday 5 March 2001.
9. Reported in the Guardian on Monday 5 March 2001.
10. See, for example, Fairclough, 1992 and Pennycook, 1994.
11. For more on this theme of European political sovereignty, see Jenkins and Sofos, 1996; La Torre, 1998; Morgan and Tuijnman, 2000; O'Neill, 1996.
12. The Department of Education and Science Circular 24/89 stated that initial teacher training courses should develop in student teachers an awareness of: "the links and common ground between subjects and (the ability to) incorporate in their teaching cross-curricular dimensions (eg. equal opportunities, multicultural education and personal and social education), themes (eg. environmental education, economic and industrial understanding, health education and the European dimension in education) and skills (oracy, literacy and numeracy)."

13. The Department for Education Circular 9/92 on Initial Teacher Training states that: “Newly qualified teachers should have acquired in initial training the necessary foundation to develop:
- An understanding of the school as an institution and its place within the community (section 2.6.1)
 - An awareness of individual differences, including social, psychological, developmental and cultural dimensions (section 2.6.4).
14. See the Education Reform Act, 1987.
15. See, for example, the compulsory sections of the National Curriculum since 1987.
16. The recent Green Paper (February 2002) introduces foreign languages as an entitlement in primary schools, whilst at the same time removing the compulsory study of a foreign language from the 14-16 curriculum.
17. At the end of an article about the shortage of teachers in France, in the Times Higher Education Supplement, 9 February 2001, Jane Marshall wrote: “Mr Lang announced last week that all new primary teachers will have to be competent in language teaching. The measure is part of a programme that from September 2002, will extend foreign language teaching to all pupils from the last year of nursery school and will introduce a second compulsory language at the beginning of secondary education.”
18. Front page headline in the Sun, Thursday 1 November 1990.

19. For example, “The Battles of Britain” by Gavin Esler, in the Telegraph Magazine, Saturday 6 May 2000, in which he reveals, “But the biggest surprise for me in exploring this new Britain of the 21st century has been the degree to which ordinary people are concerned that our sense of a common British national identity is being eroded by forces outside our control” (p. 39).

20. Reported in the Guardian on Tuesday 20 February 2001, at the end of an article entitled, “UK at bottom of class in foreign languages”.

Chapter Twelve: Conclusion - Implications for Policy and Practice

The European barometer, as a measure of the views of citizens of the EU, has been referred to in the previous chapter, and records largely indifferent views towards European citizenship. In the final chapter of this thesis, it is intended to use the image of a European barometer to measure where we are in our progress towards engaging with, and embedding the notion of Europeanness in educational policy and practice in general, and in teacher education in particular. The purpose of this chapter is to draw together the issues raised throughout the dissertation and to look at implications for future policy and practice. In the light of the empirical findings of this research, I identify a forward-looking agenda by making practical suggestions for: 1) education policy makers at European and national levels; 2) academics and researchers; 3) teacher educators; and 4) schools. At the beginning of this thesis, the political context of the study was examined, and we return in this chapter to the issues pertaining to the current political climate. Finally, an overall vision of where we might be in terms of the European dimension in education for the next generations of young Europeans will be presented.

1. Implications for European educational policy

The main legislation of the European Parliament has to date been concerned with economic, political and social policy. Education has remained in the domain of national governments, with the Council of European Ministers of Education only going so far as to make 'recommendations'. It was demonstrated in chapter two how

national governments assumed differing positions in response to the recommendations, and followed their own agenda priorities in interpreting them. The quantitative and qualitative data in this research shows overwhelming support on the part of the student teacher participants for the European dimension in education. In order to implement change through educational intervention, it is recommended that the European Parliament now takes a firm lead and uses its legislative power to introduce a common educational policy. The policy should cover a number of broad aspects which would introduce more effectively a European dimension into the national curricula of member states, such as intercultural studies, foreign language learning, citizenship and key skills. This over-arching framework would provide general implementation guidelines, leaving individual member states the freedom to develop and interpret the guidelines according to national and local priorities.

The European dimension should be presented as a cross-curricular theme, which can be integrated into the curriculum across all age ranges and in all subjects. The actual content of the theme need not be specified, as teachers can use their professional judgement to decide on appropriate topic areas, many examples of good practice being already available (Hapgood and Fennes, 1996; Montané and Bordas, 1993; Shennan, 1991). All schools should be part of a European network and linked with schools in other European countries, and beyond, thus ensuring an international dimension and active engagement with European and other partners. In this way, Europeanisation is not simply regarded as eurocentric, but is one step in an increasing globalisation of education (Vander Sande and Windle, 2002). Such partnerships will encourage different ways of working, and schools can then take part in joint projects or investigations, sharing materials and exchanging information using, amongst other

methods, new technologies. Thus first hand material will be readily available, and more stimulating and motivating for student learners than the traditional textbook.

All young children should begin to learn a first foreign language at the age of seven, whilst at primary school, and a second foreign language at the age of eleven, as they begin secondary school, as is already the case in many EU countries. The case of the UK lagging behind their European partners in terms of foreign language competence was referred to in chapter one and has been recently highlighted by the government Green Paper (February 2002). This introduced an entitlement for primary pupils to learn a foreign language from 2012, but at the same time removed the compulsory nature of foreign language learning from the 14-16 curriculum. [1] The primary entitlement, although making for encouraging media headlines, does raise the dual problems of teacher supply and progression from key stage 2 to key stage 3. By making the study of a foreign language non-compulsory from the age of 14, the British government has ignored the advice of the Nuffield Languages Inquiry (2000), which strongly advocated the compulsory study of a foreign language up to the age of 16. Susan Basnett, in a recent article in the Guardian Education, makes the point that one result of the poor state of language learning in Britain can be a failure to understand other cultures:

“When you learn another language, you start to have access to another culture, to another way of thinking, for languages articulate reality in different ways. If you never learn another language, you never know how vast the gap can be between peoples, so you never see the need to start bridging the gap.” [2]

This is a fundamental rationale for compulsory language learning, in my opinion, and one which the empirical findings of this study have underlined.

Alternative arrangements for foreign language learning may be necessary for the children of immigrants and asylum seekers, who will need to learn the language of the country in which they are residing, as well as being given support in their mother tongue. Schools should encourage learners to take part in visits and exchanges with other schools in their European network. For example, teachers can also take part in exchanges, so that pupils in the UK may be taught history for a term, for example, by a history teacher from Spain. Whilst these possibilities are now contemplated in the National Curriculum for England and Wales, it will require senior management support at school level to ensure implementation.

The subject of citizenship should be introduced in a similar way to the European dimension, as outlined above, and the two themes could well be combined where appropriate (DfEE/QCA, 1999). The content of the theme should include aspects of local, regional, national, European and world citizenship, and be delivered in such a way as to encourage young people to participate actively and have knowledge of rights and responsibilities within the school community and in society at large. The notion of identity should also form an important focus within the theme, in order for students to understand the connections between personal, national, political and other identities, and that of citizenship (Dekker, 1993; Neave, 1984; Starkey, 1995).

All students will need basic key skills in a number of areas if they are to play a full role in the future of Europe, and to be able to move freely and search for jobs according to availability and demand. A common basic skill qualification, such as the European Driving Licence in ICT capability, should be introduced in the areas of numeracy, literacy and communication. If all young people across the EU have access

to a shared qualification in basic skills, this may well help to give them a sense of belonging to a bigger community, and to contribute towards them developing a sense of European identity.

At policy level, teacher education courses should include a strand where wider European and global educational issues are considered. In order for the above four recommendations to be put into practice, teacher education courses across the EU will need to include seminars and workshops preparing student teachers to be better able to deliver them in the classroom.

For in-service teacher education, continuing professional development courses will be needed, in order to familiarise staff with the new requirements. Additionally, masters and other higher degree courses could be offered, specialising in the European dimension, for practising teachers to become experts and lead curriculum innovation in their schools. For example, the University of Hull ran an innovative MA in European Education programme from 1997-99 jointly with partner institutions in Norway, Belgium and Portugal, with funding from the EU Comenius programme. Modules were delivered in each of the participating institutions, and incorporated trans-national working groups and use of new technologies.

Clearly, such an ambitious policy programme as the one proposed here carries resource implications, and new funding mechanisms would need to be investigated. Some multi-national companies may be encouraged to sponsor such a programme from their profits, as part of their corporate responsibility. Alternatively, money could be raised through taxation.

Once a more comprehensive European education policy has been legislated, all member state national governments would need to act to implement the different aspects through their own national education policies. A common European education policy need not necessarily be seen as radically encroaching on national sovereignties, since the actual structure, content and delivery of the curriculum for each country would not be dictated. Individual member states would still retain their autonomy in deciding 'the what and the how' of the curriculum. However, it may be that certain adjustments would have to be made to national curricula, to refocus the perspective away from the national, to the European or international. In this way, Jean Monnet's retrospective wish, that he had started the movement towards European integration with education, referred to in chapter one, would be realised.

2. Implications for European research

There is an increasing number of polls and surveys being carried out across the European Union by various bodies [3], and whilst there is also a large number of published texts concerning the political, economic, and sociological aspects of European integration, there is less on educational aspects. Additionally, there is a lack of serious, empirical research being carried out in the field of European education.

There is thus an urgent need for further research to be carried out on the main themes of this study: co-operation, integration, the European dimension, identity and citizenship, in order to obtain a clearer picture of attitudes to Europe. Other areas are also worthy of study to widen our understanding of the nature and extent of Europeanness. New research amongst student teachers, and other groups involved in education, could be conceptualised on a wider scale than the project reported in this

thesis, and could be structured to cover a greater number of countries. Researchers should also ensure that a balance is achieved in terms of gender, age, ethnicity and nationality in the subjects of new research. Such research would be designed to contribute to the refinement of future European education policy and practice, and to expand appropriate methodologies and theoretical development (Dekker, 1993; Fogelman, 1994; Prucha, 1993).

