

## DEVELOPING THE EUROPEAN CITIZEN: INVESTING IN EUROPE'S DEMOCRATIC FUTURE

CHARLES D. DZIUBAN  
JEFFERY W. CORNETT  
ANNETTE BOYD PITTS  
JÁNOS SETÉNYI  
TIBOR GÁL  
LÁSZLÓ EICH

Recognizing that democracy is not a static concept and that it should be learned and lived on a daily basis, the Council of Europe has named 2005 the European Year of Citizenship through Education. Citizens of European Union (EU) member countries face new challenges in their participation as citizens in a democratic society. While EU citizenship supplements or complements national citizenship rather than replaces it, education for democracy in light of these multiple identities presents a host of new challenges. Not only is education for democracy focusing on citizen participation, legal and political institutions, and governmental or constitutional issues pertinent to the individual's country, it must also incorporate a new dimension of citizenship—the development of a European awareness and identity.

The Florida Law Related Education Association, Inc. (FLREA), through its participation in the CIVITAS International Civic Education Exchange Program has been partnered with CIVITAS Hungary, a civic education NGO based in Budapest. Other partners include the Intercultural Institute of Timisoara in Romania, Law Focused Education, Inc./ State Bar of Texas, and Mississippi State University. In the developmental stages of the partnership, FLREA and CIVITAS Hungary collaborated on the development of a new civic education academic competition similar to the United States based *We the People...the Citizen and the Constitution* competition administered nationally by the Center for Civic Education in Calabasas, California. The Hungarian model initially founded in 1996 incorporated a variety of activities for secondary stu-

dents focusing on encouraging citizen participation in Hungarian democracy.

The Hungarian model aimed to provide practical information concerning the work of public institutions and to develop skills through simulated public-life activities. Generally, the program inculcated critical, independent thinking skills to encourage students to interact as active citizens in a democracy. The program met with great success in Hungary during its inaugural years and in 2001 became an official program of the Ministry of Education.

As Hungary has advanced into EU membership, the Hungarian civic education program has incorporated a European citizenship focus. Issues pertinent to EU membership have become an important component of the new Citizen in a European Democracy academic competition. The name of the program has also evolved to reflect this expansion. The Citizen in a European Democracy program puts into practice issues relevant to citizens of Hungary and also issues pertinent to citizens in the European Union. This past year, researchers from Hungary, Florida, and Iowa worked to analyze the impact of the competition from both a Hungarian and European Union perspective. Key findings include increased student knowledge of political and civic issues as well as democratic principles for both Hungary and the European Union. The findings and impact of the collaborative evaluation and implications for its continued growth and diffusion throughout the European Union are the focus of this paper.

#### Structure of the Program

The Citizen in a European Democracy provides an innovative civics lesson for secondary students in Hungary, which could be expanded regionally and beyond. Local qualifications for the national program incorporate a series of required readings regarding Hungarian constitutionalism, international politics, and Hungarian and European legal institutions, as well as the history, structure, and function of the European Union. Students take written tests to document their knowledge. Over 6,000 students from 400 schools across the country participate in this preliminary phase.

Regional semifinals are held in four Civitas regional centers. Oral exercises are emphasized at this level with portfolio presentations based on a local issue, parliamentary speech and debate sessions, development and analysis of an ombudsman report addressing a national issue, and a public campaign for the European Constitution. Over 1200 students prevailed at this level of the program with 50 teachers and 40 schools reaching the semifinals.

The 2005 national finals incorporated portfolio *Power Point* presentations and simulations addressing the Council of Europe and the European Constitution. A Democracy Walk was held to allow students the opportunity to meet with high-level government officials including the President, the Prime Minister, members of the Constitutional Court, and members of Parliament. In the first year of the competition, students stood tall as they told the President, "Hungary can count on us!"

Gergely Arato, Member of Parliament in Hungary, addressed Parliament in the spring session of 2004 to sum up his analysis of the success of the program. He stated, "What can we learn from this competition? As to me, I have learned that it is possible to familiarize this age group with our country issues, our common issues." Aratro continued, "It is possible to drive them closer to the kind of politics that represent management of country issues and not party quarrels." The Citizen in a European Democracy has been recognized as an official program of the Council of Europe.

Program research has revealed benefits from both a Hungarian and European Union perspective. Key findings of this transformative evaluation demonstrate opportunities for continued growth and expansion throughout the European Union.

#### The First Phase Transformative Evaluation

The seven year evaluation of the Citizen in a European Democracy Program (CEDP) program in Hungary was a cooperative endeavor among evaluators from the Hungarian CIVITAS program, the Center for Civic Education, the Florida Law Related Education Association, Inc., and the University of Central Florida. The assessment process grew from its initial concentration on democracy components in Hungary to Eastern Europe, and eventually to the European Union. This was an organic process, not necessarily anticipated, but one that "sprung-up" from democratic momentum across the region.

