

# Political Europe – will pan-European democracy flourish or fade? (Erasmus+)

## Methods

1. Cooperative learning – student-student dialogue – sum exercises (Investigating/discussing communities)
2. Problem-based-Learning
3. Pair work
4. Field work
5. Group work
6. Individual work
7. Project work (case work)
8. Formal debate - end of the course

## Applied learning theory:

1. John Dewey's "Learning by doing" - experiential learning (project work/PBL)
2. Jean Lave and Etienne Wenger: Situated learning theory + expert-novice relationship (group work)
3. Lev Vygotsky's learning In a socio-cultural perspective and mediated learning (Cooperative learning)
4. Jean Piaget learning in a cognitive perspective (individual work)

## What do we want?

Headline: From student council to the European Parliament.

We want to empower voters in a democracy and that can happen in many different form and shapes (and different subjects in school). Ideas from a social studies perspective: human rights, mass media and mass communication, social media's impact on democracy, the decline of and threats to democracy (fake news), active citizenship, different media systems in different countries, the lack of separation of powers, forms of democracy, theories of power, Interest groups and grassroots movements, forms of political participation, the legislative process (nationally and in the EU), parliamentarianism, Robert A. Dahl's Ideal Democracy, voter and party behavior.

Partnership schools are free to pick and choose from the ideas above and put it in their PBL lesson plan. One thing, however, is compulsory: **media literacy**. This webpage <https://www.tjekdet.dk/badnews> is recommended by Zuzana and Sara with regards to working with media literacy.

Ideas to put in the lesson plan:

- Benefits of being in the EU
- Ask how their fellow peers feel about the EU (Voting is considered personal data (GDPR) – Don't ask about that!)
- Comparative (in the past) perspective on the EU (ask parents and grandparents)
- Involve student council à an EP election in school
- European Parliament ambassador school (google it!). Take a look at the material.
- Ask different generations: Do you plan to vote for EP election (5 people you know)

#### **Academic goals:**

- apply and combine knowledge and skills from the subject's disciplines to investigate current societal issues in Denmark and other countries and discuss existing and own solutions to these
- apply knowledge, concepts and professional contexts from the core subject and various theories from the subject's disciplines to explain and discuss societal issues and development trends
- examine and document a policy area, including the importance of the EU and global conditions.
- examine concrete economic priority problems nationally, regionally and globally and discuss solutions to this
- explain events and development trends in the international system and discuss Denmark's trading opportunities in connection with this
- demonstrate knowledge of the subject's identity and methods
- formulate precise professional issues, including hypotheses, and collect and process Danish and foreign language material, including statistical material, to investigate and discuss issues and draw conclusions
- be critical of diverse materials from different types of senders and use knowledge of social science method to carry out smaller empirical studies
- demonstrate professional contexts and development trends using existing and own calculations, tables, diagrams and models with the use of digital aids
- analyze and communicate – in writing and orally – empirical and theoretical contexts in a structured and nuanced way at the subject's taxonomic levels using the subject's terminology

- - on a professional basis, argue coherently and nuancedly for own views, place these in a theoretical context and enter into a professional dialogue"

### **Academic core:**

- political opinion formation and media, including behavior on social media
- political ideologies, dividing lines, party behavior and voter behavior
- perceptions of power and democracy as well as rights and duties in a democratic society, including gender equality
- political decision-making processes in Denmark in a global context, including the political systems in Denmark and the EU
- the importance of globalization and the EU for economic development in Denmark, including competitiveness and labor market conditions
- actors, power, security, conflicts and integration in Europe and internationally
- goals and opportunities in Denmark's foreign policy
- macroeconomic contexts, sustainable development, goal conflicts and governance nationally, regionally and globally
- qualitative and quantitative methods, including the organization and implementation of studies as well as systematic processing of different types of data
- comparative method and case studies

### **Core concepts:**

- Value and distribution policy
- Party behaviour: Molin and Down's model
- Voter behaviour: Issue-voter, class-voter, issue-ownership, The classical sociological theory of voter behaviour, retrospective voting behaviour, pocketbook voting, egotropic vs. Sociotropic voter, the proximity and direction model, the Michigan model
- Voter types: Core voter, marginal voter
- The EU as an organization including its institutions.
- Party and voter behaviour
- The EU's purpose
- The inner market
- Economic integration
- The EU's trilemma

- Forms of democracy: Direct, representative, competition and participatory democracy as well as Roberts Dahl's ideal democracy
- Integration theories: federalism, neofunctionalism, liberal intergovernmentalism,
- Legislation from the EU: Directives and regulations
- Parliamentarism: Negative and positive
- Interest organizations and lobbying
- Forms of power: Direct power, indirect power, discursive power and institutional power.
- Mass media and social media
- Fake News and medialization, frontstage vs. backstage
- Echo chambers and digital bubbles
- The democratic conversation
- Citizenship rights (civil, social and political rights), rights and duties
- Political participation
- The EU's role in the fight against social media, climate change, equality.
- The EU's role in Ukraine: Diplomacy, sanctions and support.
- Citizen involvement in the EU
- Social science methods: Quantitative, qualitative and comparative methods

#### **Books (in danish):**

- Det politiske Europa  
<https://detpolitiskeeuropa.ibog.forlagetcolumbus.dk/?id=1>
- Politikkens kernestof  
<https://politikenskernestof.ibog.forlagetcolumbus.dk/?id=1>
- Politikbogen  
<https://politikbogen.ibog.forlagetcolumbus.dk/>
- EU's udfordringer  
<https://eusudfordringer.ibog.forlagetcolumbus.dk/>
- Luk Samfundet Op  
<https://Iso.ibog.forlagetcolumbus.dk/>
- Klimaforandringer og bæredygtighed  
<https://xn--klimaogbredygtighed-sxb.ibog.forlagetcolumbus.dk/>