There are some existing European initiatives to support research between researchers in different countries on themes of common interest. Framework V and the European Social Fund are good examples of this. However, given the fierce competition, the limited funding available and the bureaucratic nature of the administrative process involved, it may well be that a new approach is necessary to encourage research on European themes. Vander Sande and Windle (2002) have called for greater collaboration for global research, and in their own work have found that the *“rewards to be reaped from partnerships between academic institutions worldwide are substantial”*. [4] These particular researchers are executive directors of the joint venture between the University of Cambridge and the Massachusetts Institute of Technology and claim that the advantages are ‘integrated research, education and international co-operation’.

Similarly, fresh initiatives are required in the European context to encourage collaborative research efforts between European universities. This is particularly apposite since, unlike the USA and the UK, the EU member states are tied together through a number of social, legal and economic treaties which makes it imperative that a greater sense of mutual understanding is achieved. Despite competition for

money, there are more funding possibilities for partners to engage in collaborative research in Europe, than on a global scale.

3. Implications for European teacher education

With improved European and national legislation, teacher education institutions should restructure their courses to incorporate emerging European policy. Teacher educators will need to build a European dimension into the analysis and discussion of wider issues, such as multiculturalism, globalism and development education, for example. Student teachers must be offered opportunities to gain appropriate knowledge, skills and understanding of the European dimension in order to plan lessons for pupils that are relevant and motivating. Mentors and teachers in schools, who work with student teachers, may have further training needs if they are to support these new developments, and a programme of mentor training will have to be established. Overall, the emphasis should be on seeing the European dimension as permeating at every level the design, content and delivery of the curriculum, rather than as a bolted-on extra.

Disappointingly, the recently published Professional Standards for Qualified Teacher Status (Teacher Training Agency, 2002) in Britain do not overtly specify a consideration of the European dimension as part of the outcome statements which set out what a trainee teacher has to know, understand and be able to do in order to attain qualified teacher status (QTS). However, there is one encouraging feature in the new document: the first set of statements, relating to professional values and practice, specifies that those awarded QTS must *have high expectations of all pupils; respect*

their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement". This emphasis on the achievement of all pupils, irrespective of background, is a theme throughout the document, with phrases such as 'citizenship', 'all ethnic groups', 'diversity', 'language and cultural backgrounds' 'equal opportunities issues' and 'challenging stereotyped views' occurring a number of times. These statements are very much part of the discourse that has been a feature of the qualitative data in this research, and are therefore to be welcomed as providing scope for a greater European dimension. The presence of such a framework for the assessment of teaching competence should help to ensure that the teachers of the future are prepared to be part of a changing profession in a changing world. The establishment of a similar EU framework, applying to student teachers in all the member states would be a positive step towards creating a teaching force flexible enough to adapt to new and changing circumstances, with individuals able to move around within the Union according to need, and being able to deliver the key aspects of the common European education policy that I am proposing.

In order to do this, teacher education institutions should be seen as actively participating in a European dimension themselves, by forming links with similar institutions in other European countries, in order to exchange student teachers and lecturers. Existing schemes, such as the EU Erasmus one, could be more fully exploited, with full integration of visiting students and lecturers into courses, in order to avoid a 'bolted-on' ethos. For example, visiting Erasmus students should be expected to share their knowledge and understanding of their own education and training systems with the student teachers in the host institution. This requires a commitment to the principles and values of the European ideal by all concerned, and a

desire to avoid leaving students under-prepared to cope with very different circumstances and under-informed about wider influences on their work (Edwards, 1990). Commenting on the need for teacher educators to do more than prepare their trainees for delivering a narrowly-focused National Curriculum, McClelland maintains that:

“The teachers of the future need a new vision from teacher-educators that enables them to raise themselves above their environment and realize they can become agents of change in the world, while still preparing themselves to take a specific place in it” (1996, p. 8).

The teachers of the future questioned as part of my research were not opposed to the idea of living and teaching in other European countries, and were very mindful of the need for encouraging cultural understanding on both a European and a global level amongst their pupils. It is clear that they already saw themselves as agents of change in the world. As this is the case, the further professional development needs of teacher educators should also be addressed.

4. Implications for European schools

Once schools can open up their curricula to a wider, European perspective, they will be able to embrace different ways of working in order to deliver the new, compulsory elements of the European policy. A curriculum in which content and process incorporate a fuller European dimension is proposed, with all schools becoming part of a European network, as suggested earlier, to undertake joint projects, exploit new technologies and share materials. One example of an existing European network is coordinated by my colleague, Dr Do Coyle, at the University of Nottingham, in which

pupils are taught various subjects in the curriculum through the medium of a foreign language, and this would serve as a model of good practice. The thrust of the BILD project (Bilingual Integration of Languages and Disciplines) was to explore the effectiveness and 'value-added' in terms of learning and teaching subjects in another European language. Initially built on a four Cs model (content, communication, cognition and citizenship), the project promoted trans-European collaboration not only at classroom level in a wide range of secondary schools in different countries, but crucially in the field of pre-service teacher education. Addressing cultural and citizenship issues through the BILD environment is potentially a powerful means of enabling all key players to embed European and global perspectives into regular curricula, ranging from teaching materials to European Framework Language Learning portfolios, from syllabus design to reciprocal qualifications.

As citizenship is introduced, or developed as part of the European education policy, schools must also find ways of developing a stronger sense of 'self' in all their pupils, and give them confidence in a variety of settings, so that they are aware of their personal and social identities. The development of identity and the recognition of such will have to play a bigger role in education in the future. We are all ethnically located (Hall, 1992), and part of curriculum development needs to highlight this point in order to minimise the 'us and them' or 'the other' mentality (Grant, 1997; Wæver, 1995). Indeed, now that assumptions about nationhood, society and culture as bounded constructs have come under scrutiny (Edwards, 2000), Bronfenbrenner's theoretical model of nested environments (1979) will be useful to teachers in helping pupils to understand 'the complexities and unpredictable nature of society' (Coulby and Jones, 1995). According to Edwards:

“Rather than being members of a single society...we are part of a heterogeneous series of overlapping and inter-related local, regional, national, international, global societies” (ibid. p. 9).

Bronfenbrenner’s Ecology of Human Development, in addition to being a framework within which to examine the development of student teachers in relationship to their attitudes to Europe, also provides a helpful structure for explaining to pupils their position in the wider world.

Implications arising from the current political climate

It is ironic that after the 11 September 2001 terrorist attack in the USA, and the ensuing tragedy and loss of life, the incredibly strong relationship between America and the UK was brought to the forefront. In our political life, we are seen to be far closer to America than had ever been understood. [5] This may partly be explained by the shared history we have with America on the one hand, and by the competitive nature of the political and economic relationships which exist between EU member states on the other. This therefore brings into question the value of European treaties and legislation if there is no emotional commitment. Beyond the rhetoric of treaties, it may well be that in the UK we have not moved on in terms of what the reality of European union is. There is still a prevailing fear of engaging fully in European integration and losing national sovereignty. A good example of this is the question of the introduction of the euro, although the debate on this issue appears to be progressing since its smooth introduction as a common currency in the eurozone in January 2002. [6]

“While Britain agonises over the euro, the rest of Europe has moved on to the challenge of enlargement” proclaims the subheading to a recent Guardian article. [7] And indeed, the issue of whether the ten or eleven countries applying for membership can be comfortably integrated into the framework of the existing fifteen member states is now the most challenging issue in Brussels and most of continental Europe (with the exception of Denmark and Sweden, who also have not yet accepted the euro). The UK faces being left out of crucial discussions and decision-making if the country remains a spectator rather than a player. The debate is not confined to the European perspective, either, since *“the promotion and defence of a less brutal economic model in world debates about trade, aid, the environment and development is strengthened, not weakened, by a Britain that is firmly within the European camp”*. [8] There are thus some strong and compelling arguments for Britain adopting a role at the heart of further European integration and enlargement.

However, the whole European experience is portrayed in the press and media as a negative one, as stated earlier in chapter one, and at the conclusion of this study the picture remains largely the same. At a recent conference in London to examine the role of the press in debate on Europe, Chris Patten, the EU commissioner in charge of international relations, called for the British media to *“escape from our national ghosts”* and abandon the notion that Europe *“diminished Britain and imprisoned it on a smaller stage with unreliable fellow actors.”* [9] Timothy Garton Ash, director of the European studies centre at St Antony’s College, Oxford, claimed that European stories were reported in the UK by correspondents who were *“part of a culture which felt threatened by Europe and therefore presented the story in a certain way”*. [10] Until the reporting of European issues is based less on the desire for a ‘good story’

and more on accurate and unbiased facts, the attitudes of UK citizens may remain hardened towards Europe.

On the basis of the evidence of the research conducted for this thesis, Europeanisation is nonetheless an exciting and dynamic experience. The potential for being a European citizen and helping to build a new European social order is enormous.

Where better to situate and advocate that than in an educational framework, particularly in teacher education institutions and with future teachers? As discussed in chapter eleven, European integration and identity do not take away or undermine national identity, but rather extend and enrich it. The sociologist Ian Taylor, who died last year, was described thus in his obituary:

“An ardent European, he revelled in the multiplicity of cultures and the juxtaposition of difference as much as he extolled the great achievements of the welfare states of northern Europe” [11].

This description captures the excitement, dynamism, challenge and rewards of Europe that I have always felt, and which brought me initially into the research area. The student teachers’ negative reactions to the lecture I gave in 1992, described in chapter one, although difficult to interpret at the time, acted as a stimulus for this research by challenging my views and thus enabling me to explore in detail the complex issues surrounding Europeanness.

As a result, this original piece of research, using data from the field in both the UK and the EU, combines an in-depth theoretical analysis with complex empirical research. It moves from discussion of the rhetoric of Europe to a more positive reality of the ways in which we can embrace the ideals of the founding fathers of Europe and

move them forwards. All research has to address issues of generalisability. My thesis looked at groups of student teachers from one institution in the UK, and similar groups in five EU countries. Aspects of gender, age and experiences in Europe helped shape the findings of this study. There are clearly limitations in all research: future studies could incorporate issues of ethnicity and a wider sample size. However, what this research has shown is the commitment of the future student teachers of the sample to the notion of European collaboration and the European dimension in education.