The evaluation process expanded to a transformative assessment<sup>1</sup> from its inception; the process provided not only summary data, but also contributed to the program's development. The guiding principles of the appraisal, therefore, became formative, opportunistic, facilitative, multifaceted, and defined by feedback.<sup>2</sup> In addition, creating an autocatalytic assessment protocol provided sustainable momentum for the Hungarian educators so that the external evaluation would be replaced by authentic action research across the country.

The principle of uncertain mediation, originally hypothesized by Setenyi<sup>3</sup>, became the second major foundation for the evaluation. This

principle is characterized by the dynamic tension teachers faced in balancing the traditional Hungarian knowledge-based educational system with the shared decision making and cooperative models embraced by CEDP. Hungarian educators must make instructional decisions in the face of incomplete and sometimes contradictory information. Uncertain mediation is congruent with related scholarship in civic education through processes such as reflective practice, teacher theorizing, teacher decision-making, and the complexity of deliberation as civic literacy tool for youth.<sup>4</sup> As the evaluation progressed, uncertain mediation seemed equally applicable to the expanding influence of the European Union. In addition, the evaluation team discovered that the assessment of emerging democratic practices must reflect problem solving and higher order thinking skills found in all levels of effective teaching.<sup>5</sup>

The final component of the evaluation sequence emerged through a series of site visits, observations of instruction, field interviews, action research analysis, and focus groups with students, teachers, school administrators, university personnel, and public officials about their participation in the initiative. These processes created a series of authentic narratives documenting reflective practice that significantly altered pedagogy in Hungary through participatory learning and shared decision-making. As educational practitioners realized that the European community is the democratic impetus of the future, their personal pedagogical theories served as the fundamental driving force in educational transformation.<sup>6</sup> Archiving these narratives and the embedded decision-making of teacher implementers and program designers, therefore, becomes the qualitative ground that informs democratic education as it responds to political, economic, and social forces created by national, regional, and European Union dynamics.

#### Design and Results

The body of research on the CEDP phenomenon<sup>7</sup> documents the cognitive, affective, and behavioral changes in students and teachers resulting from program participation. Responses to survey instruments showed that virtually all students preparing for and participating in the Citizen in a Democracy competition (99 percent) felt that they had gained a deeper understanding of Hungarian civic life. In general, most students (93 percent) reported that they improved their decision-making skills and nearly three quarters of them (70 percent) planned to take a more active interest in politics. In addition, students reported (93 percent) that they better understood their rights and responsibilities, and most (83 percent) planned to become more active in the Hungarian political system. Almost all of the teachers agreed with the student

responses and wish to continue in democracy education through the Hungarian CIVITAS program.

Over the years, free response statements regarding the competition documented a strong accession toward the emerging importance of the European Union. Prototypical student and teacher comments include:

More should be included about non-Hungarian countries  
 Participating in the competition significantly increases my knowledge of political and civic issues as well as democratic principles for both Hungary and the European Union  
 Make the competition international  
 Make it an Eastern European competition and  
 The competition should be regionally expanded and made international.

Equally dramatic cognitive outcomes surfaced about the European Union through the program. To demonstrate this, representative samples of CEDP and comparable non-CEDP students sat for the 2001 qualifying examination. Fully half of the questions assessed knowledge of the European Union. The results of that comparison may be viewed in Table 1.

Table 1  
 A comparison of the European Union Qualifying Examination Scores  
 for the CEDP and Comparison Groups. \*

	CEDP (n=35)		Comparison (n=22)	
	Mean	Standard Deviation	Mean	Standard Deviation
Member state identification	6.9	1.9	5.1	2.4
Phrase ordering	4.2	2.6	1.1	1.7
Component matching	3.0	1.6	1.9	1.6
EU commission	2.1	1.4	0.5	0.6
EU institutions	4.7	2.0	0.9	1.1
EU characteristics	3.1	1.0	2.5	1.1
EU multiple choice	8.4	2.7	2.7	1.9
EU advantages	4.6	1.3	1.9	1.6

\*All comparisons were significant,  $p < .01$ .

Students were asked to identify member nations, properly order the development of the Union, match the components with their locations, demonstrate knowledge of the Union commission, identify Union institutions and characteristics, answer a series of multiple choice questions,

and identify advantages of European Union membership. Statistically significant differences favoring the CEDP groups on all sections can be devised from the mean scores of the examination subtests.

