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TEACHING HUMANITIES TRADITIONS IN THE 21ST CENTURY: CANONS IN THE LAST LAST BEST WEST

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ABSTRACT

This paper is a theorization of my teaching practice over several years at the University of Lethbridge, Alberta, Canada, in the School of Liberal Education. I refer to my courses on the Western Canon, from Homer to Bolaño, which I teach each Fall and Spring semesters. The "Last Last Best West" of my title refers to a phrase once used to market land on the Canadian prairies to prospective immigrants. In these courses, I describe an overall pedagogical strategy that has evolved over the years. Interdisciplinary in nature yet containing a liberal sampling of 'the best that has been thought and said,' in Arnold's phrase, and including the reading of whole books, these courses began quite modestly but have become popular among students of multiple ethnicity and across all areas of study at The University of Lethbridge. I will suggest that here, in the Canadian West, one of the reasons for this perhaps surprising popularity may be a theme that has developed in the courses: a theme of Westward Expansion over the Greek and Italian landmass, further across Europe, onto the New World, yet all the while carrying within itself that the seeds of an Eastern and reflexive wisdom that cautions and constrains the various analogous heroes of this Odyssey.

Keywords: Literature, Western culture, Western expansion, higher education, curriculum, interdisciplinary studies

Introduction

This paper is a theorization of my teaching practice over several years at the University of Lethbridge, Alberta, Canada. Trained during the heyday of critical theory, I studied under such celebrities as Linda Hutcheon, Michel Foucault, Jacques Derrida, Frederik Jameson and others. When I found a post at the University of Lethbridge (following the obligatory years of gypsy scholarship), I blithely waltzed my 1990's postmodernism into the classroom. I experimented with many of the classroom structures and methods that had become trendy back then and remain trendy now. Those very practises that Daisy Christodoulou, in her paradigm-shifting book on British schools, *Seven Myths About Education* (2014), has argued are flat out wrong. Over the years, I have found that facts and sums do improve understanding, teacher-led instruction is not passive, the 21st century changes nothing, you can't just Google everything, broad and penetrating knowledge will always trump skills, classroom activities only infantilize college students, and good teaching is never indoctrination (Christodoulou, p. 7.).

I started out teaching Canada's national literature. Over several years, however, I became a professor of the Literature of the Western Canon. The self-reflexivity I brought with me from grad school had become woven into the decisions I made in designing a pair of 'Great Books' courses. These courses were shaped by a simple chronological narrative from Homer to the present, which contained insights that I had learned from postmodern theory, particularly the testing of assumptions regarding authorship and narrative, on the one hand, and the employment of feminist scholarship and other politically motivated discourses on the other. As Alun Munslow (2001) has said in a study of the impact of postmodernism in the teaching of history, "the postmodern challenge forces us to face up to the highly complex question of how we know things about the past and what we, as moral beings, do as a result." As teachers in the classroom, we have an obligation to present students with facts, events as recorded in history, ideas and books of perennial cultural importance, and to do so within a coherent framework—and do so in the face of those educational theorists that would dismiss this responsibly in terms of the often derided 'banking model.' To off-load this responsibility onto student chit-chat or 'activities' is to inevitably find oneself disenabled as an educator even as Paulo Freire—the much-celebrated Brazilian author of *Pedagogy of the Oppressed* (1970)—discovered vis a vis his own teaching practise in his early work in Recife and later in the fledgling West-African republic of Guinea-Bissau (Facundo, 1984, Section 8).

Teaching Humanities Traditions

The courses to which I refer have gone through a number of incarnations, but initially they were offered as a holistic response to the learning needs of the students. These are sophomore undergraduate courses in the Humanities slotted in the Fall and Spring semesters: Great Books from Homer to Cervantes, in the Fall, and, in the Spring, Hobbes and Locke to the present day. Many of my students were frustrated by the way their mid- to exit level courses assumed background knowledge that they did not have. Their grades suffered on tests and essay-assignments because their professors tended to zero in on their own narrow research interests. Siloed professors had at least ten years of intense study behind him or her, and the students had all but none, which is to say, no context. No amount of Googling or buzz-group chatter was about to make up for that deficit.

My undergraduate students are typical of our small Western Canadian university. The university is located in Lethbridge, a very small city centered in a very large (and very flat) agricultural area in Southern Alberta. The city is quite isolated from the urban culture of most of North America; it is three hours drive to the nearest international airport. Most of the students come from small local towns and farms. They are the children of earnest, hard-working, pioneers who immigrated to Western Canada from mostly European countries relatively recently. Southern Alberta is one of the youngest regions in 150 year-old Canada. The demographics and ethnic mixture of the student body has been changing over the last five years or so, however, as out-of-province and out-of-country enrolments have been increasing. In addition, we have carefully cultivated an indigenous or First Nations presence at our institution for many years. Nevertheless, the isolation and the parochial nature of the area—and the naivety of most students—must be properly responded to in courses and curricula across the board in all disciplines of Arts and Science, Education, Business, Nursing, and Liberal Education. My two Great Books courses were such a response. As these courses filled up every year and seemed to enjoy some degree of popularity, I was heartened by the sense that there was a real demand for this sort of content out there.

The signature author for our western region is undoubtedly Wallace Stegner, who published the memoir *Wolf Willow: a History, a Story, and a Memory of the Last Plains Frontier* in 1962. Contemplating the wan prospect of our prairie frontier ever meaningfully contributing to Western culture and civilization, he famously said, with a fond irony, as the last line of the book, “Give it a thousand years” (Stegner, 2000, p. 306). “The Last Best West” was a marketing phrase used by the Canadian government to encourage the settlement of the Canadian prairies in

the early twentieth century (Bitner, 2014). And the "*Last Last Best West*" of my title refers to a phrase once used to market 'Palliser's triangle,' the wind-swept semi-desert that once surrounded the city of Lethbridge. In the 1940s, the Ministry of the Interior discovered that the land could be made arable through comprehensive modern irrigation. In this reclamation process, a strong Western identity was forged (Stefanic, 2015, p. 234-5).¹ This Western identity is also part of the Cowboy mythology of westward expansion that characterizes much cinema and fiction that both Canadians and Americans continue to enjoy today. In terms of educational responsibilities in this region, it is worth noting Stegner's own view of the frontier schoolhouse he attended as a boy: he felt abashed that his teacher needed somehow to superimpose "five thousand years of Mediterranean culture and two thousand years of Europe upon the adapted or rediscovered simplicities of a new continent" (Stegner, 2000, p. 24).

In 2014, I was honored to be inducted into the new School of Liberal Education at my University.² This meant that my own pedagogical "superimposition" of Western Humanities traditions, to use Stegner's term, had to be expanded and deepened to suit the shape and direction of an interdisciplinary Liberal Education model. The School of Liberal Education employs a four-fold paradigm that aims to structure professors' pedagogical decisions in terms of increasing students' breadth of knowledge while enabling students to forge cross-disciplinary connections and encouraging civic engagement among the students through the development of critical thinking and the ability to make a coherent argument (School of Liberal Education, 2018). As if my two courses were not content-heavy enough already! Yet I am certain that the courses have 'proved up' by the addition of cross-disciplinary readings in the classic texts of the hard and soft sciences, politics, philosophy, and accompanying lectures and background materials. In consequence, devising flexible selection criteria has been crucial in developing courses that are interdisciplinary in nature yet contain a liberal reclamation, as it were, of 'the best that has been thought and said,' in Mathew Arnold's phrase. The courses also require in principle as in practise the reading of some whole books. However, most of the books are treated

¹ Stefanic explains that his study "rather than a series of complex power relations," does "not offer enough in terms of explaining the political economy or political ecology of dryland agriculture in Palliser's Triangle. In this settlement project, exercised through a culture of scientific knowledge production and consumption, identities were constructed, blame was individualized, and politics was hidden. This dissertation directly identifies a process, rather than a person or policy, as key to understanding dry-land prairie settlement" (p. 234-5).

² I was also at that time a refugee from another Department that had become academically dysfunctional. It was a life-saver. Lot of work though.

abstractly or for the sake of context and a chronology of ideas as the class progresses from full reading to full reading. These courses are not Google or Wikipedia fluff-stuff. Yet no dominant or hierarchical narrative obtains because final decisions regarding weighting of texts is deferred until the second or third week of class. I wait this long to ‘take the temperature’ of the class, and then adjust readings and lectures to suit. This means that I must redo my lectures and syllabi each year, but I find that my practise is more responsive to specific learning needs of the students this way.

For example, let’s say that there happens to be an interest in a class for what might be called a dialectical relationship in the Humanities traditions between East and West. In the general template of the course, I present the millennia-long drift of Western civilization from the homelands of the ancient Greeks and Romans westward across Europe, the Atlantic, North America, to end up right here in this region, this school, this very classroom! Thus, I attempt to make these millennia-long traditions relevant. In *Why Homer Matters: A History* (2014), Adam Nicolson argues that the great epics of Homer (8th Century B.C.), the *Iliad* and the *Odyssey*, carry within them a cultural memory of the earliest Greeks migrating westward. These Hellenic herdsmen (or cowboys) riding out of the vast plains of Central Asia (so like the vast prairies of Western Canada), ultimately encountered amongst the craggy Aegean shores, the “sophisticated, authoritarian and literate cities and palaces of the eastern Mediterranean. Greekness—and eventually Europeanness—emerged from the meeting and melding of those worlds” (p.2). In Book II of the *Odyssey*, Odysseus encounters the prophet Tiresias at the start of his journey to the underworld. Odysseus asks the seer about his future and how he will die. Tiresias tells the hero that after he reclaims his homeland from the suitors, he will have to go forth once more, carrying an oar from his ship, until he comes:

to a race of people who know nothing of the sea,
 whose food is never seasoned with salt, strangers all
 to ships with their crimson prows and long slim oars,
 wings that make ships fly. And here is your sign unmistakable,
 clear, so clear you cannot miss it:
 When another traveler falls in with you and calls
 that weight across your shoulder a fan to winnow grain,
 then plant your bladed, balanced oar in the earth.

Only then, once he has sacrificed to the gods in the Central Asian steppe, “at last your own death will steal upon you... a gentle, painless death, far from the sea” (Homer, 1997, p. 253).

Thus, the cultural motif of the westward drive among the ancient Greeks can be said to be encapsulating an Eastern and originary regression. A similar gesture may be found in the case of Rome’s signature epic, the *Aeneid*. Virgil (70–19 B.C.) was enthusiastic about portraying the Emperor Augustus as a culturally supreme vanguard in his great propagandistic work, the *Aeneid*, an epic that deliberately retold the Homeric texts in Latin. Just as the Punic Wars waged against Carthage defined Rome as a Mediterranean power in historical and economic terms, so in the distant past of the Trojan War and the founding of Rome, as imaginatively recreated by Virgil, it is the heart-wrenching relationship between Aeneas and Dido in Book 4 that galvanized the founding hero’s sense of imperial destiny, at the cost of a Carthagean (Tyrian) curse spoken from the very bones of the spurned Eastern Queen:

And you, my Tyrians,
harry with hatred all his line, his race to come . . .
No love between our peoples, ever—no pacts of peace! . . .
Shore clash with shore, sea against sea and sword
against sword—this is my curse—war between all
our peoples, all their children, endless war! (Virgil, 2006, p. 149)

Augustus wanted a national epic that would sell Rome as the next great cultural flowering in the Mediterranean world after the Greeks. He got what he wanted; indeed, Virgil’s poem continued to explain and celebrate Roman culture well through Late Antiquity, the Middle Ages, the Renaissance, and on down to modern times. When Dante conceived of his monumental Medieval epic, *The Divine Comedy*, it was Virgil who served the Christian pilgrim as his trusted guide through the *Inferno* and *Purgatory*.