## Articles/websites/statistics (danish)

- <https://www.eu.dk/da/leksikon/Direktiv>
- <https://www.eu.dk/da/leksikon/Forordning>
- [15 85-citizenship-passport-da.pdf](#)
- [EU og Danmark: Guldbryllup i en demokratisk brydningstid](#)
- [Resultater og fordele | Den Europæiske Union](#)
- [Den Økonomiske og Monetære Unions udvikling | Faktablade om Den Europæiske Union | Europa-Parlamentet](#)
- [Det indre marked](#)
- [Frihandel og vækst](#)
- [Roger Buch: Politikere og medier er skyld i irrationelle EU-vælgere](#)
- [EU inviterede sine borgere til debat om fremtiden – men ingen ved, hvad det skal ende ud i](#)
- <https://www.altinget.dk/civilsamfundetsvidenscenter/artikel/efter-10-aar-med-eu-borgerinitiativ-har-civile-aktoerer-faaet-et-nyt-redskab-hr-og-fru-jensen-er-stadig-milevidt-fra-indflydelse-i-eu>
- [Danske Medier til EU-Kommissionen: Frie medier står ikke stærkere ved at lave fælles EU-lovgivning](#)
- [Debat: EU er et perfekt eksempel på demokratisk overskud](#)
- <https://www.tjekdet.dk/badnews>
- [Den demokratiske samtale / TjekDet og partnere \(tekstet\)](#)
- [Socialdemokratiet: Ny EU-retsakt er det hidtil største skridt på vejen til tryggere liv online](#)



Ny EU-lov tvinger  
techgiganter til kamp

- [EU"s klimamål](#)
- [Danmarks klimamål vs. EU's klimamål](#)
- [Globalis: Årsagerne til konflikten i Ukraine](#)
- [EU's reaktion på Ruslands invasion af Ukraine](#)
- [Europæisk politik har ikke været så formbar siden EU's grundlæggelse. Vil undtagelsespolitikken også brede sig til klimahandling?](#)



Meningsmåling i EU,  
Eurobarometer.pdf

- [Borgerpaneler i EU er et frisk pust til en fjern og topstyret verden](#)

- [Resultater og fordele | Den Europæiske Union](#)
- [Ulrike Guérot: Populisterne havde ret – EU fungerer ikke](#)
- [Padlet.com](#)
- <https://emu.dk/grundskole/paedagogik-og-didaktik/undervisningsformer/cooperative-learning-giv-eleverne-ordet-de>

## Video and music


- [Anthem of Europe \(Latin/English\)](#)
- [Manic Street Preachers - Europa Geht Durch Mich \(Lyric Video\)](#)
- [Hvordan fungerer EU?](#)
- [Dit Demokrati | Hvem må være med i EU?](#)
- [Hvordan fungerer EU?](#)
- [\*\*Dit Demokrati | Hvordan lovgiver EU?\*\*](#)
- [\*\*Temafilm: Øremærket barse\*\*](#)
- [Temafilm: Nethandel](#)
- [Billy Bragg – Take Down The Union Jack \(Official Video\)](#)
- [Temafilm: Atomkraft](#)
- [&#x27;Ikke i min baghave&#x27;; Er borgere hykleriske, når kommunen lægger planer?](#)
- [DRTV - Explainer: Da Rusland invaderede Ukraine](#)
- [DRTV - Explainer: Hvilke løgne fortæller russiske statsmedier?](#)

## Lesson plan

Purpose	Content	Materials	Methods	Evaluation
<p>Module 1: Introduction to the EU</p> <p>Presentation of the EU as an international organisation</p> <p>Basic information about the history of the EU, member states and institutions</p> <p>Discussion of the EU's aims and objectives</p>	<p>Begin the module by playing <a href="#">Anthem of Europe (Latin/English)</a>. The students then buzz about the message of the song.</p> <p>Student brainstorm: (10 min) What do you associate with the EU? The students' points are written on the board. +</p> <p>Parents/grandparents survey: - What do your parents/grandparents think of the EU, and do they expect to vote for EP elections?</p> <p>Short teacher's presentation about the EU and its institutions (5 min) and the basic question of the course: <b>will pan-European democracy flourish or fade?</b> <a href="https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=140">https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=140</a></p> <p><b>Group work on the purpose of the EU: (30 min)</b> Group 1-2: The EU's purpose of peace and free movement <a href="https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=161">https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=161</a></p> <p>Group 3:</p>	<p>Common homework: <a href="#">1.1: Hvad er EU's formål?</a></p> <p>Homework: Ask your parents and grandparents about their views on the EU and whether they expect to vote in the next European Parliament elections. <a href="#">Anthem of Europe (Latin/English)</a>  <a href="#">Hvordan fungerer EU?</a>  <a href="#">Dit Demokrati   Hvem må være med i EU?</a></p>	<p>Working methods and learning theory:</p> <p>Group work: Wenger and Lave: Situated learning theory + expert-novice relationship.</p> <ol style="list-style-type: none"> <li>1. Anthem about Europe</li> <li>2. Student brainstorm</li> <li>3. Own investigation</li> <li>4. Introduction (teacher presentation)</li> <li>5. Group work</li> <li>6. Teaching for a day</li> <li>7. Discussion – The purpose of the EU</li> </ol>	<p>The discussion question serves as today's evaluation.</p>


	<p>The EU's purpose of free movement and shared values  <a href="https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=162">https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=162</a></p> <p>Group 4:  The EU's purpose of peace and shared values  <a href="https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=163">https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=163</a></p> <p><b>Teaching for a day (20 min)</b>  A group from each purpose presents on the board. The group must consider its presentation and notes to the rest of the class. Presentation approx. 5 minutes</p> <p>Watch the videos first: <a href="#">Dit Demokrati   Hvem må være med i EU?</a> + <a href="#">Hvordan fungerer EU?</a></p> <p><b>Common discussion in class:</b>  Discuss. whether, in your opinion, the EU should emphasize economic, value-based and security cooperation.</p>			
<p><b>Modul 2:</b> The EU's institutions and decision-making processes</p> <p>Review of the EU's primary institutions (European</p>	<p><b>Begin the module with:</b> <a href="#">Dit Demokrati   Hvordan lovgiver EU?</a>  + How does the EU influence Danish legislation? Directives and regulations  <a href="https://www.eu.dk/da/leksikon/Direktiv">https://www.eu.dk/da/leksikon/Direktiv</a>  <a href="https://www.eu.dk/da/leksikon/Forordning">https://www.eu.dk/da/leksikon/Forordning</a></p> <p><b>Answer bazaar:</b> (Questions for EU institutions)</p>	<p>Homework: Afsnit 1.2 "Hvor ligger magten i EU"  <a href="https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=140">https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=140</a></p> <p><b>Temafilm: Øremærket barse</b></p>	<p>Forms of work:  Cooperative learning (CL): Lev Vygotsky's learning In a socio-cultural perspective and mediated learning.</p> <p>CL exercises (reflection exercises and answer bazaar)</p>	<p>Discussion on earmarked maternity leave.</p>



