The European Union: 505 million people – 28 countries
23 official languages
Population in millions, 2011

- EU: 502
- China: 1354
- India: 1215
- Japan: 127
- Russia: 143
- United States: 318
The area of the EU compared to the rest of the world

Surface area, 1,000 km²

<table>
<thead>
<tr>
<th>Region</th>
<th>Surface Area (1,000 km²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU</td>
<td>4234</td>
</tr>
<tr>
<td>China</td>
<td>9327</td>
</tr>
<tr>
<td>India</td>
<td>3287</td>
</tr>
<tr>
<td>Japan</td>
<td>365</td>
</tr>
<tr>
<td>Russia</td>
<td>16,889</td>
</tr>
<tr>
<td>United States</td>
<td>9,159</td>
</tr>
</tbody>
</table>
How rich is the EU compared to the rest of the world?

Size of economy: 2011 gross domestic product in trillion of euros

- EU: 12,600
- China: 5,200
- India: 1,200
- Japan: 4,200
- Russia: 1,300
- United States: 10,800

Wealth per person: 2011 gross domestic product per person

- EU: 25,200
- China: 5,800
- India: 2,600
- Japan: 26,300
- Russia: 12,000
- United States: 37,100
Enlargement: from six to 28 countries

- 1952
- 1973
- 1981
- 1986
- 1990
- 1995
- 2004
- 2007
The big enlargement: healing the division of Europe

1989 - Fall of Berlin Wall – end of Communism
EU economic help begins: Phare programme

1992 - Criteria set for a country to join the EU:
• democracy and rule of law
• functioning market economy
• ability to implement EU laws

1998 - Formal negotiations on enlargement begin

2002 - Copenhagen summit agrees enlargement

2004 - 10 new EU members: Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia

2007 - Bulgaria and Romania join the EU

2013 - Croatia joins on the 1st of July
The EU: an exporter of peace and prosperity

- World trade rules
- Common foreign and security policy
- Development assistance and humanitarian aid

EU runs the peacekeeping operations and the rebuilding of society in war-torn countries like Bosnia-Herzegovina.
The EU symbols

The European flag

The European anthem

Europe Day 9 May

The motto: United in diversity
The EU institutions

- European Parliament
- Court of Justice
- Court of Auditors
- European Investment Bank
- Council of Ministers (The Council)
- Economic and Social Committee
- Committee of the Regions
- European Commission
- European Central Bank
- Agencies
- European Council (summit)
Three key players

The European Parliament - voice of the people
Martin Schulz, President of the European Parliament

The European Council and the Council - voice of the Member States
Donald Tusk, President of the European Council

The European Commission - promoting the common interest
Jean-Claude Juncker, President of the European Commission
To stop global warming, EU leaders decided in 2007 to:

- reduce greenhouse gas emissions by 20% by 2020 (30% if other developed countries do likewise)
- improve energy efficiency by 20% by 2020
- raise the share of renewable energy to 20% by 2020 (wind, solar, hydro power, biomass)
European Integration

1. Research and Info resources
2. Teaching resources
3. Pedagogical Innovations
Research and Information Resources

European Union (official sites)

  General info on EU

  Official history of EU, with links and timelines.

  Search for primary sources (treaties, legislation)
Research and Information Resources

European Union (official sites)

  European Parliament website
  Council Website
Research and Information Resources

European Union (official sites for youth)

  youth-level reading material on the EU
- [https://europa.eu/youth/EU_en](https://europa.eu/youth/EU_en)  
  Youth portal, what the EU does to support youth
  Pamphlets and booklets, many free to order
Research and Information Resources

Canadian-related

  Mission of Canada to the EU

  Delegation of the EU to Canada
Research and Information Resources

Historical and Media Sites

- [http://www.cliohworld.net/](http://www.cliohworld.net/) (European History Network projects)
- [http://euobserver.com/](http://euobserver.com/)
- [http://www.guardian.co.uk/world/eu](http://www.guardian.co.uk/world/eu)
Workshop: Teaching Resources

Europa Go! (official EU website)

  
  variety of materials and resources sorted by age group

  
  online games and quizzes categorized by age groups (suitable for under 15s)

  
  Crisis Point (multi-class role-playing game)
Workshop: Teaching Resources

Carleton University

- [http://www6.carleton.ca/ces/eulearning/lesson-plans/](http://www6.carleton.ca/ces/eulearning/lesson-plans/)
  presentations and lesson plans, multiple languages, developed for Ontario secondary school, many lesson plans very suitable for BC

Delegation of the EU to the USA

- [http://www.euintheus.org/resources-learning/academic-resources/](http://www.euintheus.org/resources-learning/academic-resources/)
Workshop: Teaching Resources

Network of European Union Centers of Excellence (US-based)

- [http://www.euce.org/education/](http://www.euce.org/education/)
  Lesson plans, powerpoint presentations, web portfolios,
  Competition for US high school students, but also has other resources
Workshop: Teaching Resources

University of Wisconsin

• http://uw-madison-ces.org/?q=node/105
Complete lesson plan on early European integration (Gr. 9-12)
• http://www.creeca.wisc.edu/outreach/lessonplans/Fischer.pdf
Complete lesson plan on EU development (Gr. 9)
Workshop: Teaching Resources

Indiana University

- [http://www.indiana.edu/~west/outreach_teaching_lessonplans.shtml](http://www.indiana.edu/~west/outreach_teaching_lessonplans.shtml)

UK resources

- [http://www.activecitizensfe.org.uk/european-union-teaching-resources.html](http://www.activecitizensfe.org.uk/european-union-teaching-resources.html)

ESL lesson plans (EU themed)

- [http://www.michellehenry.fr/unioneur.htm](http://www.michellehenry.fr/unioneur.htm)
Pedagogical Innovation

Moving from teaching paradigm to learning paradigm

Why?