Much earlier than Dante, however, in the fifth century A.D., as the Christian Church was on the rise as a ‘universal’ or ‘catholic’ religious faith for all mankind, the Western Roman empire was ebbing—politically—partially in consequence of the sacking of the eternal city in 410 by the Visigoths led by King Alaric. We know from St. Augustine’s *Confessions* (dating probably from about 10 years before the sack of Rome), that as a student in Carthage, he was much enamoured by Greek and Latin literature, especially Virgil and his depiction of the heart-broken Dido, dying for love. This affective gesture of ‘weeping for Dido’ became a staple trope for boys learning

Latin in Medieval classrooms for almost a thousand years (Woods, 2019). Dissatisfied with traditional Roman religion, St. Augustine (354-430 A.D.) originally converted Manicheanism, a syncretistic Near Eastern religion founded by Mani (216-74 A.D.), who was a prophet of the Parthian Empire of ancient Iran. He sought out one Faustus, a Manichean dignitary but was disappointed that Faustus was less well versed in current explanations of reality than the pagan poets and philosophers he was reading as a student (Augustine, 2006, p. 87). Augustine ultimately converted to Christianity, exchanging ‘the Lucky Man’ (as Augustine translated Faustus’s name) for ‘the Good News.’ Thus, in Augustine’s education and his religious devotions, we can see a Near Easterly backward glance. In Augustine’s thought, the tears of the Phoenician Queen and the sweet “visions of absurdity—the wooden horse cargoes with men, Troy in flames, and Creusa herself ghosting by” (p. 17) eventually came to be seen as definitively sinful.

This backward and Easterly glance became sinful, indeed a guilty pleasure in the development of Western culture and civilization. For Charlemagne (742-814 A.D.), the Eastern Greek Catholic Empire at Byzantium was continually a thorn in his side. For political reasons, Charlemagne needed to be certified as Holy Roman Emperor by Pope Leo III in Rome on December 25, 800. This alliance between Charlemagne’s kingdom and the Western church did not, however, invalidate the Byzantine Emperor or Empress, as it was in this case, from asserting herself as the universally recognized Roman Emperor of both East and West. Empress Irene had taken power after blinding her young son and executing a palace coup in 790-92. The Pope in Rome crowned Charlemagne as Holy Roman Emperor ostensibly to make the claim that no woman could rule the Roman Empire, especially not an Empress of the East! Thus, the newly founded Holy Roman Empire in the West, under Charlemagne of the Franks, would never again look back at the Byzantine Empire without suspicion (Norwich, 1988, p. 378). We can see this suspicion and more—a very Western disgust—in the lively texts of Liutprand of Cremona (920-972), a Lombard bishop and diplomat to Byzantium who served King Otto I. Liutprand’s writings are one of the few extant sources for Medieval Europe in the 10th Century. Especially brusque and charming is his “Story of a Mission to the Constantinople of Nicephorus Phocas,” the brilliant military and expansionist Emperor from 963 to 968. Though his enemies in Islam called Nicephorus “the Hammer,” Liutprand saw him as:

...a monstrosity of a man, a pygmy, fat-headed and like a mole as to the smallness of his eyes; disgusting with his short, broad, thick, and half hoary beard; disgraced by a neck an inch long; very bristly through the length and

thickness of his hair; in color an Ethiopian...a fox by nature, in perjury, and lying a Ulysses.

He then addresses his Western patrons: “Always my lords and august emperors you seemed to me shapely, how much more shapely after this!” (Halsall, 1996, p. 442). And a little later he mocks the Emperor by imagining the songs sung to Nicephorus in adulation as he enters the great church of Hagia Sophia—in these terms:

...you burnt-out coal, you fool; old woman in your walk, wood-devil in your look; you peasant, you frequenter of foul places, you goatfoot, you horn-head, you double-limbed one; bristly, unruly, countrified, barbarian, harsh, hairy, a rebel, a Cappadocian! (p. 446-447)

Over the centuries, this Medieval disgust with the East returned to the status of a former Virgilian fascination with opulence and sensuality. No better example of this exoticism in Western attitudes to the East can probably be found than the West-Eastern Divan by Johann Wolfgang von Goethe (1749-1832). Teaching Humanities traditions over the years, I have often relied on the indefatigable critic Harold Bloom, in particular his *The Western Canon: The Books and School of the Ages*. I have found Bloom’s pithiness useful in the preparation of lectures and outlines for discussions on authors such as Virgil or Shakespeare. But Bloom seems to me to be prematurely elegiac regarding the fate of Western Humanities traditions in general, and amusingly nonplused when he writes about Goethe. Bloom accedes to the tradition in which Goethe is the “perfecter and final representative of the literary culture that goes from Homer through Virgil to Dante and that achieved later sublimity in Shakespeare, Cervantes, Milton, and Racine” (1994, p. 207). But he recoils from what he calls the “daemonic force” of Goethe’s genius. For Bloom, this preternatural force demands that Western culture at its peak of development may go no further, that—in the words of two of Goethe’s aphorisms—

“Only by making the riches of the others our own do we bring anything great into being,” and

“What can we in fact call our own except the energy, the force, the will!”

Goethe’s Faust, the archetypal Romantic hero, finds consolation (after many trials of desire and futility) in the symbolism of “reclamation of arable land from the sea;” this Dutch achievement of strenuous, purposeful work is what “Goethe holds up as the supreme accomplishment of Western civilization.” Yet it is not with this ferociously Western or European aggression that the great epic drama ends. Rather, Faust, Part 2 concludes with a celebration of a Western *Weltanschauung* conceived entirely as a womanly spirit who makes the meaning of everything

perceptible to all humanity through a luminous “Eternal Feminine” who “Draws us on high” (Goethe, 1994, p. 238). It is this archetypal spirit, and the young dancer and actress Marianne von Willemer who loved him in his later years, that Goethe later celebrates in the West-Eastern Divan, published in 1819, the poet’s last substantial work before his death.

Some today regard the postmodernism of Edward Said’s *Orientalism* (1978) as a tad precious if not an out-dated conspiracy-theory.³ However, his comments on the West-Eastern Divan are still notable. Said focuses on the lyric “Hegire,” which initiates the poem collection or ‘divan’ and the trope of a dialectic between two culturally representative poets (the German Goethe and the Persian Hafiz).

I’ll in baths and taverns, too,
 Holy Hafiz, think of you
 If my Lovely lift her veil,
 Fragrant hair shake, amber-pale:
 Poet’s lyric whispered loves
 Heat with sweet the houri-doves. (Goethe, 2010, p. 2)

Said points out that in the context of a Romantic idea of restorative reclamation, the Westerner always returns to the East in a state of “release, and original opportunity... seeing it as completion and confirmation of everything one had imagined” (p. 167). Works like the West-Eastern Divan and others represented a kind of academic pilgrimage to the Orient in the 19th Century, with its poetry, its atmosphere, its possibilities “represented by poets like Hafiz—unbegrenzt, boundless, Goethe said, older and younger than we Europeans... whose learned work translated barbarous splendour into usable information for the sublimely talented poet.” Said concluded that “Every major work belonging to a genuine if not always to an academic Orientalism took its form, style, and intention from the idea of pilgrimage there” (p. 168). Certainly, this much is true; but there is also the planting of Odysseus’s oar in this motif, a peaceful death far from Western “Heroes of the olden day,” far from Western aggression and

³ “European culture gained in strength and identity by setting itself off against the Orient” (p.3), within a dichotomy of rationality and irrationality, etc. My problem here is that the same obtains if you simply reverse the terms of West and East. It is not an argument, rather just a toy, which might be said of much postmodernist thinking. For a more contemporary view, see Hodkinson, J., et al, 2013, p. 70.

strife, which is precisely how the West-Eastern Divan ends, in a quiet lyric entitled simply “Good Night” (p. 166).

Conclusion

It is not within the scope of this short paper to follow the thread of this theme into the heights and defiles of later 19th Century, modern and contemporary works. But worthy of brief mention are the much under-rated historical novel *Salamambo* (1862) by Gustave Flaubert and the ferocious meditation on Westward expansion across America by Cormac McCarthy, entitled *Blood Meridian: Or the Evening Redness in the West*, published in 1985. Here one could mention also W. B. Yeats’s *Byzantium* poems, wherein the East represents “an imagined land where unity of being has permeated an entire culture” (Bradford, p. 110), and the wan irony of the closing lines of T. S. Eliot’s *The Waste Land*,

These fragments I have shored against my ruins

Why then lie fit you. Hieronymo’s mad againe.

Datta. Dayadhvam. Damyata.

Shantih shantih shantih (Eliot, 2001, p. 20)

It might be worth discussing why it is that the image of Tiresias granting the hero fore-knowledge of an Eastern and peaceful death in Book 11 of the *Odyssey* fails to emerge in either James Joyce’s modernist *Ulysses* or Derek Walcott’s postcolonial *Omeros*. Interestingly, Flaubert’s *Salamambo* and Goethe’s *Divan* are both enjoying a degree of popular cultural reclamation today by way of films, the West-Eastern Divan Orchestra under Daniel Barenboim, and the graphic novels of Philippe Druillet.

Finally, when I teach this section in my courses on the Humanities traditions, my initial selection criteria is based first off on a ‘reading’ of the class and their individual interests. This starting point might lead me to sum up in this case by suggesting that Flaubert’s *Salamambo*, Princess of Carthage, is a modern or anti-Romantic version of Virgil’s Dido or Goethe’s Suleika (Marianne von Willemer appears in the *Divan* under that name). McCarthy’s terrifying Judge Holden seems to be a representation of a despotic war-god of savage conquest and plunder. Kalmar (2013) has argued that just such an “intuited and repressed” Obscene Father as Judge Holden lies at the heart of Western attitudes towards the East (p. 12). On this view, *Salamambo* and the Judge are complimentary figures or obscene ‘world parents’ operative behind a recurring East-West problematic: *Salamambo* the preternaturally voluptuous priestess of Tanith or Astarte, and the

Judge her dark consort. The longitude between passion and horror, death and desire, is nothing at all, according to the Judge:

If God meant to interfere in the degeneracy of mankind would he not have done so by now?...[I]n the affairs of men there is no waning and the noon of his expression signals the onset of night. His spirit is exhausted at the peak of its achievement. His meridian is at once his darkening and the evening of his day. (McCarthy, 1992, p.153).

In an online interview, Bloom explained to AV Club why he had enrolled *Blood Meridian* into his canon of ‘the books and school of the ages.’ When the interviewer prodded him about the politicization of teaching and the academy in general, he exploded: “I stand against it like Jeremiah prophesying in Jerusalem. It has destroyed most of university culture. The teaching of high literature now hardly exists in the United States. The academy is in ruins, and they’ve destroyed themselves” (Bloom, 2009). Another Jeremiah in this vein would be Daisy Christodoulou in England, referenced earlier in this paper, or the American E. D. Hirsch who has argued for decades that the “so-called ‘untraditional,’ or ‘modern,’ mode of education so dominant in our schools has coincided with the decline of academic competencies among our students” (1999, p. 9). Hirsch argued further that:

If shared background knowledge is necessary for full participation in the larger national society, the same reasoning must also hold for full participation in a smaller group, and most especially that of the classroom itself. If shared knowledge is needed among citizens to understand newspapers as well as one another, then, by the same reasoning, shared knowledge is also need among class members to understand the teacher and one another. (p. 14)

Based on my experience and evolving practise over many years in a small Liberal Education School in Southern Alberta, Canada, I am inclined to agree with ‘post-post-modernist’ voices in education such as Bloom, Hirsch, and Christodoulou. I have found that my own pedagogy has been more effective in the classroom when working with more content, not less.