<p>Parliament, Council, Commission) and their role</p>	<p>The students are given a physical sheet, after which they move around among each other and answer the questions. The answers are written down.</p>  <p>Arbejdsark (Svar-bazar).docx</p> <p><b>Then a short joint collection at the EU's institutions</b></p> <p>In groups in the class, read section 1.3: "How the EU makes decisions"  <a href="https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=139">https://eusudfordringer.ibog.forlagetcolumbus.dk/?id=139</a></p> <ul style="list-style-type: none"> <li>- Make a graphic representation either on a computer or on a physical sheet of how the EU makes decisions (the idea and preparation phase, the decision phase and the implementation phase)-</li> </ul> <p>Watch the theme film:  <b><u>Temafilm: Øremærket barsel</u></b></p> <ul style="list-style-type: none"> <li>• Write down in two columns which arguments are put forward for and against earmarked maternity.</li> <li>• Discuss in the group or in class whether it is fair for the EU to interfere in who takes maternity leave.</li> </ul>	<p>About Cooperative Learning  <a href="https://emu.dk/grundskole/paedagogik-og-didaktik/undervisningsformer/cooperative-learning-giv-eleverne-ordet-de">https://emu.dk/grundskole/paedagogik-og-didaktik/undervisningsformer/cooperative-learning-giv-eleverne-ordet-de</a></p>	<ol style="list-style-type: none"> <li>1. EU and Danish legislation</li> <li>2. Answer bazaar</li> <li>3. Joint collection</li> <li>4. Student work (4 and 4)</li> <li>5. Earmarked maternity</li> </ol>	
<p><b>Module 3:</b> Danish democracy and the EU</p>	<p><b>Begin</b> the module by playing: <a href="#">Manic Street Preachers - Europa Geht Durch Mich (Lyric Video)</a>  Then a short talk about the messages</p>	<p>Homework: Hvad er demokrati? I Politikbogen</p>	<p>Group work: Wenger and Lave: Situated learning theory + expert-novice relationship.</p>	<p>The collection</p>

<p>Parliamentarism and forms of democracy</p>	<p>The module continues with a teacher presentation on parliamentarism (Negative and positive) + Robert Dahl's ideal democracy. <a href="#">Kapitel 9: Demokrati, rettigheder, pligter og medborgerskab</a></p> <p><b>Padlet</b> Checks on the homework are answered using the paddle. All students first answer question 1 and then 2-3. The answers are reviewed in plenary.</p> <ol style="list-style-type: none"> <li>1. What is democracy?</li> <li>2. Describe what characterizes direct democracy and representative democracy</li> <li>3. What is the difference between competitive and participatory democracy?</li> <li>4.</li> </ol> <p>Watch video: "Your democracy. What does the EU decide?" (6 minutes)</p> <p><b>Group work – four and four</b> The students must, through self-discovered empirical research, complete the following survey:</p> <p>Examine the turnout (in the last three elections) in general elections, regional and municipal elections and for the EU Parliament. Also investigate whether there are groups in Danish society that participate less in political elections. You must also consider what can explain differences in turnout in the various elections and the lack of political participation.</p>	<p><a href="https://politikbogen.ibog.furlagetcolumbus.dk/?id=324">https://politikbogen.ibog.furlagetcolumbus.dk/?id=324</a> + <a href="https://politikbogen.ibog.furlagetcolumbus.dk/?id=323">https://politikbogen.ibog.furlagetcolumbus.dk/?id=323</a> + <a href="https://politikbogen.ibog.furlagetcolumbus.dk/?id=322">https://politikbogen.ibog.furlagetcolumbus.dk/?id=322</a></p> <p><a href="#">Dit Demokrati   Hvad bestemmer EU?</a></p>	<ol style="list-style-type: none"> <li>1. Manic Street Preachers</li> <li>2. Teacher presentation</li> <li>3. The paddle</li> <li>4. Video</li> <li>5. Examination</li> <li>6. Collection</li> </ol>	
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	<p><b>Common collection:</b> Before the collection, quantitative and qualitative methods are discussed, cf. the students' self-found material.</p>			
<p><b>Module 4:</b> The EU and forms of power</p>	<p><b>Pair work:</b> approx. 10 minutes) In pairs, students pick up on today's lesson: Direct power, indirect power, discursive power and institutional power.</p> <p><b>Project work (PBL)</b> (approx. 50 min): The students are divided into groups (4-5 students) and given a sheet/posts. Based on the concepts of power, published articles and self-found empirical evidence, the problem below is answered. The problem is answered using the poster.</p> <p><b>Problem statement:</b> Can Danish democracy function within the framework of international cooperation such as EU cooperation?</p> <p><b>Presentations: 30 min</b> The presentations take place in another room (must be booked - preferably B30). The audience stands close to the presentation group. All groups present their entries. About 5-6 minutes per group.</p> <p>To the students: Include the forms of power to explain the EU's impact on Danish democracy</p>	<p>Homework: Magt i politik <a href="https://iso.ibog.forlagetcolumbus.dk/?id=170">https://iso.ibog.forlagetcolumbus.dk/?id=170</a></p> <p>For the projectwork: <a href="#">EU og Danmark: Guldbryllup i en demokratisk brydningstid</a> + <a href="#">Resultater og fordele   Den Europæiske Union</a></p>	<p>Project work – PBL John Dewey's "Learning by doing" - experiential learning.</p> <ol style="list-style-type: none"> <li>1. Pair work</li> <li>2. Project work (PBL)</li> <li>3. Presentations</li> </ol>	<p>Presentations</p>