In addition, the program protocol asked students to debate the advantages and disadvantages of Union membership. This exercise plays out at the highest levels of critical thinking and problem solving. All factual information must be transformed into abstract and symbolic constructs for political debate. The process leads to multiple solutions, all of which are reasonable or defensible. Students must use insight and intuition for developing additional information beyond that which is provided, so that new information must be deduced or hypothesized. They must function well with lack of closure, producing seamless arguments that must incrementally expand as the interchange progresses—critical thinking at its highest level. These debates, when centered on issues of the European Union, are evolving into the most spirited and rigorous aspect of the Citizen in a European Democracy Competition.

#### Scaling the Citizen in a European Democracy Competition Into a Prototype for the European Union

During April 2005, Setényi, Cornett, and Dziuban were able to observe the finals of the Hungarian Citizen in a European Democracy Program (CEDP) in Budapest, conduct focus groups, and collect survey response data from the students participating in the finals. What was the “Citizen in a Democracy” competition has evolved to a cooperative, student-centered learning opportunity focusing on the broader perspectives of democracy in Europe.

A review of important milestones will help underscore why this constitutes a transformation from uncertain mediation to a more thoughtful mediation process. Emerging elements of the Citizen in a European Democracy Program (CEDP):

1. Have evolved into a cooperative learning model where more than 3,000 student participants form teams that work with each other in preparing for the program—thus emulating democratic principles,
2. Emphasize team building and differentiated learning where individual group members are responsible for educating their teams in specialized civic knowledge and responsibilities, Emphasize reflective thinking and problem solving,
4. Foster the importance of community service and civic responsibility through program participation,
5. Incorporate media presentations that require analysis, syn-

thesis, and excellent presentation skills in place of more linear poster presentations,

6. Streamline the program to focus on students' abilities to confront authentic civic problems, providing valid solutions that might be implemented by the teams themselves,
7. De-emphasize the recall of knowledge,
8. Feature the importance of the European Union and its implications for national and European life,
9. Help students understand their rights and responsibilities under the European constitution, and
10. Evolve into a model that is comprehensive and flexible enough to serve as a platform for the European Union.

#### Evidence of the Program's Effects

Setényi, Cornett, and Dziuban conducted student interviews with three focus groups during the final 2005 program. One group comprised a team that was participating in the final program while two others attended schools where CIVITAS subjects were taught, but the program did not receive particular emphasis.

The students on the CIVITAS team were cooperating with other teams in the school and preparing for the program through shared learning techniques. These students expressed interest in history, mathematics, economics, athletics, music, and the Hungarian and European democracies. The group was heavily involved in the program, with one of the students assuming the responsibility for preparing the team in multiple aspects of the European Union. Although these were first and second year students, two of them had already made plans to study economics at the university level and one was considering entering politics—heavily influenced by his parents. All students on this team indicated their commitment to participating in civic life and held out the possibility of becoming active in politics. This team participated in the regional finals last year and plans to be involved in the Citizens in a European Democracy Program (CEDP) for the remainder of their secondary school careers. These students exemplify what Lakoff<sup>8</sup> calls a prototype—in this case a prototype CIVITAS cohort.

The second student focus group represented a less academically-oriented school, but one in which the CIVITAS curriculum was functional. These students (all boys) expressed interest in sports, girls, sports cars, computers, and watching television. They indicated that civics is a popular subject in school and that their teacher is open-minded, regularly introducing new topics into the class. Additional curriculum materials are



available, but grading of their progress is lenient and there are no objective examinations. This group soundly rejected the possibility of any public career (political party leadership, local government, or NGO participation). They saw entrepreneurship as their main occupational objective for the next decade. These young people made rather oblique references to higher education but showed little evidence of specific planning. They expressed media preferences such as automobile and sports magazines, not the yellow press, and expressed minimal interest in books. Their knowledge of the European Union was limited to a casual understanding with minimal reflection about the political, economic, or cultural implications of the organization. They showed disdain for political affiliation characterized by general disillusionment, stating that making a choice among political parties meant choosing the lesser of several evils.

The third student focus group (three boys and one girl) represented a design and industrial art school where few special subjects like civics are part of the curriculum. This group also showed interest in social relationships with their peers as a primary motivational factor in their lives. They indicated some mild interest in history and politics because of recent parliamentary elections. However, they were ambivalent about voting because of what they describe as an absence of appropriate selection criteria. This group had no knowledge of the CIVITAS program and showed a similar lack of awareness about the European Union. Their teachers attempt to involve them in civic and historical discussions, but any lasting impact is coincidental. All these students expressed aspirations for careers in art, shunning serious newspapers and books and expressing a disaffiliation with politics. In a real sense the European Union was not a part of this group's agenda.