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MIKE KENNY'S "BOY WITH A SUITCASE" (KAPPA THEATER): THE BURDEN OF MEMORY AND THE LUGGAGE OF HOPE

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ABSTRACT

The effort to decode a theatrical event, presented through the complexity of its means of expression, the collective responsibility concerning production and reception, as well as its non-existent endurance, provides an inexhaustible source to researchers in the field of Theatre for Young Spectators. We aim to present how the values and the ideological/timeless/universal messages of this particular play may be transformed into theatrical speech with the employment of independent and/or combined use and function of theatre codes. We will attempt to indicate how theatre codes may act as communication channels for the transportation of messages, values, icons and attitudes to a young spectators' audience. We focus on the question as to how timely issues such as Identify and Otherness, Indigenous and Foreign, as well as their convergence in the common place and time of human experience and memory are approached by the directors' choices and stage practice. The ideological background and the social/political value system of the play is to be examined in connection with the aesthetic line, the mise en scène, the use of techniques (shadow theatre, dramatic narrative, alienation), rhythm, interaction, physical motion, acting, and the artistic frame of the performance. The method decided was that of Fieldwork, based on overall inspection/viewing, within the frame of the specific place/time of the performance. The presence of a researcher in the place and time of the event, allowed direct contact with all the contributing artists and spectators (before/after the performance) for the collection of information, the formation of a conclusion, the evaluation of the impact of the performance on the spectators and the study of the technical details used.

The elements of figurative analysis, as well as fieldwork research data, enabled us to collect the necessary material for the extension of the study, whose main characteristic was the examination of the performance based on observation and evidence. Sources of information, such as interviews with the participating artists programs, advertisements, press releases, photographs, trailers, posts, videos, allowed us to recompose all the above. This constitutes part of an extensive research on the mechanisms of mnemonic recording of the performance, the realization of the obvious or latent elements that affect the conscience of Primary Education spectators and the way these mechanisms record on it the data of the performance via its psycho/mental/biological functions.

INNOVATE THE TUTORING SERVICES' INSTRUCTIONAL DESIGN TO COUNTERACT UNDERGRADUATE STUDENTS' EDUCATIONAL FAILURE: THE CASE OF THE DEPARTMENT OF EDUCATION OF ROMA TRE UNIVERSITY

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ABSTRACT

Counteracting the educational failure of universities is a major challenge, and tutoring is one of the variables which educational research investigates. (Topping, 1996; Falchikov & Blythman, 2001; Da Re, 2017). In order to promote a positive continuation of studies and to counteract dropout and delay in achievement of a degree, an effective strategy is to support students in their studies with personalized and interactive educational process, providing them with support both on the educational and emotional-motivational levels. (Felice, 2005; Álvarez & González, 2008).

The paper focuses on the results of research carried out at Roma Tre University (Department of Education). The research analyzed the academic careers of three cohorts of students, identified as insufficient on the access test, who then attended "S.Tu.Di OFA" tutoring service. The main objective of the research was to examine in depth how "S.Tu.Di OFA" could be effective in the innovation of instructional design. The objective was to reduce undergraduate students' educational failure.

¹ The authors shared the drafting of the article in all its parts.

In particular, M. Burgalassi wrote § 1, A. Giuliani wrote § 2, A.L. Morini wrote § 3 and G. Moretti wrote § 4.

Both qualitative and quantitative tools were used. Data analysis highlighted the effectiveness of the tutoring actions proposed for students with initial difficulties in studying. Also, the reflections advanced by tutors and students confirmed the importance of continuing to strengthen the university's offering of formative tutoring.

Keywords: Active didactic, Educational failure, Instructional design, Tutoring, University

Introduction

A large quantity of educational research highlights tutoring as an effective strategy to support students of all types and levels of education and to counter educational failure (Topping, 1996; Falchikov & Blythman, 2001). The phenomena of dropout and of delay in obtaining qualifications, which increasingly affect universities, have led us to reflect also in Italy on the effectiveness of the practice of tutoring in the academic field (Pedicchio & Fontana, 2000; Lucangeli et al., 2009; Da Re, 2017).

The Italian university system is among those currently experiencing a difficult moment. Although the most recent official documents indicate a slight decrease in the extent of the phenomena of abandonment and delay in obtaining degrees, on the other hand several scientific studies indicate the need to investigate possible causes and propose strategies of containment (Schizzerotto & Denti, 2005; Burgalassi et al., 2017; AlmaLaurea, 2018; ANVUR, 2018). Supporting students in their studies with personalized and interactive educational itineraries, and providing them with support both on educational and emotional-motivational levels, seems to be an effective strategy in this regard in promoting an affirmative continuation of studies and counteracting abandonment and delays in achieving academic credentials (Felice, 2005; Torre, 2006; Álvarez & González, 2008; Magnoler, 2017).

Designing study itineraries aimed at encouraging student educational success implies different commitments and responsibilities for those involved in education. In preparing tutoring services that support and accompany incoming students, both up-to-date and behind in their studies, for example, it is essential to pay close attention to the organizational and didactic planning that is intrinsic in them.

In the same way that it is important to requalify and innovate university teaching, it is equally important to reflect on the teaching methodology that can be useful in tutoring services to counter student educational failure (Gordon, 2009; Galliani, 2011; Giuliani et al., 2015; Felisatti & Serbati, 2018). Engaging with students in potential situations of difficulty, in fact, it is more than ever important for tutors to have adequate skills to accompany students in their recovery process. The training of tutors, the continuous updating of the practices involved and

comparison with experts and students, in this regard, are crucial in guaranteeing over the years an annual re-engineering aimed at improvement.

This study presents the case of the "S. Tu.Di OFA Tutoring Service", employed in the Department of Education of the Roma Tre University. The Service is aimed at university students who start Degree Courses (DC) with Additional Educational Obligations (OFA), that is to say that they get an insufficient score in the admission test and must perform supplementary remedial activity during the first year of the course.

Among the reasons why "OFA Tutoring Service" has seemed to be a privileged area in which to investigate the effectiveness of certain techniques to support students and counteract education failure is the fact that its design is based on tutorial actions managed by experts but which enhance the relationship between peers. The tutors of "S. Tu.Di OFA Tutoring Service" are senior students who, selected according to their skills, plan activities together with the Coordinator for the students both in class and online. Face-to-face meetings allow for the establishment of a positive interpersonal relationship with the students, allowing them to familiarize with and assimilate the lessons in a dialogical and interactive way. In the online environment it is possible to find in-depth material, self-assessment activities following which personalized feedback is provided, chatrooms and forums for synchronous and asynchronous communication.

Effective teaching planning within the tutoring services should make it possible, in promoting the development of skills, to accommodate the insufficiencies of students, transforming them into opportunities for learning and maturity. Moreover, the more relaxed periods that the planning activities of the Service can make use of compared to the normal teaching activity of the degree courses increase the possibility of establishing a more confidential relationship with the students and involving them in long-term laboratory activities.

The identification of the teaching techniques to be used, of course, is strictly connected to the needs of the students to which they are addressed and to the objectives to be reached. In this sense, it is important to remember that strategies do not necessarily have the same effectiveness in different settings, so it is important to consolidate an educational-evaluative culture that adapts flexibly to the various needs (Baldacci, 2004; Lea & Nicoll, 2013; Lucisano et al., 2013; Domenici, 2017). Over the years, for example, the design of the "S. Tu.Di OFA Tutoring

Service” service has also been monitored and improved, and this will be discussed in the following paragraphs.

The experiences that students incur in the course of their studies, including those in tutoring services, are crucial due to the influence they may have on the decision to abandon studies, on the persistence of the commitment dedicated and on more general educational success (Berger, 2002; Belloc et al., 2011; Moretti et al., 2017). We should reflect and work, therefore, on itineraries aimed at promoting the development of features such as self-regulation, motivation, engagement, thoughtfulness and critical spirit (Moé & De Beni, 2000; Pintrich & Zusho, 2002; Dinsomore et al., 2008; Brophy, 2013). Such a commitment cannot be separated from the continuous updating of those who work and plan in the educational field and, above all, from the knowledge and diffusion of techniques used to detect the nature of the variables that need to be strengthened in students.

Counteracting educational failure is a major challenge for universities, but to do so it is essential to consider deploying all the protagonists involved in the training courses. In addition to the tutoring services, therefore, to truly involve the students it is important to listen to their input to understand their point of view of their study experience and, with a view to continuously improve the educational offer, to take decisions on actions that will involve them as subjects in learning. Paying attention to these processes of educational itineraries can support both individual students and the university system as a whole.

2. Methodology

This paper presents the results of longitudinal research developed at the Department of Education at the Roma Tre University.

The main objective of the research was to identify educational techniques useful in countering the educational failure of university students who access a DC with OFA, and to verify their effectiveness.

In the Italian university system, it should be noted, the Ministerial Decree 270/2004 (art.6, Ministry of Education, Universities and Research (MIUR) defines the OFA as “Additional

Educational Obligations" to be assigned to the students who have scored an insufficient grade in the admission test. Those who have OFA are required to carry out supplementary and recovery activities in order to recuperate the "inadequacy" within the first year of the course. The didactic planning of the "S.Tu.Di OFA" tutoring service involved in the research is specifically dedicated to the students with OFA and designs teaching activities in the classroom and online.

The research work was carried out on three classes of students enrolled in DCs of the Department of Education at the Roma Tre University. The students involved in the analyses are those who in the years 2013, 2016 and 2017 have enrolled in DCs requiring OFA and have availed themselves of the activities proposed by the " S.Tu.Di OFA" tutoring service. Each of the classes of students whose academic career was analysed was supported by the same tutoring service but with different strategies. In fact, over the years, the didactic planning of " S.Tu.Di OFA" has been enriched with techniques aimed at progressively enhancing the interaction, dialogue and expression of critical judgment. The focus of the Service, therefore, has been concentrated on the importance of encouraging the active participation of the students with OFA as regards the proposed activities. To this end, the coordination between the head of the Service and the senior tutors was crucial, and they consciously collaborated in the development of didactic methods to be subjected to scrutiny and analysis with a view to future annual upgrades.

The research involved a first phase in which a retrospective analysis was performed on the didactic planning of the "S.Tu.Di OFA" Service of the academic years 2013 and 2016. To this end, various documents were consulted, including the guidelines of the annual planning, the minutes of the coordination meetings between tutors and the meetings with the students and the final report of the activities carried out during the academic year.

The second phase of the research foresaw direct inclusion in the didactic planning of the academic year 2017. Based on the research objectives, the activities of the previous years were implemented with some innovations aimed at involving students even more in both individual and small group activities. The plan therefore envisaged: dialogue and interactive lessons, activities in small groups, written answers to critical reflection presentations, study of theoretical materials and on-line research, self-evaluation tests (following which personalized feedback was provided), replies to questionnaires and interviews with subsequent delivery of the results and discussion thereof and participation in the final follow-up together with tutors and researchers.

The research also provided support for the "S.Tu.Di OFA" tutors, for whom specific training and update meetings were planned, with the aim of encouraging greater sustainability in the integration phase of the teaching techniques in the day-to-day activities of the Service.

