

Teaching the EU

EMERALD STUDIES IN HIGHER EDUCATION, INNOVATION AND TECHNOLOGY

Series Editors: Miltiades D. Lytras and Anna Visvizi

Emerald Studies in Higher Education, Innovation and Technology seeks to provide a multifaceted and interdisciplinary approach to these interconnected topics and invites proposals from all scholars working in these fields. The underlying purpose of this series is to demonstrate how innovations in education, educational technology and teaching can advance research and practice and help us respond to socio-economic changes and challenges.

The series has a broad scope, covering many topics, including but not limited to: learning analytics, open and distributed learning, technology enhanced learning, digital pedagogies, data mining, virtual and augmented realities, cloud computing, social media, educational robotics, flipped classrooms, active learning, innovation networks and many more.

Interested in publishing in this series? Please contact Miltiades D. Lytras and Anna Visvizi, mlytras@acg.edu and avisvizi@acg.edu.

Published books:

The Future of Innovation and Technology in Education: Policies and Practices for Teaching and Learning Excellence, edited by *Anna Visvizi, Miltiadis D. Lytras and Linda Daniela*

Management and Administration of Higher Education Institutions at Times of Change, edited by *Anna Visvizi, Miltiadis D. Lytras and Akila Sarirete*

Technology-Enhanced Learning and Linguistic Diversity: Strategies and Approaches to Teaching Students in a 2nd or 3rd Language, edited by *Patrick-André Mather*

Effective Leadership for Overcoming ICT challenges in Higher Education: What Faculty, Staff and Administrators Can Do to Thrive Amidst the Chaos, edited by *Antonella Carbonaro and Jennifer Moss Breen*

Emerald Studies in Higher Education, Innovation and Technology
Teaching the EU: Fostering Knowledge and Understanding in the Brexit Age

Teaching the EU: Fostering Knowledge and Understanding in the Brexit Age

EDITED BY

ANNA VISVIZI

Deree College – The American College of Greece, Greece

MARK FIELD

University of Portsmouth, UK

AND

MARTA PACHOCKA

SGH Warsaw School of Economics, Poland



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

Editorial Matter and Selection © 2021 Anna Visvizi, Mark Field and Marta Pachocka.
Individual chapters © the respective Author/s. Published by Emerald Publishing under
an exclusive licence.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-275-8 (Print)

ISBN: 978-1-80043-274-1 (Online)

ISBN: 978-1-80043-276-5 (Epub)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

Contents

About the Contributors	vii
List of Contributors	xi
Preface	xiii
Acknowledgments	xv

Part 1: Why Bother? Higher Values and the Universal Cause in Teaching the EU

Chapter 1 What Is at Stake in Teaching the EU in Times of Brexit? An Introduction	
<i>Anna Visvizi, Mark Field and Marta Pachocka</i>	3
Chapter 2 “Why Bother?” Learning and Teaching About European Union Politics	
<i>Cláudia Toriz Ramos</i>	15
Chapter 3 Vision, Not Division: EU and EU Citizenship in Teaching About the EU	
<i>Olga Bombardelli</i>	27

Part 2: Innovation in Teaching and Learning the EU in HEI in Times of Brexit

Chapter 4 Brexit as a Breeding Ground for Problem-Based Learning	
<i>Dina Sebastião and Sara Dias-Trindade</i>	43
Chapter 5 Using Simulations to Teach Within UK Higher Education: An Analysis of Student Perceptions of European Studies-Based Simulations’ Pedagogical and Other Benefits	
<i>Karen Heard-Lauréote and Mark Field</i>	69

