

10th EAEN Conference

Focus on Creativity and Emotional Well-being

University of the West of Scotland, 5-8 July 2009

Programme

Sunday 5 July

14.00 -15.00 pm

Registration

15.00 pm

Welcome

15.15 pm

Dr Peter Lang, *University of Warwick, UK*

Empathy and the Good Citizen (Keynote)

When citizenship was first introduced in English schools as a mandatory discrete subject there were many who felt that it should be incorporated within the existing framework of Personal and Social Education (renamed at that point as Personal, Social and Health Education). This was perhaps partly due to logistical issues but also due to the recognition that there was a considerable overlap between the two areas in terms of goals and underpinnings. The point this paper seeks to make is that there are important social and emotional dimensions in good citizenship. One of the key questions to be addressed is whether someone totally devoid of empathy can be a good citizen. The presentation draws on an ongoing small scale investigation into student perceptions and feelings in relation to the affective side of citizenship.

Dr Peter Lang has been a member of staff at the Institute of Education at the University of Warwick for more than 30 years. Peter originally trained as a social anthropologist and taught for 14 years in primary, secondary and special schools in the London area. During his time at Warwick he has taught on primary and secondary ITT, postgraduate and CPD courses. He has also supervised PhD students researching topics in the area of affective education. Peter established the European Affective Education Network of which he is secretary. He was a key figure in the establishment of the National Association for Pastoral Care in Education and its journal *Pastoral Care in Education*. He also served as a consultant for the Ministry of Education in Singapore for the introduction of Pastoral Care into the Singaporean education system. Peter has lectured in Australia, Taiwan, Hong Kong and Mainland China. He has a particular interest in

circle time pedagogy and has run workshops on this topic in Italy, Portugal, Spain and Romania.

16.15 pm

Alison Bell, *University of the West of Scotland, UK*

Emotive Places (Workshop)

As an artist, my creative practice revolves around reflection and creative play. Fundamental to this is my need to acknowledge and visualize my emotional connection to a place. This desire leads to the intensification of my creative experience and enhances my sense of spiritual well-being. In order to illustrate this necessity I will present some recent exhibition work which investigates the impact on my creative process over the past twenty years, of a two-mile daily walk along my island shoreline. This daily absorption of its transitions, moods and physicality, where the weather's potency is primal, focuses attention on these everyday elements in our precarious natural world. The seaweed thrown up on the tide line after winter storms often goes unobserved. It is the complexity and resilience of this shoreline, which I am trying to capture in my work. The subtle vulnerability acts as a reminder of an essential natural balance. This shoreline embodies my spiritual home.

In addition to the environmental installation and artist's talk, I will lead a hands-on workshop which will focus on places where significant emotional connections have occurred in our past. Using the Seasilks textile installation as a point of reference, delegates will be invited to explore the idea of significant, personal spaces impacting positively on the creative process.

Alison Bell trained in textile design at the Glasgow School of Art and Duncan of Jordanstone College of Art in Dundee. Over the years, her creative practice has evolved from decorative surface design, integrating traditional textile techniques and digital technology, into 3D environmental installation using various silks to convey the essence of a specific place. Alison is a Fellow of the Royal Society of Arts and Board Member of Craftscotland, and for several years was a Scottish Arts Council Specialist Advisor. She has exhibited widely both in the UK and overseas, has won many awards and is currently creating a body of work for exhibition at the University of Newcastle, NSW, Australia, in 2010. Her commitment to the sharing of tacit knowledge underpins and informs her teaching philosophy and, through workshops and training sessions, has spanned all age groups and levels from primary school children to post-graduate students and the retired.

17.30 pm

Exhibition opening and drinks reception

Monday 6 July

9.15 am

Professor Kathryn Ecclestone, *Oxford Brookes University, UK*

Changing the Subject? Challenging 'Creativity' and 'Emotional Well-being' as Educational Goals (Keynote)

From nurseries to universities, a plethora of initiatives are turning the self and its feelings and personal responses to life and learning into the main goal of education. Developing personal, learning and thinking skills, learning to learn, creativity, citizenship and emotional well-being as an alternative to an arid, test-driven and irrelevant subject based curriculum is changing the purposes of subject knowledge and teaching and assessment processes.

Behind these initiatives lie a very wide range of concerns: raising educational and social attainment; promoting social justice and human rights; encouraging emotional skills and attributes for employability; redressing a test-driven curriculum; remedying the emotional damage of exclusion; promoting better mental health; creating emotionally literate, self-aware, creative, tolerant citizens. All these concerns are fuelled by the growing dominance of psychological and emotional 'explanations' for why young people and children are supposedly disaffected and disengaged from education. These explanations are leading to a growing array of therapeutic interventions increasingly embedded into subject teaching. This keynote argues that these developments change what we believe to be the main purposes, content and outcomes of education, the role of government in people's emotional lives, and images of the human subject.

Dr Kathryn Ecclestone is Professor of Post-Compulsory Education at Oxford Brookes University. She has published widely on teaching, assessment and education policy, and has spoken about her work to a large number of practitioners and academics from different sectors of the education system. Between 2002-2004, Kathryn was associate director in the ESRC-funded Teaching and Learning Research Programme. She is currently directing a project on Formative Assessment in vocational education and adult literacy and numeracy programmes. Kathryn's book, *The Dangerous Rise of Therapeutic Education*, co-authored with Dennis Hayes, is a critique of the way in which education increasingly focuses on the emotional vulnerability of children, young people and adults. Kathryn is currently writing about the ways in which developments in assessment over the past 30 years have encouraged a focus on the 'fragile learner'. She is also leading the ESRC-funded seminar series 'Changing the subject?: interdisciplinary perspectives on emotional well-being and social justice in education policy and practice'.

10.15 am

Refreshments

10.45 am

Parallel Session 1a

Dr Liz Marsden, *University of the West of Scotland, UK*

Moving Towards a Rainbow (workshop)

Sherborne Developmental Movement (SDM) is a specialized movement programme designed for people with or without disabilities. It embodies creativity, exploration and play through movement themes so that participants experience challenge, problem solving, mastery and fun. A recent small scale research project showed that 30 BEd3 student teachers had improved on all 6 of the POMS scale after an hour of SDM, compared with the same group after an hour of traditional PE. Specifically, after an hour of SDM, anxiety and depression levels had gone down and vigour, concentration, confidence and self esteem levels had gone up.

During the workshop, delegates will be introduced to SDM and will participate in a very simple movement session designed to improve mood and break down communication barriers.

Dr Liz Marsden is a Lecturer in Physical Education in the University of the West of Scotland, and Programme Leader of the brand new PgCert in Inclusive Movement. Prior to this, Liz was Senior Lecturer and Course Leader in Physical Education in the Canterbury Christ Church University College (1998-2002) and Director of Physical Education in the University of Aberdeen (1994-1998). Liz has published widely in the area of Physical Education. She is the Chair of the International Sherborne Association, and co-editor of the book 'Moving with Research: Evidence-based Practice in Sherborne Developmental Movement', which was published in 2007.

Parallel Session 1b

Cia Klinta, *Sweden*

Free Flow in the Air (workshop)

Free flow in the air is an interactive workshop drawing on the principles of the new EU Health Strategy 2008–2013 and the salutogenic theory of Aaron Antonovsky. Through his work, Antonovsky showed that people's coping capacity, general health and quality of life are determined by their '*sense of coherence*'. This concept represents one's ability to find meaning in his/her own life and the wider world. Research indicates that negative affectivity interferes with this ability. During the workshop, participants will have the opportunity to explore and experience this idea.

Cia Klinta's career in education spans over 35 years. During this time she has worked with deaf children, children with learning disabilities, and teenagers close to criminality. She has also worked at the Physical Teacher Education program in Stockholm, and has written books on movement and creativity. Cia is today working as an education adviser. Current interests include tactile touch and the impact of qigong on one's personal and professional life. Cia is an international certificated course leader in Sherborne Developmental Movement (SDM), which

she has been working with since 1981. Veronica Sherborne was her mentor for a period of five years. In 1994, Cia started the Swedish Sherborne Association in Stockholm.

11.45 am

Parallel Session 2a

Dr Yaacov B. Yablon, *Bar-Ilan University, Israel*

Affective and Cognitive Peace Education Programs in Israel: Advantages and Limitations (presentation)

Contact intervention programs are being used as one of the main vehicles to enhance positive relationships between conflict groups. Following the research based evidence that contact between groups is effective in various settings and enhances positive intergroup relations, attention in recent years has shifted to examining why contact is useful rather than what conditions enhance useful contact between conflict groups. Nonetheless, while there is no doubt that guided contact can enhance positive relationships between members of the two conflict groups there is only little evidence for such success in programs designed for the Jewish-Arab conflict.