Because the focus of early research concentrated on competing secondary schools students, the impact reflected short-term goals such as knowledge, skill, and attitudes. Assessment of long-term outcomes includes changes in behavior, commitment to longer time periods, and a substantial shift from a competitive to a cooperative paradigm. This recent (2005) round of focus groups seems to validate the hypothesis, that students evolve in their thinking processes and life-long goals. The students in group one, through their acquired knowledge, skill, and behavior, self-efficacy and foreshadow themselves as active participants in the Hungarian and EU political processes. The other two groups, however, function at the pre-awareness level, seldom progressing to the stages of the taxonomy where they might embrace active European civic responsibility. Historically, current approaches to civic behavior emphasize the virtues of passive character such as tolerance, empathy, understanding, and peaceful coexistence. According to these findings and in



the perspective of maturing students, value-added civic behavior in the European Union must embrace equally important proactive components, such as self-examination, conscious interest, active decision-making, argumentation, resistance, and participation. The evidence from the Hungarian program suggests that these objectives are attainable; if one stays the course, this model will evolve to the broader community of European nations.

Figure 1 examines the viability of the Hungarian program as a prototype for the European Union through an alternative template. The 2005 focus groups produced readily identifiable stages on two important dimensions: transformational engagement and enabled commitment. The first axis characterizes active involvement in civic life both Hungarian and European, while the second depicts enabling knowledge and skills. Setényi points out that this is a developmental application where passive acquisition of knowledge and skills is transformed into engaged behavior mediated by positive attitudes of students and teachers. Apathy gives way to interest, leading to active participation in political life. That process is depicted in Figure 1.

Figure 1: Stages of Four Student Groups on Transformational Engagement and Personal Agency

Transformational	HE LC (C)	HE HC (D) 1
Engagement	LE LC (A) 2 3	LE HC (B) 4

Enabled Commitment

He=High Engagement HC=High Commitment

LE=Low Engagement LC=Low Commitment

The quadrants of the paradigm represent four contingent stages of commitment and engagement.

A=Low Engagement/Low Commitment

B=Low Engagement/High Commitment

C=High Engagement/Low Commitment  
D=High Engagement/High Commitment

Obviously, these stages are not equally probable (e.g., Low Commitment and High Engagement) and if the model is valid for portraying civic involvement in the European Union, the groups should conform to some definable function, which is the case. Group three exhibited both low engagement and low commitment, as did group two but with marginally higher values for the two dimensions (for clarity purposes we have transposed one 2004 student team [group four] into the model. Those students demonstrate a transitional status where acquisition of knowledge skills and attitudes initiate the transformation to engagement and commitment). Group one (CEDP), however, showed high proclivity toward engagement and commitment. The function of the student groups on the two dimensions show exponential growth that might be expected from long-term involvement in a project such as CIVITAS. There is every reason to believe that the payoff would be equally substantial for the European Union. Once again, we emphasize that the student group with the greatest value-added component obtained their elevated status through a cooperative educational model rather than ones founded in competitive and rigid educational philosophies. These values are best observed through the statements of two CIVITAS graduates (paraphrased):

We had great experiences during the Citizen Program all of which gave us great pleasure. These experiences can't be forgotten and what's more, I relive the program each year, unfortunately, however, as a volunteer organizer.

The other former student reinforces this sentiment of connectedness (paraphrased):

Of course I've forgotten a lot of information, but since then, never gained experiences as valuable. Data always change so it is very important to find adequate sources of those data. We didn't acquire this knowledge in school but were able to do so through Citizen in a Democracy. I have forgotten very little about the program because I feel part of it every year as an organizer. I have been enriched by my experiences. I hope that I can continue my work in CIVITAS.

We were able to spend some time with one of those graduates at the 2005 Citizen in a European Democracy session in Budapest. He told us that his CIVITAS experience served as the foundation for his civic participation in the European democracy. When we asked if he felt that the program was an appropriate model for the European Union he was enthusiastically positive, saying that the manner in which the program has developed over the years makes it superbly suited to accommodate

the civic lives of European citizens.

### A Broad Student Perspective

At the end of the 2005 program, students from the final teams of the Citizen in a European Democracy Program responded to five open-ended questions about their learning experiences. Those questions asked them to explain (1) what they must do to succeed in the program, (2) what they gained from their participation, (3) how this program compared to other competitions in which they have participated, (4) what they learned about the civic life, and (5) how their participation impacted them personally. A narrative matrix of the finalists' responses is presented in the Appendix. The authors of this paper, however, reassembled those elements into a collective narrative for each question with the following results:

#### *Question 1*

A comparative perspective of cultural awareness and a sense of democracy are needed to understand the major similarities and differences of multiple national political perspectives across countries—especially from an EU perspective. As participating members of the EU, we have a great need to explore how EU policies are likely to affect us nationally. The cooperative learning approach strengthened our logical ability to understand the benefits of harmonious relationships and to develop a strong sense of justice. Learning about how policies are developed and implemented from the EU perspective has been a creative process that has engendered interest and motivation to assume responsibility in making decisions in our political future.