Chapter 6 Technological Tools in Teaching the EU: A Design Thinking Proposal	
<i>Emilio J. González and José M. Mella</i>	85
Chapter 7 Mixing Teaching, Research and Expertise Within the Jean Monnet Chair Framework: The EUMedEA Crash Course	
<i>Stefania Panebianco, Jean Monnet Chair Holder</i>	103
Chapter 8 The Regional Dimension of Teaching About the EU and Entrepreneurship in Poland	
<i>Małgorzata Dziembala</i>	117
 Part 3: Country and Regional Dimensions of Teaching the EU: Issues and Implications	
Chapter 9 Teaching and Learning the European Union in Romania: Traditional and Digital Tools	
<i>Cristina Matiuta</i>	137
Chapter 10 Teaching EU in Hungary	
<i>Anna Molnár and Mónika Szente-Varga</i>	149
Chapter 11 Teaching EU law in Difficult Times in Turkey	
<i>Feyza Basar</i>	167
Chapter 12 Turning the Tide in Curriculum Development in Teaching European Studies in Africa	
<i>Samuel Ojo Oloruntoba, Christopher Changwe Nshimbi and Dickson Ajisafe</i>	179
Chapter 13 Teaching the EU, and Teaching How to Think: Concluding Remarks	
<i>Anna Visvizi, Mark Field and Marta Pachocka</i>	193
 Index	 199

About the Contributors

Dickson Ajisafe, Ph.D. Candidate, Department of Political Sciences, University of Pretoria, South Africa, with specialization in European Studies. He has undertaken academic teachings on European Studies and Comparative Regionalism at the University of Pretoria. He is an Advisory Board member of Diversity, Inclusion and Multi-disciplinarity in European Studies – an Erasmus+ project funded by the European Union. He is also a Visiting Research Associate at the Senator George J. Mitchell Institute for Global Peace, Security and Justice, Queen's University Belfast, UK. He is an alumnus of Erasmus+ and Commonwealth Scholarships and the Winner of 2020 Council for European Studies' trans-continental travel grant.

Feyza Basar, Ph.D., Assistant Professor of law at the Istanbul Gedik University, specialized in EU law, human rights and EU–Turkey relations, and Director of the EU Research Centre of the same university. In 2004–2005, she studied for her LL.M degree in European Law category at King's College London with the support of the Jean Monnet Scholarship Programme of the European Commission. She is the President of the European Forum Association which was established in 2009 to support EU–Turkey relations. Since 2017, she works for Act.NOW based in Vienna, where she acts as an Advisor to mayors of the most refugee-hosting cities in the world, and as a member of the gender equality working group she develops projects for the protection of refugee children and young people.

Olga Bombardelli, Senior Professor of Educational Studies at the Department of Humanities, Università degli Studi di Trento, Italy. Former J. Monnet Chair devotes her interest to citizenship education, European and Intercultural dimension, inclusion and teacher training. Runs international projects on citizenship education, participation, inclusion, and publishes researches in articles and books on the same topics, in several countries and languages. She is member of national and international associations as Associazione Universitaria di Studi Europei (AUSE). She serves as Editor in scientific journals and publishing houses, takes part as speaker in international conferences.

Małgorzata Dziembala, Ph.D. (dr hab.), Associate Professor at the Department of International Economic Relations, University of Economics in Katowice, Poland. Her research focuses on European economic integration, European Union regional policy, and competitiveness of the regions, international cooperation

of the regions, including cross-border cooperation, and innovation policy. She publishes extensively and she is the author or co-author of articles and chapters in monographs comprising more than 90 publications. Her academic teaching refers to issues of international economics, management of EU funds, and international business. She has delivered lectures in France, Finland, Russia, Switzerland, USA, among others.

Mark Field, Ph.D., Senior Lecturer in Public Policy and Politics, University of Portsmouth, UK. His research interests are chiefly around transparency of expertise in the policy-making process; the role of Civil Society Organisations in promoting transparency; and the impact of Brexit on British and European politics.

Emilio J. González, lecturer in International Economics at the University Autonomous of Madrid and Comillas Pontifical University-Icade, PhD in Economics, member of AMENET (Africa, Mediterranean, and Europe Jean Monnet Network), and member of ASEPELT (International Association of Applied Economy). His research field is focused on international economic integration.