In this paper I intend to present a series of research findings to suggest an overarching perspective to answer why contact intervention programs for the Jewish-Arab conflict do not yield a positive change. The main issues that will be raised are 1) the use of primary, rather than secondary prevention strategies in existing programs; 2) the disengagement between the program methods and the desired outcomes; 3) the reluctance of the two groups to participate in contact intervention programs; 4) the necessity for more realistic goals; and 5) the need for measuring processes in addition to final outcomes.

The relevance of affective based modification in regions of persistent conflict will be discussed and various suggestions for successful interventions will be put forward. It will be argued that different approaches should be considered for contact intervention programs between conflict groups in regions of protracted conflict and for those in benign environments.

Dr Yaacov B. Yablon is a Lecturer at the School of Education, Bar-Ilan University, Israel. His research interests include affective education, peace education, and prevention programs. In his recent studies, he has focused on intergroup relations between religious and secular Jewish and Arab school children in Israel. Yaacov has studied various aspects of affective-based peace education programs, and the possible contribution of intergroup dialogue to the enhancement of tolerance and understanding between these groups. In addition to his work at the university, Yaacov was a study director at the Israel Academy of Sciences and Humanities, and the Israeli national coordinator to the OECD network on school bullying and violence.

Paula Cowan, *University of the West of Scotland, UK*

Working and Learning Together: How a School's Visit to Auschwitz can Impact on Creativity (presentation)

In 2005, the first Scottish schools day visit to the Auschwitz-Birkenau Memorial and Museum (ABMM) took place. Its participants were (approximately) one hundred students aged between 16-18, and thirty teachers from across Scotland. This paper focuses on the impact this visit had on students from Fife who on their return to their schools were committed to pass on their learning to their peers and the wider community in a meaningful way. It investigates how this Council's Education and Culture and Community services worked together to create the 'Anne Frank and You Festival' which developed students' individual creative skills. This Festival held school and community events over a period of three weeks with its finale being the Scottish National Holocaust Memorial Day event in 2007. This paper investigates the contribution of the Council's Creative Links Team (CLT) who did not participate in the visit to ABMM, but together with the Fife students, were central to the Festival's success.

This small-scale research examines the impact on creativity by interviewing five students and the CLT Project Manager, and examining documentation from relevant meetings. One-to-one interviews took place towards the end of 2007 to obtain information on student attitudes to the contribution of CLT and the CLT manager's perspective on this initiative.

Findings suggest that this experience impacted on creativity in distinctive ways, and that, while tensions initially existed between students and professionals from the Creative Links Team, a reciprocal relationship developed which led to students becoming empowered. While one must be cautious not to over-generalise from this small-scale research, findings will highlight specific issues for teachers and educators, and draw conclusions which will contribute to effective citizenship education teaching, approaches to creativity, cultural strategy, and the development of future Scottish schools visits to ABMM.

Paula Cowan is a Senior Lecturer in Education at the University of the West of Scotland. Her fields of research are Holocaust education, Citizenship in Scottish schools and social education and political understanding of pupils. Paula Cowan has over seventeen years experience of teaching in primary schools and was a freelance educational writer from 1994 to 2001. An author of Holocaust educational materials, Paula has published widely in the area of Holocaust education in schools. She is a member of the editorial board of the *Scottish Educational Review*, and a member of the Children's Identity and Citizenship in Europe (CiCe) network. Paula has been a trustee of the (UK) Holocaust Memorial Day Trust since 2005 and has recently been appointed a member of the Task Force For International Cooperation on Holocaust Education, Remembrance and Research.

Parallel Session 2b

Revd Dr Philip Noble, *Scotland*

Haiku Poetry (workshop)

Haiku poetry is the art of taking time to slow down and observe the world around us in all its beauty and complexity, then translating what is seen into a short poem using a carefully selected economy of language. Haiku poetry is among the most iconic of all written poetic structures. Its simplicity of language and natural imagery make it widely accessible to all generations and nationalities. Haiku poetry values the mundane and treasures the ordinary, easily but mysteriously recognising the often unseen wonder and loneliness of everyday creation and human existence. Devoid of metaphors or similes, haiku poems create an emotional response without telling the reader what he/she should be feeling. This form of poetry is not a substitute for authentic spirituality but rather a methodology for stirring up afresh that awareness in the human soul which craves to be poetically nourished. Haiku poems have been likened to snapshots of reality or 'flash bulb' poems which cherish, enlighten and embolden both writer and hearer.

After attending this experiential workshop, participants will be sent off with a new way of viewing the world around them - a method of meditating on creation which can become a means of stilling and healing in their lives.

Revd Dr Philip Noble has been involved in pastoral care for 39 years. Philip is a published haiku poet and has been a workshop leader since 1998, with several honourable mentions and prizes in various Haiku competitions over the years, and haiku published in the UK, Yugoslavia, Belgium, Spain and Japan. His doctoral thesis 'Story: Journey and Encounter' included a major section on haiku and the journey of transformation. Philip is a regular contributor at the European Christian Artists seminar in Holland and has participated on several occasions at International Council of Children's Play (ICCP) conferences in Europe.

12.45 pm

Lunch

13.45 pm

Robert Williams, *University of Cumbria, UK*

***Thesaurus Scienta Lancastriae* - The Collaborative Projects of Robert Williams & Jack Aylward-Williams** (Keynote)

Thesaurus Scienta Lancastriae is a collaborative art project between Jack Aylward-Williams and his father, the artist Robert Williams. The project began when Jack was five; he is now ten years old. The first collecting phase of the project took place within Lancaster's historically significant Williamson Park, a setting that contains a wide range of collecting contexts which reflect 19th century obsessions within science and culture. In celebration of the bicentenary of eminent Victorian scientist Sir Richard Owen, between July 20th 2004 and July 20th 2005, the two explorers engaged in the activities of observing, collecting, measuring, sampling and testing according to Jack's priorities. Put simply, Jack

decided which aspects of his experiences in the Park to explore, the subsequent collections reflecting his formation of relationships between objects, and his descriptions of observed phenomena. Robert Williams' role in the project is to act as facilitator, curator and organiser of collections that Jack generated. The interpretation, recording and presentation of this 'data' helped to form the collections as fanciful taxonomies and a recreation of the often arbitrary and personally mediated classification decisions applicable to nineteenth century savants. These collections, together with a range of recording, display and reference devices and material, are housed in a mobile garden shed. This was first exhibited as an interim exhibition in December 2004. The shed as a container, references a masculine dynamic which has shaped the cultural and scientific world since the nineteenth century. The project is captured in the book *Thesaurus Scienta Lancastriae*, which was published in 2006.

This illustrated keynote will describe this project as well as others by Aylward & Williams such as *Virga et Lapilla* (2006) at the Penrith Museum, which explores interpretation in archaeology, *Arca Tartareum* (2007), which finds the physical evidence for the existence of Jack's imaginary Underworld, and *Historico-naturalis et Archaeologica ex Dale Street*, based on Gilbert White's *The Natural History of Selbourne* and which involves the community of a street in Lancaster making observations of their non-human neighbours. The keynote contextualises these projects, and discusses the nature of an art practice which can explore epistemological systems as cultural artifacts.

Robert Williams is an artist and academic, having trained at Lancaster University and at Leeds University where he was a Henry Moore Scholar in Sculpture Studies in 1990. He has been leader of the Fine Art Programme at Cumbria Institute of the Arts/University of Cumbria since 1998. Robert's interdisciplinary practice encompasses sculpture, installation, performance, film-making & writing, and reflects an interest in epistemology and systems of knowledge from the hermetic to the scientific. His recent practice includes a number of collaborative projects with the American artist Mark Dion in the USA and UK including *The Tasting Garden* at Lancaster (1998), *The Tate Thames Dig* (1999), *Theatrum Mundi: Armarium* (2001), *Mark Dion: Collaborations* at Hartford CT (2003), *Down the Garden Path: Artists Gardens After Modernism* at the Queens Museum of Art, New York (2005) and a series of prints with Dion which formed part of the *London Underground Art Project* associated with Dion's *Microcosmographia* at the South London Art Gallery. His latest collaborations with his 10 year old son Jack Aylward-Williams include *Thesaurus Scienta Lancastriae* (2004-2005), *Procession* (2005) for the Blind Pond Film Festival at Narrowsburg, NY, and *Virga et Lapilla* dealing with archaeology in *Stones, Circles, Landscape & Art* at the Penrith Museum (2006). Robert & Jack are currently working on projects about The Underworld and Gilbert White's *Natural History of Selbourne*.