<p><b>Module 5:</b> The internal market and economic integration</p> <p>Analysis of the internal market and free movement of goods, services, capital and people Discussion of the benefits and challenges of economic integration in the EU</p>	<p>The module begins by playing: <a href="#">Temafilm: Nethandel</a></p> <p>Then joint talk about what the internal market consists of.</p> <p><b>Short teacher</b> presentation on economic integration in the EU. Development of the Economic and Monetary Union:</p> <p><b>CL exercises - discussion:</b> The students are placed in groups of four at the tables. Student discussion takes place on the basis of selected quantitative appendices and quotations (See pp). The discussions start with reflections with the side partner and then with the other two. Consider dividing the students so that there are two academically strong and two less academically strong students together. After each appendix/quote, it is collected in plenary.</p> <p><b>Elevarbejde 2 og 2:</b> Materials to the students: <a href="#">Det indre marked</a> + <a href="#">Frihandel og vækst</a></p> <p>The students are divided into pairs. Half of the pairs must prepare to argue for advantages of the single market in the EU, while the other half must argue for disadvantages of the single market in the EU.</p> <p>The students must include knowledge of the internal market and self-found material.</p>	<p>Homework: <a href="#">EU's indre marked</a></p> <p>About economic integration in the EU <a href="#">Den Økonomiske og Monetære Unions udvikling   Faktablade om Den Europæiske Union   Europa-Parlamentet</a></p> <p><a href="#">Temafilm: Nethandel</a></p> <p>Power point:  EU's indre marked.pptx</p> <p><a href="#">Det indre marked</a></p> <p><a href="#">Frihandel og vækst</a></p>	<p>Cooperative learning (CL): Lev Vygotsky's learning In a socio-cultural perspective and mediated learning.</p> <ol style="list-style-type: none"> <li>1. Theme film</li> <li>2. Short teacher presentation</li> <li>3. Student discussion</li> <li>4. Prepare discussion</li> <li>5. Debate!</li> </ol>	<p>The debate about the internal markets pros and cons</p>
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	<p><b>Collection - Debate:</b> The class is divided: The students who have prepared advantages gather on the left of the classroom, while the students with disadvantages gather on the right. The students now each find an "opponent" from the other group, and now debate the topic for 2-3 minutes. The debate is repeated 2-3 times, with the students meeting a new "opponent" each time</p>			
<p><b>Module 6:</b> Citizenship and rights</p> <p>Examination of EU citizenship and the rights it entails (e.g. freedom of movement and political rights) Discussion of how EU citizenship and rights can strengthen the sense of belonging and belonging for EU citizens</p>	<p>Citizenship in Europe</p> <p><b>Relevant terms:</b> We jointly review the following relevant concepts: Citizenship rights (civil, social and political rights), rights and duties, participation, identity and belonging.</p> <p><b>Lightning exercise:</b> Explore and explore • Go around the high school and interview students and teachers about their attitude to the EU and what their relationship is to the EU, cf. the concept of citizenship, and whether they plan to vote in the EP elections.</p> <p><b>Group work (4 and 4) – active citizenship.</b> Questions: 1. What rights do citizens have in the EU? 2. What can the EU do to activate citizens' European citizenship?</p>	<p>Homework: <a href="#">6.6: Politisk deltagelse og medborgerskab</a> + <a href="#">Statsborger, medborger og modborger</a></p> <p>European passport: <a href="#">15 85-citizenship-passport-da.pdf</a></p>	<p>Group work: Wenger and Lave: Situated learning theory + expert-novice relationship.</p> <ol style="list-style-type: none"> <li>1. Relevant concepts</li> <li>2. Lightning exercise</li> <li>3. Active citizenship</li> <li>4. Joint collection</li> </ol>	<p>Most important point in student feedback on Lectio</p>

	<p>3. How can EU citizenship and rights strengthen the sense of belonging to the EU in the countries?</p> <p>In the work you must include the homework, <a href="#">15 85-citizenship-passport-da.pdf</a> and selv-found material.</p> <p>The groups themselves choose a secretary, who must write down points and on the board at the gathering.</p> <p>The groups write their answers to question 2 on the board.</p> <p><b>Joint collection</b> based on the points on the board</p>			
<p><b>Module 7:</b> Political participation (voter and party behavior)</p>	<p><b>Teacher presentation</b> on party behaviour: Molin and Down's model. (10 minutes)</p> <p><a href="#">5.9: Hvordan forklarer man de politiske partiers adfærd?</a></p> <p><b>Matrix work: (30 min)</b></p> <p>Group 1: Core voter, marginal voter, Issue-voter, class-voter, issue-ownership, figure 6.1 the proportion of voters who are supporters of a political party (section 6.1)</p> <p>Group 2: The classical sociological theory of voter behaviour, figure 6.4 the development of belonging to social classes (section 6.2)</p> <p>Group 3: The Michigan model, party identification, political socialization, voter migration (Figure 6.6). (section 6.3)</p>	<p>Divided homework: The policy book</p> <p>Teachers presentation læreroplæg</p> <p><a href="#">5.9: Hvordan forklarer man de politiske partiers adfærd?</a></p> <p>Homework</p> <p><a href="#">6.1 Hvem er vælgere, og er der forskellige typer af vælgere?</a></p> <p><a href="#">6.2 Hvad handler den klassiske sociologiske vælgeradfærdsteori om?</a></p>	<ol style="list-style-type: none"> <li>1) Teacher's presentation</li> <li>2) Matrix group work</li> <li>3) Presentation via matrix</li> <li>4) Discussion exercises</li> </ol>	<p>Common discussion</p>

	<p>Group 4: Down's model, retrospective voting behavior, pocketbook voting, egotropic vs. Sociotropic voter, proximity and the direction model (issue-voting). (section 6.4)</p> <p>Presentations in matrix groups (15-20 min)</p> <p><b>Shared reading of <a href="#">Roger Buch: Politikere og medier er skyld i irrationelle EU-vælgere</a></b></p> <p><b>The plenary will then discuss:</b></p> <ol style="list-style-type: none"> <li>1. Based on party behaviour, consider what the political parties can do to engage more voters in the EU.</li> <li>2. Investigate the voting percentage in the last EP elections and explain the low voter turnout based on voter behaviour.</li> </ol>	<p><a href="#">6.3 Hvad handler den socialpsykologiske teori om vælgeradfærd (Michigan-modellen) om?</a></p> <p><a href="#">6.4 Hvad handler den rationelle vælgeradfærdsteori (rational choice) om?</a></p> <p>Article: <a href="#">Roger Buch: Politikere og medier er skyld i irrationelle EU-vælgere</a></p>		
<p><b>Module 8:</b> The EU's democratic challenges</p> <p>identification and analysis of democratic challenges in the EU (e.g. democratic deficit and lack of transparency)</p>	<p>The module starts by playing <a href="#">Billy Bragg – Take Down The Union Jack (Official Video)</a> after which the students answer the work questions (individually)</p> <p><b>Work questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the word 'legitimacy' mean?</li> <li>2. How does Majone perceive the EU's legitimacy?</li> <li>3. How does Moravscik perceive the EU's legitimacy?</li> <li>4. How do Hix and Føllesdal perceive the EU's legitimacy?</li> <li>5. Why can the discussion of the EU's legitimacy be said to be in a trilemma?</li> </ol>	<p>Homework: <a href="#">1.5: Hvor demokratisk skal EU være?</a></p> <p><a href="#">Billy Bragg – Take Down The Union Jack (Official Video)</a></p> <p>For the group work gruppearbejdet <a href="#">EU inviterede sine borgere til debat om fremtiden –</a></p>	<p>Individual work: Jean Piaget learning in a cognitive perspective.</p> <p>Group work: Wenger and Lave: Situated learning theory + expert-novice relationship.</p> <ol style="list-style-type: none"> <li>1. Labor issues</li> <li>2. Take A Stand</li> <li>3. Group work</li> <li>4. Collection</li> </ol>	<p>Discussions</p>