Karen Heard-Lauréote, Head and Professor of Learning and Teaching within Solent University's Learning and Teaching Institute. Her research interests span questions of access and participation in HE; HE policy and HE leadership and management; Active learning pedagogies (esp. simulations) in the curriculum and in HE outreach and recruitment activities; flexible postgraduate degrees (MRes/Flexible doctorates); and PGRS mental health and wellbeing.0

Cristina Matiuta, Associate Professor of Political Science at the University of Oradea, Romania, where she teaches in the fields of political parties and theories of democracy and civil society. She has published as author/co-author seven books and more than 50 articles in collective volumes and journals. She is Jean Monnet Professor in the field of the European integration studies and Founder and Editor of the *Journal of Identity and Migration Studies* (<http://jims.e-migration.ro/>).

José M. Mella, Emeritus Professor at the University Autonomous of Madrid (UAM), PhD in Economics, Coordinator of Africa, Mediterranean, and Europe Jean Monnet Network, and Member of the research team of Informat Diasporas in EurAfrica for Legal Migration. His main research field is the economic development of Africa. He is teaching the same topic at the Master of Economic Development and Public Policies of the UAM.

Anna Molnár, Ph.D., Associate Professor at the National University of Public Service, Budapest; Head of the Department of International Security Studies (2016–) and in charge of the International Public Management bachelor's program. She was the Head of International Studies MA Programme at the University of Pannonia (Institute of Social Sciences and International Studies, Veszprém) between 2010 and 2013. Her published papers cover a wide range of topics whose central theme is security studies, EU CFSP/CSDP, Europeanization

of Hungary, the European Union's Mediterranean policy, and Italian history and politics. She teaches courses on European integration, international studies, and Italian politics at Hungarian and foreign universities. She had a Bolyai Research Fellowship provided by the Hungarian Academy of Science (2007–2010).

Christopher Changwe Nshimbi, Ph.D., Director of the Centre for the Study of Governance Innovation (GovInn) and Senior Lecturer in the Department of Political Sciences, University of Pretoria. He researches migration, borders, regional integration, the informal economy, and water governance.

Samuel Ojo Oloruntoba, Ph.D., Associate Professor, Thabo Mbeki School of Public and International Affairs; Visiting Professor, Institute of African Studies, Carleton, University, Ottawa, Ontario, Canada. He is the Author of *Regionalism and Integration in Africa: EU-ACP Economic Partnership Agreements and Euro-Nigeria Relations*; and in New York: Palgrave. He is rated by the National Research Foundation of South Africa.

Marta Pachocka, Ph.D., Assistant Professor, Institute of International Studies, SGH Warsaw School of Economics, and Head of the Migration Policies Research Unit at the Centre of MigrBigoation Research of the University of Warsaw, Poland. Her expertise covers migration studies and European studies.

Stefania Panebianco, Ph.D., Holder of the Jean Monnet Chair EUMedEA (EU Mediterranean Border Crises and European External Action), Associate Professor of Political Science, University of Catania. Teaches Mediterranean Politics and Institutions of Global Trade at the University of Catania, Migration Politics in the Mediterranean at LUISS-Rome. Visiting at IBEI, University Pompeu Fabra, Barcelona, 2019. Co-editor of *Global Affairs*. Author of the monographic book *L'Unione Europea 'potenza divisa' nel Mediterraneo* (EGEA, Milano, 2012) and articles for *Third World Quarterly*, *Geopolitics*, *Contemporary Italian Politics*, *Journal of Ethnic and Migration Studies*. Her main research interests: Mediterranean migration crisis, EU foreign policies, and EU-MENA relations.

Cláudia Toriz Ramos, Universidade Fernando Pessoa & CEPESE Universidade do Porto, Portugal. She teaches political science and European integration and researches in the areas of democracy, democratization, and the process of European integration.

Dina Sebastião, holds a PhD in European Studies and is Assistant Professor at the University of Coimbra, Faculty of Arts and Humanities, and a Full-researcher of the Centre of Interdisciplinary Studies of the 20th Century (CEIS20-UC). She researches on the relation of Iberian Peninsula and European integration, through the study of policies and parties, on European public policies, the *européanization* dynamics and problematization of policies in the EU multilevel system. She has been participating in international conferences and publishing chapters

and articles in peer-reviewed journals. She was awarded the *Jacques Delors 2017 Prize/Portuguese Ministry of Foreign Affairs*.