14.45 pm
Refreshments

15.15 pm

Parallel Session 3a

Diane Rosen, *Teachers College, Columbia University, USA*

Holistic Pedagogy and Commonplace Felicity (presentation)

A path is formed by walking on it (Chuang Tsu)

Creativity provides us with an important way of 'being well in the world,' a way to meaningfully and satisfyingly organize the chaos of our lives. As I paint, for example, this is a commonplace felicity. What is art if not the visible tracing of a search for answers to half-formed or unarticulated questions, stirred by curiosity and the anticipation of discovery? Seen this way, the pleasure is in the process or the path, not merely the outcome, and research in astonishingly diverse fields supports this view (Moran & John-Steiner, 2003). In neuroscience, recent findings describe, among the brain's set of core emotions, a primal 'seeking system' that is largely responsible for experiencing pleasure: "what feels good and what is stimulated are curiosity/interest/anticipation circuits" (Grandin, 2009). Yet despite its essential role, creativity continues to be sidelined, undermined and ultimately "killed" in most schools and workplaces (Amabile, 1998; Robinson, 2006). The need is urgent for a balanced approach to curriculum, one that values creativity across disciplines. While designing and implementing a *Methods of Inquiry* program, I found a valuable touchstone in Peter Reason's comment: "The conscious mind alone necessarily fragments the whole... [Thus] the purpose of education and inquiry becomes to heal the wounds brought about by the dualism in which we have been marinated" (Reason, 2005, p. 38). The very etymology of 'health' inextricably links wholeness and 'being well.' Creativity nurtures authenticity and catalyzes progress, both personally and socially. How we deal with ambiguity, uncertainty and risk are naturally part of any equation for emotional well-being, as well as for vibrant and mutually tolerant global cultures. This paper presents strategies based on research and my experience in English and Studio Art classrooms, and explores how a holistic pedagogy can enable creativity, well-being and more effective learning.

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Diane Rosen is a writer, educator, and Curriculum and Professional Development Consultant with SPI/ Student Press Initiative at Teachers College, Columbia University. Diane is also an artist whose explorations in paint and pastel are explorations of the ambiguity and uncertainty inherent in all things (<http://www.rosenart.net>). Diane holds a Master of Arts Degree in English Education from Columbia University, is an elected Master Pastelist of the Pastel Society of America, and the recipient of a French Government Fellowship in Painting. Her creativity workshops at secondary schools, universities and arts organizations foster the intuitive processes that complement, yet go beyond, prescriptions for logically ordered experience. By following natural curiosity to the random turn and embracing the unexpected, Rosen's holistic approach to creativity and learning encourages excursions to the extraordinary via the ordinary. Her book 'Bringing Inquiry In: A Curriculum Guide' will be published by SPI in Summer, 2009.

Helena Korošec & Vesna Geršak, *University of Ljubljana, Slovenia*

Art in Education – the Opportunity for Emotional Well-being and Creativity
(presentation)

The paper argues the importance of teaching and learning with art and through art. It highlights the importance of creative drama, puppets and creative movement in child development, and presents creative teaching methods as part of holistic learning in kindergarten and primary school. The paper considers the possibility of cross-curricular integration and the integration of movement-dance and puppets activities in all areas of teaching in kindergarten and primary school. Positive effects in the process of education are reflected in all areas of child development: the social-emotional, cognitive and psychomotor. Symbolic play with puppets and creative movement complements frontal, one-way communication in the classroom, creates an atmosphere of relaxation, enables an individualistic approach, facilitates non-verbal communication and fosters creativity. The child gets to know his/her body and feelings, and understands them more easily through the performing arts. He/she puts himself/herself in the shoes of others and therefore understands them better, he/she uses motivation to solve problems, he/she remembers things more easily and quickly reaches curricular goals.

UNESCO document *Road Map for Arts Education – Building Creative Capacities for the 21st Century* (2006), emphasizes that culture and the arts are essential components of a comprehensive education leading to the full development of the individual. All humans have creative potential. The arts provide an environment and practice where the learner is actively engaged in creative experiences, process and development. Imagination, creativity and innovation are present in every human and can be nurtured and applied. Artistic creativity is an inevitable element of a holistic “education for being” in contrast to the “education for

knowing". Without creativity, education is impoverished of experiencing the inner world and is reduced to a mere objective science. It is important that artistic and basic subject fields are connected and supplement each other. Artistic activities are not the privilege of the talented and academically successful children, but an advantage and help for everyone.

Helena Korošec graduated from the Faculty of Education at the University of Ljubljana, Slovenia, in 1995, and worked as a primary school teacher for several years. All this time she was working on implementing different creative ways of using puppets and drama as a teaching tool and as a learning medium. Since 2000 she has been a Higher Lecturer for Puppetry and Drama at the Faculty of Education, University of Ljubljana, and at the Faculty of Education, University of Primorska. In 2004 she defended a Master's degree entitled 'Symbolic play with puppets – the way of communication in the class' at the Faculty of Education, University of Ljubljana. She leads puppetry and creative drama workshops for primary school and preschool teachers in Slovenia and abroad. Helena has written academic articles and handbooks for teachers focusing on using puppets and drama in education and on the influence of play with puppets on child development. She is a periodic member of the international UNIMA commission "Puppets in Education", and is currently working on a doctoral dissertation entitled 'Creative Puppetry in Education: focusing on children's emotional, social and intellectual development'.

Vesna Geršak graduated from the Faculty of Education at the University of Ljubljana, Slovenia, in 1997, and spent several years implementing the method of creative movement in practice as a primary school teacher. Since 2003, she has been an Assistant Lecturer in the field of dancing expression at the Faculty of Education, University of Primorska, and at the Faculty of Education, University of Ljubljana. She lectures in the Departments for Nursery Education, Classroom Teaching, and Special and Rehabilitation Education. Her field of research is creative movement as a holistic method of teaching and learning in preschool and primary school. She has written several academic articles and has presented several conference papers on this topic. Vesna conducts workshops on creative movement for preschool and primary school teachers. She also works as a choreographer for dancing groups and has been granted international recognition in this field.

Parallel Session 3b

Professor Lennart Vriens, *Utrecht University, Netherlands*

Humour as an Affective Access to Peace Education (presentation)

Although peace education is essentially an optimistic activity, it is often focused on less optimistic issues. War, conflict, and violence are topics that must be understood by people to get an idea of political, cultural and personal alternatives, which can be seen as manifestations of peace. Although knowledge of the world as it is, including its problematic aspects, is an important issue of education, we must be aware that confrontation with too many negative

phenomena can be counterproductive. Instead of contributing to a positive attitude towards the problems we meet in creating a better, peaceful and humane world, it could develop a disappointed and even cynical younger generation. From this point of view humour can be an instrument of affective learning which can relieve the peace and war problem from its heaviest burden. Humour gives room to laughing, which is an essential characteristic of the human species. It can change perspectives, it can challenge one to think about the problems in a different way, it can challenge prejudices and reflection, and it can help people to reconcile with problems that are too heavy for the moment.

In this contribution I shall elaborate some ideas about humour as an instrument of pedagogy and I shall illustrate how these insights can be useful for peace education.

Professor Lennart Vriens studied educational sciences at Utrecht University. He concluded his Master's degree in 1974 with the thesis *Education in Service of Peace*. Lennart became an Assistant Professor at the Department of Theory and History of Education and wrote his doctoral dissertation *Education between Fear and Peace* in 1986. In 1990 he became Professor on a Special Chair of Peace Education. At that time he also joined the European Affective Education Network and participated in several of its projects. Lennart has published widely on peace education and on the affective basis of education.

Dr Sencer Bulut, Dr Filiz Yurtal, Dr Fulya Cenkseven, *Çukurova University, Turkey*

An Investigation of Relationships between Humour, Empathy and Bullying (presentation)

Humour, a multifaceted phenomenon, is a complex and subjective matter. A joke can be perceived as funny by one and as humiliating by another. A joke can be used to insult others as well as to create friendly connections between individuals. Empathy is generally defined as sharing another person's emotional state. It is the process of putting oneself in the place of another person, seeing events from that person's point of view and understanding the feelings and ideas of that person correctly. Does empathy play a role in the delicate give and take of humour and joking? Furthermore, does empathy play a role in bullying? We are aware that violence occurs in elementary schools just as it does elsewhere. Students bring their own methods of dealing with conflict with them, so, as violence escalates in the community, it also increases in the classroom. Bullying can take various forms and can begin early, with emotional or physical bullying on the playground. Bullies are often emotionally needy themselves and search for someone to control – often someone younger, smaller or more vulnerable. Bullying takes a toll on children, making them less emotionally secure, less confident and more fearful. The literature indicates that empathy can inhibit aggressive behaviours. The more a person is able to appreciate other people's perspectives, the more he/she can understand and tolerate the position of others thus showing less aggressive behaviours. If a child lacks empathic skills, in other words the ability to appreciate the emotional consequences of his/her behaviours

on other people's feelings and the ability to understand the feelings of others, then his/her tendency towards bullying might increase while his/her capacity to cope with bullying might be affected negatively.