#### *Question 2*

A wide variety of group participation is needed to enter into an open-minded and open-ended dialogue about questions of freedom, justice, and the role of EU. The exercises that we did here were useful because they required creative problem solving that greatly expanded our knowledge of the law, the EU, and politics—things outside a formal school curriculum. By interacting with political figures in our country we were able to simulate political decision-making and see the possibilities our choices can have—real life skills. Some of these skills included better self-expression, perspective-taking, and active listening.

#### *Question 3*

This competition provided a rare glimpse of the world with a focus on the EU and the Hungarian government. Success in this competition requires much more than rote memorization. Understanding the EU proved to be a challenging task that required cooperative problem solving through interactive exercises; effective communication among team mates was inevitable. Learning so much more about the world around us and what political unions are all about was helpful and much more practical than theoretical—a rarity in Hungary. We have never before experienced anything like it. We found this competition to be much more useful than others in which we have participated.

#### *Question 4*

This competition challenged and expanded our minds. We know much more about the political life in which we exist, a greater understanding of the EU, and much more about other European countries and our relationship with each other. We increased our rhetorical skills, learned how to express our opinions about the EU, and, in turn, learned a great deal about the EU constitution. This will cause us to become active participants in the political process—at least by voting.

#### *Question 5*

To be effective in our society certain skills are necessary. If you have talent, this competition lets you demonstrate that ability. But if you need to improve your abilities this competition also provides that opportunity. You can even overcome stage fright. Most importantly, though, the competition helps you to improve your knowledge about the EU and to develop those skills needed to solve important problems in our society.

These narratives indicate that when students embrace a cooperative and interactive approach they sharpen their higher order problem solving and critical thinking skills. Creative approaches strengthened their logical approach to the European Union and helped them formalize and articulate their individual perspectives. In order to be successful they must function at an abstract level, diverging from concrete facts. They have the opportunity to interact with authentic parliamentary and legal functionaries. Student participants are challenged and motivated to serve their schools, communities, country and the European Union. These students feel that the Citizen in a European Democracy Program is an effective incubator for who they are and what they must do in order enjoy the advantages and meet the demands of Hungarian and European democratic life.

### E-Learning as a Model for the European Union

The rapid advances in computer technologies and the Internet, combined with significant research on instructional technologies, is motivating educators to examine alternative models of instruction utilizing these resources. These technological advances are transforming how students have access to and process information, view achievement and success, and see their possibilities for learning. Technology mediates how students form social groups, interact with their peers and teachers, conceptualize the inquiry process, and respond to the world in which they live.<sup>9</sup>

This growing dependence on instructional technology has resulted in an evolution of transformed practices in education. A number of trends are now evident:

Moving from lecture to student centered-instruction where teachers facilitate students becoming interactive participants in the learning process.

1. Increasing the interaction among students and their teachers, among the students themselves, and among students and external experts available via the web.
2. Coordinating student assessment protocols that are increasingly authentic involving critical thinking and enhanced problem solving skills.
3. Removing restrictions to information access to the point where students are becoming as adept at retrieving data as their instructors.
4. Expanding the concept of virtual learning space where the classroom encompasses not only a literal space, but external resources as well.
5. Shifting from synchronous to an asynchronous learning environment. These changes are revolutionary in that they have altered the traditional metaphor of educational institutions as repositories of knowledge where information is sequestered and dispensed, to facilitation centers where students mediate their own learning processes.
6. Using the Internet as an educational supplement or the primary mode of instruction, creating classrooms that are not limited by time, infrastructure, or physical presence.

### The Options for E-Learning and Civic Life in a Democracy

The use of e-learning, or Web-enhanced instruction, is increasing at

a dramatic rate, with some reports indicating that distance education is delivered most often using the Internet.<sup>10</sup> Today's students are more technologically savvy than ever before.<sup>11</sup>

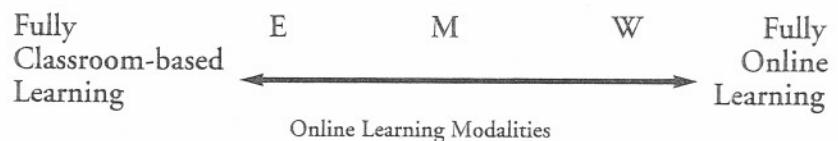
E-learning provides a number of opportunities for education with an increased sense of flexibility in instructional resources. The concept of classroom space and time becomes greatly expanded to encompass a model where students can learn not only from a lecturing instructor, but from their peers and remote experts anyplace, anytime.<sup>12</sup> In fact, the use of the Internet can also facilitate access to materials and experts not otherwise available in a pure face-to-face format. Often students indicate a high sense of satisfaction with these Web-enhanced modes of instruction.<sup>13</sup> An additional benefit of e-learning is that students and teachers report increased interaction over what is commonly seen in a face-to-face section.<sup>14</sup>