Mónika Szente-Varga, Ph.D., Associate Professor at the National University of Public Service, Budapest since 2015; was for two and a half years Vice-Dean of the Faculty of International and European Studies, responsible for the areas related to education (2016–2019). She used to work as a Lecturer in Mexico, at the Benemérita Universidad Autónoma de Puebla (2006–2007) and at the Universidad de las Américas, Puebla (2006–2008). Her fields of research include both modern and contemporary history of Latin America and Spain. She is National Coordinator for Hungary in the European Association of Latin American Historians, and a member of the network Political A.T.L.A.S. Agency, Transfers, Links. Latin America – Southern Europe, 20th century.

Sara Dias-Trindade, holds a PhD in History (Didactics) and a postdoctorate in Education and Communication Technologies from the University of Coimbra, teaches at the Faculty of Arts and Humanities of the University of Coimbra and is a Full-researcher of the Centre of Interdisciplinary Studies of the 20th Century (CEIS20-UC), currently integrating its coordination team. She collaborates with several research centers of Brazilian Universities, also teaching in different postgraduate courses in Education and Digital Technologies. She has been participating in different international projects related to Educational Technologies and Teacher Training (currently coordinating the project "Digital Teaching Skills in Portugal," based at CEIS20-UC).

Anna Visvizi, Ph.D. (dr hab.), is Associate Professor, Deree College – The American College of Greece, Greece. Her expertise covers issues relevant to the intersection of politics, economics, and ICT, including the EU. She is the Editor-in-Chief of the international journal *Transforming Government: People, Process and Policy* (Emerald).

List of Contributors

Dickson Ajisafe	University of Pretoria, South Africa
Feyza Basar	Istanbul Gedik University, Turkey
Olga Bombardelli	Università degli Studi di Trento, Italy
Małgorzata Dziembała	University of Economics in Katowice, Poland
Mark Field	University of Portsmouth, UK
Emilio J. González	University Autonomous of Madrid, Spain
Karen Heard-Lauréote	Solent University's Learning and Teaching Institute, UK
Cristina Matiuta	University of Oradea, Romania
José M. Mella	University Autonomous of Madrid, Spain
Anna Molnár	National University of Public Service, Budapest
Christopher Changwe Nshimbi	Centre for the Study of Governance Innovation (GovInn), South Africa
Samuel Ojo Oloruntoba	Thabo Mbeki School of Public and International Affairs, Africa
Marta Pachocka	Institute of International Studies, SGH Warsaw School of Economics, Poland
Stefania Panebianco	Jean Monnet Chair EUMedEA, University of Catania, Italy
Cláudia Toriz Ramos	Universidade Fernando Pessoa & CEPES Universidade do Porto, Portugal
Dina Sebastião	University of Coimbra, Portugal
Mónika Szente-Varga	National University of Public Service, Budapest
Sara Dias-Trindade	University of Coimbra, Portugal
Anna Visvizi	Deree College – The American College of Greece, Greece

This page intentionally left blank

Preface

The origins of this volume lie in the recognition that the art of teaching the European Union (EU) and, so the effectiveness of teaching and learning, have a direct bearing on our students', and so citizens', stance toward European integration. In times when the foundational values upon which the EU builds are openly questioned, it is imperative that teaching the EU involves not only that basic information about the EU is conveyed to our students, but also that they are equipped with the skills of critical analysis, self-learning, and independent thinking. The chapters included in this volume offer a detailed insight into this issue.

We would like to thank all contributing authors for sharing their chapters with us. The Covid-19 pandemic, and the elevated hours devoted to remote teaching and instruction as well as to attending other additional duties, exerted their toll on this book too. We are therefore most grateful to our authors for their patience and hard work. We would also like to thank the Publisher, Emerald Publishing for the opportunity to publish. The professionalism and kindness of the entire Emerald team, especially the Senior Editor, Kim Chadwick are greatly valued.