This paper reports preliminary findings from a study exploring the link between the use of humour, empathy, bullying tendency and coping with bullying. Data were gathered from 400 elementary school children using a humour style questionnaire, and scales of tendency towards bullying, coping with bullying and empathy. The data are being analysed using SPSS.

Dr Sencer Bulut is an Assistant Professor in the Primary School Teacher Education Department of the Education Faculty at Çukurova University in Turkey, where she teaches on a range of undergraduate and postgraduate courses such as educational psychology, classroom management, and drama in education. After completing a degree in Guidance and Counselling in Turkey, Sencer continued her education in the UK. She completed her MEd degree in Counselling in Education in Bristol University and her EdD degree in Nottingham University. Her areas of interest, in which she has national and international publications, are affective education, circle time, classroom management, drama in education, teaching and learning theories, and the affective aspects of teacher education. Sencer has been an active member of EAEN since 1999 and convened the Network's 2007 conference at Çukurova University.

19.00 pm

Conference dinner

Tuesday 7 July

9.30 am

Professor Walter Humes, *University of the West of Scotland, UK*

Creativity and Well-being in Education: Possibilities, Tensions and Personal Journeys (Keynote)

This paper will examine the discourses of creativity and well-being, as reflected in recent curriculum documents (such as *Curriculum for Excellence* in Scotland). The reasons for the current appeal of these terms will be explored, and illustrated with reference to a range of curricular areas. Some tensions will be identified: for example, for certain people lack of well-being may be a stimulus to creativity but, at the same time, the self-expression of creativity may promote a sense of fulfilment. The intensely personal nature of the creative journeys which individuals pursue and the challenge this presents to formal provision in schools will be analysed.

Walter Humes is Research Professor in Education and Associate Dean at the University of the West of Scotland. He has previously held Professorships at the University of Strathclyde and the University of Aberdeen. His publications include work on teacher education, educational leadership and management, history of education and policy studies. Much of his recent work has used a form of discourse analysis to examine fashionable concepts in education, such as 'social capital' and 'global citizenship'. Along with Professor Tom Bryce of Strathclyde University, he is co-editor of 'Scottish Education', a 1000-page text on all sectors of the Scottish educational system, the 3rd edition of which was published by Edinburgh University Press in 2008. He also writes a polemical column for the *Times Educational Supplement Scotland*.

10.30 am

Refreshments

11.00 am

Parallel Session 1a

Carol Strang, *University of Aberdeen, UK*

Forum Role-Play as a Strategy in the Development of Emotional Literacy (workshop)

Forum Role-Play is an interactive form of role-play which engages all participants in a non-threatening and inclusive way. Its provenance lies in forum theatre, which was devised by the Brazilian artist and theatre practitioner, Augusto Boal. Emotional Literacy is an interesting emergent area of research and its practical application in educational contexts has increasingly been recognised. This workshop aims to investigate the application of forum role-play in the context of developing emotional literacy within educational contexts. The workshop will introduce participants to forum role-play as an approach to exploration of feelings and perspectives; will consider issues arising within the context of emotional literacy; and will evaluate the effectiveness of forum role-play as a technique.

Originally a Drama teacher, **Carol Strang** taught in Aberdeen and Aberdeenshire, subsequently becoming a Principal Teacher of Drama. Carol was seconded into local authority development to devise support materials for “Planning for Learning”, before joining the SEB (now SQA) as the National Field Development Officer for Standard Grade Drama, piloting the course across Scotland. Carol moved to Northern College in 1990 to develop the revised PGDE(S) Drama course, and became Depute Head of Aesthetic Education, which afforded her the opportunity to work across all areas of Expressive Arts. Carol is currently a Senior Lecturer at Aberdeen University, where she is the principal tutor for PGDE(S) Drama and the Course Leader for BEd year 4. Carol also teaches a course centred on Learning and Teaching for final year Medical Students and contributes to CPD within Aberdeen University, for local authority and other external clients. Her research interests lie in Emotional Intelligence and Emotional Literacy, ATLAC, Self-Efficacy in Learning and Mindfulness in Education.

Parallel Session 1b

Blane Savage, David Scott, Dr David Manderson, *University of the West of Scotland, UK*

Practice of Creativity and Transformation (presentation and workshop)

This paper will examine the early stages of a proposed research group whose remit will be to undertake investigation of the relationships between psycho-therapeutic techniques and the creative process.

What is it that connects the creative processes used within the fields of art, music, performance, literature and film? In particular what is it that is embedded within the creative process from germination to completion that has the power to generate audience transformation?

This paper will look at the comparative processes of creative artists working within each of these areas and the personal techniques utilised to create transformation within their audiences. Do these artists utilise similar techniques to achieve their transformational results or are there unique strategies within each genre? These transformative strategies appear to be very similar to ‘brief’ therapeutic techniques. A comparison between these two distinct areas of psychology and creativity practice may help give insight into the preceding questions. There may be clear opportunities of identifying and utilising techniques used in both disciplines that can increase the effectiveness of their influence.

The presentation will be followed by an interactive workshop exploring the issues raised in the paper.

Blane Savage joined the University of the West of Scotland eight years ago, after twenty years of design consultancy experience with wide ranging expertise including multimedia training production. He has particular experience of the oil and aerospace industries. Clients have included Guinness, General Electric and British Aerospace, and he was employed as a web consultant to Scottish Enterprise. Building on his expertise as managing director of Awakening

Technologies, a new media company, Blane has developed a digital art programme at UWS attracting one hundred students per annum, who enhance their skills in the fields of animation, digital media and video production. He has developed a range of modules around digital technologies including multi-narrative structures and cyberculture. He has presented several research papers in that area. Blane is passionate about personal development and is a qualified NLP training specialist and Ericsonian Hypnotherapist with his own clinical practice. He is currently researching into the crossover strategies developed within personal therapeutic transformational techniques and those utilised in other areas of creativity - music, dance, cinema, performance, creative writing and art. Each medium has a capacity to change and transform lives but each is subtly different in its influencing strategies. The research will explore these differences and extract potential opportunities to optimise the transformational effectiveness within each of these creative mediums.

David Scott is a songwriter and producer of *The Pearlfishers*, whose seven acclaimed albums are represented in a double CD compilation due for release in late 2009. He has also worked as a community music practitioner with over ten years experience managing small and large scale projects. In broadcasting, he writes and presents music documentaries for BBC Radio Scotland and he has also written on artists such as Astrud Gilberto, Burt Bacharach and Dusty Springfield for record companies from Universal to Revola. As a Board Director of The Scottish Music Industry Association and Burnsong, David has close links with every aspect of the music industry but is most keenly interested in the fostering of new songwriting and performing talent in the UK. David has been a Lecturer in Commercial Music at UWS since September 2006 and is currently working on new academic qualifications. His new module, Advanced Songwriting and Performance, delivered in one intensive week, mirrors the creative hot-housing of the 'songhouse', while Community Music Practice brings students into real-life working music projects.

Dr David Manderson holds qualifications from the Universities of St Andrews (MA English Language & Literature) and Glasgow (MLitt in Creative Writing), and in 2006 was awarded a PhD by the University of Strathclyde – the first doctorate gained in Scotland for a completed full-length novel. David has published widely in literary magazines, American and Scottish anthologies, newspapers, journals and peer-referenced websites, and has won prizes at literary festivals and competitions. He gained a Scottish Arts Council New Writers' Bursary in 2001. He has also performed his work in New York, London, Belfast, Edinburgh and Glasgow, appearing on stage with leading writers such as Louise Welsh, Tom Leonard and Roddy Doyle. David joined the lecturing staff of the University of the West of Scotland in November 2007. His new modules in Creative Writing are integrated within the Film Making and Screenwriting programme and are designed to create a bank of ideas for each student, which can then be taken to any other writing form or another creative medium. He also co-ordinates modules in Scriptwriting and Writing Short Films, which integrate across several

programmes. He is Course Leader for the part-time BA degree in Creative Industries Practice.

12.30 pm
Lunch

13.30 pm

Professor Colin Martin, *University of the West of Scotland, UK*

Emotional Well-being and Lessons to be Learned from Adult Patients
(Keynote)

Final acknowledgment is now forthcoming that emotional well-being is linked to physical disease onset, course and outcome. A focus of much of this research has been on the aftermath of the onset of physical disease and the notion that emotional responses are secondary to the disease process. Recent research however, suggests that the emotional health of the individual may be a crucial factor in the development of life-threatening disease. Those professionals working with patients with significant comorbid emotional problems are becoming increasingly aware that interventions targeting major mental health concerns in these groups may have limited effectiveness. It may therefore be argued that the coping style of adults may be too well established and inflexible to accommodate therapeutic change. It is concluded that the behaviours and cognitive style that may promote optimum physical health and adaptive responsiveness to the onset of disease throughout the life course require explicit and targeted integration into educational strategies while still in the pre-teenage years of emotional and intellectual development.