However, making the online environment successful is not without challenges. The educational shift to a new instructional environment demands dedication and reorientation to the learning process.<sup>15</sup> Both teachers and students must accept the fact that their traditional roles change dramatically in the online environment, with the instructor becoming much more facilitative and the students assuming much more responsibility for their own learning. Research is clear that for this instructional format, quality instructional design is critical<sup>16</sup> because teachers must learn how to use Web courses effectively, including highly popular management tools such as Blackboard or WebCT.<sup>17</sup>

#### The Instructional Modalities for Democratic Education

The use of the Internet for e-learning has been described as following a continuum related to the degree to which Web courses are utilized in the course. Figure III depicts one model for describing this continuum, spanning "traditional," pure face-to-face instruction to a fully online format with no face-to-face class time.

Figure.2 A Face-to-Face to Online Continuum



Along this continuum, Web-enhanced learning (depicted as E for enhanced) involves face-to-face instruction that incorporates online com-

ponents such as electronic course materials, links to relevant Web resources, computer-mediated conferencing, e-mail, or chat interaction, etc.<sup>18</sup> Blended or mixed-mode instruction (depicted by M for Mixed Mode) replaces a portion of the face-to-face classroom time with Internet-based activities. To many, blended instruction is seen as the best of both the physical and virtual instructional worlds.<sup>19</sup> Blended teaching within the context of European Democracy might facilitate traditional learning models, then scale up to a broader online European perspective.

Web-based courses (depicted by W for Web) are fully online classes that typically require no face-to-face presence. With a focus on quality design, these courses can emphasize student learning communities, computer mediated communication, and active learning techniques.<sup>11</sup> They offer the most flexibility in that they are the epitome of "anytime, any-place" instruction with students needing only Internet access, but no physical classroom space and no specific time to attend class. Certainly, fully online courses offer wonderful opportunities for EU-based instruction.

#### A Design for an EU E-Learning Community

While e-learning offers many positive benefits, research indicates the importance of quality design in the success of these Web courses. Faculty must be skilled in utilizing Web resources effectively.<sup>21</sup> Pedagogical and instructional design elements encompass new techniques such as how to utilize online tools, including what content is best presented via the Web (vs. face-to-face if incorporating both modes). Because of the change in teacher roles, facilitating student interaction and motivating students to take responsibility for their own learning become paramount. Teachers find that they have to rethink the way they teach and instructional design support can guide them through this process.<sup>22</sup> Technical specialists are also important to provide information and guidance on servers, housing instructional protocols, course management systems, or other technology elements.<sup>23</sup>

#### The Citizen in a European Democracy as an E-Learning Model

Casting the elements of the Hungarian Citizen in a European Democracy program as a European Union e-learning program is a natural extension of the current initiative. The technology is available as are the instructional design elements. The CEDP in its present form increases knowledge and skills and improves attitudes toward European democracy. Students develop a lasting commitment to participating in the civic process and begin to engage with enthusiasm and a sense of



civic contribution. Their increased knowledge results in long-term behavioral changes that have sustained for almost a decade. This newfound sense of civic empowerment extends to their peers, siblings, and parents. These young people demonstrate potential for becoming primary players in participatory government. Many elements of the program (community problem solving and debates, discussing member nation positions on common issues, and the cognitive examination and identification exercise) can be converted to an electronically mediated format. The e-learning protocol should be designed by EU representatives steeped in nuances of European cultures (especially language, history, and current customs), teacher education, student learning, and the complexities of European politics. Based on focus group discussions with educational leaders, EDUCAUSE's National Learning Infrastructure Initiative identified twelve conditions for instructional transformation to occur.<sup>24</sup> These conditions can help guide this transformational process:

Choices - strategically choosing a path to accomplish the mission

Commitment - Allocating resources and aligning policy for effective implementation

Courage - Providing visible and focused leadership at the highest levels

Communication - Building an atmosphere of trust by including all constituencies

Cooperation - Collaborating across nations, regions, and communities

Community - Complementing the European community through support nurtured by multinational collaboration

Curriculum - Redesigning the curriculum to reflect its distributed, interdisciplinary, and outcomes-oriented nature

Consistency - Reflecting European Union commitment to transformation through consistent action and acknowledging the importance of standards for technology in the instructional process

Capacity/Development - Developing teaching and learning capacity of an EU-based education program to foster engagement and long-term commitment

Complexity/Confusion - Overcoming the confusion associated with transformation by defining outcomes in terms of student knowledge, skill, attitude and engagement

Culture/Context - Understanding and embracing the cultures, values, and sensitivities of the European Union nations

## Conclusion

Student knowledge, skills, and dispositions related to citizenship in a European democracy have been significantly impacted by participation in the evolving learning experiences innovated by CIVITAS Hungary and its partners. Transformative assessment has contributed to this evolution and has documented since 1997 the importance of this innovation as well. Elements of the Hungarian model have potential to inform the CIVITAS international community, and e-learning may provide a platform for distributed learning that may strengthen the learning of students across national boundaries.