The Editors
Anna Visvizi
Mark Field
Marta Pachocka

This page intentionally left blank

Acknowledgments

This volume represents one of the deliverables of B-in-EU, that is, “Jean Monnet Module on the European Union and active EU citizenship for business students: an interdisciplinary approach,” an EU co-funded project run under ERASMUS+ Jean Monnet Module scheme. The project, co-ordinated by Dr Anna Visvizi, was implemented at Deree College – The American College of Greece over the period 2017–2020 (project reference number: 587632-EPP-1-2017-1-US-EPP-JMO-MODULE). The support of the European Commission is thus gratefully acknowledged.

This page intentionally left blank

Part 1

Why Bother? Higher Values and the Universal Cause in Teaching the EU

This page intentionally left blank

Chapter 1

What Is at Stake in Teaching the EU in Times of Brexit? An Introduction

Anna Visvizi, Mark Field and Marta Pachocka

Abstract

“Teaching the European Union” is a term as elusive as the notions of “EU Studies” or “European Studies,” both discussed and debated by generations of scholars and practitioners. The case of the EU, and of the art of teaching EU-related content, is one of the most striking examples, where the emphasis on values and principles cannot be passed by indifferently. What is being taught and how it is being taught have a direct impact on the trajectory of the European integration process today and in the years to come. The objective of this introductory chapter is to offer a brief insight into the book’s context and the book’s relevance. Against this backdrop this volume’s content is outlined. A few points for the readers to consider follow.

Tempting as it might be, we cannot afford to sacrifice critical political analysis, and with it the very possibility of progressive social and political change, on the altar of the respect for difference. (Hay, 2002, p. 250)

1. Introduction

“Teaching the European Union” is a term as elusive as the notions of “EU Studies” or “European Studies,” both discussed and debated by generations of scholars and practitioners (Bigo, Diez, Fanoulis, Rosamond, & Stivachtis, 2021; Rosamond, 2016). As the process of European integration continues, even if at multispeed, so has the question of what teaching the European Union (EU) should entail, and how to teach EU-related content. As the variable geometry inherent in the European integration process sends tremors across the EU, today, the debate is as salient as ever. In other words, beyond the $n=1$ paradigm, what

Teaching the EU: Fostering Knowledge and Understanding in the Brexit Age, 3–14

Copyright © 2021 by Anna Visvizi, Mark Field and Marta Pachocka

Published under exclusive licence by Emerald Publishing Limited

doi:[10.1108/978-1-80043-274-120211001](https://doi.org/10.1108/978-1-80043-274-120211001)

content to include in teaching the EU, which disciplinary boundaries to apply, which timeframes to adhere to, which principles to elaborate on must be considered. Moreover, and perhaps most importantly, we should determine/consider how to elaborate on these issues, from which perspectives and in which manner.

In times defined by events as groundbreaking as Brexit, as recurrent attempts to curb-free trade, events as puzzling as politicians openly questioning the results of democratically held elections, in times of uncertainty stirred by the Covid-19 pandemic, the key question is if educators, and so higher education institutions (HEIs), can “remain indifferent to the difference” (Hay, 2002, p. 250) specific sets of values and principles make for the society and its development and growth. What applies for critical political analysis, as above, applies also in the context of education.

The case of the EU, and of the art of teaching EU-related content, is one of the most striking examples, where the emphasis on values and principles cannot be passed by indifferently. What is being taught and how it is being taught have a direct impact on the trajectory of the European integration process today and in the years to come. The objective of this introductory chapter is to offer a brief insight into the book’s context and the book’s relevance. Against this backdrop this volume’s content is outlined. A few points for the readers to consider follow.