Professor Colin R. Martin is Chair in Mental Health at the University of the West of Scotland and Adjunct Professor at the Royal Melbourne Institute of Technology (RMIT), Melbourne, Australia. Colin is a Chartered Health Psychologist and a Chartered Scientist. Having originally trained in psychiatric nursing, he specialised in the addictions and following further training, worked as an addictions counsellor in the NHS. On completion of BSc and PhD degrees in psychology, Colin worked in senior management posts in the NHS followed by academic posts in the UK and the Far East, during which he conducted original research in both the addictions and the mental health aspects of chronic disease. He has published many scientific papers in psychology, biology, medical and nursing journals. Colin is honorary Consultant Psychologist to the Salvation Army, UK and Eire Territories, and was instrumental in formulating the addictions policy of the Salvation Army (UK and Eire) over recent years to develop high quality and evidenced-based clinical care and services.

14.30 pm
Refreshments

15.00 pm

Parallel Session 2a

Eileen Harkess-Murphy, Professor John Macdonald and Dr Judith Ramsay,
*Division of Psychology, School of Social Sciences, University of the West of
Scotland, UK*

Suicidal Behaviour in Scotland (presentation)

Prevalence reports show that suicide is among the leading causes of death in young people in Scotland. This is not an isolated phenomenon as there has been a 60% worldwide increase in suicide rates over the last 45 years, with approximately 1 million people dying every year. This paper examines the phenomenon of non-fatal self-harm behaviours with and without suicidal intent, across identified sub-groups of the population within West Central Scotland. Rates of behaviours were examined together with suicide risk and cognitive behavioural style. The paper draws upon research conducted among students in secondary and tertiary education, aged 11 years and above, across 6 local authority regions in West Central Scotland. The paper discusses the factors that may be involved in predisposing an individual to self-destructive cognitions and non-fatal self-harm behaviours. The findings are discussed in relation to existing research and the implications for future research in addressing suicide and non-fatal self-harm behaviour in Scotland.

Eileen Harkess-Murphy is a final year PhD student, within the Division of Psychology at the University of the West of Scotland. Eileen is supervised by Professor John Macdonald, Dean of the School of Social Science and Dr. Judith Ramsay, Psychology lecturer. After graduating from the University of Paisley* in 2004 with a BA Hons in Psychology, Eileen worked with children with ASD as a Special Needs Assistant in East Renfrewshire before going on to work for Glasgow City Council Social Work Services in the Support to Young People area team. Eileen's experiences within these positions and her love and commitment for Psychology led her back to the University of Paisley* where in late 2006 she began her PhD research project investigating non-fatal self-harm behaviours and cognitive style in the general population of West Central Scotland.

* In 2007, the University of Paisley merged with Bell College to create the University of the West of Scotland

Emeritus Professor Ron Best, *Roehampton University, UK*

Self-harm among University Students: A Case Study of Prevalence, Perception and Response (presentation)

This paper reports a mixed-method study of self-harm amongst students in a university in the Greater London area. The methodology took the form of a questionnaire survey (n=348) to (mainly) undergraduate students, semi-structured interviews (n=30) with students and staff, and two focus groups (n=9). Significant levels of self-harming behaviours were found, including cutting, binge-drinking, risk-taking, eating disorders and substance abuse. Form and prevalence were found to vary by gender, ethnicity and program of study, although neither the statistical nor the policy significance of these variations appeared to be great. Interviews accessed case descriptions and perceptions of

prevalence, awareness and institutional response. Focus groups considered implications for policy and practice, including counselling, student induction, and training and supervision for staff. Some examples of cases of self-harm and how they were perceived and responded to by staff will be presented and a model to focus improved student support will be offered.

Ron Best has been an active member of EAEN since its foundation and convened the Network's 2003 conference in London. He is Emeritus Professor of Education at Roehampton University, where he was Dean of Education (1997-2001) and Director of the EdD programme (2002-2007). He has been teaching, researching and writing about pastoral care and personal-social education for thirty years. He was a founder member, Chairperson and President of the National Association for Pastoral Care in Education (NAPCE), edited its journal *Pastoral Care in Education* and now chairs its Editorial Board. Before his retirement in August of 2008, he was Director of Roehampton's Centre for Research in Beliefs, Rights & Values in Education (BRaVE), and taught on undergraduate, post-graduate and doctoral programmes. His most recent research interests have included an educational response to deliberate self-harm, the concept of the 'spiritual' in education, and the place of the emotions in moral behaviour and moral education.

Parallel Session 2b

Nick Sousanis, *Teachers' College, Columbia University, USA*

Creativity Reconsidered: Incorporating Care (presentation)

By weaving together an interdisciplinary framework including art, mathematics, and philosophy of education, this paper seeks to offer a new definition of creativity that incorporates care.

Creativity has long been seen as something mythical denied to all but a few select individuals. Effectively this notion has disenfranchised people from engagement in their own lives. They ask, "Why should I care?" as it seems their actions are insignificant and of no consequence.

A new definition is required: Creativity is the conscious pause where all our experience, instinct, and imagination dance together to create a novel response to a stimulus. By putting creativity in such terms, rather than having to ascend to some other plane of existence, we can instead look inside ourselves at what's been there all along. Creativity is therefore not an elite privilege possessed by a few, but a birthright inherent in all. By acting creatively, engaging in the conscious pause, we take responsibility for and ownership of our actions, and as such invest our care in what we do. Creation creates ownership and ownership engenders care. Reaction, on the other hand, is to be but a link in a chain in a series of events. "Reaction" is "I Care Not," whereas "Creation" means to put "Care Into." By pausing, careless apathy is transformed into creative empathy, and each moment is a chance to create possibilities. Every action, no matter how seemingly mundane is an opportunity to bring forth our creativity. From this perspective, we are empowered to take ownership of our own thoughts, and look differently upon ourselves and our actions. By putting our care into every moment

and interaction, we can transform our world and cannot help but be changed along the way.

Nick Sousanis is a writer and educator based in New York City, where he is pursuing an interdisciplinary doctorate at Teachers College, Columbia University. As part of his doctoral work, he creates educational comics which can be seen at www.spinweaveandcut.blogspot.com. Prior to his arrival in New York, Nick taught writing and public speaking at Wayne State University and was heavily involved in Detroit's arts community. In 2002, he co-founded thedetroiter.com, an arts and cultural web-magazine, to which he contributed as both an arts writer and editor-in-chief for six years. Nick chaired the Contemporary Art Institute of Detroit (CAID) from 2005-07 and served as the founding director of the University of Michigan's Work: Detroit Gallery. While in Detroit, he began working on the biography of legendary Detroit artist Charles McGee, which is nearing completion and slated for publication by Wayne State University Press.

Diarmuid McAuliffe, *University of the West of Scotland, UK*

Drawing and Affective Engagement in the Change Agenda (presentation)

This paper will report how drawing was used to generate an affective response to curriculum change. Using as starting point the guidelines for the new Scottish *Curriculum for Excellence*, teacher education staff and students set about working across the curriculum using the act of drawing as the primary means of engagement.

The resultant cross-curricular discourses that emerged from that experience will be examined here, some conclusions will be drawn and possible implications for future curriculum design considered.

Diarmuid McAuliffe is a Lecturer in Education and subject leader for art and design at the School of Education, University of the West of Scotland. He is responsible for primary and secondary art within the initial teacher education courses, and for the Artist Teacher Master of Education Programme, which he developed this year in association with Glasgow Museums and the National Society for Education in Art and Design [NSEAD]. Prior to this, Diarmuid was Research and Teaching Fellow at the University of Exeter. He has taught in schools at all levels in the UK and in other European countries. In February 2009, he was part of an international team of experts who carried out a review of art and design programmes in higher education for the Lithuanian Ministry for Education and Science. His research interests include pedagogy and the history and philosophy of art and design education. His contribution to the co-authored book *Art 3-11 Reaching the Standard* was published by Continuum Press in 2007.

16.00 pm

Optional trip to local attraction

Wednesday 8 July

9.30 am

Parallel Session 1a

Dr Sean Neill, *University of Warwick, UK*

Teenagers' Perspectives on the Role of Religion in their Lives, Schools and Societies: Structural Models of Data from a European Survey (presentation)

This paper uses data from a questionnaire survey carried out during the REDCo (Religion in Education. A contribution to Dialogue or a Factor of Conflict in Transforming Societies of European Countries) project as a follow-up to a qualitative survey (Valk et al. 2009). As a particular focus of the project was dialogue and interaction between students who had different beliefs, many of the issues raised relate to affective aspects of education.