However, such a contribution will help to ensure that the ideals of European integration, nobly espoused at the end of World War 2 (Davis, 1996; Roberts, 1996), are not lost, but rather extended beyond the political, economic and industrial arenas where they are currently located, into the educational, social and cultural dimensions of life. In a radio broadcast [12], the Reverend Dr Colin Morris, whilst reviewing the international community and areas of conflict in the world, referred optimistically to “the fragile beginnings of a new world order”. I would argue that the ‘fragile beginnings of a new European order’ are now in place and educators and researchers must take a strong lead in building on what has already been achieved. They should advocate a central role for education in preparing young people to fully embrace their European citizenship, to live in a context which is inclusive of minority groups, immigrants and the homeless and to be confident and comfortable with multiple layers of identity. The challenges for those involved in education are enormous. However, the rewards will be those of seeing ‘Generation Europe’ [13] able to accommodate difference and to make sense of the complex nature of identity and allegiance demanded of them in the twenty-first century.

Concluding remarks

The value of my research is that it contributes to, and extends the debate on what it is to be a European at the beginning of the twenty-first century, by focusing on the role of teacher education in that arena. It also illuminates the terms 'European co-operation', 'European integration' and 'the European dimension in education' and adds to our knowledge of these areas. I have amplified the 'rhetoric of Europe', as perceived through the policies and documents emanating from the EU (chapter two), by examining the reality on the ground of a group of student teachers' experiences of the European dimension and their sense of European identity. In many aspects, this rhetoric is grudgingly received as 'top down' dictates from a distant European body, which modifies our lives at all levels. There is no sense of real participation, either in decision-making processes or in the fact of being European citizens, with rights and responsibilities.

Can the European barometer record, therefore, a swing towards more positive attitudes? In the ten years since the start of the research for this thesis there has been a change of attitude towards Europe, although it is sometimes hard to believe in the face of most reporting of European issues in the media. According to a Mori poll of young Europeans (21–35 year olds) for Time magazine in April 2001, 31% of French, 36% of Germans, 42% of Italians and 21% of Britons felt European rather than their national identity. The figures for the French and the Germans already show an increase of several percent over the results of my European survey carried out in 1997, which at the time were 24% and 27% respectively. Whilst Italy was not a country in my earlier survey, and therefore a comparison cannot be drawn, the present

result reveals that almost a half of young Italians selected Europe as their primary source of identity. The young Britons are still lagging behind, with only a fifth feeling European, which is about the same as my earlier survey. The picture is a differentiated one across Europe, but it is important not to lose hope in the new European social order. The process of greater European integration now appears to have a momentum of its own, and it requires us, as educators, to meet the challenge presented to us by the future citizens of Europe.

NOTES

1. The Green Paper, entitled “14-19: Extending Opportunities, Raising Standards” was published in February 2002.
2. The Opinion column, by Professor Susan Bassnett, pro-vice-chancellor of Warwick University, was published in the Guardian Education supplement on 12 March 2002.
3. For example, the Council of Europe’s survey of prejudice across the continent found “UK ‘most racist’ in Europe on refugees”, blaming the media for “xenophobic and intolerant coverage”, reported in the Guardian, Tuesday 3 April 2001. A further example, the Breadline Europe survey carried out by researchers from Bristol University and the London School of Economics, compared poverty levels in European countries, and was reported in the Guardian on Thursday 8 March 2001 under the headline, “5m Britons ‘living on the breadline’”.
4. The Opinion column, Guardian Education supplement, 19 February 2002.
5. “How Americans see us” by Matthew Engel, in G2, the Guardian, 26 February 2002.
6. Editorial in the Guardian, 25 February 2002.

7. "Adventures in euroland" by Jonathan Freedland, the Guardian p. 19, 13 February 2002.
8. Editorial in the Guardian, 25 February 2002.
9. The Guardian p. 10, 25 February 2002.
10. The Guardian p. 10, 25 February 2002.
11. The Guardian, Wednesday 24 January 2001.
12. "Thought for the Day", broadcast on Radio 4, 17 September 1999.
13. Title of the cover story in Time magazine, 6 April 2001.

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APPENDICES

Appendix A

**EC Resolution on the European
dimension in education**

24 May 1988

EC Resolution on the European Dimension in Education

The text of the Resolution objectives is as follows:

- strengthen in young people a sense of European identity and make clear to them the value of European civilization and of the foundations on which the European peoples intend to base their development today, that is in particular the safeguarding of the principles of democracy, social justice and respect for human rights;
- prepare young people to take a part in the economic and social development of the Community and in making concrete progress towards European union, as stipulated in the Single European Act;
- make them aware of the advantages which the Community represents, but also of the challenges it involves, in opening up an enlarged economic and social area to them;
- improve their knowledge of the Community and its member states in their historical, cultural, economic and social aspects and bring home to them the significance of the cooperation of the member states of the European Community with other countries of Europe and the World.

Appendix B

**UK government's policy statement
on the European dimension in
education**

February 1991

The Objectives of the European Dimension in Education

The Government has been and will continue to be active in promoting the objectives of the EC Resolution on the European dimension in education. The Government's policies are aimed at:

- helping pupils and students to acquire a view of Europe as a multi-cultural, multi-lingual community which includes the UK;
- encouraging awareness of the variety of European histories, geographies and cultures;
- preparing young people to take part in the economic and social development of Europe and making them aware of the opportunities and challenges that arise;
- encouraging interest in and improving competence in other European languages;
- imparting knowledge of political, economic and social developments, past, present and future, including knowledge about the origins, workings and rôle of the EC;
- promoting a sense of European identity, through first hand experience of other countries where appropriate;
- promoting an understanding of the EC's interdependence with the rest of Europe, and with the rest of the world.

Appendix C

**The Maastricht Treaty
Articles 126 and 127**

Education, vocational training and youth

Article 126

1. The Community shall contribute to the development of quality education by encouraging cooperation between Member States and , if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity.
2. Community action shall be aimed at:
 - developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States;
 - encouraging mobility of students and teachers, inter alia by encouraging the academic recognition of diplomas and periods of study;
 - promoting cooperation between educational establishments;
 - developing exchanges of information and experience on issues common to the education systems of the Member States;
 - encouraging the development of youth exchanges and of exchanges of socio-educational instructors;
 - encouraging the development of distance education.
3. The Community and the Member States shall foster cooperation with third countries and the competent international organizations in the field of education, in particular the Council of Europe.
4. In order to contribute to the achievement of the objectives referred to in this Article, the Council:
 - Acting in accordance with the procedure referred to in Article 189b, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonization of the laws and regulations of the Member States;
 - Acting by a qualified majority on a proposal from the Commission, shall adopt recommendations.

Article 127

- 1. The Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organization of vocational training.**

- 2. Community action shall aim to:**
 - Facilitate adaptation to industrial changes, in particular through vocational training and retraining;**

 - Improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market;**

 - Facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people;**

 - Stimulate cooperation on training between educational or training establishments and firms;**

 - Develop exchanges of information and experience on issues common to the training systems of the Member States.**

- 3. The Community and the Member States shall foster cooperation with third countries and the competent international organizations in the sphere of vocational training.**

- 4. The Council, acting in accordance with the procedure referred to in Article 189c and after consulting the Economic and Social Committee, shall adopt measures to contribute to the achievement of the objectives referred to in this Article, excluding any harmonization of the laws and regulations of the Member States.**

Appendix D

**UK survey
Pre-course questionnaire**

STUDENT TEACHER QUESTIONNAIRE

SEPTEMBER 1996

EUROPEAN AWARENESS

NAME _____ AGE _____

MAIN METHOD _____ Male/Female _____

PLEASE NOTE!

For the purposes of this study, we are not concerned with Europe as defined by the EU, but with its wider geographical, cultural and social contexts.

SECTION ONE

Please indicate whether you agree or disagree with the following statements:

1. I believe that Britain should cooperate with other European countries

a) politically

- Strongly agree
- Agree
- Disagree
- Strongly disagree

b) economically

- Strongly agree
- Agree
- Disagree
- Strongly disagree

c) culturally

- Strongly agree
- Agree
- Disagree
- Strongly disagree

d) with regard to social legislation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

SECTION TWO

Please indicate whether you agree or disagree with the following statements:

2. Britain should bring its own practices into line with other European countries with regard to

a) the electoral system

- Strongly agree
- Agree
- Disagree
- Strongly disagree

b) the legal system

- Strongly agree
- Agree
- Disagree
- Strongly disagree

c) health and national insurance

- Strongly agree
- Agree
- Disagree
- Strongly disagree

d) educational qualifications

- Strongly agree
- Agree
- Disagree
- Strongly disagree

e) employment law

- Strongly agree
- Agree
- Disagree
- Strongly disagree

f) equal opportunities legislation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

SECTION THREE

Please indicate whether you agree or disagree with the following statements:

3. European awareness should permeate all subjects in the curriculum

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

4. The history, geography and cultural background of other European countries should form a significant part of the National Curriculum

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

5. It should be compulsory for children in schools to learn at least one European language (other than English)

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

6. All British pupils should have the opportunity to visit another European country

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

7. All British students in higher education should have the opportunity to study for part of their course in another European country

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

SECTION FOUR

Please answer yes or no to the following questions

7. Have you ever lived in a household in another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, please specify: eg., for how long, in what circumstances ?

9. Have you ever been on a school holiday to another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, please specify

10. Have you ever attended an educational institution in another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, please specify below for how long, in what circumstances

1) Primary _____

2) Secondary _____

3) Higher Education _____

SECTION FIVE

Please answer yes or no to the following questions

11. Have you ever had any work experience in another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

What benefits, if any, did this experience bring you? Please specify:

12. Did the work experience change your attitudes towards the citizens of that country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

In what way? Please specify:

13. Have you ever encountered colleagues from another European country in your workplace in Britain?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

14. Did you benefit from the contact in any way?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

15. Were there any problems associated with the contact?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you answer Yes to questions 14 and/or 15, please specify:

SECTION SIX

From the list below tick the European countries you have visited for purposes other than work or study.