<p>Discussion of possible solutions and reforms to strengthen the EU's democratic legitimacy</p>	<p>6. According to Habermas, what can strengthen the EU's democratic legitimacy?</p> <p><b>Take a Stand:</b> The students must assess whether the EU's political system is sufficiently democratically structured and argue for their own views.</p> <p>The students must place themselves in one of four corners of the classroom: Strongly agree, agree, disagree, strongly disagree.</p> <p><u>The following statements are presented:</u></p> <ol style="list-style-type: none"> <li>1. Should the EU interfere in gender and equality</li> <li>2. Should the EU interfere in the fight against climate change?</li> <li>3. Should the EU interfere in the economic affairs of the member states?</li> <li>4. Should the EU interfere in agriculture?</li> <li>5. Is the EU democratically structured?</li> </ol> <p><b>Discussion work (2 and 2)</b> <u><a href="https://www.altinget.dk/civilsamfundetsvidenscenter/artikel/efter-10-aar-med-eu-borgerinitativ-har-civile-aktoerer-faet-et-nyt-redskab-hr-og-frujensen-er-stadig-milevidt-fra-indflydelse-i-eu">EU inviterede sine borgere til debat om fremtiden – men ingen ved, hvad det skal ende ud i</a></u> + <u><a href="https://www.altinget.dk/civilsamfundetsvidenscenter/artikel/efter-10-aar-med-eu-borgerinitativ-har-civile-aktoerer-faet-et-nyt-redskab-hr-og-frujensen-er-stadig-milevidt-fra-indflydelse-i-eu">https://www.altinget.dk/civilsamfundetsvidenscenter/artikel/efter-10-aar-med-eu-borgerinitativ-har-civile-aktoerer-faet-et-nyt-redskab-hr-og-frujensen-er-stadig-milevidt-fra-indflydelse-i-eu</a></u></p>	<p><u><a href="#">men ingen ved, hvad det skal ende ud i</a></u> + <u><a href="https://www.altinget.dk/civilsamfundetsvidenscenter/artikel/efter-10-aar-med-eu-borgerinitativ-har-civile-aktoerer-faet-et-nyt-redskab-hr-og-frujensen-er-stadig-milevidt-fra-indflydelse-i-eu">https://www.altinget.dk/civilsamfundetsvidenscenter/artikel/efter-10-aar-med-eu-borgerinitativ-har-civile-aktoerer-faet-et-nyt-redskab-hr-og-frujensen-er-stadig-milevidt-fra-indflydelse-i-eu</a></u> + <u><a href="#">Debat: EU er et perfekt eksempel på demokratisk overskud</a></u></p>		
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	<p>+  <a href="#">Debat: EU er et perfekt eksempel på demokratisk overskud</a></p> <ol style="list-style-type: none"> <li>1. What makes the EU democratic?</li> <li>2. Identify the arguments that a democratic deficit exists</li> <li>3. Discuss how the EU can be made more democratic</li> </ol>			
<p><b>Module 9:</b>  Integration theories</p> <p>Theories:  Federalism, neofunctionalism and liberal intergovernmentalism</p>	<p><b>Points on the board:</b>  The module begins with the students joining together in their divided homework groups. In groups, students have 10 minutes to prepare notes for the rest of the class. Each group writes the notes on the board and reviews them for the rest of the class.</p> <p><b>European cooperation – preparation (Two and two) – 50 min.</b>  "Based on one of the integration theories, you must prepare an oral presentation of approx. 2 minute duration. The presentation must present arguments for how your integration theory wants EU cooperation to develop in the future. You must therefore e.g. enter at:</p> <ul style="list-style-type: none"> <li>• Why is European cooperation necessary?</li> <li>• How will the EU function better? Feel free to come up with examples or specific solutions.</li> </ul> <p>You must be able to present your argumentation by heart, so that you can participate and appear convincing in a short dialogue with others.</p> <p><b>Discussion: 10 min</b></p>	<p>Divided homework:</p> <p>Five students reads:  <a href="#">2.1: Føderalismen</a>  +  Five students reads:  <a href="#">2.2: Neofunktionalismen</a>  +  Five students reads:  <a href="#">2.3: Liberal intergovernmentalisme</a>  +  Five students reads:  <a href="#">2.5: Differentieret integration</a></p>	<ol style="list-style-type: none"> <li>1. Point to the board</li> <li>2. European cooperation – preparation</li> <li>3. Discussion on European cooperation</li> <li>4. Today's important point</li> </ol>	<p>Today's take home point</p>

	<p>The couples meet with another couple who has chosen a different integration theory. Each pair has two minutes to debate their theory of integration. The pairs then get 2 minutes for a free debate.</p> <p><b>The module</b> ends with the students reflecting on what they think is the most important point of the day.</p>			
<p><b>Module 10:</b> The role of the media and Danes' use of media</p>	<p><b>Joint review of homework: 15 min</b> Students start by buzzing about the questions, then a student is selected to write notes on the board.</p> <ol style="list-style-type: none"> <li>1. Which state power is the media often referred to as, and why must they be free and independent?</li> <li>2. What can be understood by media?</li> <li>3. What is mediated communication?</li> <li>4. What does medialization mean?</li> <li>5. What are the characteristics of mass and social media?</li> </ol> <p><b>Research task (2 and 2) - 15 min</b> Investigate how it is with free media elsewhere in Europe and the world. Investigate via the internet, for example, how the free media is doing in EU countries such as Poland and Hungary, but also feel free to investigate the media's opportunities to conduct a free and critical debate in, for example, Turkey, China and Russia.</p> <p><b>Bad news! Check it out! 15-20 min</b> Ask the students to take the course in producing fake news</p>	<p>Homework: <a href="#">7.1: Medierne - den fjerde statsmagt?</a> + <a href="#">7.2: Medieret kommunikation og medialisering</a> + <a href="#">7.3: Danskernes brug af forskellige medier</a></p> <p>Other: <a href="https://www.tjekdet.dk/badnews">https://www.tjekdet.dk/badnews</a></p> <p><a href="#">Danske Medier til EU-Kommissionen: Fri medier står ikke stærkere ved at lave fælles EU-lovgivning</a></p>	<p>Group work: Wenger and Lave: Situated learning theory + expert-novice relationship.</p> <ol style="list-style-type: none"> <li>1. Check the homework</li> <li>2. Research task</li> <li>3. Bad news!</li> <li>4. Group work</li> <li>5. Collection</li> </ol>	<p>Quick typing – 2 min. Today's most important points</p>