Though the contributors to Valk et al. (2009) had already carried out a detailed univariate and bivariate analysis, it was clear, from these analyses, respondents' comments and the comparisons made with the qualitative analysis, that respondents tended to answer the questions consistently; this consistency could be related to patterns of values reflecting, especially, the pattern of religious education they had received. Structural modelling offers particular benefits in providing an overall pattern of relationships which can be integrated with the qualitative data. While some countries had national religious education curricula, in others provision varied at provincial or school level; this allows comparison between different combinations of educational and cultural ethos.

Reference

Valk, P., Bertram-Troost, G., Friederici, M., & Beraud, C. (Eds.) (2009) *Teenagers' Perspectives on the Role of Religion in their Lives, Schools and Societies. A European Quantitative Study*. Münster: Waxmann.

Dr Sean Neill has specialised for many years in quantitative analysis methods, including multilevel modelling, especially for surveys, as well as observational data. He is currently contributing to the REDCo European project on the analysis of questionnaires and on other quantitative data. This project, which is looking at how differing experiences with religious education across European countries affect attitudes, including those to tolerance, intolerance and co-operation across belief systems, links in to the EAEN project on teacher and student attitudes to affective education, and to subsequent work. Sean is a Senior Lecturer at the Institute of Education at the University of Warwick.

Paula Fortune-Angelo, *Teachers College, Columbia University, USA*

Adolescent responses to modernist works of art (presentation)

Adolescents responding in a personal way to modernist works of art counters the many typically accepted views on modernist and postmodernist art. It would stand to reason that adolescents growing up in a visual culture, and having been educated in a postmodernist classroom, would respond personally to postmodern images that bear a resemblance to their life experiences. It could be assumed

that modernist images that lie beyond their experiential range would not be responded to in a personal way. The intent of this study was to grasp an overview of the responses to different mediums within the modern art period. The study uses the responses of six public high school students from the Ocean City, New Jersey area. Each participant was asked to discuss three works of modernist art during individual interviews. This paper draws on the responses, which were highly individualized, as well as personalized.

Paula Fortune-Angelo (BA Visual Arts, MEd., MA Art and Art Education) is a teacher of art and special area team leader for the Galloway Township School district located in the state of New Jersey, USA. Her background is extensive in designing sequential lessons based on the artistic developmental phases of children. This includes the development of a museum based learning series funded by a grant given by the Galloway Township Education Association. Student cognition and exposure to the arts in a formal sense, along with a thorough exploration of materials, supports her pedagogy for arts based learning. A special interest in what creates meaning for adolescents was formalized through the work on her thesis for Teachers College, Columbia University.

Parallel Session 1b

Dr Fatma Sadik, Dr Halil Cakan, Kazım Artut, *Çukurova University, Turkey*

Perceptions about Environmental Problems in Elementary School Children's Drawings (presentation)

Drawing is an intimate way of expression for a child, and reflects his/her sense and feelings, along with his/her perceptions and observations. By displaying their perceptions of the outer world, children give many hints about their inner world. This paper reports findings from a study which was conducted in order to evaluate elementary school students' perceptions of environmental problems with the help of their drawings. The participants of the study were 211 school children between the ages of 11-12 enrolled in the 5th grade. 108 students were female (51.1%) and 103 students were male (48.9%). Drawings were classified according to themes and then the features of the shapes were analyzed. The analysis revealed that the participant children usually worked on more than one theme on their drawings and used practical figures. It was also found that participants used talking human figures in order to enrich their expressions and that the speech balloons were full of affective messages. According to the results, the primary problems for these children were air-pollution and environmental irresponsibility. Air pollution was mostly illustrated as grey or black sky. The participant students used human figures littering, spitting, and harming trees to express environmental irresponsibility. The other environmental problems on the drawings were water-pollution, destruction of trees and endangered species.

Dr. Fatma Sadik is an Instructor at the Faculty of Education of Çukurova University, Adana, Turkey. She is the author or co-author of more than 15 publications in national periodicals or other peer-reviewed publications on

classroom management, and co-editor of four nationally published books. She has been involved in several research studies on topics including curriculum and instruction, teacher education, classroom management and environmental education.

Dr. Halil Cakan is Associate Professor and Lecturer at the Biology Department of the Science and Letter Faculty of Çukurova University. He is the author or co-author of more than 40 publications in international periodicals or other peer-reviewed publications, and editor or co-editor of two nationally published books. He has long experience of interdisciplinary work ranging from plant ecology and environmental management to phytosociology. His research interests include the Mediterranean ecosystems, human influence on the coastal ecosystem and biodiversity. He took part in the “Turkish Endemic Plant Species Project” which investigated the current status of threatened plant species in the East Mediterranean part of Turkey. He is currently co-ordinating a project investigating the flora and vegetation of the Çukurova Deltas.

Kazım Artutm graduated from the Samsun Institute of Education in 1980. He got his MFA degree at Çukurova University. He has participated in several national and international group exhibitions and has had nine personal exhibitions. Kazım has produced several academic publications and has written three books in his field. He is currently working as a Painting-Crafts Instructor at Çukurova University.

Dr Lisa McAuliffe, *University of the West of Scotland, UK*

Black Holes, Broken Windows and Dripping Taps: Teaching through Metaphor in Higher Education (presentation)

In the current climate of inclusion, it is essential that initial teacher education institutions ensure that all newly qualified teachers are adequately prepared to effectively support the learning of all children and young people in their classes. One of the challenges teacher educators in Scotland and beyond currently face is fitting adequate inclusive education input in the already overburdened timetable of initial teacher education programmes. To overcome this challenge teacher educators may have to consider more creative delivery approaches which have the potential to stimulate reflection and dialogue that continue beyond the timetabled inclusive education sessions. This paper describes one such approach. It provides an account of the delivery of inclusive education input through the medium of drawing to a group of UWS student teachers. The session was part of the cross-curricular event ‘Drawn into the Curriculum for Excellence’ which took place in October 2008 on Ayr campus. The students were provided with a 20 minute overview of the topic, which they were then asked to explore visually. In the end, students were given the opportunity to share their pictures and the thinking behind them, and to consider the implications for inclusive practice of the insights they gained from their engagement with this activity. Feedback about the session was gathered from a group of the participant students through informal interviews. All interviewees appeared convinced that

they learnt more in this way than they would have learnt from a traditional lecture, thus confirming the old adage that a picture is worth a thousand words, and suggesting that using more visual approaches may be one way of increasing the effectiveness of the inclusive education input we provide within our programmes.

Dr Lisa McAuliffe trained as a teacher in the English Department of the University of Athens, and worked in primary and secondary schools in Greece and in the UK for over ten years. She has always had an interest in psychology and spent a big part of her teaching career supporting children and young people with social, emotional, behavioural and communication difficulties. She contextualised this experience with a Master in Educational Psychology from the University of Bristol, and a PhD from the University of Warwick. Lisa joined the University of the West of Scotland in 2007 as a Lecturer in Education. She is responsible for inclusive education within the initial teacher education programmes, and for the PgCert and PgDip in Inclusive Education, which she developed. Lisa has been an active member of EAEN since 1997 and convened the Network's 1999 conference on the Greek island of Tinos.

10.30 am **Refreshments**

11.00 am **Parallel Session 2a**

Professor Yaacov J Katz, *Bar-Ilan University, Israel*

Values Education in Israeli schools: A Pilot Study (presentation)

The pivotal values accepted by Israeli society as normative are those deemed to promote a common basis for consensus and social cohesion within Israeli society. Following are those values earmarked by Israeli society as an imperative basis for values education in a Jewish and democratic society: democracy; equality; rule of law; tolerance; and inter-group understanding. In addition, values that are universal and accepted in most democratic countries are also part and parcel of the Israeli values education program.

These social values permeate Israeli society and allow it to weave a values fabric that is consensually accepted by all, despite ethnic, ideological, national, political, and religious differences that characterize the various sectors. Thus, despite multi-sectoralism inherent in Israeli society, the values in the school curriculum are designed to promote cohesion in a values oriented society and to form a solid basis for coexistence based on commonly accepted values. A new values education program, based on the theoretical and ideological issues mentioned above, was implemented in a pilot study in 20 eighth grade junior high school classes in order to examine its effectiveness and suitability. The results of this study indicate that pupils who participated in the new values education program exhibited significantly higher levels of sensitivity to democracy, equality, rule of law, tolerance and inter-group understanding than those who studied the traditional values education program. The relevant authorities in the Israeli Ministry of Education Culture and Sport are sensitive to the improvements

evident after the implementation of the new values education program and are presently in the process of implementing the new values education program in all junior high schools in the Israeli educational system.

