

## VIDEOS RELATED TO THE MAPS

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The grant for the EVE project was granted for several activities. One of the ideas of the project is that the teaching materials developed for working with the maps of the Atlas of European Values should also be accompanied by videos. The challenge is to integrate these videos into the teaching materials and to show them being used in the lessons.

In the opinion of the participating experts of this project the best way to define learning is 'sense-making'. One important way of sense-making in a European context is for young people to identify with their peers in other countries. Consequently, 12 videos (3–5 minutes) have been produced in each participating country on how young people think about 4 issues (work, religion, family, society) together with a portrait of the interviewed students. These films have been made between December 2009 and April 2010 and the last subtitling of the films will be done in February 2011.

Young people at the same age of pupils at secondary schools were chosen for the videos. The age varies from 12 years up to 19 years. In the United Kingdom, the people are a little older because of the legal constraints regarding videoing younger students.

Of course all of the filmed youngsters and their parents agreed on their participating in this project. Except for the Netherlands, where geographical spread and different school levels have been taken into account, the interviewed persons live in the city or surroundings of the participating universities.

The students were interviewed in different settings and sceneries, like their own room at home, in front of a church, in a café. The selected interview questions were asked in the same way as in the original research so that the results are comparable. The focus of the questions about work was on the role of the government and unemployment. For religion the students were asked about their own religious feelings and the role of religion in general. Gender issues and upbringing were the themes of the family questions and migration and environment for when the young people were interviewed about society.

As the videos weren't available during the student exchanges of April and May 2010, they couldn't be used during the try outs of the student teachers. But as transcripts of the videos and their translation into English have been done very rapidly, some of the

statements from the video's have been used in the assignments developed by the project partners, like for example in 'Religion and Politics'. In the future student exchanges the videos will be available and on 25 November 2011, when the new website will be released, they will be accessible for the public.

How could the videos be used in teaching practice while working with the maps of the Atlas of European Values? First of all the videos personalize some of the questions asked in the European Values Study and where the maps are about. The maps only show averages for the whole country. Behind these maps could be a range of different views, perhaps close to the mean value as illustrated on the map but perhaps very different. The videos contribute to the discussion of this important aspect in classroom.

But the videos don't only show what the young people think about the questions which have been chosen for the interviews, they also give answers why they think that way. These reasons given in the films could be the first steps when it comes to argumentation in classroom and to deepen the understanding of what could lay behind the maps.

Beside the videos about work, religion, family and society also a 'home story' has been filmed of each of the interviewed youngsters. This short portrait gives an impression of the daily life of young people in five countries, their school, their hobbies and their family life. The interviews are made in the mother language of the participants and subtitled in to the different languages of the project partners. With these 'insight views' pupils at secondary schools can connect more easily and these home stories also give explanations for why the interviewed persons have a certain views on certain issues. When watching the home stories of the Dutch persons for example (<http://blip.tv/file/4613840>), it might be strange for pupils in other countries, that it is quite common to have a job in the weekend or the afternoon after school. The question is to what extend it also affects their attitudes towards work.

The films can be used in different classroom situations: by beamer or interactive whiteboard (which is a trend to become standard classroom equipment in some of the participating countries like the Netherlands) or in more individual settings like a computer room, library with computer facilities or at home. No matter in which way they are used, they have the potential to contribute in a very positive way to the teaching about Europe, European values and the maps of the Atlas of European Values.