In the final phase of the research, in order to increase the involvement of student tutors and students with OFA and give a real voice to the subjects involved in the Service, a follow-up phase was scheduled in which everyone was able to express their point of view on the strategies in use and the effectiveness of the teaching techniques proposed in the academic year 2017.

Qualitative and quantitative tools were used for data collection. In particular, various questionnaires, a semi-structured test and a written interview were used with students and tutors in 2017. To monitor the actions proposed in the three academic years subject to analysis, on the other hand, observation grids, a logbook and online reporting systems were used.

The semistructured test administered to the class of 2017 at the end of the annual course was essential to verify the attainment of the OFA and, above all, to understand who in addition to having participated in the recovery activities had also completed the path by sitting the final test. As well as the didactic planning, the OFA fulfillment test also included an integration with two additional sections compared to previous years. The first section required a response to a semistructured question aimed at detecting the ability to resolve problematic situations by formulating hypotheses and deliberating their choices. The second section contained two questions for critical reflection on the course. By analyzing the answers provided in this last section, key words have been identified that will be discussed in the paragraph dedicated to the results of the research.

One of the questionnaires used the Motivated Strategies for Learning Questionnaire (MSLQ - Pintrich et al., 1991), translated and adapted to the Italian context. The tool was useful to detect incoming and outgoing data on relevant aspects of the OFA student profile (Self-effectiveness and intrinsic motivation, Self-regulation in study, Approach to profound and critical study, Willingness to collaborate with peers, Thoughtfulness).

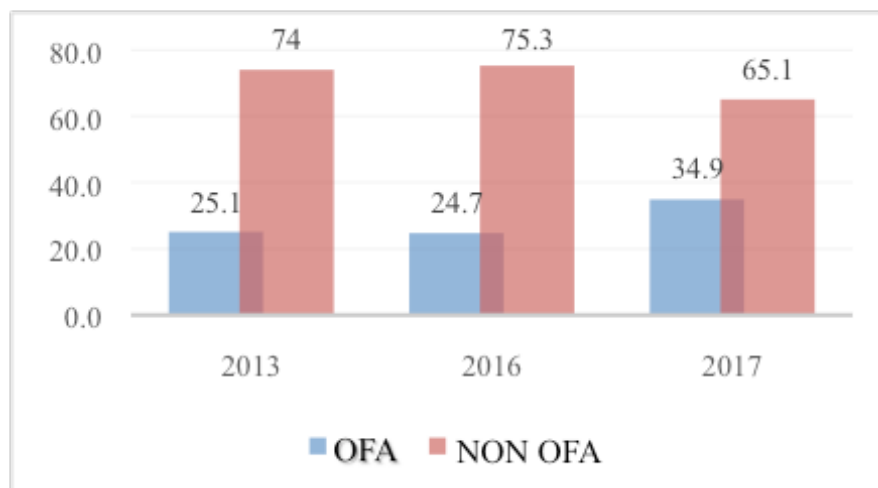
In the following paragraph the main results of the research are presented and an overall interpretation of the data collected is provided. The collected data have been processed and analyzed with dedicated software.

3. Main results

In the research, in order to carry out a study that was longitudinal, three classes of students were taken into consideration. The academic years examined are 2013, 2016 and 2017.

For a first analysis, we wanted to check the percentage of students showing initial short-comings who entered the university over the years. Considering the results obtained by the students in the entrance test, it emerges that the students who need support in the recovery path are on the increase, not having obtained a sufficient grade in the test.

As shown in Graph 1, in fact, in 2013 25.1% of the students did not pass the test, while in 2017 they were 34.9%. Students with difficulties are therefore assigned what are defined Additional Educational Obligations - OFA.



Graph 1 Results of the entry test for the classes of years 2013, 2016 e 2017. A distinction has been made between students with and without OFA.

These data once again suggest the importance of reflecting on the techniques that Universities should use to help counter the difficulties that students may encounter in their studies, not

having shown the transversal skills deemed indispensable to successfully confront their academic career.

Upon analyzing more deeply the profile of the students compared, those with OFA and those without, it emerges that in the number of university credits gained, in the number of exams passed and in the average grade of examinations, students with OFA always get a lower result compared to their peers (Table 1).

	2013		2016		2017	
	OFA	NON OFA	OFA	NON OFA	OFA	NON OFA
Average ECTS	117,5	121,8	55,8	60,8	9,9	11,9
Average # exams	15,3	15,8	6,9	7,6	1,4	1,6
Average exam grades	25,3	25,4	23,9	25,1	18	20,3

Table 1: Average ECTS, average number of exams and average exam grades for the years 2013, 2016 e 2017, distinguishing between students with and without OFA.

These data confirm that those with initial insufficiencies show difficulties during their studies. The research wanted to investigate the effectiveness of the actions proposed by the “S.Tu.Di OFA” tutoring service.

The students with OFA were contacted and involved in recovery and support activities designed by the “S.Tu.Di OFA” tutoring service. They took part in face-to-face meetings and used study materials and self-assessment on the online platform.

From the analysis of the data it was possible to establish that those who actively participated in the activities successfully managed to fulfill the OFA by the end of the first year of the course. By comparing the profile of these students with those who had not yet fulfilled the Additional Educational Obligations, it emerges that the tutoring actions implemented were effective. The average of university credits gained, the number of examinations taken and the exam grade are higher for students who fulfilled the OFA than for those who did not complete them (Table 2).

	2013		2016		2017	
	fulfilled	unfulfilled	fulfilled	unfulfilled	fulfilled	unfulfilled
Average # ECTS	124,2	100,8	57,8	40,9	12,1	5,8
Average # exams	16,2	13,2	7,2	5,1	1,7	0,8
Average grade	25,3	20,8	24,4	19,9	21,7	11,1

Table 2: Students with OFA, who fulfilled and did not fulfill their obligations, by average number of ECTS, average number of exams and average grades

These data make us reflect on how support provided to students entering a university course can produce effects in the immediate and medium-to-long term. By supporting incoming students who present situations of potential difficulty in terms of learning and transversal skills, therefore, the planned interventions of the Services may constitute effective didactic techniques.

In the period from the academic year 2013/14 to the academic year 2016/17 the “S.Tu.Di OFA” tutoring service implemented its own design with additional face-to-face meetings, overseen by both teachers and senior tutors, aimed at involving students in workshop activities on the specific areas covered by the OFA. The areas of competence covered by the entrance exam are “Reading comprehension”, “Reading and analysis of graphs and tables”, “Deductive analysis and problem situations”. It is therefore on the development and strengthening of these that the “S.Tu.Di OFA” Service focuses its support plan for students who must fulfill OFA.

Of the 845 total registrations for 2016/17 courses, 209 were tasked with OFA. Of these, 33.3% abandoned their studies during the first year of the course (the rate of dropout for students who did not have OFA was on the other hand 21.8%) but observing the sub-section of students with OFA who fulfilled their obligation, the figure drops to 14.1%. Although the dropout phenomenon persists, the actions of the “S.Tu.Di OFA” tutoring service seem to have been effective in favouring a favorable continuation of their studies.

In the academic year 2017/18 the “S.Tu.Di OFA” tutoring service has enriched its planning with ad hoc interventions aimed at enhancing the students’ ability to study, collaborate and communicate, based also on the theoretical and methodological contribution provided by the present research. The tutors were trained in a systematic fashion so that they could plan workshop meetings with the students autonomously, to be merged in an integrated way with the

usual dialogue and interactive lessons coordinated by the teachers and with the online self-assessment activities inclusive of personalized feedback. The students were given questionnaires aimed at identifying opinions, study strategies and study motivation.

During the OFA final examination the students were asked to answer a particular question that asked them to reflect on and identify one or more elements that they felt were effective in supporting them in the development and consolidation of the skills targeted by the OFA. The answers gathered allowed us to reflect, among other things, on the level of awareness of the students on the path in which they had taken part.

From the students' point of view, as illustrated in the final questionnaire, the presence of personalized feedback and the possibility of working closely with tutors and classmates were two of the most effective teaching devices of the Service. In their opinion, in fact, the ability to understand the reasons for the accuracy or otherwise of the answers provided in the self-assessment tests online and the opportunity to participate in "peer workshops" coordinated by the tutors were crucial for their initial introduction into the university world and for the acquisition of a thorough and critical study methodology.

In structuring the answer, the students were also asked to speak of the way in which they themselves were supported by the tutoring actions of the Service, and to reflect on the functionality that the three areas of competence of the OFA might have in the academic path of university students.

While analyzing the answers provided in this last section some key words have been identified.

Table 3 illustrates the most-used words.

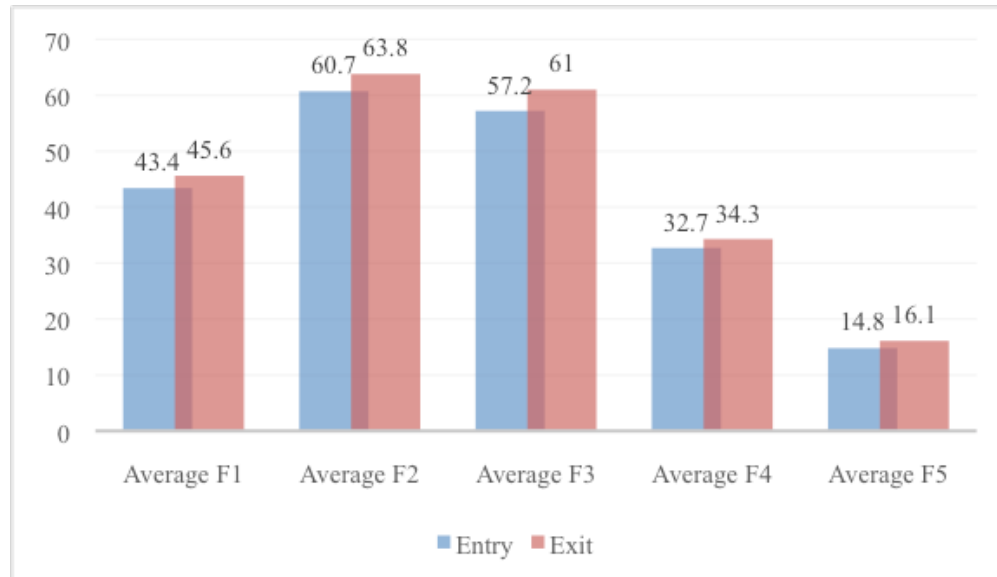
Keywords	Number of times used
Support	166
Growth	84
Transferability of competences	55
Awareness	53
Online environment	41
Opportunity	36
Study strategies	28
Personalised feedback	26
Tutor availability	26
Positioning	26
Security	18

Table 3: Keywords identified by students to describe the tutoring path offered by the “S.Tu.Di OFA” Tutoring Service

Among the key words identified, the ones that seem most significant and which most closely reflect the integrations proposed in the service are: Awareness (53), which was intended to be implemented through the introduction of the MSLQ questionnaire, Study strategies (28), promoted through the questionnaire and developed both through the small-group activities and through the activities proposed online, Personalized feedback (26) that is provided to students with self-assessment tests online and which is one of the most effective techniques to re-position the learning path and improve student results. It is important to point out the presence of words such as Tutor availability (26), Positioning (26) and Security (18) that highlight the emotional-motivational aspects that have been encouraged, above all, by insisting on further in-depth training of tutors.