2. The Context and the Book’s Relevance

The EU is a peace project. Notably, it is a peace project entrenched in the liberal democratic set of social and political values and norms, and their economic policy implications. This has been reflected, implicitly and explicitly, already in the Treaty of Rome and its subsequent amendments (cf. Schweiger & Magone, 2014; Warloutzet, 2019). The origins of the EU are rooted in the tragic and dramatic experiences of war and suffering that several generations of today’s member-states went through (Visvizi, Matysek-Jędrych, & Mroczek-Dąbrowska, 2020). The traumas of war, instability, historical injustice, deprivation, and loss are ingrained in the fabric of the common memory of the EU citizens. Nevertheless, the EU is also a success story of more than six decades of deliberation, collaboration, and forward thinking of men and women involved in the process. This is an issue worth highlighting and exploring in depth (Bua & Escobar, 2018; Fumagalli, 2019; Pernaa, 2017). But there is more to that. The case of the Economic and Monetary Union, the enlargement policy, or say, the Erasmus+ program and its predecessors, are three instances of tangible evidence that attest to the EU success story. However, this narrative of success and achievement is contested.

Indeed, especially the cases of the euro area, and of the enlargement policy, have been subjected to bitter and harsh criticisms, thus fueling Euroscepticism, and, at times, altering voters’ sentiments and the results of elections (cf. Molnár & Urbanovics, 2020; Mora-Cantallos, Sánchez-Alonso, & Visvizi, 2019; Visvizi, 2018). In all those instances, particular and vested interests are at stake. In itself, the realization that successive governments of the EU member-states are unwilling to shy away from the practice of using the EU as a resource of domestic political competition, opens a rich field of research and teaching ideas (cf. Field, 2019; Visvizi, 2013).

This volume stems from the recognition that if the citizens, and so the voters, are well-informed, equipped with basic knowledge and understanding of what the EU is, the less prone they are to manipulation and politicking. It is thus imperative that teaching EU-related content is not based on spoon-feeding, but rather that it seeks to turn students into self-learners (cf. [Al-Murtadha, 2020](#); [Daniela, Visvizi, & Lytras, 2018](#); [Heard Laureote, Bortun, & Kreuschitz, 2019](#); [Pachocka, Proczek, & Osuch-Rak, 2020](#)). It is crucial that students are guided to understand what the EU is, what it does, and why it does what it does. It is paramount that students are equipped with basic skills to reflect critically on the content of the popular media/political discourse. It is equally important that they are familiarized with the very practical knowledge of tools and opportunities, the single market creates for the students as future professionals. This may include issues as “simple” as the understanding of the public consultation procedure ([Chalmers, 2014](#)) through the ability to write a good grant application.

Accordingly, the key message that this book conveys is that teaching the EU ought to be more than an examination of the EU’s history, institutions, policies, etc. (cf. [Rosamond, 2015](#)). Teaching the EU requires that the faculty recreates the reality in the classroom to an extent that an “aha!” moment is created (cf. [Kgomotsego & Washington, 2018](#); [Moore & Lewis, 2012](#); [Nieto, 2013](#)). That is, that the students grasp not only the essence of the mechanisms intrinsic to European integration but also their own agential role in the shaping of these mechanisms. In this context, it is paramount that the students recognize the value of economic and political integration, collaboration, and civic engagement. In brief, in times when democracy and liberal socioeconomic order are tested and contested, and the European success story is undermined, teaching the EU should be all about making students able to understand the relevance of the EU, and the degree of their own civic responsibility. The case of Brexit adds yet another twist to the discussion.

3. Brexit and Teaching the EU

While the tangible effects of the UK 2016 decision to withdraw from the EU are evident in complex but discrete and legally defined areas such as trade, free movement and fisheries policy, the broader implications for the European integration process are less clearly circumscribed (cf. [Rosamond, 2020](#)). It seems reasonable to assume that Brexit represents a rupture of sorts, but this seems to create more questions than answers ([Courtois & Veiga, 2020](#); [Dodourova, Clarkin, & Lenkei, 2020](#); [Luo, 2017](#); [O’Mahony, 2020](#)). Does this rupture simply represent a perhaps temporary slowing of the trajectory of European integration? Or does it reflect something more profound: a challenge to the intersubjective way EU citizens think about or acknowledge the inevitability of the *finalité politique*?