: <https://www.tjekdet.dk/badnews>

Then the students introduce their important points from the work. As a citizen of a highly digitized society, what should you be aware of?

**Group work:** (4 and 4) – 20 min



Read first: [Danske Medier til EU-Kommissionen: Fri medier står ikke stærkere ved at lave fælles EU-lovgivning](#)

1. Identify the main points of the article and consider the sender's motives
2. Try to explain what is meant by the following statement" In a world where the free press and freedom of expression are under massive pressure, we must therefore make sure that no legislation is made that weakens this very thing. That's why we don't always stand stronger together by making EU legislation"
3. Discuss (based on professional knowledge) the importance of the media for Danes' political engagement and interest in the EU. Is it, for example, a case of the media strengthening or weakening the EU's legitimacy in Denmark?

**Collection - 15 min)**

can either be done together on the board or by the students each finding together two students they have not been in a group with.

	<p><b>The module</b> is rounded off with speed writing. Two minutes for students to write down their main points.</p>			
<p><b>Module 11:</b>The EU and the digital age</p> <p>Discussion of the EU's efforts in digitization and technological development</p> <p>Analysis and discussion of the importance of digital rights and data protection for EU citizens</p>	<p><b>Main points from today's lesson</b></p> <p>The students are first asked to sum up in pairs (without notes and computer) what they think were the most important points from today's lesson.</p> <p><b>The EU's strategy for digital transformation (2 and 2)</b></p> <p>Ask the students to research what the EU's strategy for digital transition looks like. The students must highlight the strategies for this.</p> <p><a href="#">Hvordan ser EU's strategi for den digitale omstilling ud?   Nyheder   Europa-Parlamentet</a></p> <p><b>Video clip from Mandag Morgen:</b></p> <p>The video clip is shown, and then students are given the opportunity to discuss questions 3 and 3 below. The discussion continues in plenary.</p> <p>- Discuss to what extent the EU should be allowed to use citizens' data to improve welfare, conduct research and ensure innovation.</p> <p><b>Closing</b></p> <p>The module concludes with a joint discussion of the question: To what extent should we as citizens decide for ourselves what our health data is used for?</p>	<p>Homework:</p> <p><a href="#">7.6: Er medierne nødvendige for demokratiet?</a></p> <p>+</p> <p><a href="#">Mediernes rolle i det danske demokrati</a></p> <p>Videoclip from Mandag Morgen:</p> <p><a href="https://www.facebook.com/mandagmorgen/videos/i-hvor-h%C3%B8j-grad-skal-eu-bruge-borgernes-data-til-at-forbedre-velf%C3%A6rden-lave-fors/720593198914172/?locale=ms_MY">https://www.facebook.com/mandagmorgen/videos/i-hvor-h%C3%B8j-grad-skal-eu-bruge-borgernes-data-til-at-forbedre-velf%C3%A6rden-lave-fors/720593198914172/?locale=ms_MY</a></p> <p>Articles:</p> <p><a href="#">International tænketank: Russiske troldehære er i fremmarch, og kun sociale medier kan stoppe dem</a></p> <p><a href="#">Hvordan ser EU's strategi for den digitale</a></p>	<ol style="list-style-type: none"> <li>1. Main points</li> <li>2. The EU's strategy for digital transformation</li> <li>3. Video clip from Monday morning</li> <li>4. Termination</li> </ol>	<p>Answer to the question:</p> <p>To what extent should we as citizens decide for ourselves what our health data is used for?</p>

		<a href="#">omstilling ud?   Nyheder   Europa-Parlamentet</a>		
<p><b>Module 12:</b> The influence of social media on democracy</p>	<p>What is misinformation, disinformation and misinformation?  <b>Start the module by watching video (2 min)</b>  - Discuss how social media can affect democracy?</p> <p><b>Joint review of:</b>  - Figure 7.10 in Close the Community  - Digital bubbles, shitstorms and echo chambers  - Front stage vs. backstage</p> <p><b>The democratic conversation:</b>  First, watch the video, then ask students to hum:  Discuss what is important for the democratic conversation.</p> <p><b>Group work – EU and social media</b>  Read <a href="#">Socialdemokratiet: Ny EU-retsakt er det hidtil største skridt på vejen til tryggere liv online</a>  +</p>  <p>Ny EU-lov tvinger techgiganter til kamp</p> <ol style="list-style-type: none"> <li>1. Based on the articles, consider what role the EU can play in relation to social media.</li> <li>2. Based on professional knowledge, discuss what role you think the EU should have in relation to regulating social media.</li> </ol> <p><b>Joint collection</b></p>	<p>Homework:  <a href="#">7.5: Politisk deltagelse og debat på sociale medier</a>  +  <a href="#">Bobler, shitstorme og ekkokamre</a></p> <p><a href="#">Hvad er misinformation, desinformation og malinformation? / TjekDet og partnere</a></p> <p><a href="#">Den demokratiske samtale / TjekDet og partnere (tekstet)</a></p> <p><a href="#">Socialdemokratiet: Ny EU-retsakt er det hidtil største skridt på vejen til tryggere liv online</a></p>  <p>Ny EU-lov tvinger techgiganter til kamp</p>	<p>Group work: Wenger and Lave: Situated learning theory + expert-novice relationship.</p> <ol style="list-style-type: none"> <li>1. What is misinformation?</li> <li>2. Joint review</li> <li>3. The democratic conversation</li> <li>4. The EU and social media</li> <li>5. Joint collection</li> </ol>	<p>Joint collection</p>