Furthermore, the delivery of the *Motivated Strategies for Learning Questionnaire* at entry and upon termination of the OFA recovery path permitted the verification of the increased competence of the students in relation to areas essential for the development of a path of quality

study. The questionnaire collected data on the following factors: “Self-effectiveness and intrinsic motivation” (F1), “Self-regulation in study” (F2), “Approach to profound and critical study” (F3), “Willingness to collaborate with peers” (F4), “Thoughtfulness” (F5). For each of the categories, comparing the data collected before the start of the OFA recovery path and at the end of the OFA test, the students obtained higher scores than at entry. Graph 2 shows the average values calculated for the two surveys.



Graph 2: Average MSQ entry-exit scores (student class 2017)

The “S.Tu.Di OFA” Service tutors of the 2017/18 academic year were also involved in the research. They were trained to develop effective design and action strategies for students, in line with the research objectives. At the end of the OFA path, a review phase was also foreseen with them, and in particular 6 senior tutors were involved who were given a structured interview. From their responses emerged the sense of responsibility and awareness they had acquired over the years regarding their functions as OFA tutors. What they highlight as important for enhancing the effectiveness of support for students with OFA is “providing support by working towards an inclusive perspective”, enhancing a “peer information exchange” and “not leaving students feeling alone”. An interesting aspect is the transferability of competencies and the attitude towards study developed within the OFA path. From the interview conducted with I.G. it emerges that “the S.Tu.Di OFA Service contributes to improving the quality of the training offer

of the Department because it permits deepening and completing learning areas essential to facing degree courses" while C.M. reports how "the individualized paths make it possible to work more effectively on the insufficiencies and anxieties of each individual student, who will then have to pursue his/her course of study independently".

The observations of the students, those of the tutors and the data recorded diachronically in the three classes involved in the research allow us to state that the OFA tutoring service and the teaching devices integrated in its didactic planning seem to be effective in supporting students with OFA in their insertion path in an academic context and towards further study.

4. Conclusion

The results of the research carried out on the three classes of students who used the "S.Tu.Di OFA" didactic tutoring service have shown how the innovation of the didactic design has proved to be effective in helping to counter the university students' educational insufficiencies.

The project actions and the devices used to allow students to develop their skills and their study strategies, have partly curtailed university drop-out and have improved the university career of the students who had difficulty upon entering.

In fact, considering the data on the academic career of the students who fulfilled their OFA - graduation, number of examinations and ECTS and average grade – it has become clear how the design of the service over the years has been able to effectively counter certain risk factors that may lead students to abandon their studies. Those who complete the path of recovery of OFA obtain better results in their academic career than those who, with the same initial insufficiencies, do not complete the activities suggested by the tutoring service.

Tutoring has been confirmed as a very important practice, also at university level, to support the students' education path and to steer them towards success in their studies, making the most of the "being amongst peers" aspect.

Analyzing the data, it was particularly important to design actions that could be effective both on an educational level and on an emotional-motivational level. In particular, the introduction of valid and reliable tools, as is the case of the MSLQ, allowed to further work on the development

of certain strategic aspects. Measuring the differences between the entry and exit scores showed that the didactic support offered by the Service led to an increase in the factor called "Approach to profound and critical study" (F₃), which for the students involved in the research increased by an average of 3.8 points. In this context, the continuous training of tutors is essential to introduce innovations and, consequently, is one of the keys to improving the quality of the service.

Another element that has emerged as a strong point is the active involvement of students and the triangulation of points of view to gather evidence with the finality of taking decisions. The request made to the students to reflect from a critical standpoint on their course, not only allows them to develop greater awareness, but contributes to making them protagonists in their education and places them at the centre of the university system.

According to the data collected by the Department of Education from 2013 to date, students arriving at the University with initial insufficiencies appear to be increasing. Research should therefore continue to reflect on the techniques needed to strengthen the university teaching offer and universities should be able to use the scientific evidence to progressively improve the tutoring functions aimed at students.

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THE IMPACT OF BOKO HARAM INSURGENCY ON EDUCATION IN NORTHEASTERN NIGERIA¹

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ABSTRACT

A home grown insurgent movement emerged in northeastern Region of Nigeria, which the Nigerian people initially referred to as the Nigerian Taliban. It was later renamed as Boko Haram (Secular education is forbidden) and was initiated and led by Muhammad Yusuf, a young charismatic but fiery Islamic cleric of the Salafist ideological leaning, based in Maiduguri, Borno State. The movement emerged under a democratic era after a long period of disgruntled military rule in the country. It was out to enforce its brand of a purer form of Islam in a country whose federal constitution has declared secularity as the guiding principle for the federation. The movement has declared its rejection of formal Secular education and this was to become the fault line of the insurgency. But when the leader was killed in police custody, the movement went wild and graduated into becoming a terrorist organization to the extent that the Institute for Economics and Peace in its 2015 Global Terrorism Index has ranked Boko Haram as the world's deadliest terrorist group. Not only that Boko Haram had terrorized urban and rural communities, its deliberate attacks on schools and the abduction of school girls as war booty and sex slaves, as well as making schools their military camps and bases have stopped schooling, these combined to have 'killed' education in the affected areas in the part of Nigeria where secular education was lagging far behind. This paper researches the impact of the Boko Haram insurgency on education

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in Nigeria's northeast Region with a view to ascertaining the level of destruction Boko Haram terrorism has on education and what policy recommendations needed to be proffered to solving the challenges.

Keywords: Boko Haram, Insurgency, Terrorism, Borno State, Northeastern Nigeria

Introduction

The encounter between the British colonial conquerors and Muslim rulers in Northern Nigeria at the tail end of the 19th and beginning of the 20th centuries were such that created suspicion and later antipathy. Though the British succeeded in the military conquest, acceptance of Western values, which came with colonialism, was treated with much disdain, particularly Western or secular education. In most parts of the Emirates, though the Emirs were receptive with colonialism when their positions were guaranteed and the British were prepared to rule through the instrumentalities of the Emirs or local rulers in what became known as Indirect Rule, the larger populace remained suspicious or even defiant in agreeing to send their children and wards to western schools, which were labeled 'Boko' or fake. The basis for this defiance or even complete distrust of the British or western type of education was not only because of the long entrenched values embedded in Islamic schools, which the western schools were regarded as distraction, but that the colonialists were perceived to be unwarranted intruders, coming towards the end of time to misled the Muslim faithful astray and away from the path pleasing to God the creator of the earth and what it all contains therein. The principal argument, especially when juxtaposed with the traditions about the Mahdi coming at the end of time was such that secular education was considered as unnecessary, distractive, and destructive and a path leading Muslims astray.

Though the mistrust was largely relaxed especially when the British combined and run western and Islamic education concurrently and employed respected Islamic scholars into the school system, the gradual placement of graduates of western schools into the scheme of colonialism and the improved living condition they were to live in motivated large scale enrollment and acceptance of secular education. This does not mean that people in some rural or remote areas of northern Nigeria who have not come to mingle with urban populace and to appreciate the change that came with it have relaxed their mistrust. In particular, majority of people who felt deprived by government, especially after political independence, even in the urban areas, easily associated their miserable lives to the behaviours and attitude of the rulers, the bureaucrats, the civil servants and all those who lived a life associated with earning sustenance through acquiring secular education as a qualification. This was the situation when in the 1980s the Maitatsine ideology was built upon, which was the first religious-inclined movement that defied and confronted the Nigerian state that resulted in bloody encounters with its followers and which the

indigenous insurgent Boko Haram was to later pick in the 21st century in its anti-state and anti-secular education campaigns as a launching pad towards the establishment of a 'pure' Islamic state in a multi-religious, multi-cultural and constitutionally sanctioned secular state Nigeria is.

This paper discusses Boko Haram's attitude towards secular education and the attacks it carried out targeted mainly but not exclusively at secular schools and then the impacts of the insurgency arising from such attitudes and attacks on western/secular education. And when we talk of the impact of Boko Haram on education in Nigeria's northeast or Borno State, we are referring to a situation where an entire generation of children is being robbed of their right to education, which is an essential ingredient for their future and for the development of the northeast region, which for years has lagged behind other parts of the country.

The Ulama and Secular Education during the Colonial Period

By the tail end of the 19th century, the development in Europe, in the form of technological, economic and political changes have arrogated to Europe a sense of cultural superiority, leading to imperialism, and later colonial interest to conquer and dominate colonies in Africa, beyond Asia and the Middle East. This was to encounter painstaking resistance, first by African political class in control of states and Kingdoms, and second by militant Islamist who viewed European interference as unwelcomed and unnecessary, but particularly a sign to an end of time that they must be confronted and Islam and Muslim territories be fiercely defended. Before then, Muslims in northern Nigeria were aware of European activities as it affected the Muslim world as in Iran, the Ottoman Empire, Muslim parts of larger India, Indonesia, Morocco, Egypt and the Sudan had their nasty encounters with European interloper in the form of colonial conquest and institutionalization of colonial rule.

In northern Nigeria, relations between the Sokoto Caliphate and the European trading companies, the precursors to colonial conquest, was at a point suspicious and to some extent reciprocal. But when the trading companies began to lay claim to some political rights, the relation changed to defiance, the end result, which led to the military conquests of the dominant coastal emirates of the Sokoto Caliphate, namely Bida and Ilorin. The entreaties Col Fredrick Lugard, the proclaimed Governor General of the Northern Protectorate had with the Sultan of Sokoto in the late 1890s, when the latter replied Lugard that 'between us and you is nothing

except war' (Adeleye, 1971), was a pointer that Caliphate wouldn't surrender to the British in the manner it wanted without war. For this, Lugard put it pointedly that the colonial forces would not make omelet without breaking the egg to mean that diplomacy with Sokoto was a failure and military conquest inevitable. When the egg was eventually broken, the Caliphate had to fall to the superior British forces and the foundation for colonial rule was laid.

Though the political class in the Caliphate and the colonial regime later reconciled their implacability when the former through the Indirect Rule system, were placated into conformity, if not complacency, when their interests were bound up with the colonial administration, the Ulama largely remained adamant and defiant. This partly led to the Bormi wars of May and July 1903 and then the Satiru revolt of 1906. Militarily defeated, the Ulama turned to passive resistance through intellectual poems to denigrate colonialism and render it in the eyes of the majority populace at the grassroots (from where they derived deep-rooted sympathy and support) as an evil phenomenon that must never be accepted. The area of attack was the newly introduced secular education. Not few amongst the ulama discreetly organized and popularized anti-western poems (Adeleye, 1972), depicting the Whiteman, Western culture and values variously as evil and the Whiteman as oppressive and treacherous (Usman 2003), which formed the basis of their attacks on the polluting western school system on the Caliph model of education and the need to strictly stick to pristine Islamic path as pointed by the 19th century jihadists. Note that while secular education was associated with Christian missionary activities and Christian values, Muslims in northern Nigeria based on the pervading influence of Islam, felt that Islamic moral and literary traditions were much better and useful to their communities than the western secular education (Balogun, 1989:56) .

Many of the Ulama with such worldview that survived deep into the post-World War II remained anti-western, while condemning western dresses, forbidden the use of western manufactured products, much as secular education and value system formed the bedrock of attack. The western mode of writing from the left to the right, which sharply differed from the Islamic mode from the right to the left, was cited as an example of the Satanism in the system (Junaidu 1990 and Sa'id 1995). By the 1940s and 1950s when colonial rule appeared to have brought permanent changes in the lives of northern Nigerian Muslims, westernization had already rendered the Muslim to degenerate in their manners and conformist conduct, so that the aristocracies, western trained judges and school teachers were the subjects of attack by Islamic poets whose rendition against this class of citizens said to be because they were lured by the monthly token called 'salary' (Sa'id

1995). This was the state of affairs in the north against secular education and westernization, so that even among the new elite, there were some that were gradualists and pro-tradition, so that persons like the Sardauna of Sokoto and Premier of the Northern Region would on one hand champion secular education and its spread, yet upholding certain traditions he would prefer them maintained against corrosive westernization (Bello 1962).

