



smartwielen.lu in class

Teachers' guide on the
matching tool for the
European Elections 2024



zpb.lu/europawalen

smartwielen.lu in class

GENERAL INFORMATION

Duration: 90 minutes / 2 lessons (plus optional, autonomous follow-up)

Grade: ES/ESG and older

Content:

- Which issues are on the election agenda?
- What is the parties' position?
- What is the position of the individual candidates?

Goals:

- Sparking interest in the European elections
- Getting to know Luxembourg's political landscape (parties, candidates)
- Learning to position yourself (What is my opinion? Which issues are important to me?)
- Getting to know different topics, positions and arguments

Methodology: Individual work, group work, plenary, discussion

Material: Devices with Internet connection (PCs, tablets or smartphones), projector

Premises: Rooms that allow group collaboration

BACKGROUND INFORMATION

A Matching-Tool

www.smartwielen.lu is a so-called matching tool. It calculates the conformity of the personal position with the official positions of the parties as well as individual candidates. This is done with an algorithm that compares the respective answers with each other. It was developed in Switzerland by [Politools](#) and adapted to Luxembourg in collaboration with the [University of Luxembourg](#) and the [Zentrum für politesch Bildung](#).

Further information on the algorithm and the selection of questions can be found on the website under *Methodology*.

What smartwielen.lu doesn't do

The result presented by smartwielen.lu is based only on the questions asked. It calculates the extent to which the users' answers match those of the candidates and the official answers of the parties (the candidates' answers may differ from those of the parties). Information on the selection of questions can be found under *Methodology*.

Important: Smartwielen.lu does not determine who you should vote for! The class should be informed accordingly before using smartwielen.lu. Everyone decides for themselves who to vote for.

About the website

The questions can be answered with 'yes', 'rather yes', 'rather no' or 'no'. Additionally, there is the option of giving no answer. When calculating the result, only the answered questions are taken into account. The more questions answered, the more differentiated the result.

Good to know: Look out for the info-boxes; they give further information on the questions.

On the school context

- Minors do not provide any information about themselves in the user survey (place of residence, age, gender, etc.). The tool also works without this information.
- Political opinions are a private matter. The students' results are personal and will not be viewed by teachers.
- Pupils should use the tool on their own PCs or mobile devices. If school-owned PCs are used, students must use smartwielen.lu from their personal account so that the results of other users can no longer be viewed. It is also possible to clear the browser cache after completing the form.

Display of the results



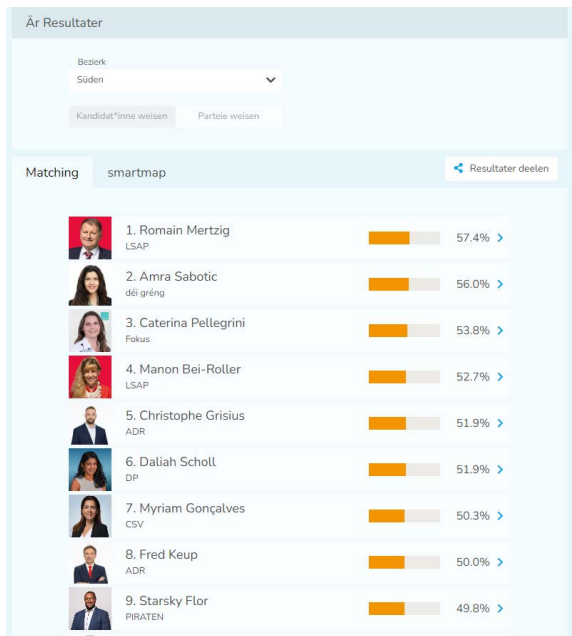
The **people, results and graphics** shown here are based on invented answers and are **invalid**. They are **for illustrative purposes only**.

Further information on the display of the results can be found under *Methodology* on the website.

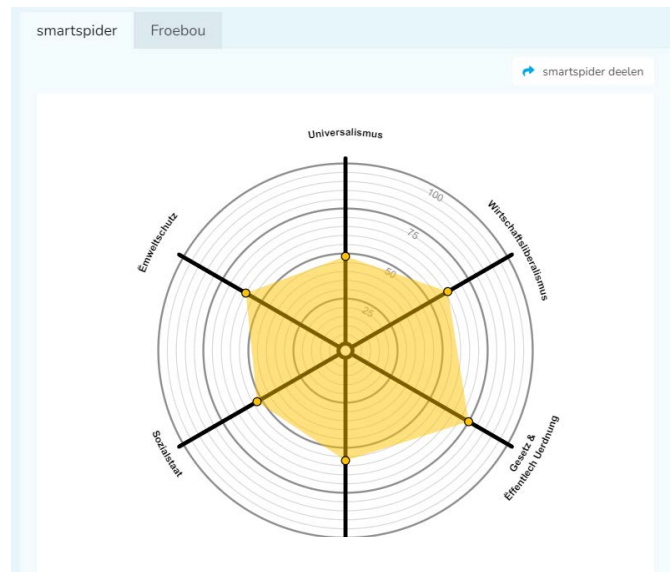
The proximity of the user's answers to the answers of the candidates and the parties is displayed in a list.

Two further display options are the *smartspider* and *smartmap*. Not all questions are used in these forms of display.