<p><b>Module 13:</b> Climate and environment</p> <p>Study of the EU's climate policy and goals for sustainable development</p> <p>Discussion of the EU's role in combating climate change and the importance for EU citizens</p>	<p><b>The EU's climate goals: pairs in class - 15 min</b></p> <p><b>Go into:</b> <a href="#">EU's klimamål</a>.</p> <ul style="list-style-type: none"> <li>- 1. Investigate where we in Denmark must reduce our emissions in order to meet the EU's targets?</li> <li>- - Write down the answers.</li> <li>- - Also use today's lesson and possibly. <a href="#">Danmarks klimamål vs. EU's klimamål</a>.</li> </ul> <p>CL-work: 4 and 4 i class – 20 min</p> <p><b>Temafilm: Atomkraft (5 min)</b></p> <ol style="list-style-type: none"> <li>1. What arguments for and against nuclear power are we presented with?</li> <li>2. Discuss what you think?</li> </ol> <p><b>The discussion ends with a vote:</b></p> <ul style="list-style-type: none"> <li>- Yes to more nuclear power in the EU or no to more nuclear power in the EU</li> </ul> <p><b>Explainer:</b> The NIMBY effect. The students first discuss in pairs, and then collect together – 15 min</p> <ol style="list-style-type: none"> <li>1. Explain what challenges the EU may face at ministerial level if ten new nuclear power plants are to be built in the EU.</li> </ol> <p><b>The EU's role in the climate fight: 35-40 min</b></p> <p>Read together <a href="#">3.2.3: EU's indsats for at bekæmpe klimaændringer</a></p> <p>4 and 4.</p> <ol style="list-style-type: none"> <li>1. Which instruments does the EU use in the fight against climate change?</li> <li>2. Discuss whether the climate battle is best resolved under the auspices of the EU or whether it is instead up to the individual member states.</li> </ol>	<p>Homework: Read the following section in the book:: Klimaforandringer og bæredygtighed</p> <p><a href="#">3.2: Hvad karakteriserer EU's klimapolitik?</a></p> <p>+</p> <p><a href="#">3.2.1: EU's institutioner og hvem beslutter hvad i forhold til klima?</a></p> <p> </p> <p><a href="#">EU's klimamål</a></p> <p>+</p> <p><a href="#">Danmarks klimamål vs. EU's klimamål</a></p> <p> </p> <p><a href="#">Temafilm: Atomkraft</a></p> <p>+</p> <p>Explainer</p> <p><a href="#">&amp;#x27;Ikke i min baghave&amp;#x27;: Er borgere hykleriske, når kommunen lægger planer?</a></p> <p> </p> <p><a href="#">3.2.3: EU's indsats for at bekæmpe klimaændringer</a></p>	<p>Cooperative learning (CL): Lev Vygotsky's learning In a socio-cultural perspective and mediated learning.</p> <ol style="list-style-type: none"> <li>1. The EU's climate goals</li> <li>2. Nuclear power?</li> <li>3. Explain</li> <li>4. The EU's role in the climate fight</li> <li>5. Today's most important point</li> </ol>	<p>Today's most important point</p>
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	<p><b>The module is rounded</b> off with the students writing their most important point® in student feedback.</p>			
<p><b>Module 14:</b> Ukraine-Russia</p>	<p><b>DR Explains:</b> Begin the module by showing "When Russia invaded Ukraine (6 min)</p> <p><b>Background:</b> Based on the lesson, the students are asked to investigate the causes of the conflict, including the historical, political and economic factors. Collection of the three factors in the class.</p> <p><b>The role of the EU: Group work (4 and 4)</b></p> <ol style="list-style-type: none"> <li>1. Analyze the EU's involvement in the conflict, including sanctions, diplomacy and support for Ukraine. Take off <a href="#">EU's reaktion på Ruslands invasion af Ukraine</a></li> <li>2. Examine the political, economic and human consequences of the conflict both for Ukraine and Russia as well as the EU. In this connection, consider pointers from <a href="#">Europæisk politik har ikke været så formbar siden EU's grundlæggelse. Vil undtagelsespolitikken også brede sig til klimahandling?</a></li> <li>1. Watch <a href="#">DRTV - Explainer: Hvilke løgne fortæller russiske statsmedier?</a> And analyze the role of media and propaganda in the conflict</li> </ol> <p><b>Common collection in the class</b></p>	<p>Homework: <a href="#">Globalis: Årsagerne til konflikten i Ukraine</a></p> <p>Other</p> <p><a href="#">DRTV - Explainer: Da Rusland invaderede Ukraine</a></p> <p><a href="#">EU's reaktion på Ruslands invasion af Ukraine</a></p> <p><a href="#">Europæisk politik har ikke været så formbar siden EU's grundlæggelse. Vil undtagelsespolitikken også brede sig til klimahandling?</a></p> <p><a href="#">DRTV - Explainer: Hvilke løgne fortæller russiske statsmedier?</a></p>	<p>Group work</p> <ol style="list-style-type: none"> <li>1. DR Explainer</li> <li>2. Background</li> <li>3. The EU's role</li> <li>4. Joint collection</li> <li>5. The future</li> </ol>	<p>The discussion of the future serves as a summary of today</p>

	<p><b>The future:</b> Together, possible solutions and ways to end the conflict and the EU's role in promoting stability and security in the region are discussed</p>			
<p><b>Module 15:</b> Lobbying and citizen involvement</p>	<p><b>Balance between lobbying and citizen involvement in the EU?</b> The groups are given 10 minutes to prepare and write points on the board for the rest of the class.</p> <p><b>Group 1-2:</b> The policy level</p> <ul style="list-style-type: none"> <li>• What is the citizens' initiative about?</li> <li>• Which criteria apply for a citizens' initiative to be raised?</li> </ul> <p><b>Group 3:</b> The Polity level</p> <ul style="list-style-type: none"> <li>• How can the protection of interests in the EU be said to be corporatist? And what significance does this have for the EU's decision-making processes?</li> <li>• How can the protection of interests in the EU be said to be pluralistic? And what significance does this have for the EU's decision-making processes?</li> <li>• How can lobbyists seek to advance their interests at different times in the EU's decision-making processes?</li> </ul> <p><b>Group 4:</b> The Politics level</p> <p>- What is the EU's Transparency Register?</p>	<p>Divided homework: Also attach a homework check to each group. See under content!</p> <p>Group 1 <a href="#">Policy-niveauet: Hvad er EU's borgerinitiativ?</a></p> <p>Group 2-3 <a href="#">Polity-niveauet: Hvordan inddrages interesseorganisationer og virksomheder i EU's beslutningsprocesser?</a></p> <p>Group 4: <a href="#">Politics-niveauet: Konflikter og muligheder i forhold til lobbyisme og borgerinddragelse i EU's beslutningsprocesser</a></p> <p>To everyone: Ask your parents if they are aware of how citizen</p>	<ol style="list-style-type: none"> <li>1. Balance between lobbying and citizen involvement in the EU</li> <li>2. Teacher presentation – social studies methods</li> <li>3. Comparative work</li> <li>4. Padlet (collection)</li> </ol>	<p>Padlet</p>



- What do the terms corporate capture and revolving door hiring mean? What significance do the phenomena have for the Commission's work?
- How many citizens' initiatives have resulted in new legislative proposals from the Commission until 2019?
- What are the challenges and opportunities for the Citizens' Initiative going forward?