While it seems clear that the debates around the meaning of Brexit will engage scholars for years to come, we are still trying to determine – individually, and as a discipline – the extent to which Brexit should affect the teaching of the EU. For some disciplines, this work is well underway (see e.g., [MacLennan, 2020](#), for the teaching of EU law; [Woodward & Veal, 2019](#), for the teaching of Brexit to business students). As an interdisciplinary subject, however, approaches to the

teaching of EU-related content are varied and manifold. It follows that the extent to which Brexit should be factored into the content and/or the normative values underpinning our teaching, will also vary. The chapters included in this book reflect this diversity of approach and, it is hoped, will make a useful contribution to this important and unfolding debate.

4. About the Book, and the Conceptual Framework it Adopts

This volume does not engage itself with questions of disciplinary boundaries of EU studies. Rather, it seeks to answer the question of how to enhance teaching and learning excellence on EU-related issues in times of Brexit. In this case, Brexit is treated as a symbolic development mirroring our societies', and so the voters', confusion as to what the EU is and what it is for; their limited ability to assess the media coverage critically, and an overall ignorance of the scale of success that can be attributed to the European integration project.

This volume builds on the recognition that generational changes play a role in our societies' attitudes toward European integration, with the younger generation being generally oblivious of the horrors of war and communism. This makes the younger generation dangerously ill-informed when it comes to assessing, understanding, and appreciating the status quo that has been worked out in Europe since the end of the WWII and following the collapse of communism. The Editors of this volume recognize as well that in times of increased social media presence, in times where all individuals can act as editors of media content, the question of citizens' attitudes toward the EU is also a matter of (strategic) communication on the part of the EU itself. This being a two-way street, it requires informed citizens.

This volume builds on the positive recognition that by promoting teaching and learning excellence with regard to EU-related content, our students can acquire a sense of sensitivity as far as the EU and its role in our lives is concerned. Advances in information and communication technology (ICT) offer a new set of tools and enable novel, blended approaches to teaching and learning. In this view, the plea to promote teaching and learning excellence has never been timelier and more promising. Accordingly, this book examines in which ways ICT-enhanced approaches to teaching and learning EU-related content yield positive results in the form of greater student engagement, enhanced acquisition of knowledge and understanding of EU-related matters as well as development of skills necessary to reap the diverse benefits of European integration process.

The chapters comprising this volume make a case for a multifaceted ICT conscious, comprehensive, and integrated approach to teaching and learning EU-related content across the curriculum. Comparative insights from across Europe place the challenge of teaching and learning excellence in the center of the discussion in this volume. As a result, this volume serves as a guide into best practices in the field of teaching and learning EU. In certain ways, it also serves as a primer for all those willing to understand how to design a course, how to employ technology-enhanced approaches in the teaching and learning process, and how to deliver the learning outcomes effectively and sustainably.

By engaging in interdisciplinary, concept-driven and case study-led conversation, the contributing authors, all of them practicing lecturers and researchers, this volume offers an insight into the specificity of teaching EU across the European Union, it gives an overview of the key challenges educators across the EU face in this respect, and showcases how technology-enhanced tools and approaches add value to the teaching and learning experience. By so doing, this volume provides also intrinsic knowledge of the developments related to the EU, teaching, learning, and ICT. As a result, this volume is bound to serve not only as the first source of reference in the debate of teaching and learning the EU, but also a one-stop-shop for all those who seek to make sense of the value added of ICT in education.

5. Review of the Chapters' Content

The discussion in this volume is organized in three parts and 13 chapters. Part 1 (Chapters 1–3) titled “Why Bother? Higher Values and the Universal Cause in Teaching the EU,” addresses the question of values and principles in teaching EU-related content. Accordingly, this part of the volume dwells on questions of engaged and responsible citizenship, and the exercise of rights and duties. The focus of the discussion is directed at the notion of equipping students with skills and worldviews conducive the development of skills and attitudes today’s students need to exercise their rights and duties as citizens, while at the same time taking the opportunity the EU creates.