It should be noted that the pre-colonial and colonial northern Nigeria were made of plural societies or mega communities, namely: the Muslim communities in the Sokoto Caliphate and Borno where Islam had taken deep roots in the socio-political and cultural values of the people on one hand, and on the other, were the non-Muslim and later Christian North that were largely stateless or did not develop elaborate political states and political structures. The British did all it could to transform these societies into a homogeneous geo-political entity known first as the Northern Protectorate and later the Northern Region. The contradictions buried in the British Indirect Rule system in the administration of these societies were to become manifest at independence.

Secular Education and Political Islam in Northern Nigeria

It is instructive to note again that colonialism had subordinated not only the pre-colonial Islamic leaders in northern Nigeria, whose Islamic platform provided them the power and authority they exercised prior to British Indirect Rule, but Islam itself was marginalized. In the case of the former, the Caliphate was stripped of his Islamic status and functions when it was rechristened Sultan, and with his confederate Emirs were made to take oath of allegiance to the British crown, whose head was a Christian monarch. In marginalizing Islam, intellectual traditions known in Islam and the legal system based on the shariah were all jettisoned (Umar 1989).

The nationalist movements and the struggle for independence was a success story when Nigeria had its political independence in 1960. Unlike elsewhere when nationalists had to take up arms against their colonial traducers, in Nigeria, it wasn't the case and could comparatively be said to be independence on a platter of gold. In the ensuing struggle for power, the populace was promised Eldorado on the departure of the British, which made expectations from the new leaders at independence were thus high.

It should be stressed here that at independence, till date, the much talk about national unity goes to suggest that Nigeria has not been a united nation in the spirit at which national unity exists in the psyche of citizens. Nigeria as a whole and the northern part in particular have been predominantly religious societies whose existence were being determined by a secular constitution. The north in particular has remain a unit of a federation where religious pluralism has to live with religious sectarianism that became more pronounced among Muslim communities at independence, which the Sardauna during the First Republic did all he could to manage, which partly provided an inroad of religious matters into political realm.

First, there were forms of intra-Muslim squabbles between the two dominant Sufi order in northern Nigeria: Tijjaniyya and Qadiriyya, which politicized by the two dominant political parties in the North: the ruling Northern People's Congress (NPC) and the dominant opposition Northern Element Progressive Union (NEPU), which as noted elsewhere, were manipulated for the political interest of the elite at the time (Umar, 1989:78). By this, religion has permeated into the political landscape in northern Nigeria, which was to make politics acquire religious character and vice versa. Interestingly, the larger had by its very nature of secular constitution continued to treat religious issues as private matter of the individual citizens that should not involve the state or its organs or units. This was contrary to the situation in the north where for example pilgrimage to Saudi Arabia is an integral aspect of Islam involving traveling to a foreign land, where state involvement was necessary because it involved matters as immigration, foreign exchange, Customs and Excise, as well as some elements of diplomacy, which are all state matters.

That the Sardauna and Premier of the Northern Region was interested in and worked for the unity of the Muslim Ummah as well as the entire north as a homogenous entity is a fact. To justify his involvement in the unity of the Muslim at home and the Middle East would require him to parade his religious credentials, which he did in many ways: parading his progeny as the great grandson of Usman Dafodio, the great leader of the 19th century jihad in Hausaland and then participating at high profile level in the affairs of the Muslim world when he was elected the Vice President of the World Muslim Congress (later World Muslim League). His conversion campaigns in non-Muslim areas of the north, much as he presented it as an unofficial responsibility of the grandson of a reformer that he was, could hardly be differentiated from his political position as the Premier of a plural region that at a level could be viewed to have compromised the secular character of the Nigerian constitution.

Interestingly, the Sardauna though a comparatively conservative figure within the context of the politics of the time, was at another level a great modernizer. He not only worked to ensure expansion in the number of western schools and enrollment of Muslim pupils and students, he made government to take great interest in secular education and to neutralize the mistrust Muslims had on secular education and its association with Christianity and Christian missionary activities. However, the Sardauna and his cabinet had seen that the acquisition of secular education was related to socio-economic and political mobility and relevance, which the northern Muslim must not be left out, much as the values being promoted by it were at variance with those of Islamic education. The irony was that while secular education was becoming much relevant in the context of socio-economic opportunities and in view of the rapid changes in Nigeria at independence, Islamic education was taken the backbench. By this, it rubbed on the ulama, who too must take the backbench, largely because they refused to respond appropriately to the challenges to making imprint in the changing dynamics. The situation was instead of being rescued by the new crops of Islamic scholars who graduated from Islamic schools modeled in on western pattern, such as the School for Arabic Studies (SAS) that produced dozens of new crop of intellectuals and judges, degenerated into a state of envy when the new brand intellectuals and Islamic bureaucrats that were amenable to the new dynamics rather distanced themselves from the traditional scholars.

The above provides the picture of events in northern Nigeria of the attitude towards Secular education up to the end of the First Republic, which was terminated when the military stroked in January 1966 and the contradictions the first military coup produced were to provoke another coup in July 1966. This opened the flurry gate for coups and counter-coups in Nigeria until in 1977 when the military regime initiated a transition programme to civil rule, first by convening a Constitution Review Committee with members drawn from various works of life to review a draft constitution for the civilian administration to operate when the military finally withdrew from the political scene slated for 1979.

The Road towards Militant Islamism in Nigeria

A near stalemate ensued during the Constitutional Review Committee's work. This was what later became known as the Shariah debacle, when some Muslim delegates to the Conference insisted on the establishment of a Sharia Court of Appeal to cater for the Muslims beyond what the Penal Code had conceived or prepared to allow. The Christian delegates were vehemently

opposed to the idea, while emphasizing the secularity of the Nigerian state and the document that was to guide the operations of the federation. Though the matter was handled with maturity by the Federal Military Government the convener of the Constituent Assembly, it was an incident that for the first time in Nigeria brought inter-religious friction at the level of governance between Muslims and Christians. The success of the 1979 Iranian revolution swayed many youths in northern Nigeria into the formation of renaissance Islamic movements to making Islam a major factor in Nigeria's affairs. This was also at the time the Maitatsine scourge was to manifest. Many University students and from other tertiary institutions in northern Nigeria got involved in the Iranian-Shiite induced ideology of resisting Western life style and culture, which was a model amongst the educated and ruling elite as documented by several authors (Usman, 1987; Lubeck, 1987; Williams 1997).

Already, the oil boom in Nigeria in the 1970s ushered in certain contradictions. It created a monolithic economy that heavily dependent on oil export for foreign exchange earnings. Agriculture and other primary produce production and export were neglected and soon Nigeria became a rentier economy. By the time the oil boom transformed into doom, the economy too was doomed when manufacturing had reduced, industries were shutting down, workers were being retrenched and unemployment becoming a major feature of an economy in limbo; government's earning had collapsed as well as spending on development, infrastructure and maintenance; the abandoned agricultural sector was further affected leading to food shortage and a state of food crisis ensued. The Federal Military Government responded by a revolutionary agricultural policy christened Operation Feed the Nation (OFN) and massive dam construction, which necessitated the conversion of empty bushes for agriculture, as well as land grabbing that disposed peasants of their land capital. By this, rural-urban drift became imminent where apparently existing inequalities in urban-rural, urban-semi-urban and urban-urban settings as well as in terms of social stratification could be seen. The well-to-do in the society as well as members of the political class, supported by the prototype bourgeoisie engaged in an unholy alliance to preserving than mitigating poverty. The rural-urban and semi-urban areas affected by rural drift became plummeted that public utility collapsed and were never being renewed.

While the rural areas remained unattractive at a time the socio-economic conditions became repellant, the cities became stagnated as there were no absorptive measures planned to cater for the unexpected, unplanned and unbearable explosion. The socio-economic contradictions and disenchantment especially in northern Nigeria was such that it triggered a branch of estranged

and discontented ulama to engage in eschatological and intolerant proselytisation, attacking the political class and lamenting the harsh socio-economic predicaments. It was on this platform that the Maitatsine phenomenon was to find logic and teeming followers largely among rural populace suffering from a harsh economy.

By condemning the political class who rode on secular education to their privileged positions, the Maitatsine indirectly questioned the relevance of secular education, western democracy, western-induced economy as well as western values. To emphasize this, the Maitatsine followers became critical against what were beyond their reach from among western manufactured items: television, wristwatch, bicycle, motor cars and so on among many items generally considered by the common people more luxurious than necessities. This was to produce what many assumed to be moral degeneration, spiritual bankruptcy, and irreligiosity largely due to the Christo-secular orientation.

At the same time, the maladies confronting Nigeria from the mid 1970s, which dealt a dead blow to the traditional ulama class, was viewed amongst many newly radicalized Muslims as a consequence of deviation from Islam emanating from too much emphasis on secular education and its values that were becoming irresistible when it would shunt an individual up the ladder of socio-economic mobility that fit well with the secular character of the state. In a country with burgeoning youth population rhetorically referred to as the leaders of tomorrow, the youth-dominated Muslim Student Society's (MSS) view of a better Nigeria of the future was hinged on adopting Islam as the solution bedeviling the Nigerian state (Umar 1989 89). Not surprisingly, the Ahmadu Bello University, Zaria MSS-led 'Islam Only' demonstration and the cremation of the newly enacted Second Republic constitution all in 1979, while calling for the complete adoption of Islamic tenets in all aspects of national life regardless of the plural and secular nature of the state (Umar 1989).

While the northern ulama in all these felt estranged and marginalized; many of the rural populace was in a state of unspoken poverty, penury and feeling of dispossession, at a time that the radicalized Muslim students were viewing the situation as too nasty for an ideal Islam to thrive. Why the Maitatsine became violent and monstrous while other sects remain onlookers, was the feeling that the Nigerian state had estranged and disposed them and had become monstrous too to either deserve peace or to exist as a piece, which the Boko Haram was to re-enact but in a deadly insurgency with an ideology hinged on anti-secular education, which we now turn to.

The Emergence of Boko Haram's Brutal Crusade against Secular Education

When Boko Haram emerged to confidently declare war on secular education as a forbidden enterprise to be pursued in northern Nigeria among Muslims, the ground had already been set for this. This was in the protestation against secular education by the traditional ulama in their attitude and poems during the colonial and post-colonial period; the radicalized Muslim students in the Universities and other tertiary institutions in their demonstration against the predominant western-cum-Christian character of the Nigerian state for its secularity meant to make the state neutral on religious matters in relation to state matters, and the Maitatsine's categorical rejection of westernization and western products to be enforced even it means the followers losing their lives. The history of Boko Haram has attracted tremendous attention to worth replication here. However, it suffices to reiterate that Boko Haram according to the Global Terrorist Index 2015, was one of the deadliest extremist armed groups in the world that emerged in Northeastern Nigeria where it concentrated its activities, much as its impacts were felt throughout the country and transcends beyond Nigeria's shore.