- | | | | | | |
|--------------|--------------------------|----|---|--------------------------|----|
| FRANCE | <input type="checkbox"/> | 1 | GERMANY | <input type="checkbox"/> | 2 |
| SPAIN | <input type="checkbox"/> | 3 | ITALY | <input type="checkbox"/> | 4 |
| UK | <input type="checkbox"/> | 5 | NORWAY | <input type="checkbox"/> | 6 |
| SWEDEN | <input type="checkbox"/> | 7 | PORTUGAL | <input type="checkbox"/> | 8 |
| GREECE | <input type="checkbox"/> | 9 | AUSTRIA | <input type="checkbox"/> | 10 |
| SWITZERLAND | <input type="checkbox"/> | 11 | FINLAND | <input type="checkbox"/> | 12 |
| BELGIUM | <input type="checkbox"/> | 13 | DENMARK | <input type="checkbox"/> | 14 |
| IRELAND | <input type="checkbox"/> | 15 | Independent states of the former
YUGOSLAVIA | <input type="checkbox"/> | 16 |
| LUXEMBOURG | <input type="checkbox"/> | 17 | TURKEY | <input type="checkbox"/> | 18 |
| MALTA/CYPRUS | <input type="checkbox"/> | 19 | EASTERN EUROPE -
Romania, Bulgaria, the Czech and Slovak
Republics, Hungary, independent states of
the former USSR | <input type="checkbox"/> | 20 |

Now choose the two countries you have frequented the most from the above list and indicate whether you agree or disagree with the following statements:

Country 1 _____ Country 2 _____

If I had the opportunity I would be glad to go back to

- | | | | | | | | | | | | | | | | | | |
|---|--------------------------|----------------|--------------------------|-------|--------------------------|----------|--------------------------|-------------------|---|--------------------------|----------------|--------------------------|-------|--------------------------|----------|--------------------------|-------------------|
| Country 1 <table style="display: inline-table; vertical-align: middle; margin-left: 10px;"> <tbody> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Strongly agree</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Agree</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Disagree</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Strongly disagree</td></tr> </tbody> </table> | <input type="checkbox"/> | Strongly agree | <input type="checkbox"/> | Agree | <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Strongly disagree | Country 2 <table style="display: inline-table; vertical-align: middle; margin-left: 10px;"> <tbody> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Strongly agree</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Agree</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Disagree</td></tr> <tr><td style="width: 20px; height: 20px;"><input type="checkbox"/></td><td>Strongly disagree</td></tr> </tbody> </table> | <input type="checkbox"/> | Strongly agree | <input type="checkbox"/> | Agree | <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Strongly disagree |
| <input type="checkbox"/> | Strongly agree | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Agree | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Disagree | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Strongly disagree | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Strongly agree | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Agree | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Disagree | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Strongly disagree | | | | | | | | | | | | | | | | |

What were the features of Country 1 that you really liked?

I found it easy to make contact with the inhabitants of

Country 1

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Country 2

- Strongly agree
- Agree
- Disagree
- Strongly disagree

LANGUAGES SPOKEN (other than English)

Please state degree of fluency: bilingual, fluent, reasonably fluent, can get by, few words

LANGUAGE

DEGREE OF FLUENCY

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

Thank you for your co-operation

Appendix E

**UK survey
Post-course questionnaire**

STUDENT TEACHER QUESTIONNAIRE

JULY 1997

EUROPEAN AWARENESS

NAME _____

MAIN METHOD _____

PLEASE NOTE!

For the purposes of this study, we are not concerned with Europe as defined by the EU, but with its wider geographical, cultural and social contexts.

SECTION ONE

Please indicate whether you agree or disagree with the following statements:

1. I believe that Britain should cooperate with other European countries

a) politically

- Strongly agree
- Agree
- Disagree
- Strongly disagree

b) economically

- Strongly agree
- Agree
- Disagree
- Strongly disagree

c) culturally

- Strongly agree
- Agree
- Disagree
- Strongly disagree

d) with regard to social legislation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

SECTION TWO

Please indicate whether you agree or disagree with the following statements:

2. Britain should agree to bring its own practices into line with other European countries with regard to

a) the electoral system

- Strongly agree
- Agree
- Disagree
- Strongly disagree

b) the legal system

- Strongly agree
- Agree
- Disagree
- Strongly disagree

c) health and national insurance

- Strongly agree
- Agree
- Disagree
- Strongly disagree

d) educational qualifications

- Strongly agree
- Agree
- Disagree
- Strongly disagree

e) employment law

- Strongly agree
- Agree
- Disagree
- Strongly disagree

f) equal opportunities legislation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

SECTION THREE

Please indicate whether you agree or disagree with the following statements:

3. European awareness should permeate all subjects in the curriculum

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

4. The history, geography and cultural background of other European countries should form a significant part of the National Curriculum

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

5. It should be compulsory for children in schools to learn at least one European foreign language

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

6. All British pupils should have the opportunity to visit another European country

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

7. All British students in higher education should have the opportunity to study for part of their course in another European country

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

SECTION FOUR

8. Have you had the opportunity to consider the European dimension during the course of your PGCE year?

- Yes
 No

If yes, please tick the areas where you were able to consider the European dimension.

If no, go to question 9 below.

- a) Subject Method Work
- b) Educational Studies Work
(ie. Lectures, seminars, tutorials, short courses)
- c) Teaching Experience/Practice School(s)
Primary
Secondary
- d) Assessed work
(i.e., essays, project work, teaching materials)
- e) Other (ie. WIS)
Please specify
-

9. To what extent do you understand the position of the European dimension within the National Curriculum?

- Fully confident
 Confident
 Uncertain
 Not at all sure

10. Did you include any aspect of the European dimension in your own teaching during teaching practice?

- Yes
 No

If yes, please specify:

SECTION FIVE

11. To what extent do you intend to include any aspects of the European dimension in your future teaching?

- As a regular feature
 Occasionally
 Not at all

If yes, please specify how:

12. Would you ever consider seeking a teaching post in a European country other than Britain?

- Yes
 No

Please add any comments or suggestions you may have concerning the inclusion of a European dimension in future PGCE courses.

SECTION SIX

13. Do you feel European rather than British?

- Yes
 No

14. If so, what does it mean to be European?

Thank you for your co-operation

Appendix F

UK survey

**Letter concerning
post-course questionnaire**

BEST COPY

AVAILABLE

Poor text in the original
thesis.

Some text bound close to
the spine.

Some images distorted



Direct line 951 4428

4428

reference
reference

Date 3 July 1996

SCHOOL of
EDUCATION

Dear PGCE Student,

EUROPEAN AWARENESS POST-COURSE QUESTIONNAIRE

You may remember completing a pre-course European Awareness questionnaire at the beginning of your PGCE course in September 1995. I am now sending you a similar post-course questionnaire and I should be extremely grateful if you could spend a few minutes filling it in and return it to me in the pre-paid envelope provided.

University Park
Nottingham
NG7 2RD

Telephone
(0115) 951 5151

Facsimile
(0115) 979 1506

Please could you also fill in your name at the top of the questionnaire, to enable me to match it up with your pre-course questionnaire from last September. This is a very important part of my research project, and it will also help us to continue the evolution of the course with respect to the European dimension.

I should be grateful if you could return the completed questionnaire by 31 August. I realise that you probably had a surfeit of forms to fill in at the end of term, so I hope that you won't mind just one more!

Thank-you in advance for your cooperation in this matter, and best wishes for a restful summer!

Anne Convery
PGCE Tutor

Fragebogen für Studierende für das Lehramt

Februar 1997

Europäisches Bewusstsein

Land _____ Alter _____

Studienfächer _____ männl./weibl. _____

Bitte beachten Sie

Für die vorliegende Umfrage beschränkt sich der Begriff "Europa" nicht auf die EU sondern auf den gesamteuropäischen Raum und zwar in geographischer, kultureller und sozialer Hinsicht.

Abschnitt 1

Bitte geben Sie an, ob Sie den folgenden Aussagen zustimmen/nicht zustimmen:

1. Ich bin der Meinung, dass Deutschland mit den anderen europäischen Ländern in den folgenden Bereichen kooperieren sollte.....

a) in der Politik

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

b) in wirtschaftlichen Belangen

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

c) in kulturellen Angelegenheiten

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

d) in der Sozialgesetzgebung

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

Abschnitt 2

Bitte geben Sie an, ob Sie den folgenden Aussagen zustimmen/nicht zustimmen:

2. In den folgenden Bereichen sollten Deutschland und andere europäische Länder aneinander angleichen:

a) Wahlsystem

dafür
eher dafür
eher dagegen
dagegen

b) Gesetzgebung

dafür
eher dafür
eher dagegen
dagegen

c) Kranken- und Sozialversicherung

dafür
eher dafür
eher dagegen
dagegen

d) Schul- und Studienabschlüsse

dafür
eher dafür
eher dagegen
dagegen

e) Arbeitsrecht

dafür
eher dafür
eher dagegen
dagegen

f) Gleichheitsgesetzgebung

dafür
eher dafür
eher dagegen
dagegen

Abschnitt 3

Bitte geben Sie an, ob Sie den folgenden Aussagen zustimmen/nicht zustimmen:

3. Das europäische Bewusstsein sollte in allen Fächern (als Unterrichtsprinzip) vertreten sein.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

4. Geschichte, Geographie und kultureller Hintergrund anderer europäischer Länder sollten im Lehrplan enthalten sein.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

5. Zumindest eine Fremdsprache sollte (zusätzlich zu Deutsch) für alle Kinder obligatorisch sein.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

6. Alle deutschen Schüler/ -innen sollten Gelegenheit erhalten, ein anderes europäisches Land zu besuchen

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

7. Alle deutschen Studenten/ -innen sollten während ihres Studiums Gelegenheit erhalten, einen Teil ihres Studiums in einem anderen europäischen Land zu absolvieren.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

Abschnitt 4

Bitte beantworten Sie die folgenden Fragen mit "ja" oder "nein"

8. Haben Sie jemals bei einer Familie in einem anderen europäischen Land gelebt?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Wenn ja, geben Sie bitte die näheren Umstände an. _____

9. Waren Sie jemals mit der Schule in einem anderen europäischen Land?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Wenn ja, geben Sie bitte die näheren Umstände an. _____

10. Haben Sie jemals in einer Bildungseinrichtung in einem anderen europäischen Land studiert?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Wenn ja, geben Sie bitte an wie lange und unter welchen Bedingungen

1) in der Volksschule _____

2) in der Hauptschule/AHS/BHS etc. _____

3) während des Studiums _____

Abschnitt 5

Bitte beantworten Sie die folgenden Fragen mit "ja" oder "nein"

11. Haben Sie jemals in einem anderen europäischen Land gearbeitet?

ja nein

Welche Vorteile - wenn überhaupt - hatten Sie davon?