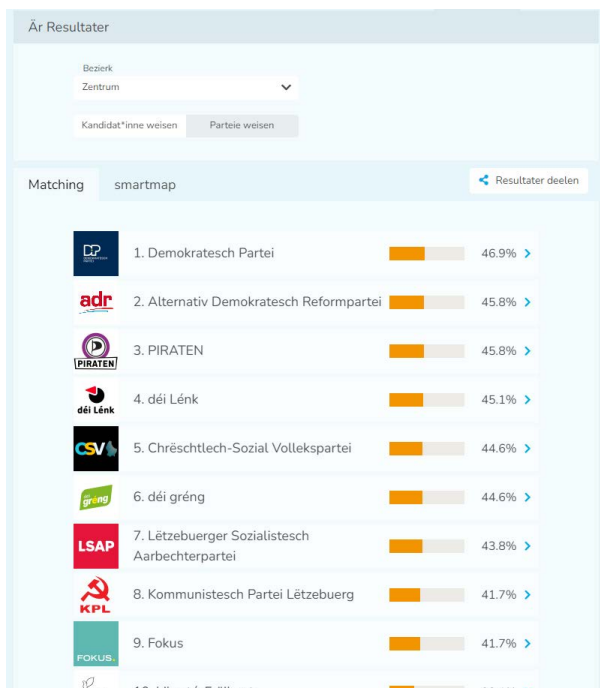
result: candidates



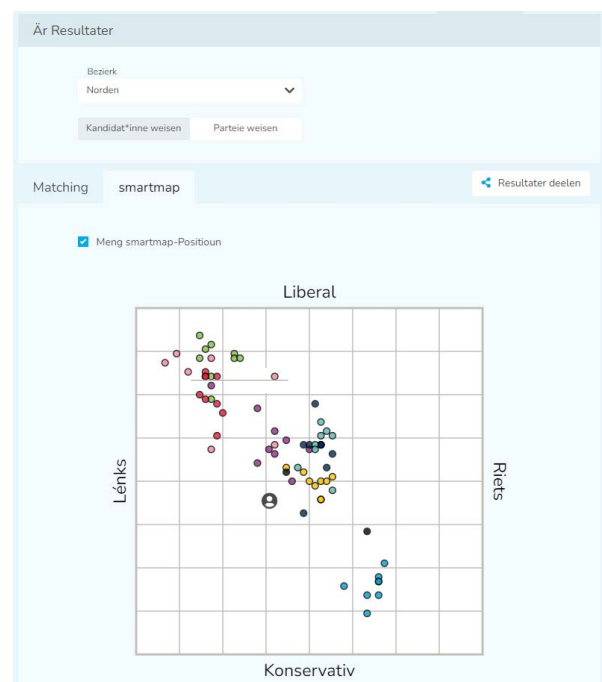
smartspider



result: parties



smartmap



IMPLEMENTATION

INDIVIDUAL WORK

option 1

The teacher makes sure that everyone has access to the smartwielen.lu site. Everyone answers the questions individually. Comprehension questions can either be asked in plenary or written down and discussed later. You can also project smartwielen.lu on the wall. This allows everyone to clarify the comprehension questions at the same time.

After the questions have been answered individually, there is a discussion. Possible key questions could be: Are you surprised at your result? Do you know the people/parties that were named? What could be the reasons for your result?

ROTATION IN SMALL GROUPS

option 2

Groups of 3 to 5 pupils work through smartwielen.lu together. The group should agree on one answer each time. During the exercise, open questions and particularly controversial issues should be noted.

Guiding questions for these notes:

- What does... actually mean?
- What are the reasons for agreeing or disagreeing?
- What would be the consequences of a position?

The groups then report back to the class on both their experiences and questions that have arisen during the process. These questions can be clarified either in a joint discussion or through further research as homework.

FURTHER MODERATION TOPICS

It is a good idea to engage in further discussions on topics that are directly linked to the pupils' interests and personal questions.

Key questions:

- Which topics were particularly important to me? Why?
- On which topics were there particularly controversial discussions? Why?
- Was I surprised by the positions of parties or candidates? Why?
- Which questions have not yet been answered? How could these questions be followed up?
- Was my interest aroused in getting politically involved? Do I know how I could do this?
- What questions were not asked? Which questions would I have liked to be asked?

JOINT WORK-THROUGH IN CLASS

option 3

Smartwielen.lu is projected on the wall. Two people are needed for the operation of the programme and its moderation. The moderator can be either the teacher or a pupil.

The person operating the programme should read out the questions loudly and clearly. The moderator asks if the question is understandable and provides explanations if necessary. The class is then asked to take a position by asking 'Who says 'yes'?', 'Who says 'rather yes'?', 'Who says 'rather no'?' and 'Who says 'no'?'. The position 'No answer' can be ignored here, especially as the position is not scored. The result of the majority decision is entered into the tool.

This process should be carried out as quickly and coherently as possible in order to maintain the suspense. Discussions on controversial topics should initially be postponed in favour of a subsequent discussion and then taken up again. This can be done in plenary or in an individual follow-up (research, opinion essay, etc.).

ADVANTAGES OF OPTIONS 2 & 3

- The result takes a back seat in favour of a substantive examination of the questions and topics.
- Individual students can contribute their own views to the decision, while their individual overall profile remains protected.
- Working together focuses the attention of the group and promotes discussion.

IMPRINT

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