## NOTES

1. "Transformative Assessment," EDUCAUSE (2005), <http://www.educause.edu/TransformativeAssessment/2599>.
2. C. D. Dziuban, J. Hartman, P. D. Moskal, S. Sorg, and B. Truman, "Three ALN Modalities: An Institutional Perspective," in *Elements of Quality Online Education: Into the Mainstream*, ed. John Bourne and Janet C. Moore (Needham, Mass.: Sloan Center for Online Education, 2004), 127-48.
3. J. Setényi, "Teaching Democracy in An Unpopular Democracy," (paper presented at "What to Teach About Hungarian Democracy" conference, Kossuth Klub, May 1995), 12.
4. J. W. Cornett and W. Gaudelli, *Fostering Democratic Discussions in the Classroom: An Examination of Tensions in Civic Education, Contemporary Schools, and Teacher Education*, Eric Document ED 475582 (2003).
5. J. B. Biggs and K. F. Collis, *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcomes)* (New York: Academic Press, 1982).
6. J. W. Cornett and J. Setényi, "Teacher Theorizing in Civic Education: An Analysis of Exemplary Teacher Thinking in the United States and Hungary," in *Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers*, ed. John J. Patrick, Gregory E. Hamot, and Robert S. Leming (Indianapolis, Ind.: The ERIC Clearinghouse for Social Studies/Social Science Education and the Adjunct ERIC Clearinghouse for International Civic Education in Association with CIVITAS: An International Civic Education Exchange Program, 2003), 177-204.
7. J. W. Cornett, C. D. Dziuban, and J. Setényi, "Insights from Phase Six of the Evaluation Partnership: Trends in Future Evaluation Directions for 'Citizen in a Democracy,'" (report presented to The Florida Law Related Education Association, Inc., and CIVITAS Hungary, February 2004); Jeffrey W. Cornett, Charles D. Dziuban, E. Abisellan, Janos Setényi, Susie Burroughs, and Jessie Palmer, "Civic Education Project in Hungary: A CIVITAS Partnership with Florida, Texas, and Mississippi," *International Journal of Social Education* 17 no.2 (2002/2003), 69-86; Jeffrey W. Cornett and Charles D. Dziuban, *An*

*Evaluation of the Competition, Cognitive Outcomes, and Teacher Theorizing Related to CIVITAS Association Hungary's "Citizen in a Democracy,"* (report presented to The Florida Law Related Education Association, Inc., and CIVITAS Association Hungary, July 2001), 10; Jeffrey W. Cornett, Charles D. Dziuban, Patsy D. Moskal, and Janos Setényi, *An Evaluation of "Citizen in Democracy,"* (report presented to Annette Boyd Pitts and Ernest Abisellan Florida Law Related Education Association, Inc., July 1998) [ERIC Document Reproduction Service No. ED450029], 1; Charles D. Dziuban, Patsy D. Moskal, and Joel Hartman, "Higher Education, Blended Learning, and the Generations: Knowledge is Power No More," in *Elements of Quality Online Education: Engaging Communities*, ed. John Bourne and Janet C. Moore (Needham: Mass.: Sloan Center for Online Education, in press); Charles D. Dziuban, Jeffrey W. Cornett, Patsy D. Moskal, and David Gyori, *A Three Year Evaluation of "Citizen in Democracy,"* (report presented to The Florida Law Related Education Association, Inc., and CIVITAS Association Hungary, July 2000) [ERIC Document Reproduction Service No. ED450031], 25; Charles D. Dziuban, Jeffrey W. Cornett, and Patsy D. Moskal, *An Evaluation of "Citizen in Democracy,"* (report presented to Annette Boyd Pitts and Ernest Abisellan Florida Law Related Education Association, Inc., July 1999) [ERIC Document Reproduction Service No. ED450030], 31; Balasz Hidveghi and Annette Boyd Pitts, "Civic Education for Democracy in Hungary," *International Journal of Social Education* 12, no.2 (1997), 62-72; Janos Setényi, "Civic Learning in Teacher Education: The Hungarian Experience," in *Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers*, ed. John J. Patrick, Gregory E. Hamot, and Robert S. Leming (Indianapolis, Ind.: The ERIC Clearinghouse for Social Studies/Social Science Education and the Adjunct ERIC Clearinghouse for International Civic Education in Association with CIVITAS: An International Civic Education Exchange Program, 2003), 205-25; Janos Setényi, Charles D. Dziuban, and Jeffrey W. Cornett, *The 2002 CIVITAS Hungary evaluation.*