• Civic education for political efficacy and civic engagement.
• Active citizenship (from Dewey to the Bologna Process)

How?

• Blended Learning and Flipped Classrooms
• Problem-Based Learning
• Simulations and Role Play
• ‘In-Situ’ (study tours; internships)
Pedagogical Innovation: Distance and Blended Learning

Distance Learning (Flipped Classroom)
- Online tutorials and modules; emailing and discussion forums.
- Challenge #1: isolation. Solution: Synchronous learning tools (videoconferencing, instant chatting).
- Challenge #2: resources

Blended Learning
- Different modes of delivery; models of teaching and learning
- Social Networks and Social Media; Learning Platforms
Pedagogical Innovation: Problem-Based Learning

Study of real life problems, using interdisciplinary approach

- Background: Medical education
- From assessment of a news article to Quest University
- ‘Tutorials’ (small group collaborative learning)
- Important how one frame’s the problem
- Important to vary tasks
Problem-Based Learning: Framing the problem

How one frames the problem: a *good* problem will...

1. Stimulate thinking, analysis and reasoning
2. Ensure self-directed learning
3. Activate prior knowledge
4. Be set in a realistic context
5. Lead to the appropriate formation of learning goals
6. Arouse curiosity
7. Include topics relevant for different disciplines
8. Assure contextual breadth
9. Build on an appropriate vocabulary
Problem-Based Learning: Varying the tasks

Important to vary tasks

• Discussion tasks
• Study tasks
• Application tasks
Problem-Based Learning: Procedural aspects

Procedure:
1. Clarify terms and concepts
2. Formulation of problem statement
3. Brainstorming
4. Structure brainstorm
5. Formulation of learning objectives
6. Self-Study
7. Post-discussion and reflection
Variation on Problem-Based Learning: Puzzle-Based Learning

Situation for analysis:
• Germany has a well-developed and relatively powerful Green Party (63 Parliamentarians, representation in the ‘provincial’ legislatures – including one ‘premier’ – and representation in European Parliament).
• Canada has one Green Party Parliamentarian (Elizabeth May).

Expectation: Both countries...
• have a rich history of environmental activism,
• are federal polities (with regional political parties)

Puzzle: Why does Germany have a well developed and powerful Green political party, and Canada does not?

Note: looking for non-normative answer
Pedagogical Innovation: Simulation and Role-Play

Why?

• Active, experiential learning
• Cognitive and Affective Learning
• Creates a powerful learning environment
Pedagogical Innovation: Simulation and Role-Play

Model EU (university level)

• Eurosims
  http://www.eusimulations.org/

• Westcoast Model EU
  http://jsis.washington.edu/euc/meu/

• Classroom-based simulation
Pedagogical Innovation: Simulation and Role-Play

Model EU: in practice

• incorporate different roles, role playing (dress, character);
• use real context (and compare with actual outcomes)
• use formal and informal negotiations
• teacher set up: establish topic, roles, assign roles, prelim resources
• debrief: Compare outcomes, conclusions, affective learning
Pedagogical Innovation: Simulation and Role-Play

Classroom Based (POL 209)

• Assignment #1: A written ‘diplomatic brief’ about an EU Member State and its role and relations within the European Union.

• Assignment #2. A research paper on an on-going issue written from the perspective of an EU member state (e.g. enlargement, fiscal policy etc.), followed by a group presentation and seminar discussion of selected issues.

• Assignment #3 (MODEL EU): Acting as a EU Council of Ministers, students will be presented with a topical issue of relevance for the EU as a whole (examples: EU-Russia relations; free trade with Canada; Turkish accession; the Bologna Process; Arctic sovereignty, Climate negotiations, illegal immigration; etc.). Each student will produce a position paper on the issue, from the perspective of their Member State. They will then participate in a Model EU Council, to discuss the issue and try to generate an outcome that is satisfactory for the EU as a whole.
Pedagogical Innovation: Simulation and Role-Play

Classroom Based (POL 309)

• MODEL EU. Acting as European Commission DG Unit Heads, students will be presented with a topical issue of relevance for the EU as a whole (examples: EU-Russia relations; free trade with Canada; Turkish accession; the Bologna Process; Arctic sovereignty, Climate negotiations, illegal immigration; etc.)

• Each student will produce a position paper on the issue, from the perspective of their Directorate General. They will then participate in a Model EU Council of Ministers, with the national Ministers role-played by students at the 209 level. The Council and the Commission will discuss the issue and try to generate an outcome that is satisfactory for the EU as a whole.
The European Union Study Tour

and

Internship Program

2004 to 2015

Conrad King (Capilano University)

www.capilanou.ca/europa

You could be here... Studying European institutions...IN the European institutions!

https://www.youtube.com/watch?v=RyEzEZBAp6w