Prior to acquiring its official name of Jama'atu Ahlis Sunna Lidda'awati wal-Jihad, which is an Arabic phrase if roughly translated, means, "Community Committed to the Propagation of the Prophet's Teachings and Jihad", the group was referred to as Yusufiyya, so-named after Muhammad Yusuf its leader. At a point, it was also known as the Nigerian Taliban. But the notoriety it acquired in its anti-secular education in reference to its leader's widely circulated sermons condemning aspects of Secular education as being sinful because they contradicted Islamic principles and beliefs, the group came to acquire its new but popular name of Boko Haram, which in the Hausa language means "Secular education is forbidden". As a young charismatic cleric and demagogue based in Maiduguri, Borno State in northeastern Nigeria searching for a purer form of Islam when civilian rule returned to Nigeria after decades of military rule, secular education became the fault line of Muhammad Yusuf and his movement.

This rejection of formal education gradually gained a central position in Boko Haram's insurgency against the Nigerian government. Yusuf's demagoguery had lured many people in that part of the country, including students, school drop-outs, unemployed youth, who saw a radical form of Islam as the antidote to the alienating social inequalities and economic impoverishment that marked their lives. This does not mean that there were no elements of high-ranking elites such as politicians, government officials, and wealthy businessmen that formed his

followership. The socio-economic decadence in Nigeria had almost reached a crescendo when the military had withdrawn from the political scene and the civilian politicians were not only becoming super rich through corrupt means, were indirectly doing much more to preserve, if not perpetuate poverty than mitigating it. The launching to implement sharia in Zamfara State by the State Governor became an apparent deceit in returning purer form of Islam at least in northern Nigeria (Ashafa,). This ushered in a new wave of frustration among young men who swelled the group from across northern Nigeria, attracted by Yusuf's fiery preaching against unjust and corrupt secular governments. Remember also that Qur'anic education is not recognized by the Nigerian government as meeting either the standards of the national education curriculum or does it guarantee employment in government service by which to earn a living. The reaction of the Nigerian state to arrest the situation before it degenerate into the repeat of similar Maitatsine imbroglio, soldiers captured Yusuf on July 30, 2009, after five days of violence in Maiduguri and handed him over to civil police for interrogation and possible arraignment. But when the police summarily executed him few days later (even while in handcuff inside police headquarters in Maiduguri), the already radicalized group became wild and had immediately taken the path of reprisals even against innocent and defenseless citizens, as well as attacks on school-age children, educational institutions, infrastructure, abduction of students and teachers and so on.

Secular education in Nigeria, which has taken deeper roots in the southern parts, had at the time of return to civil democratic regime poor in the north and poorer in the northeast where Boko Haram's activities were concentrated, particularly in Borno and Yobe states with majority Muslim populace.

A Cursory Background to Boko Haram Insurgency

Haven highlighted the condition in northern Nigeria in the colonial and post-independent period up to the era the military dominated governance, by 1999 when democracy had returned, Nigerian elite were not in a hurry to change their attitudes towards genuine nation building all that were needed to make it a success. Already, being elite in Nigeria means acquiring secular education and attaining a level of advancement in holding positions of influence in Nigeria's socio-political and economic structural arrangement. Boko Haram has started as a disdain for educated elites who were resented by the Nigerian underclass for their privilege and association with Nigeria's secular government and socio-economic landscape. Central to Boko Haram's ideology is its rejection of secular education. And rather than being self-ascribed, Boko Haram

was a name given to a movement founded by Muhammad Yusuf, also known as the Yusufiyya movement. Initially the movement was referred to as the Nigerian Taliban.

However, the common thread in the movement's teaching, which was an outrage against western or secular education, was largely driven by the fear of the impact such education would have on Islamic values and the traditional way of life in northeast Nigeria. For this, the ascription of the name Boko Haram was made it, which perhaps given the opportunity of enlightenment, the protected Islamic values and the traditional way of life would be seriously denigrated. It is our deliberate opinion that the Enlightenment in Europe as a movement through education, was and has remained a powerful tool in challenging authorities and liberating the human mind in any society even in contemporary times. Boko Haram's struggle to keep enlightenment far and away from the people knowing that quality education leads to freedom, and has the tendency to producing a new generation of transformational leaders and independent thinkers.

Boko Haram could be said to have gained so much support within a relatively short time because their ideology combines three sources of contention: the historic fears of secular education being in contravention of Islamic teachings, the anger at the historical marginalization of northern communities, particularly Muslims, by the central government and in relation to it, the desire to institute a strictly Islamic society guided by the sharia. BH succeeded in its recruitment from communities with extreme poverty where the little wage paid served as a kind of palliative

Boko Haram's Attacks on Education and its Impacts

A Human Rights Watch Report entitled: "They Set the Classrooms on Fire": Attacks on Education in Northeast Nigeria," documents Boko Haram's increasingly brutal assaults on schools, students, and teachers since 2009 in Borno, Yobe, and Kano states. It covers the period between 2009 and 2015, when Boko Haram's attacks destroyed more than 910 schools and forced at least 1,500 more to close across the northeast region. At least 611 teachers, according to the report, have been deliberately killed and another 19,000 forced to flee (HRW 2016). The group was said to have also abducted more than 2,000 civilians, many of them women and girls, including large groups of pupils and students, both boys and girls. It is on this background that we can lay claim to the fact that this Boko Haram crusade has robbed a generation of children of education and stalled their dignity and future.

It should be pointed that though there is no valid census data for Nigeria, but of the estimated 30 Million Nigerian Children of school age, approximately 10.5 million are not in school (HRW 2016). Of those not attending school, 62 per cent live in northern Nigeria. Half of the men in The northeast Nigeria have received no education at all, and this figure rises to over 61 per cent for women owing to that opinion that since the education system was introduced to Nigeria by Christian missionaries during the colonial period, the view that such education was an attempt to convert Muslims in Nigeria's northeast persists has not changed. Boko Haram plays off these sentiments, combining Islamic opposition to the teaching and acquisition of secular education and the co-education system of mixing boys and girls, added to the public anger over corruption, injustice and widespread poverty. Though Boko Haram exploited poverty, yet poverty in itself is not a cause of militancy, but extremism often stems from a sense of social injustice, where by people who feel like their poverty is a result of the actions of greedy elites.

Before 2012, Boko Haram's attack on education was limited to preaching its evil, as being sinful to be pursuit. This was when young Secondary school students and some graduates started destroying their certificates and testimonials since it was sinful to even take salary jobs in Nigeria's secular society. When the however transmuted into insurgency, followers began to intimidate students and teachers, attacking, destroying, burning, and pillaging school buildings and property, while claiming that such attacks were in response to the government forces' attacks on Quranic schools. The increasing military operations against Boko Haram beginning from 2012, made Boko Haram more brutal, deliberately targeting and killing teachers, school administrators, and education officials. The tight military operations made Boko Haram adopt three devastating approach against western education: attacking boy's schools to keep them away for easy forceful recruitment; attacks of girl's schools by abducting them for misuse as slave 'wives', and suicide attacks on schools and staff. Government security forces have also been alleged to have been involved in crimes in its operations against Boko Haram, which include the killing, harassing, and intimidation of Quranic school teachers and students. This not only provided the insurgents further justification in their crusade against western education, it drew sympathy from many who might not join Boko Haram, but would provide them with hideouts and shield whenever the security were searching for them or any information leading to their apprehension (Desert Herald 2014).

On April 2, 2012, about a dozen insurgents woke up sleeping students at Government Secondary School Daura, 20 miles west of Damaturu, Yobe state. In the same school, teachers were forced

to load the school bus with computers, a power generator, and school certificates before the school was set ablaze (see Daily Trust, 2012; see Leadership 2012). On the same vein, Mohammed Goni College of Legal and Islamic Studies, formerly Borno State College of Legal and Islamic Studies, was also razed, by Boko Haram unmindful that it was not a secular school and was once attended by Abubakar Shekau, leader of Boko Haram. But much as it was owned by a secular government than because of its curricula, it was attacked and set ablaze by Boko Haram (Daily Trust 2013).

Records have it that 512 basic education schools IN Borno State with 1,129 blocks of classrooms suffered destructions of varying degrees (SUBEB 2017). When translated this to number of classrooms, 2,346 classrooms were completely destroyed (SUBEB 2017). Side by side to these classrooms were stores, head-teacher offices which were attached also perished. Laboratories in the Junior Secondary Schools were smashed, water points, toilets and perimeter wall fences have all been affected (SUBEB 2017). Worse still, instructional materials in those affected schools have been vandalized. Worse still, instructional materials in those affected schools have been vandalized. What can be described as dastardly act by the lunatic sect was their cruelty when they attacked schools in Bama town in 2014, when they resorted to tearing all books and other documents into pieces before burning them down to ashes. Elsewhere they went instructional materials were targets of attack, so also school furniture, staff quarters and Water Sanitation and Hygiene (WASH) facilities.

By the time the insurgency was at its peak between 2013 and 2014, all public schools within Maiduguri metropolis and the surrounding local governments of Jere, Mafa, and Konduga had to be closed down (Alhaji Abba Kura Malu, 2018). The closure of these schools became inevitable as the insurgents carried out sporadic attacks on schools within and outside the state capital between 2010 and 2014. In the process, 16 pupils and students lost their lives with 30 others injured (Hajiya Ya Maya, 2018). In the same vein, 28 secondary schools across the state were destroyed (Alhaji Abba Yarema Habib, 2018) and two tertiary institutions suffered different magnitude of destruction (Ahmed Jaha, 2018). In order to avert further loses of lives and property in public institutions, the state government had ordered the closure of all schools within the metropolis. As the intensity of the attacks became more prevalent the closure of schools in all the vulnerable local government areas within Borno Central, Borno North and parts of Borno South Senatorial Districts became inevitable. The closure of the schools negatively impacted on the educational system in the state which is already lagging behind in terms of educational

development when compared to other states in the other regions of Nigeria. By implication also, the school calendar became mutilated by the closure of the schools and normal graduation period became distorted.

There were deliberate attacks on and killing of students: for example, on September 28, 2013, about 100 insurgents drove in vehicles and on motor bikes into the Yobe State College of Agriculture, Gujba and killed over 40 male students. And On February 25, 2014, for example, Boko Haram killed 29 male students at night in Federal Government College Buni Yadi, about seven miles from Gujba, Yobe state. Another suicide attack on Government Science and Technical College, Potiskum, was made on 10th November 2014 where almost 30 deaths were recorded (Thisday, 2014 Daily Trust 2014).

The attack on Chibok Government Secondary School has remained the best reference point of the group's tactics against education when on the night of April 14, 2014; it attacked and abducted 276 girls from their dormitories into the dreaded Sambisa forest. Later, another prominent attack and abduction took place when Boko Haram stormed a girls' school in the village of Dapchi in Yobe State to abduct students. Of the 907 schoolgirls who were in the school the day of the attack, 100 were abducted, though released all later except one Leah Sharibu, a Christian girl who insisted on not renouncing her faith for Boko Haram's Islam. In several video clips, the Boko Haram leader, Abubakar Shekau, said women and girls would continue to be abducted to "turn them to the path of true Islam" and to ensure they did not attend school (Daily Trust, 2016).

Barely seven months after the Chibok school abduction, Boko Haram carried out another large-scale attack on a school in Damasak on November 24, 2014 about 200 kilometers northwest of Maiduguri, near the border with Niger Republic (Leadership 2014). This was part of a larger, brutal attack on the town, which occurred during a busy market day. With about 300 primary school pupils held hostage, the school was abandoned only when in March 2015 Chadian and Niger troops of the Multinational Task Force attacked and liberated Damasak, much as the insurgents succeeded in taken away, in addition to over 100 women. Though the Damasak school abduction is the largest documented number of school children taken in one single attack by Boko Haram, it has received little or no media attention.