8. G. Lakoff, *Women, Fire, and Dangerous Things* (Chicago, Ill.: University of Chicago Press, 1987).

9. P. D. Moskal, and C. D. Dziuban, "Present and Future Directions for Assessing Cyber Education: The Changing Research Paradigm," in *CyberEducation*, eds. Larry R. Vandervert, Larisa V. Shavinina, and Richard A. Cornell (Larchmont, N.Y.: Mary Ann Leibert, Inc., 2001), 157-87.

10. C. M. Ashby, *Distance Education: Growth in Distance Education Programs and Implications for Federal Education Policy* [GAO-02-1125T]. (Washington, D.C.: U. S. General Accounting Office, 2002).

11. "The Pocket Guide to U.S. Higher Education," EDUCAUSE (2003). <http://www.educause.edu/ir/library/pdf/PUB2201.pdf>

12. C. D. Dziuban, P. D. Moskal, and Emily K. Dziuban, "Reactive Behavior Patterns Go Online" *The Journal of Staff, Program, & Organizational Development* 17, no.3 (Fall, 2000): 171-82.

13. H. G. Willett, "Not One or the Other but Both: Hybrid Course Delivery Using WebCT," *The Electronic Library* 20 no.5 (2002), 413-19.

14. R. G. Wingard, "Classroom Teaching Changes in Web-Enhanced Courses: A Multi-Institutional Study," *Educause Quarterly* 27 no.1 (2004), <http://www.educause.edu/pub/eq/eqm04/eqm0414.asp>.
15. C. D. Dziuban, J. Hartman, P. D. Moskal, S. Sorg, and B. Truman, "Three ALN Modalities: An Institutional Perspective," in *Elements of Quality Online Education: Into the Mainstream*, ed. John Bourne and Janet C. Moore (Needham, Mass.: Sloan Center for Online Education, 2004), 127-48.
16. G. L. Waddoups, and S. L. Howell, "Bringing Online Learning to Campus: The Hybridization of Teaching and Learning at Brigham Young University," *International Review of Research in Open and Distance Learning* 2, no.2 (2002), <http://www.irrod1.org/content/v2.2/index.html>.
17. G. Morgan, "Faculty Use of Course Management Systems," *ECAR Research Bulletin* 40 no.2 (2003), [http://www.educause.edu/ir/library/pdf/ecar\\_so/ers/ers0302/](http://www.educause.edu/ir/library/pdf/ecar_so/ers/ers0302/).
18. C. D. Dziuban, J. Hartman, P. D. Moskal, S. Sorg, and B. Truman, "Three ALN Modalities: An Institutional Perspective," in *Elements of Quality Online Education: Into the Mainstream*, ed. John Bourne and Janet C. Moore (Needham, Mass.: Sloan Center for Online Education, 2004), 127-48.
19. C. D. Dziuban, J. Hartman, and P. D. Moskal, "Blended Learning," *ECAR Research Bulletin*, (2005), <http://www.educause.edu/ecar/>.
20. C. D. Dziuban, J. Hartman, P. D. Moskal, S. Sorg, and B. Truman, "Three ALN Modalities: An Institutional Perspective," in *Elements of Quality Online Education: Into the Mainstream*, ed. John Bourne and Janet C. Moore (Needham, Mass.: Sloan Center for Online Education, 2004), 127-48.
21. G. Morgan, "Faculty Use of Course Management Systems," *ECAR Research Bulletin* 40, no.2 (2003), [http://www.educause.edu/ir/library/pdf/ecar\\_so/ers/ers0302/](http://www.educause.edu/ir/library/pdf/ecar_so/ers/ers0302/).
22. C. D. Dziuban, J. Hartman, F. Juge, P. D. Moskal, and S. Sorg, "Blended Learning: Online Learning Enters the Mainstream," in *The Handbook of Blended Learning: Global Perspectives, Local Designs*, ed. Curtis J. Bonk and Charles R. Graham (San Francisco, Calif.: Pfeiffer Publications, in press).
23. H. G. Willett, "Not One or the Other but Both: Hybrid Course Delivery Using WebCT," *The Electronic Library* 20 no.5 (2002): 413-19.
24. Carole A. Barone, "Conditions for Transformation: Infrastructure is Not the Issue," *Educause Review* (May/June 2001), <http://www.educause.edu/ir/library/pdf/erm0133.pdf>.