The chapters included in Part 2 of the volume (Chapters 4–8) titled “Innovation in Teaching and Learning the EU in HEI in Times of Brexit,” deal with the question of how novel and ICT-enhanced ways of course content delivery may improve the efficiency of teaching and learning the EU in HEIs in times of Brexit.

Finally, Part 3 of the volume (Chapters 9–12) titled “Country and Regional Dimensions of Teaching the EU: Issues and Implications,” highlights the frequently underdiscussed issue of the connection between the organization of education, and curriculum design in specific countries, and their citizens’ attitudes toward European integration. Here the cases of Romania, Hungary, but also of Turkey and Africa in general offer several points for reflection. The case of Hungary stands out in this discussion and should be given attention considering the “illiberal turn” in that country. Equally interesting, however, is the chapter on Africa in that it reminds us that teaching the EU remains a highly Eurocentric business; and it should not. The following paragraphs offer a brief overview of the chapters’ content.

In Chapter 2, titled “ ‘ Why Bother?’ Learning and Teaching About European Union Politics,” Cláudia Toriz Ramos explores the specificities of studying the EU politics, especially as regards students who are not graduating in politics or international relations. The author argues that the motivation variable is a key in this context. Specifically, Ramos asks: “What is it that makes a student, probably a young person, want to learn about politics?” And, if the teaching–learning activity occurs in a context where the course is compulsory and motivation scarce, then “How to reach the student, in order to raise his/her interest in the

topic?”. The deep roots of the answers to these questions lie in issues of political socialization, political culture, and democratic participation. Where such culture is already embedded, class work can be based mostly on tackling up-to-date topics of public discussion, and in the reinforcement of framework knowledge. However, when politics is not a topic perceived as relevant by the students, raising their awareness becomes the first task. The chapter describes teaching strategies that can act as triggers for involving students in debates on politics and for increasing their curiosity on issues concerning the EU. In times of Brexit and multiple crises, this may become a tricky process, since a lot of information is available in the public space, but a substantial part of it is negative on the EU itself. Furthermore, in a context of ever-growing technological sophistication, the abundance of new tools also requires from the instructor new skills, to reach the students.

In Chapter 3, titled “Vision, Not Division: EU and EU Citizenship in Teaching about the EU,” Olga Bombardelli makes a case for education as a tool for competent and responsible citizenship in the EU. To this end, the author examines the relationship between the following five issues: (1) the expected profile of the active European citizen in a reliable European cooperation project; (2) the attitude of people in Europe to the EU and to the other member countries; (3) the situation of citizenship education, as reported by European and international studies as Eurydice 2018; (4) suitable innovative and technology-enhanced approaches to teaching and learning excellence, aiming at Education of Responsible Competent European Citizenship, including digital citizenship, focusing on knowledge, skills, attitudes, values of responsible citizenship in a democratic society, and developing thinking processes: information management, judgment, and decision-making processes, working constantly under the European point of view, strengthening contacts, and exchanges among EU member countries; and finally, (5) non-formal and informal learning, influences from the family, the social environment, and the mass media on the attitude of people in Europe to European cooperation. Against this backdrop, the author develops a few proposals regarding the prospect of improving teaching/learning, teacher training, and communication, fostering interaction, engagement, and competent citizenship for the common future.

In Chapter 4, titled “Brexit as Breeding Ground for Problem-based Learning,” Dina Sebastião and Sara Dias-Trindade, examine the opportunities Brexit, seen as a teaching moment, generates in the field of delivering EU-related content. As the authors argue, Brexit has brought politicians and academics toward an exceptional phenomenon in the European integration, questioning the irreversibility of the process and leading to scientific revisions on several areas of European Studies (ES), pointing out risks and opportunities for the EU. Such exceptionality breaks ground to questioning and make progress on theoretical *acquis* within the ES, not only motivating academics to review scientific agendas, but also to rethink higher educational strategies. As an outstanding event in EU politics and the European post-war history, and due to its influence on a broad range of areas and in the Europeans’ daily life, it challenges educators to think of it in prospective ways, as to enable future professionals to develop theoretical and practical skills to foresee adequate policies and actions to address a dynamic European