Prof Yaacov J Katz is a senior member of the faculty of the School of Education at Bar-Ilan University in Israel and specializes in the fields of affective education, religious education, and social attitudes in education. He is a prominent researcher in the above fields and has published a number of edited books and many scholarly book chapters and papers in scientific journals on educational issues related to these three topics. Yaacov has been an active member of the European Affective Education Network since its inception. In administrative capacities, Yaacov has served as Head of the School of Education at Bar-Ilan University and as Chief Pedagogic Officer of the Israel Ministry of Education where he was responsible for all subject matter taught in the Israeli national school system.

Dr Anne-Marie Wright, *University of Chester, UK*

Social and Emotional Aspects of Learning: Discourses of Effective and Affective Education (presentation)

In recent years there has been renewed attention to social and emotional skills in education much of which has been focused on the Social Emotional Aspects of Education (SEAL) programme. The belief that not only does emotional intelligence exist but that it can be taught and learned (Gardner, 1983; Goleman, 1996), has become another unchallenged orthodoxy within the discourse of school 'effectiveness'.

My paper draws on the experience of delivering a Master's level programme of Continuing Professional Development (CPD) at the University of Chester designed to support teachers in understanding and better responding to the introduction of SEAL as a taught aspect of the school curriculum. The Master's programme has invited teachers to consider notions of emotional intelligence within the context of limited research and to question SEAL's approach to normalising and 'managing' children's behaviour. It has exposed teachers to a range of other beliefs about emotional development through seminal works, such as those of Freud, Klein, Winnecott and Bowlby, and has invited consideration of why these psychodynamic approaches to understanding behaviour and emotion have been ignored by this important curriculum development.

My paper proposes that, if teachers accept that emotional intelligence can be taught, and that children's behaviour can be normalised and controlled, without understanding the complexities of why children's behaviour can disturb our equilibrium, there could be a danger that education, in its compulsion to be effective, misses the point that affective education requires teachers to engage with the complex, and sometimes painful, emotional lives of children.

References

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: BasicBooks.

Goleman, D. (1996). *Emotional Intelligence: Why it can Matter More than IQ*. London: Bloomsbury

Dr Anne-Marie Wright is head of Continuing Professional Development (CPD) in the Faculty of Education and Children's Services at the University of Chester. For much of her career she worked as a teacher of children with special educational needs, specialising in working with those with emotional and behavioural difficulties, communication disorders and challenging behaviours. Anne-Marie has a Master's degree in Special Education from the University of Surrey (Roehampton) and studied at the Tavistock Institute (London) where she gained a Certificate in counselling using psychodynamic and therapeutic approaches to working with children. Anne-Marie's recent doctoral thesis was concerned with the discourses used to construct children's atypical learning and behaviours. She now leads a pathway on an MA Education, Managing Emotion and Behaviour, which exposes teachers to a range of theoretical perspectives to illuminate children's behaviour, beyond those normally used by schools.

Dr Mike Calvert, *York St John University, UK*

From Pastoral Care to Care: Implications of the Wider Workforce and ECM (presentation)

The notion of pastoral care is embedded in the UK Education system. Although open to a variety of interpretations and practices, it is a recognisable concept for all teachers and responds to the need to attend to the emotional, social and psychological well-being and development of the child as well as the academic. In recent years, a variety of initiatives have changed the face of many English schools. There has been widespread workforce reform which has resulted in the arrival of many thousands of teaching assistants and support staff with new roles and responsibilities. There has been a move to 'extended schools' and 'wraparound' provision, extending the school day and bringing a range of services together under one roof. There has also been arguably the biggest change to care provision for children since the mid-40s with the major Every Child Matters (ECM) agenda and the Children Act (2004) which calls for all the agencies that work with children to work together for the safeguarding, welfare and development of the child.

Whilst some schools might well not have changed significantly since the arrival of these initiatives, others have changed beyond recognition. New roles, responsibilities, skills and policies highlight differences in culture, perspective and practice between the different agencies which now compete for funding, staffing and other resources at the same time as having to adjust to the complexities of the Common Assessment Framework and working alongside a range of professionals and paraprofessionals with different professional identities, language and cultures.

The paper gives an opportunity to explore some of the issues that are arising and question where pastoral care might fit within the new wider structures. We will look at how different conceptions of care might alter the pastoral care in schools for good or ill.

Dr Mike Calvert is Head of Continuing Professional Development (CPD) in the Faculty of Education and Theology, York St John University. After teaching languages in Secondary Schools, he went on to work at three Universities, York, Sheffield and now York St John. He has researched, spoken and published on the subjects of pastoral care and citizenship for a number of years and is a regular contributor to EAEN Conferences. His current role includes overseeing and contributing to a new Foundation Degree designed to help meet the needs of an expanded Children's Workforce and it is this expansion, and the involvement of such a wide range of professionals and paraprofessionals, which has prompted his interest in how care might now be conceptualised and provided.

Parallel session 2b

Dr Fatma Sadik & Dr Halil Cakan, *Çukurova University, Turkey*

Environmental Awareness and Environmental Problems Attitude Levels of Students of the Department of Biology (presentation)

Biology is one of the most effective disciplines in promoting accurate understanding of current environmental problems and in creating solutions to these problems thus countering the negative impact that anxiety and worry about the state of the environment can have on one's sense of well-being. This paper reports findings from a study investigating the environmental knowledge and attitudes towards environmental problems of undergraduate students at the Department of Biology of Çukurova University. A total of 212 students participated in the study. The data were collected in the Spring Semester of the 2007-2008 academic year. As data collection tools, the Environmental Attitude Inventory and the Environmental Knowledge Test were used. The inventory has two sub-scales; environmental behavior and environmental opinion. For the analysis of the data, t-test and variance analysis were done. The results based on the mean values showed that female students' reported environmental behavior and attitudes towards the environment were more positive while male students' environmental knowledge was found to be better. The level of environmental knowledge was found to be significantly higher as the grade level of students rose, whereas first year students' reported environmental behavior was found to be more positive than the reported environmental behavior of the rest of the group. The students who had taken environmental courses before reported more positive environmental behaviours. The paper will consider the implications of these findings for biology instructors as well as instructors from related departments such as environmental engineering, physics and chemistry.

Dr. Fatma Sadik is an Instructor at the Faculty of Education of Çukurova University, Adana, Turkey. She is the author or co-author of more than 15 publications in national periodicals or other peer-reviewed publications on classroom management, and co-editor of four nationally published books. She has been involved in several research studies on topics including curriculum and instruction, teacher education, classroom management and environmental education.

Dr. Halil Cakan is Associate Professor and Lecturer at the Biology Department of the Science and Letter Faculty of Çukurova University. He is the author or co-author of more than 40 publications in international periodicals or other peer-reviewed publications, and editor or co-editor of two nationally published books. He has long experience of interdisciplinary work ranging from plant ecology and environmental management to phytosociology. His research interests include the Mediterranean ecosystems, human influence on the coastal ecosystem and biodiversity. He took part in the “Turkish Endemic Plant Species Project” which investigated the current status of threatened plant species in the East Mediterranean part of Turkey. He is currently co-ordinating a project investigating the flora and vegetation of the Çukurova Deltas.

Angela Allmond, *Teachers College, Columbia University, USA*

Art, Education, and the ‘Relationality’ of the Creative Space (presentation)

This paper intends to look at issues related to the creation of, as well as the creative process within the spaces where we as teachers educate and nurture students, particularly the art classroom. In this context, ‘space’ is indicative not only of a physical environment, but also of a relational element that contributes to the creative process and the affective goals of educators. This is connected to how students are received within the academic and creative space, how they are trusted to work within a space, and whether or not their ideas and presence are considered to be of vital importance to the tone, dialogue and use of their space. Specific questions include, “How might students be received as welcome and trusted participants who will contribute to the ideas, aesthetics, intelligence, and organization of a space?” and “What can be accomplished within the space as a result of, but not limited to, the promotion of creativity and a sense of well-being?” Specific to the art classroom, there are elements innately embedded within the practice of art making and the artist/apprentice relationship that often serve as the rich and fertile soil by which students in art classes flourish - artistically, intellectually, socially, and emotionally. Elements such as shared purpose, the existence of a safe and freeing environment, establishment of mutual trust within the shared creative space, and the mindful set-up of the physical space itself are addressed in connection with the ‘relationality’ of space. The active relationships nurtured within the context of ‘space’ in my argument include both the abstract and concrete ideas of: teacher, students, materials, physical space, the generation of ideas, and the creative process. Each one of these is instrumental in contributing to the affective and aesthetic development of an individual student.