**Each group briefly** presents their points to the rest of the class (approx. 15 min in total)

**Teacher presentation** (5 min) on social studies methods - special focus on comparative method.

**Compare and discuss:** (35-40 min)

Group work 4 and 4.

The students are given the opinion poll from



Meningsmåling i EU,  
Eurobarometer.pdf

Eurobarometer.

Tasks:

Compare first:

1. Danes' trust in the EU with the rest of the EU27.
2. The Danes' view of the EU's biggest challenges compared to the rest of the EU27.
3. The Danes' view of whether the country will be better able to cope with the future outside the EU with the EU27.
4. The Danes' view of the EU's measures in relation to Russia's invasion of Ukraine with the EU27.

involvement can take place in the EU



Meningsmåling i EU,  
Eurobarometer.pdf

[Borgerpaneler i EU er et frisk pust til en fjern og topstyret verden](#)

[Padlet](#)

	<p>Then discuss:</p> <ol style="list-style-type: none"> <li>1. Does the EU's citizens' initiative strengthen democratic legitimacy in the EU? (define the word legitimacy for the students) <ol style="list-style-type: none"> <li>1. Styrker EU's borgerinitiativ den demokratiske legitimitet i EU? (definer ordet legitimitet for eleverne)</li> <li>2. Skim <a href="#">Borgerpaneler i EU er et frisk pust til en fjern og topstyret verden</a> and discuss whether the EU is democratic enough? Consider what can make the EU more democratic.</li> </ol> </li> </ol> <p>Each group writes their points into a common one <a href="#">Padlet</a> (ca. 15 min)</p>			
<p><b>Module 16:</b> Advantages and disadvantages of the EU</p> <p>"What advantages and disadvantages do you see in joining the EU as a member state, and how does it affect EU citizens at different levels?"</p>	<p><b>Teacher presentation</b> – scaffolding of the project work including its requirements, goals and means. Approx. 5-7 min</p> <p><b>Problem statement:</b> "What advantages and disadvantages do you see in joining the EU as a member state, and how does it affect EU citizens at different levels?"</p> <p><b>Product requirements</b></p> <ol style="list-style-type: none"> <li>1. Answer the problem</li> <li>2. Develop a poster/posters + you are welcome to make a PP to support the poster.</li> <li>3. 5-7 min presentation</li> <li>4. Include professional knowledge from the course, statistics and self-found material.</li> </ol>	<p>Homework: <a href="#">Resultater og fordele   Den Europæiske Union</a> + Skim according to article (e.g. check headlines) <a href="#">Ulrike Guérot: Populisterne havde ret – EU fungerer ikke</a></p>	<p>Project work – PBL John Dewey's "Learning by doing" - experiential learning.</p> <ol style="list-style-type: none"> <li>1. Teacher presentation</li> <li>2. Project work</li> <li>3. Presentations</li> </ol>	<p>Presentations act as summaries</p>

	<p><b>Project work:</b> approx. 50 minutes The students work in groups of 4-5 students.</p> <p><b>Presentations:</b> approx. 30 minutes</p>			
<p><b>Module 17:</b> Formal debate</p> <p>Completion of the course</p> <p><b>"will pan-European democracy flourish or fade?"</b></p>	<p><b>Short teacher presentation/scaffolding</b> of formal debate and the preparation phase.</p> <p><b>Preparation for formal debate</b></p> <ol style="list-style-type: none"> <li>1. Individual brainstorm (2 min)</li> <li>2. Shared brainstorming</li> <li>3. Possibly a little research for inspiration</li> <li>4. Select reasons/points</li> <li>5. Decide who is the 1st and 2nd speaker</li> <li>6. Divide your points between the 1st and 2nd speakers</li> <li>7. Speakers 1 and 2 work separately on PEE</li> </ol> <p><b>BE MORE CONVINCING - PEE</b></p> <ul style="list-style-type: none"> <li>☑ Point: give your point/reason in a single sentence</li> <li>☑ Evidence: describe facts, examples or comparisons that support your point.</li> <li>☑ Explanation: show how your evidence supports your point and tell why it is true and important.</li> </ul> <p><b>Formal debate " will pan-European democracy flourish or fade?"</b></p> <p>Structure: For Against</p> <ol style="list-style-type: none"> <li>1. First 'for' speaker (1 min.)</li> <li>2. First 'against' speaker (2 min.)</li> </ol>	<p>Homework:</p> <p><a href="#">1.5: Hvor demokratisk skal EU være?</a></p> <p>+</p> <p><a href="#">1.4: Bestemmer EU for meget?</a></p>	<p>Formal debate: Lave and Wenger's situated learning + Vygotsky's learning in the sociocultural perspective.</p> <ol style="list-style-type: none"> <li>1. Teacher presentation</li> <li>2. Preparation for formal debate</li> <li>3. Formal debate</li> <li>4. Free debate</li> <li>5. Evaluation in Lectio</li> </ol>	<p>Evaluation of the course in Lectio</p>

3. Second 'for' speaks (2 min.) 4. Second 'against' speaks (2 min.)

5. First 'for' speech (1 min.)

☒ Speaker 1: first 'for' speaker: snappy intro, PEES, snappy outro

☒ Speakers 2, 3 and 4: snappy intro, retort (to what the previous speaker just said), own PEES, snappy outro.

☒ Speaker 5 (this is the same person as speaker 1, as the person's speaking time is divided into 1 + 1 min.): Counter to the previous speaker's argument(s) and snappy outro.

**Free debate** – students are given the opportunity to discuss freely (informal structure)