Bitte machen Sie genauere Angaben _____

12. Hat diese Erfahrung Ihre Einstellung zu den Bürgern dieses Landes verändert?

ja nein

Wenn ja auf welche Weise? _____

13. Sind Sie mit Kolleg/-innen von anderen europäischen Ländern an Ihrem Arbeitsplatz zusammengetroffen?

ja nein

14. War diese Begegnung für Sie von Vorteil?

ja nein

15. Haben sich daraus Probleme ergeben?

ja nein

Wenn sie die Fragen 14 und 15 mit "ja" beantwortet haben, machen Sie bitte genauere Angaben

Abschnitt 6

Kreuzen Sie in der Liste alle jene Länder an, die sie aus anderen Gründen als um dort zu arbeiten oder studieren besucht haben.

- | | | | | | |
|--------------|--------------------------|----|--|--------------------------|----|
| Frankreich | <input type="checkbox"/> | 1 | Österreich | <input type="checkbox"/> | 2 |
| Spanien | <input type="checkbox"/> | 3 | Italien | <input type="checkbox"/> | 4 |
| Niederlande | <input type="checkbox"/> | 5 | Norwegen | <input type="checkbox"/> | 6 |
| Schweden | <input type="checkbox"/> | 7 | Portugal | <input type="checkbox"/> | 8 |
| Griechenland | <input type="checkbox"/> | 9 | Vereinigtes Königreich | <input type="checkbox"/> | 10 |
| Schweiz | <input type="checkbox"/> | 11 | Finnland | <input type="checkbox"/> | 12 |
| Belgien | <input type="checkbox"/> | 13 | Dänemark | <input type="checkbox"/> | 14 |
| Irland | <input type="checkbox"/> | 15 | Teilrepubliken des ehem. Jugoslawien | <input type="checkbox"/> | 16 |
| Luxemburg | <input type="checkbox"/> | 17 | Türkei | <input type="checkbox"/> | 18 |
| Malta/Zypern | <input type="checkbox"/> | 19 | Osteuropäische Länder - Rumänien, Bulgarien, Tschechien, Slowakei, Ungarn, ehem. Sowjetunion (GUS - Staaten) | <input type="checkbox"/> | 20 |

Wählen Sie die zwei Länder, die Sie am häufigsten besucht haben und geben Sie an, ob Sie mit den folgenden Aussagen einverstanden/nicht einverstanden sind.

Land 1 _____ Land 2 _____

Wenn ich Gelegenheit hätte, würde ich gerne wieder hinfahren

Land 1	<input type="checkbox"/>	ja	Land 2	<input type="checkbox"/>	ja
	<input type="checkbox"/>	eher ja		<input type="checkbox"/>	eher ja
	<input type="checkbox"/>	eher nein		<input type="checkbox"/>	eher nein
	<input type="checkbox"/>	nein		<input type="checkbox"/>	nein

Was hat Ihnen in Land 1 besonders gefallen?

Ich fand es leicht, mit den Bewohnern in Kontakt zu kommen

Land 1	<input type="checkbox"/>	ja, sehr leicht	Land 2	<input type="checkbox"/>	ja, sehr leicht
	<input type="checkbox"/>	eher leicht		<input type="checkbox"/>	eher leicht
	<input type="checkbox"/>	eher schwer		<input type="checkbox"/>	eher schwer
	<input type="checkbox"/>	sehr schwer		<input type="checkbox"/>	sehr schwer

Welche Fremdsprachen (außer Deutsch) sprechen Sie? Bitte geben Sie ihre Fähigkeiten an: wie Deutsch (bilingual), fließend, recht gut, komme damit durch, nur einige Wörter.

Fremdsprache:	Fähigkeiten:
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____

Abschnitt 7

16. Hatten Sie jemals Gelegenheit sich mit der Europäischen Dimension in der Erziehung während Ihres Lehramtsstudiums auseinanderzusetzen?

ja nein

Wenn ja, bitte geben Sie die Bereiche an.
Wenn nein, gehen Sie zu Frage 17 weiter.

- a) Fachwissenschaften
- b) Didaktik
- c) Pädagogik
- d) Schulpraktikum
- e) Bei Studienaufträgen
(Seminararbeiten, Projekten, Anfertigung von
Unterrichtsmaterial)
- f) andere

Bitte beschreiben

17. Wie weit ist Ihnen bekannt, wo Sie die Integration der Europäischen Dimension im Lehrplan finden?

<input type="checkbox"/>	sehr gut bekannt
<input type="checkbox"/>	bekannt
<input type="checkbox"/>	unsicher
<input type="checkbox"/>	keine Ahnung

18. Haben Sie während Ihres schulpraktikums Gelegenheit erhalten, die Europäische Dimension in den Unterricht einzubauen?

ja nein

Wenn ja, machen Sie dazu nähere Angaben

Abschnitt 8

19. Welchen Stellenwert wird die Europäische Dimension in Ihrem Unterricht einnehmen?

wird ein regelmäßiger Bestandteil sein
wird gelegentlich vorkommen
wird nicht vorkommen

Machen Sie bitte nähere Angaben zur Umsetzung

20. Ziehen Sie in Erwägung sich eventuell in einem anderen europäischen Land als Lehrer/ in zu bewerben?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Bitte geben Sie weitere Hinweise oder Anregungen zur Europäischen Dimension in zukünftigen Studiengängen für das Lehramt.

Abschnitt 9

21. Fühlen Sie sich eher als Europäer /-in als Deutscher / -in

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

22. Was bedeutet es für Sie persönlich, Europäer / -in zu sein?

Danke für die Angaben!

Appendix H

**European survey
French version of
questionnaire**

Questionnaire - Elèves professeurs
janvier 1997
Prise de Conscience du Contexte Européen

Pays: _____ Age: _____

Matière enseignée: _____ Sexe: _____

Note:

Pour les besoins de cette étude, nous ne considérerons pas l'Europe comme elle est définie par l'Union Européenne mais de façon plus large, dans son contexte géographique, culturel et social.

SECTION 1

Indiquez quelle est votre opinion concernant les affirmations suivantes:

1. La France et les autres pays européens devraient collaborer:

a) au niveau politique

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

b) au niveau économique

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

c) au niveau culturel

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

d) au niveau de la législation sociale

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

SECTION 2

Indiquez quelle est votre opinion concernant les affirmations suivantes:

2. La France et les autres pays européens devraient convenir de pratiques communes concernant:

- a) le système électoral

 entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

- b) le système législatif

 entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

- c) la sécurité sociale

 entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

- d) les qualifications éducatives offertes

 entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

- e) le droit du travail

 entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

- f) l'égalité des chances

 entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

SECTION 3

Indiquez quelle est votre opinion concernant les affirmations suivantes:

3. La prise de conscience du contexte européen devrait être encouragée dans toutes les matières enseignées.

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

4. Le contexte historique, géographique et culturel des pays de l'Europe devrait être au programme.

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

5. L'enseignement d'une langue européenne (autre que le français) devrait être obligatoire à l'école.

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

6. Tout élève français devrait pouvoir visiter un pays européen au cours de sa scolarité.

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

7. Tout étudiant à l'université devrait pouvoir suivre une partie de ces études dans un pays européen, autre que la France.

entièrement d'accord
d'accord
pas d'accord
complètement en désaccord

SECTION 4

Pour les questions suivantes, répondre par oui ou par non:

8. Avez-vous résidé chez un particulier dans un pays européen, autre que la France?

oui non

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Si oui, spécifier pour combien de temps et dans quelles circonstances:

9. Avez-vous passé des vacances scolaires dans un pays européen, autre que la France?

oui non

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Si oui, spécifier

10. Avez-vous suivi une partie de votre scolarité dans un pays européen, autre que la France?

oui non

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Si oui, spécifier ci-dessous pour quelle durée et dans quelles circonstances:

- 1) école primaire -----
- 2) collège/lycée -----
- 3) études supérieures -----

SECTION 5

Répondre par oui ou par non aux questions suivantes:

11. Avez-vous déjà travaillé dans un pays européen autre que la France?

oui	non
<input type="checkbox"/>	<input type="checkbox"/>

spécifier si cela vous a été bénéfique: _____

12. Cette expérience a-t-elle modifié votre attitude à l'égard des citoyens de ce pays?

oui	non
<input type="checkbox"/>	<input type="checkbox"/>

De quelle manière? Spécifier: _____

13. Avez-vous rencontré des gens d'un autre pays européen sur votre lieu de travail en France?

oui	non
<input type="checkbox"/>	<input type="checkbox"/>

14. Cette rencontre a-t-elle été bénéfique d'une quelconque façon?

oui	non
<input type="checkbox"/>	<input type="checkbox"/>

15. Cette rencontre est-elle associée à des difficultés?

oui	non
<input type="checkbox"/>	<input type="checkbox"/>

Si votre réponse à la question 14 et/ou 15 est positive, spécifier: _____

SECTION 6

Veillez cocher les noms de pays que vous avez visités pour des raisons autres que le travail ou vos études:

- | | | | | | |
|--------------|--------------------------|----|---|--------------------------|----|
| UK | <input type="checkbox"/> | 1 | Allemagne | <input type="checkbox"/> | 2 |
| Espagne | <input type="checkbox"/> | 3 | Italie | <input type="checkbox"/> | 4 |
| Les Pays Bas | <input type="checkbox"/> | 5 | Norvège | <input type="checkbox"/> | 6 |
| Suède | <input type="checkbox"/> | 7 | Portugal | <input type="checkbox"/> | 8 |
| Grèce | <input type="checkbox"/> | 9 | Autriche | <input type="checkbox"/> | 10 |
| Suisse | <input type="checkbox"/> | 11 | Finlande | <input type="checkbox"/> | 12 |
| Belgique | <input type="checkbox"/> | 13 | Danemark | <input type="checkbox"/> | 14 |
| Irlande | <input type="checkbox"/> | 15 | Etats Indépendants
(anciennement Yougoslavie) | <input type="checkbox"/> | 16 |
| Luxembourg | <input type="checkbox"/> | 17 | Turquie | <input type="checkbox"/> | 18 |
| Malte/Chypre | <input type="checkbox"/> | 19 | Europe de l'Est
Roumanie, Bulgarie, Républiques Tchécoslovaque et
Slovaque, Hongrie, Etats Indépendants (anciennement URSS) | <input type="checkbox"/> | 20 |

Sélectionner 2 des pays que vous avez visités le plus fréquemment et indiquer si vous êtes d'accord ou non avec les affirmations suivantes:

Pays 1: _____ Pays 2: _____

Si l'occasion se présentait, je repartirais volontiers dans le pays suivant:

Pays 1:	<input type="checkbox"/>	entièrement d'accord	Pays 2:	<input type="checkbox"/>	entièrement d'accord
	<input type="checkbox"/>	d'accord		<input type="checkbox"/>	d'accord
	<input type="checkbox"/>	pas d'accord		<input type="checkbox"/>	pas d'accord
	<input type="checkbox"/>	complètement en désaccord		<input type="checkbox"/>	complètement en désaccord

Quels sont les aspects du pays que vous appréciez réellement?

Le contact avec les habitants m'a semblé facile dans le pays suivant:

Pays 1:	<input type="checkbox"/>	entièrement d'accord	Pays 2:	<input type="checkbox"/>	entièrement d'accord
	<input type="checkbox"/>	d'accord		<input type="checkbox"/>	d'accord
	<input type="checkbox"/>	pas d'accord		<input type="checkbox"/>	pas d'accord
	<input type="checkbox"/>	complètement en désaccord		<input type="checkbox"/>	complètement en désaccord

Langues parlées (autres que le français):
(spécifier le niveau de connaissance de la langue: bilingue, courant, relativement courant, permettant de se débrouiller, limité)

langue	niveau
1	-----
2	-----
3	-----
4	-----

SECTION 7

16 Avez-vous eu la possibilité de traiter la dimension européenne au cours de votre formation comme enseignant?

oui,

non

si oui, cocher les différentes occasions au cours desquelles cela s'est produit

sinon passez directement à la question 17:

a. enseignement de la matière

b. didactique

c. pédagogie/théories de l'éducation

d. expérience professionnelle

e. devoirs écrits

f. autre, veuillez spécifier

17 Etes-vous sûr de bien comprendre le rôle que peut jouer la dimension européenne au sein du programme?

oui, tout à fait sûr

sûr

pas sûr

pas du tout sûr

18 Avez-vous intégré une dimension européenne à votre enseignement lors de votre stage pratique?

oui,

non

si oui, spécifier:

SECTION 8

19 De quelle façon envisagez-vous d'intégrer des aspects divers de la dimension européenne au cours de votre carrière dans l'enseignement?

<input type="checkbox"/>	régulièrement
<input type="checkbox"/>	occasionnellement
<input type="checkbox"/>	pas du tout

si vous avez répondu, 1 ou 2 à la question 19, spécifier:

20 Envisagez-vous de chercher un poste d'enseignant dans un pays européen autre que la France?

<input type="checkbox"/>	oui	<input type="checkbox"/>	non
--------------------------	-----	--------------------------	-----

Veillez inclure ci-dessous tout commentaire que vous avez à faire s'agissant de l'intégration de la dimension européenne à des cours de formation à venir.

SECTION 9

21 Vous sentez vous plutôt européen que français?

<input type="checkbox"/>	oui	<input type="checkbox"/>	non
--------------------------	-----	--------------------------	-----

22 Pour vous, que signifie 'être européen'?

Appendix I

European survey

**Portuguese version of
questionnaire**

QUESTIONÁRIO PARA PROFESSORES EM FORMAÇÃO

FEVEREIRO 1997

CONSCIÊNCIA EUROPEIA

PAÍS _____ IDADE _____

DISCIPLINA ESCOLAR _____

MASCULINO/FEMININO _____

NOTE, POR FAVOR!

Para a finalidade deste estudo, não consideramos a Europa tal como é definida em termos da UE, mas no contexto mais vasto, geográfico, cultural e social.

SECÇÃO UM

Por favor, indique se concorda ou se discorda das seguintes afirmações

1. Considero que Portugal e outros países europeus deviam cooperar..

a) politicamente

concordo fortemente
concordo
discordo
discordo fortemente

b) economicamente

concordo fortemente
concordo
discordo
discordo fortemente

c) culturalmente

concordo fortemente
concordo
discordo
discordo fortemente

d) no que respeita a legislação social

concordo fortemente
concordo
discordo
discordo fortemente

SECÇÃO DOIS

Por favor, indique se concorda ou se discorda das seguintes afirmações:

2. Portugal e os outros países europeus deviam concordar quanto:

a) ao sistema eleitoral

concordo fortemente
concordo
discordo
discordo fortemente

b) ao sistema legal

concordo fortemente
concordo
discordo
discordo fortemente

c) à saúde e segurança social

concordo fortemente
concordo
discordo
discordo fortemente

d) às qualificações educacionais

concordo fortemente
concordo
discordo
discordo fortemente

e) à lei de emprego

concordo fortemente
concordo
discordo
discordo fortemente

f) à legislação quanto à igualdade de oportunidades

concordo fortemente
concordo
discordo
discordo fortemente

SECÇÃO TRÊS

Por favor, indique se concorda ou se discorda das seguintes afirmações

3. A consciência europeia deve estar presente em todas as matérias do curriculum.

concordo fortemente
concordo
discordo
discordo fortemente

4. A história, a geografia e a cultura de outros países europeus devem estar presentes no curriculum.

concordo fortemente
concordo
discordo
discordo fortemente

5. Devia ser obrigatório que os alunos nas escolas aprendessem pelo menos uma língua europeia (além de português).

concordo fortemente
concordo
discordo
discordo fortemente

6. Todos os alunos portugueses deviam ter a oportunidade de visitar outro país europeu.

concordo fortemente
concordo
discordo
discordo fortemente

7. Todos os estudantes portugueses do ensino superior deviam ter a oportunidade de estudarem durante parte do seu curso num outro país europeu.

concordo fortemente
concordo
discordo
discordo fortemente

SECÇÃO QUATRO

Por favor, responda sim ou não ás seguintes questões:

8. Já viveu numa casa noutro país europeu?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Caso sim, por favor, especifique, por exemplo, durante quanto tempo, em que circunstâncias

9. Já foi nalguna excursão escolar a outro país europeu?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Caso sim, por favor, especifique

10. Já frequentou uma instituição escolar noutro país europeu?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Caso sim, por favor, especifique durante quanto tempo e em que circunstâncias

1) Primária -----

2) Secundária -----

3) Educação Universitária -----

SECÇÃO CINCO

Por favor, responda sim ou não ás seguintes questões:

11. Já teve alguma experiência de trabalho noutro país europeu?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Que benefícios lhe trouxe essa experiência?

Por favor, especifique

12. A experiência laboral mudou as suas atitudes para con os cidadãos desse país?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

De que modo? Por favor, especifique

13. Já alguma vez encontrou colegas des outro país europeu no seu local de trabalho em Portugal?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

14. Beneficiou do contacto?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

15. Houve alguns problemas deccorentes do contacto?

Sim Não

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Se respondeu sim às questões 14e/ou 15, por favor, especifique

SECÇÃO SEIS

Da lista abaixo assinale os países europeus que visitou por motivos que não de trabalho ou de estudo.

- | | | | | | |
|--------------|--------------------------|----|--|--------------------------|----|
| FRANÇA | <input type="checkbox"/> | 1 | ALEMANHA | <input type="checkbox"/> | 2 |
| ESPAÑA | <input type="checkbox"/> | 3 | ITALIA | <input type="checkbox"/> | 4 |
| HOLANDA | <input type="checkbox"/> | 5 | NORVEGA | <input type="checkbox"/> | 6 |
| SWÉCIA | <input type="checkbox"/> | 7 | GRÃ - BRETANHA | <input type="checkbox"/> | 8 |
| GRÉCIA | <input type="checkbox"/> | 9 | AÚSTRIA | <input type="checkbox"/> | 10 |
| SUÍÇA | <input type="checkbox"/> | 11 | FINLÂNDIA | <input type="checkbox"/> | 12 |
| BÉLGICA | <input type="checkbox"/> | 13 | DINAMARCA | <input type="checkbox"/> | 14 |
| IRLANDA | <input type="checkbox"/> | 15 | Estados independentes da antiga JUGOSLAVIA | <input type="checkbox"/> | 16 |
| LUXEMBURG) | <input type="checkbox"/> | 17 | TURQUIA | <input type="checkbox"/> | 18 |
| MALTA/CHIPRE | <input type="checkbox"/> | 19 | EUROPA DE LESTE - Roménia, Bulgária, República Checa e Eslovaca, Hungria, & estados independentes da antiga URSS | <input type="checkbox"/> | 20 |

Escola os dois países que mais visitou e diga se concorda ou não com as seguintes afirmações:

País 1 _____ País 2 _____

Se tivesse oportunidade, gostaria de volta a

País 1	<input type="checkbox"/>	concordo fortemente	País 2	<input type="checkbox"/>	concordo fortemente
	<input type="checkbox"/>	concordo		<input type="checkbox"/>	concordo
	<input type="checkbox"/>	discordo		<input type="checkbox"/>	discordo
	<input type="checkbox"/>	discordo fortemente		<input type="checkbox"/>	discordo fortemente

Quais foram as características do país 1 de que realmente gostou

Achei fácil estabelecer contactos com os habitantes de

País 1	<input type="checkbox"/>	concordo fortemente	País 2	<input type="checkbox"/>	concordo fortemente
	<input type="checkbox"/>	concordo		<input type="checkbox"/>	concordo
	<input type="checkbox"/>	discordo		<input type="checkbox"/>	discordo
	<input type="checkbox"/>	discordo fortemente		<input type="checkbox"/>	discordo fortemente

Línguas faladas (para além do português)
Pot favor, indique a fluência: bilingue, fluente, razoavelmente fluente, pouco fluente, poucas palavras

Língua	Grau de fluencia
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____

SECÇÃO SETE

6. Teve oportunidade de considerar a dimensão europeia durante a sua formação de professores?

Sim

Não

Caso seja sim, por favor, assinale as áreas em que a dimensão europeia foi considerado.