Angela Allmond is pursuing a doctorate in Art and Art Education at Columbia University’s Teachers College in New York. Her research interests lie in the areas of care ethics, student flourishing in the art classroom, and the relational aspects between students, educators and the studio art classroom spaces. Angela is currently working as administrative manager of the Program in Art and Art Education at Teachers College. Her work involves the coordination of budgets, staffing, and physical plant improvements and oversight, as well as

liaising between the faculty, staff and students of the program. Prior to her graduate studies, Angela taught K-12 for fifteen years in both general and art classrooms in Texas and Virginia. During this period, she gained through her work extensive experience in the evolution and development of studio spaces and curriculum while emphasizing team building and student engagement. She also served regularly as a local and regional leader in art education teaching seminars.

Sharon McEwen, Dr Edward Edgerton and Professor Jim McKechnie, *University of the West of Scotland, UK*

‘How I See my School?’ Students’ Views of their School Buildings and how this Relates to Academic Outcomes (presentation)

Research suggests that physical variables in the environment e.g. light, noise and temperature are associated with academic achievement. The relationship between subjective perceptions of the physical school environment and educational outcomes is less understood. This paper reports findings from a study investigating the association between students’ perceptions of their physical school environment and their self-esteem, motivation and behaviours in school.

All 1st, 3rd and 5th year students from two schools (n=619) completed a survey designed to measure their perceptions of the physical school environment and various school related behaviours. Students also completed standardized measures of academic self-esteem, global self-esteem and learning goals. The results revealed that the 1st year students had the most positive perception of their physical school environment. Moreover, they indicated that, although students’ perceptions of their physical school environment are related to their self-esteem, motivation and behaviors in school, the importance of the physical school environment lessens as students progress through school.

Sharon McEwen is a PhD student from the University of the West of Scotland. She graduated from the University of Paisley* in 2003 with a BA (Hons) in Psychology. After graduating, she contributed to research at the university investigating the relationship between old and new school environments and students’ self-perceptions. She later began a post as an assistant psychologist at the State Hospital, where she was involved in a therapy group designed to enhance self-esteem in patients with psychosis. Her interest in self-esteem and the built environment, as well as previous experience working with young people, led her back to the University of the West of Scotland where she began her current study investigating the relationship between the physical school environment and students’ self-esteem, motivation, academic achievement and behaviours. Sharon is supervised by Dr Edward Edgerton, Lecturer and Professor Jim McKechnie, Academic Director.

* In 2007, the University of Paisley merged with Bell College to create the University of the West of Scotland

12.30 pm
Lunch

13.30 pm

Parallel Session 3a

Helena Korošec & Vesna Geršak, *University of Ljubljana, Slovenia*

Creative Drama and Creative Movement - The Opportunity for Well-being and Creativity (workshop)

Participants of the workshop will be shown how different methods of creative movement and creative drama can be introduced into everyday work with children in kindergarten and in primary school, thus enabling them to reach the goals of the curriculum more easily. At the same time these methods promote children's social and emotional development, creativity, well-being and group relationships. Working in small groups or pairs, participants will explore the use of relaxation techniques, introduction and communication games, teamwork, short drama, dance and improvisation with puppets.

Helena Korošec graduated from the Faculty of Education at the University of Ljubljana, Slovenia, in 1995, and worked as a primary school teacher for several years. All this time she was working on implementing different creative ways of using puppets and drama as a teaching tool and as a learning medium. Since 2000 she is a Higher Lecturer for Puppetry and Drama at the Faculty of Education, University of Ljubljana, and at the Faculty of Education, University of Primorska. In 2004 she defended a Master's degree entitled 'Symbolic play with puppets – the way of communication in the class' at the Faculty of Education, University of Ljubljana. She leads puppetry and creative drama workshops for primary school and preschool teachers in Slovenia and abroad. Helena has written academic articles and handbooks for teachers focusing on using puppets and drama in education and on the influence of play with puppets on child development. She is a periodic member of the international UNIMA commission "Puppets in Education", and is currently working on a doctoral dissertation entitled 'Creative Puppetry in Education: focusing on children's emotional, social and intellectual development'.

Vesna Geršak graduated from the Faculty of Education at the University of Ljubljana, Slovenia, in 1997, and spent several years implementing the method of creative movement in practice as a primary school teacher. Since 2003, she is an Assistant Lecturer for the field of dancing expression at the Faculty of Education, University of Primorska, and at the Faculty of Education, University of Ljubljana. She lectures at the Departments for Nursery Education, Classroom Teaching, and Special and Rehabilitation Education. Her field of research is creative movement as a holistic method of teaching and learning in preschool and primary school. She has written several academic articles and has presented several conference papers on this topic. Vesna conducts workshops on creative movement for preschool and primary school teachers. She also works as a choreographer for dancing groups and has been granted international recognition in this field.

Parallel Session 3b

Sheila O' Shea, *The School at Columbia University, USA*

Folktale Magic and More (workshop)

Folktales are the perfect vehicle for joyous play and provide opportunities for creation, imagination, integration, passion and holistic learning at its best. The participants in this workshop will be guided through activities such as singing, moving, instrumental playing and rhythmic speech as they develop an Inuit folktale called *The Seal Oil Lamp*. Inherent in the story are musical, movement and social-emotional learning objectives. The lesson will be geared towards working with six-year-old children, however, it can easily be adapted to work with older children. Using a holistic approach, the main goal of this unit is to have the children work on a variety of musical skills in the context of a folktale. The social-emotional objectives include an exploration of feelings such as anger, sadness, boredom, confusion, and fear. The *Seal Oil Lamp* touches upon complex topics such as abandonment, differences, vulnerability, survival and being alone. This story provides a context for the children to experience these situations and emotions in a safe and non-threatening way. Conversely, the magical context and happy ending encourage the children to walk away thinking of *The Seal Oil Lamp* as a story about triumph. Allugua, the main character, survived against all odds making it clear that miracles, courage and kindness do exist and make a difference. He became the most important person in the village, respected and honoured by all. The *Seal Oil Lamp* teaches that everyone has the potential to overcome obstacles, to rise above adversity, and to succeed in life, whatever the circumstances.

The facilitator will provide additional story resources, which are ripe with creative potential and naturally promote the emotional well-being of children.

Sheila O' Shea holds degrees in music from University College Cork in Ireland and a Master's in Performance from Hunter College in New York. During the 1996-1997 academic year, she earned a Diploma in Advanced Music and Dance Education from the Orff Institute in Salzburg, Austria. She is also a graduate of the Dance Education Laboratory program, which is offered at the 92nd Street Y in New York. Sheila currently works as an elementary-level music teacher at The School at Columbia University, a progressive K-8 school, which is affiliated with Columbia University in New York. Sheila offers workshops and teacher training for adults in the Orff Schulwerk approach to music education throughout New York and the U.S.

15.00 pm

Emeritus Professor Ron Best, *Roehampton University, UK*

Puzzling about the Place of the Emotions in Moral Behavior: Some Implications for Education (Keynote)

Drawing on my work as a counsellor and my research interests in recent years - spiritual, moral, social & cultural education (SMSC) and deliberate self harm among school and university students - this paper explores the place of the emotions in behaviour and their implications for moral and emotional education.

The analysis is primarily philosophical. The paper starts with a description of a violent encounter between a teacher and pupil. This encounter raises questions of motivation, interpretation and explanation of moral behaviour and the episode is returned to throughout the paper as the connections between the emotions and moral actions are explored. Underlying the presentation are three propositions:

- that the idea of moral education is too often pre-occupied with the conscious as though moral behaviour is an entirely rational business;
- that emotion is the most important factor in initiating (at least some forms of) moral behaviour;
- that emotions often operate at a sub-conscious level.

The argument is informed by Justin Oakley's account of emotions as having three components: *cognition*, *desire* and *affect*, and considers the problems posed for such an account by the operation of emotion at a *sub*-conscious level. I argue that a proper education for morality must accept the importance of *emotional* education and in doing so, must address the sub-conscious. The importance of imagination and creativity (or 'playfulness') in counselling and in aspects of SMSC is noted. The doubtful morality of teaching emotions through experiential learning is discussed, and the idea is offered that what is required for some aspects of moral education is an approach which is more akin to counselling than teaching.

Ron Best has been an active member of EAEN since its foundation and convened the Network's 2003 conference in London. He is Emeritus Professor of Education at Roehampton University, where he was Dean of Education (1997-2001) and Director of the EdD programme (2002-2007). He has been teaching, researching and writing about pastoral care and personal-social education for thirty years. He was a founder member, Chairperson and President of the National Association for Pastoral Care in Education (NAPCE), edited its journal *Pastoral Care in Education* and now chairs its Editorial Board. Before his retirement in August of 2008, he was Director of Roehampton's Centre for Research in Beliefs, Rights & Values in Education (BRaVE), and taught on undergraduate, post-graduate and doctoral programmes. His most recent research interests have included an educational response to deliberate self-harm, the concept of the 'spiritual' in education, and the place of the emotions in moral behaviour and moral education.

16.00 pm
Closing remarks

16.30 pm
Refreshments and departure