Caso seja não, responda à questão 17

a) Materias específicas

b) Didáctica

c) Estudos pedagógicos/teoria da educação
(aulas, seminários)

d) Prática de ensino/prática na(s) escola(s)

e) Trabalho avaliado
(ensaios, projectos, hateriais de ensino)

f) Outros

Por favor, especifique

.....
.....

7. Até que ponto compreende a posição da dimensão europeia no curriculum?

Totalmente segura

Segura

Incerta

Totalmente incerta

8. Inclui algum aspecto da dimensão europeia na sua prática de ensino?

Sim

Não

Casa seja sim, por favor, especifique

.....
.....

SECÇÃO OITO

19. Até que ponto tenciona incluir aspectos da dimensão europeia na sua futura actividade docente?

<input type="checkbox"/>	Como característica permanente
<input type="checkbox"/>	Ocasionalmente
<input type="checkbox"/>	Nunca

Caso sim, por favor, explique

.....

.....

.....

.....

20. Alguma vez consideraria procurar um lugar de professor num outro país que não Portugal?

<input type="checkbox"/>	<input type="checkbox"/>
Sim	Não

Por favor, acrescente comentários ou sugestões quanto á inclusão da dimensão europeia em futuros cursos de formação.

.....

.....

.....

SECÇÃO NOVE

21. Sente-se mais europeu do que português?

Sim	Não
<input type="checkbox"/>	<input type="checkbox"/>

22. Caso sim, o que significa ser europeu?

.....

.....

.....

Obrigada pela sua cooperação

Appendix J

European survey

**Version of questionnaire
for Dutch cohort**

STUDENT TEACHER QUESTIONNAIRE

MARCH 1997

EUROPEAN AWARENESS

NAME _____ AGE _____

MAIN TEACHING SUBJECT(S) _____ Male/Female _____

PLEASE NOTE!

For the purposes of this study, we are not concerned with Europe as defined by the EU, but with its wider geographical, cultural and social contexts.

SECTION ONE

Please indicate whether you agree or disagree with the following statements:

1. I believe that the Netherlands should cooperate with other European countries

a) politically

- Strongly agree
- Agree
- Disagree
- Strongly disagree

b) economically

- Strongly agree
- Agree
- Disagree
- Strongly disagree

c) culturally

- Strongly agree
- Agree
- Disagree
- Strongly disagree

d) with regard to social legislation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

SECTION TWO

Please indicate whether you agree or disagree with the following statements:

2. The Netherlands should agree to bring its own into line with other European countries with regard to

a) the electoral system

- Strongly agree
- Agree
- Disagree
- Strongly disagree

b) the legal system

- Strongly agree
- Agree
- Disagree
- Strongly disagree

c) health and national insurance

- Strongly agree
- Agree
- Disagree
- Strongly disagree

d) educational qualifications

- Strongly agree
- Agree
- Disagree
- Strongly disagree

e) employment law

- Strongly agree
- Agree
- Disagree
- Strongly disagree

f) equal opportunities legislation

- Strongly agree
- Agree
- Disagree
- Strongly disagree

SECTION THREE

Please indicate whether you agree or disagree with the following statements:

3. European awareness should permeate all subjects in the curriculum

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

4. The history, geography and cultural background of other European countries should feature in the curriculum

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

5. It should be compulsory for children in schools to learn at least one European language, other than Dutch

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

6. All Dutch pupils should have the opportunity to visit another European country

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

7. All Dutch students in higher education should have the opportunity to study for part of their course in another European country

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

SECTION FOUR

Please answer yes or no to the following questions

7. Have you ever lived in a household in another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, please specify: eg., for how long, in what circumstances ?

9. Have you ever been on a school holiday to another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, please specify

10. Have you ever attended an educational institution in another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, please specify below for how long, in what circumstances

1) Primary _____

2) Secondary _____

3) Higher Education _____

SECTION FIVE

Please answer yes or no to the following questions

11. Have you ever had any work experience in another European country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

What benefits, if any, did this experience bring you? Please specify:

12. Did the work experience change your attitudes towards the citizens of that country?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

In what way? Please specify:

13. Have you ever encountered colleagues from another European country in your workplace in the Netherlands?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

14. Did you benefit from the contact in any way?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

15. Were there any problems associated with the contact?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you answer Yes to questions 14 and/or 15, please specify:

SECTION SIX

From the list below tick the European countries you have visited for purposes other than work or study.

- | | | | |
|--------------|-----------------------------|--|-----------------------------|
| FRANCE | <input type="checkbox"/> 1 | GERMANY | <input type="checkbox"/> 2 |
| SPAIN | <input type="checkbox"/> 3 | ITALY | <input type="checkbox"/> 4 |
| UK | <input type="checkbox"/> 5 | NORWAY | <input type="checkbox"/> 6 |
| SWEDEN | <input type="checkbox"/> 7 | PORTUGAL | <input type="checkbox"/> 8 |
| GREECE | <input type="checkbox"/> 9 | AUSTRIA | <input type="checkbox"/> 10 |
| SWITZERLAND | <input type="checkbox"/> 11 | FINLAND | <input type="checkbox"/> 12 |
| BELGIUM | <input type="checkbox"/> 13 | DENMARK | <input type="checkbox"/> 14 |
| IRELAND | <input type="checkbox"/> 15 | Independent states of the former YUGOSLAVIA | <input type="checkbox"/> 16 |
| LUXEMBOURG | <input type="checkbox"/> 17 | TURKEY | <input type="checkbox"/> 18 |
| MALTA/CYPRUS | <input type="checkbox"/> 19 | EASTERN EUROPE - Romania, Bulgaria, the Czech and Slovak Republics, Hungary, independent states of the former USSR | <input type="checkbox"/> 20 |

Now choose the two countries you have frequented the most from the above list and indicate whether you agree or disagree with the following statements:

Country 1 _____ Country 2 _____

If I had the opportunity I would be glad to go back to

- | | | | |
|-----------|--|-----------|--|
| Country 1 | <input type="checkbox"/> Strongly agree | Country 2 | <input type="checkbox"/> Strongly agree |
| | <input type="checkbox"/> Agree | | <input type="checkbox"/> Agree |
| | <input type="checkbox"/> Disagree | | <input type="checkbox"/> Disagree |
| | <input type="checkbox"/> Strongly disagree | | <input type="checkbox"/> Strongly disagree |

What were the features of Country 1 that you really liked?

I found it easy to make contact with the inhabitants of

Country 1

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Country 2

- Strongly agree
- Agree
- Disagree
- Strongly disagree

LANGUAGES SPOKEN (other than Dutch)

LANGUAGE

DEGREE OF FLUENCY

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

SECTION SEVEN

16. Have you had the opportunity to consider the European dimension during the course of your teacher training?

- Yes
- No

If yes, please tick the areas where you were able to consider the European dimension.

If no, go to question 17 below.

- a) Subject Studies
- b) Didactics
- c) Pedgaogical Studies/Theory of Education (ie. lectures/seminars)
- d) Teaching Experience/Practice School(s)
 - Primary
 - Secondary
- e) Assessed work (i.e., essays, project work, teaching materials)
- f) Other
Please specify

17. To what extent do you understand the position of the European dimension within the curriculum?

- Fully confident
- Confident
- Uncertain
- Not at all sure

18. Did you include any aspect of the European dimension in your own teaching during teaching practice?

- Yes
- No

If yes, please specify:

SECTION EIGHT

19. To what extent do you intend to include any aspects of the European dimension in your future teaching?

- As a regular feature
- Occasionally
- Not at all

If yes, please specify how:

20. Would you ever consider seeking a teaching post in a European country other than the Netherlands?

- Yes
- No

Please add any comments or suggestions you may have concerning the inclusion of a European dimension in future training courses.

SECTION NINE

21. Do you feel European rather than Dutch?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

22. If so, what does it mean to be European?

Thank you for your co-operation

Appendix K

European survey

**Version of questionnaire
for Austrian cohort**

Fragebogen für Studierende für das Lehramt

Februar 1997

Europäisches Bewusstsein

Land _____ Alter _____

Studienfächer _____ männl./weibl. _____

Bitte beachten Sie

Für die vorliegende Umfrage beschränkt sich der Begriff "Europa" nicht auf die EU sondern auf den gesamteuropäischen Raum und zwar in geographischer, kultureller und sozialer Hinsicht.

Abschnitt 1

Bitte geben Sie an, ob Sie den folgenden Aussagen zustimmen/nicht zustimmen:

1. Ich bin der Meinung, dass Österreich mit den anderen europäischen Ländern in den folgenden Bereichen kooperieren sollte.....

a) in der Politik

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

b) in wirtschaftlichen Belangen

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

c) in kulturellen Angelegenheiten

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

d) in der Sozialgesetzgebung

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

Abschnitt 2

Bitte geben Sie an, ob Sie den folgenden Aussagen zustimmen/nicht zustimmen:

2. In den folgenden Bereichen sollten Österreich und andere europäische Länder aneinander angleichen:

a) Wahlsystem

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

b) Gesetzgebung

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

c) Kranken- und Sozialversicherung

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

d) Schul- und Studienabschlüsse

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

e) Arbeitsrecht

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

f) Gleichheitsgesetzgebung

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

Abschnitt 3

Bitte geben Sie an, ob Sie den folgenden Aussagen zustimmen/nicht zustimmen:

3. Das europäische Bewusstsein sollte in allen Fächern (als Unterrichtsprinzip) vertreten sein.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

4. Geschichte, Geographie und kultureller Hintergrund anderer europäischer Länder sollten im Lehrplan enthalten sein.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

5. Zumindest eine Fremdsprache sollte (zusätzlich zu Deutsch) für alle Kinder obligatorisch sein.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

6. Alle österreichischen Schüler/ -innen sollten Gelegenheit erhalten, ein anderes europäisches Land zu besuchen

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

7. Alle österreichischen Studenten/-innen sollten während ihres Studiums Gelegenheit erhalten, einen Teil ihres Studiums in einem anderen europäischen Land zu absolvieren.

<input type="checkbox"/>	dafür
<input type="checkbox"/>	eher dafür
<input type="checkbox"/>	eher dagegen
<input type="checkbox"/>	dagegen

Abschnitt 4

Bitte beantworten Sie die folgenden Fragen mit "ja" oder "nein"

8. Haben Sie jemals bei einer Familie in einem anderen europäischen Land gelebt?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Wenn ja, geben Sie bitte die näheren Umstände an. _____

9. Waren Sie jemals mit der Schule in einem anderen europäischen Land?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Wenn ja, geben Sie bitte die näheren Umstände an. _____

10. Haben Sie jemals in einer Bildungseinrichtung in einem anderen europäischen Land studiert?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Wenn ja, geben Sie bitte an wie lange und unter welchen Bedingungen

1) in der Volksschule _____

2) in der Hauptschule/AHS/BHS etc. _____

3) während des Studiums _____

Abschnitt 5

Bitte beantworten Sie die folgenden Fragen mit "ja" oder "nein"

11. Haben Sie jemals in einem anderen europäischen Land gearbeitet?

ja nein

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Welche Vorteile - wenn überhaupt - hatten Sie davon?

Bitte machen Sie genauere Angaben _____

12. Hat diese Erfahrung Ihre Einstellung zu den Bürgern dieses Landes verändert?

ja nein

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Wenn ja auf welche Weise? _____

13. Sind Sie mit Kolleg/- innen von anderen europäischen Ländern an Ihrem Arbeitsplatz zusammengetroffen?

ja nein

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

14. War diese Begegnung für Sie von Vorteil?

ja nein

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

15. Haben sich daraus Probleme ergeben?

ja nein

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Wenn sie die Fragen 14 und 15 mit "ja" beantwortet haben, machen Sie bitte genauere Angaben

Abschnitt 6

Kreuzen Sie in der Liste alle jene Länder an, die sie aus anderen Gründen als um dort zu arbeiten oder studieren besucht haben.

- | | | | | | |
|--------------|--------------------------|----|---|--------------------------|----|
| Frankreich | <input type="checkbox"/> | 1 | Deutschland | <input type="checkbox"/> | 2 |
| Spanien | <input type="checkbox"/> | 3 | Italien | <input type="checkbox"/> | 4 |
| Niederlande | <input type="checkbox"/> | 5 | Norwegen | <input type="checkbox"/> | 6 |
| Schweden | <input type="checkbox"/> | 7 | Portugal | <input type="checkbox"/> | 8 |
| Griechenland | <input type="checkbox"/> | 9 | Vereinigtes Königreich | <input type="checkbox"/> | 10 |
| Schweiz | <input type="checkbox"/> | 11 | Finnland | <input type="checkbox"/> | 12 |
| Belgien | <input type="checkbox"/> | 13 | Dänemark | <input type="checkbox"/> | 14 |
| Irland | <input type="checkbox"/> | 15 | Teilrepubliken des ehem
Jugoslawien | <input type="checkbox"/> | 16 |
| Luxemburg | <input type="checkbox"/> | 17 | Türkei | <input type="checkbox"/> | 18 |
| Malta/Zypern | <input type="checkbox"/> | 19 | Osteuropäische Länder-
Rumänien, Bulgarien, Tschechien, Slowakei,
Ungarn, ehem. Sowjetunion (GUS - Staaten) | <input type="checkbox"/> | 20 |

Wählen Sie die zwei Länder, die Sie am häufigsten besucht haben und geben Sie an, ob Sie mit den folgenden Aussagen einverstanden/nicht einverstanden sind.

Land 1 _____ Land 2 _____

Wenn ich Gelegenheit hätte, würde ich gerne wieder hinfahren

Land 1	<input type="checkbox"/>	ja	Land 2	<input type="checkbox"/>	ja
	<input type="checkbox"/>	eher ja		<input type="checkbox"/>	eher ja
	<input type="checkbox"/>	eher nein		<input type="checkbox"/>	eher nein
	<input type="checkbox"/>	nein		<input type="checkbox"/>	nein

Was hat Ihnen in Land 1 besonders gefallen?

Ich fand es leicht, mit den Bewohnern in Kontakt zu kommen

Land 1	<input type="checkbox"/>	ja, sehr leicht	Land 2	<input type="checkbox"/>	ja, sehr leicht
	<input type="checkbox"/>	eher leicht		<input type="checkbox"/>	eher leicht
	<input type="checkbox"/>	eher schwer		<input type="checkbox"/>	eher schwer
	<input type="checkbox"/>	sehr schwer		<input type="checkbox"/>	sehr schwer

Welche Fremdsprachen (außer Deutsch) sprechen Sie? Bitte geben Sie ihre Fähigkeiten an: wie Deutsch (bilingual), fließend, recht gut, komme damit durch, nur einige Wörter.

Fremdsprache:	Fähigkeiten:
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____

Abschnitt 7

16. Hatten Sie jemals Gelegenheit sich mit der Europäischen Dimension in der Erziehung während Ihres Lehramtsstudiums auseinanderzusetzen?

ja nein

Wenn ja, bitte geben Sie die Bereiche an.
Wenn nein, gehen Sie zu Frage 17 weiter.

- a) Fachwissenschaften
- b) Didaktik
- c) Pädagogik
- d) Schulpraktikum
- e) Bei Studienaufträgen
(Seminararbeiten, Projekten, Anfertigung von
Unterrichtsmaterial)
- f) andere

Bitte beschreiben

17. Wie weit ist Ihnen bekannt, wo Sie die Integration der Europäischen Dimension im Lehrplan finden?

<input type="checkbox"/>	sehr gut bekannt
<input type="checkbox"/>	bekannt
<input type="checkbox"/>	unsicher
<input type="checkbox"/>	keine Ahnung

18. Haben Sie während Ihres schulpraktikums Gelegenheit erhalten, die Europäische Dimension in den Unterricht einzubauen?

ja nein

Wenn ja, machen Sie dazu nähere Angaben

Abschnitt 8

19. Welchen Stellenwert wird die Europäische Dimension in Ihrem Unterricht einnehmen?

wird ein regelmäßiger Bestandteil sein
wird gelegentlich vorkommen
wird nicht vorkommen

Machen Sie bitte nähere Angaben zur Umsetzung

20. Ziehen Sie in Erwägung sich eventuell in einem anderen europäischen Land als Lehrer/
in zu bewerben?

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

Bitte geben Sie weitere Hinweise oder Anregungen zur Europäischen Dimension in
zukünftigen Studiengängen für das Lehramt.

Abschnitt 9

21. Fühlen Sie sich eher als Europäer /-in als Österreicher / -in

ja	nein
<input type="checkbox"/>	<input type="checkbox"/>

22. Was bedeutet es für Sie persönlich, Europäer / -in zu sein?

Danke für die Angaben!

Appendix L

**Questions for semi-structured
interviews**

Questions for semi-structured interviews

1. What do you understand by the term 'European Dimension'?
2. Do you see the European Dimension as being relevant to your subject area?
(Why/Why not? How?)
3. Have you studied any aspects of the European Dimension during the course of the PGCE this year?
- 4a. How important do you think it is to be aware of and consider the cultural/ethnic backgrounds of the pupils you teach? (Why?)
- 4b. How does this influence your teaching style/management style/relationships with pupils?
5. Did you feel that you were in sympathy with the ethos/culture of your TP school?
Or were you in conflict with it?
Or did you feel you wanted to change it? How? Why?
6. Have any of your previous experiences of living, travelling, studying or working in other European countries influenced any of your work in classrooms this year? (How? Specific examples?)
- 7a. Has your tutor or mentor given you any advice regarding any work you have done on the European dimension?
- 7b. Did you need that kind of advice?
- 7c. Were there any tensions perceived between the advice given by your mentor and that given by your tutor?
8. Have your attitudes to people from different cultural backgrounds changed over the course of the PGCE year? (How? Why?)
9. Have your attitudes to the European dimension changed during the course of PGCE year? (How? Why?) Because of being in schools? Because of method/educational studies seminar? Because of interactions with mentors/tutors/peers?
10. How important do you think it is to prepare pupils to be citizens of Europe?
Why?/Why not?
11. Would you be interested in finding out the results of this research or being involved in the dissemination of the results?

Appendix M

**Invitation letter for semi-
structured interviews**

As from School of Education

15 June 1997

Dear

I am currently carrying out a piece of research into the European dimension in education, and would like to interview a small sample of PGCE students, to follow up some of the issues raised in the questionnaire which all students completed last September.

The interviews will take the form of small group discussions (3 students and myself) and will be informal in tone. I envisage that they will last between 20 and 30 minutes. I intend to record the interviews on cassette, in order to obtain transcripts afterwards, but complete anonymity is guaranteed in terms of the resulting report.

Your name was selected as part of a random sample, and I should be very grateful if you would agree to take part in this project. Could you be available at on If you have any queries about the process please do not hesitate to contact me (home tel: 9266409) or your method tutor. I should be very grateful if you could confirm either to me or your method tutor whether or not you would be willing to participate.

I realise that we are in the final phase of the course but I hope that you would see this project as an opportunity to reflect on one particular aspect of the curriculum (and one that is currently receiving a lot of media attention) as part of your professional development.

Tea/coffee and biscuits will be provided.

With best wishes,