By February 2016, about 910 schools had been said to be destroyed and a further 1, 400 forced to close; over 600 teachers have been killed and 19,000 forced to flee. In total, almost a million

children have been displaced, including 600,000 who have lost all access to education. The most famous of these attacks was the Chibok school abduction. NEMA records however indicate that in the northeast, by January 2015, a total of 254 schools had been burned, as well as 276 partially destroyed in Boko Haram attacks in Adamawa, Borno, and Yobe states (Nuhu, 2017). Reports in Borno state indicates that in March 2016, about 512 primary schools, 38 secondary schools and 2 tertiary institutions in the state had been destroyed in since the conflict started in 2009. Though statistics varies on Boko Haram's attack on teacher, the impact was devastating.

Teachers being the symbol of knowledge and its dissemination, they became the prime targets of the Boko Haram. A field research has documented how teachers were affected across Borno State. They estimated that about 474 Teachers in the Basic Education sector alone either lost their lives or were declared missing, in addition to about 17 of them been injured; 85 teachers at the Senior Secondary School level were said to have been killed; and at the tertiary institutions, Borno College of Education, Science and Technology Bama lost 32 of its lecturers, the College of Business and Administrative Studies, Konduga lost 6 lecturers, the Ramat Polytechnic Maiduguri lost 3 lecturers, the Mohammed Lawan College of Agriculture, Maiduguri lost a lecturer, while the University of Maiduguri lost 3 lecturers, apart from those abducted (Kullima, Garba and Babagana, 2018). Most of the claims were corroborated by the Commissioner for Education Borno State in an interview (Jaha, 2018).

It is important to note that many schools that are being used as military bases for operation by Boko Haram and government forces not only displaced and denied children from attending; it has also attracted Boko Haram outrage making the schools targets of attack. That is to say, contrary to the Safe Schools Declaration that Nigeria endorsed in 2015 and may place schools at risk of attack, government forces also used schools as operational bases that further reduced children's right to education.

For the military forces, these schools were the most reliable structures to be found around a region suffering extreme poverty and neglect. The climate of fear in the northeast has resulted in parents naturally withdrawing their children from school for safety. The successful abduction of the Chibok schoolgirls is being flaunted by Boko Haram as a major accomplishment in a bid to stop other girls from continuing in school.

Education was affected by the forceful recruitment of boys of school ages and young men to replenish BH fighting force following the devastating and expanding operations of the military

that depleted their fighting force. Haven been flushed out of Maiduguri, BH attacked the rural areas and in the process forcefully recruited boys. HRW researchers have conducted research on the several attacks on schools and the confession by victims (HRW 2016). Such areas as Gwoza, Bama, Munguno, Damboa among other rural communities were prone to such forceful recruitment.

From the abductions by Boko Haram, it is clear that there were massive but forceful recruitment of boys or youth as fighters. By this, Boko Haram could be said to have decimated the government's efforts at bringing education to the victims in Borno State, which could be said to be comparatively lagging behind those of other States of the Nigerian federation.

By attacking students, teachers, schools as well as the forceful occupation and use of schools as military base for operations both by Boko Haram and sometimes by government forces, have systematically undermined the right to education as variously enshrined in the African Charter on the Rights and Welfare of the Child, International Covenant on Economic, Social and Cultural Rights (ICESCR), Convention on the Rights of the Child (CRC), and the Convention on the Rights of Persons with Disabilities (CRPD). The ICESCR and the CRC have provided that primary education should be compulsory, available and free to all, and secondary education should be available and accessible, and progressively made free.

It has reached an extent that in Borno State for example, which is one of the States most affected by the insurgency; schools have completely been grounded at almost all levels. Primary and Secondary schools have been closed in 22 out of 27 counties or local government areas for at least two years, and public secondary schools in the state capital, Maiduguri, which was the 'safest' were only reopened in February 2016 after internally displaced people, or IDPs, who occupied most of the schools, were relocated elsewhere. While in Yobe state, primary and junior secondary schools have virtually disappeared in two local government areas since 2013 when public senior secondary schools were relocated from Gujba and Gulani to Damaturu, the state capital, in Maiduguri, there was no such relocation records. The attack on the University of Maiduguri was so devastating at a point that the Campus was thrown into panic that made closure the best alternative.

Conclusion

Anti-secular education in northern Nigeria is a recurrent phenomenon since the colonial period. Many Islamic groups have not hidden their opposition to secular education principally because of the forceful British occupation, its introduction and association with Christian Missionaries and the constant fear of conversion by Muslims and girls. Nevertheless, there has been no group in northern Nigeria as Boko Haram that has come out to aggressively attack secular education through the use of arms, killing of students and teachers as well as serial abduction of male and female students. This made Boko Haram a great threat to education in Borno State in particular where the insurgency was most affected and the northeast Nigeria in general. The Salafist-backed ideology of Boko Haram, especially as it affects education in Borno could be seen from the massive attack and destruction of schools, killings of students and their forceful abduction as slave wives for the girls and fighters for the boys, the attacks and killing of teachers, the forceful occupation of schools and use as bases for military operations by Boko Haram and government soldiers. The instability and havoc led to self-withdrawal of children by parents and the relocation of families to safety even to areas where there is no access to education and at best IDP's camps. In Borno State alone where at a point, both primary and secondary schools remained closed and not functional in 22 of the 27 counties or local government areas for at least two years, and public secondary schools in the state capital, Maiduguri, which was the 'safest' also remained closed from 2012 until 2016 when some were opened was devastating. The successful abduction of the Chibok and later Dapchi School girls among other unreported abductions, for example, were major accomplishment by Boko Haram in a bid to stop other girls and even boys from continuing in school. In this case, we can see the impact here is to be seen where an entire generation of children in the northeast is being robbed of their right to education, an essential ingredient for their future and for the development of the northeast region, which for years has lagged behind that of other parts of the country.

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RE-CONSTRUCTING HOME AS A TRAUMATIC HEALING PHASE FOR MIGRANTS: THE ART WORK NAMED 'RENDERED MEMORIES'

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ABSTRACT

Migration is a phenomenon that has existed since the beginning of human history. Migrations are an important issue that changes many things on earth, including human beings and environmental coverings. The forces that caused people to leave their lands, go to other places and settle, to leave their country and to find new places have been changed throughout history. In history, migrations were generally related with economical or ecological reasons. Especially beginning with the world wars, migration concept had changed. Due to recent conditions, people tend to leave their country with their traumas and need to find themselves new places to live. In the first phase of their accommodation, life standards are not important for migrants. Because of their traumas, they need to find a safe place to maintain their basic needs. Afterwards, especially for woman and children, housing problems occur, but they do not have sufficient economic power to sustain their needs and pre-war life standards. Because of the inadequate accommodation solutions of these war victims, healing their traumas is almost impossible. In this paper, it is believed that, creating safe places that are qualified and suitable to migrant's local habits, can be a way to heal their traumas. Analysing their pre-war daily routines and houses will be the guide to create themselves a sheltering place. In the new architectural trends and technologies, there is a hope for this idea to create quick systems for migrants. In this study, Do Ho Suh's one of the fabric installation work is going to be examined and adapted as a sheltering unit for migrants who need healing. Do Ho Suh is an artist who creates places related with home, physical space,

displacement, memory, individuality, and collectivity. Do Ho Suh's work titled 'Rendered Memories', which is presented at the Smithsonian American Art Museum, Washington DC, is a coincidental work that was formed when his New York landlord had lost his memories. The project is related with sense of home and memory through dialogue. According to Do Ho Suh, visualising memories can aid to heal senses. Therefore, from the migration scope, developing this project as a permanent accommodation facility for traumatic war victims can be a good solution to heal their minds and memories.

Keywords: Migration, Refugee, Accommodation strategies, Housing practices, Re-construction, Memories, War traumas

1. Introduction

In history, the fact of migration was related with geological and economic issues. People were preferring to leave their land because of the desire to find more comfortable and optimum places to live more easily or more metropolitan cities to have a chance to find new work opportunities. Recent past, in the world, wars were forcing people to change their habitats. Especially, because of the fear of death and harmful effects of wars on buildings in cities, people need to find themselves new places to go. Today, war victims named as 'refugees' or 'under protection status of refugees.' This phase is not a usual migration movement for war victims. Generally, with the beginning of the war, there is no time for these war victims to take their all belongings with themselves. They need to hurry to escape. Besides off all these problematic issues, refugees facing with lots of difficulties while re-settling their lives in a new country. In the re-settlement phase of refuges, they can show some strength to resilience their problems.

According to Zahra (2017) when refugees arrived countries, they could have some psychological problems because of the exposures of traumas whether they faced in their country and during their migration process. While these people try to change their lives, unconsciously, some traumas may be experienced by neglecting their strength. Furthermore, these refugees face with some other problems including; language barriers, racism, discrimination, and labelling the trauma story. Accommodation facilities provided by the host countries may not match the appropriate needs of refugees. There is a possibility of not providing appropriate circumstances to new comers. Due to the limited number of housing opportunities offered by governments and inefficacy of the shelters which built to provide temporary solutions, some of the immigrants are trying to establish a life in a region where they already have a social connection or acquaintance.

As Papadopoulos said in 2001, the most important relief for a migrant, reaching a new country is related with their feelings of reaching a safe place without an idea that they can face with unknown difficulties. Actually, in the first phase of finding new places, safety is the first necessity for refugees because of their traumas and it must meet basic needs (like sleeping, eating, protecting from climate changes etc) as well as being safe. A promotive idea from Segal and Elliot (2012) also state that; refugees' survival needs are more important from their psychological needs. Once, the accommodation has been response to these basic needs and can create some problems for women and children. Also, refugees in cities are generally work in cheap and daily jobs and they have some problems with earning money. Because of the financial problems of

refugees, it is not easy to catch the same level of their pre-war life standards and solve their accommodation problems. And because of the lack of accommodation facilities, it is believed that, refugees who have some traumas, cannot heal themselves under these circumstances.

Although governments have applied some healing programs for refugees, it is believed that these types of programs are not enough for healing process in long term. It is related with the victim's daily life routine. In this study, it is believed that, houses or shelters of refugees who are affected from war psychologically, can be re-organize instantly according to their expectations. Analysing their pre-war daily routines and houses will be the guide to create themselves a sheltering place. Also, it is believed that, carrying out this procedure with refugees can heal their minds and memories. As an assistive idea, according to Do Ho Suh (an artist who creates places related with home, physical space, displacement, memory, individuality, and collectivity), visualising memories can aid to heal senses like an art therapy. Do Ho Suh's one of the fabric installation work which named 'Rendered Memories', which is presented at the Smithsonian American Art Museum, Washington DC, is going to be examine and adapted as a sheltering unit for migrants who need healing.

2. Migration Process

In this chapter, under the title of migration process, few main issues are going to discuss to identify the subject clearly. After a brief information about migration processes, refugee's reconstruction phases of their new lives, their housing and accommodation problems which they faced with while they are searching a safe place to live, and government's strategies about these issues are going to be examine.

2.1. Migration

Migration is an important tool to change histories of human beings and environments and their distributions on the earth. The reason for people to get up and settle in other places, to leave their countries and to find themselves new places have changed throughout history (Erdoğan, Kaya, 2015). In the literature, there are some migration concepts are existing. 'Immigration' and 'emigration' both include the movement of people from one country to another. But their main concept differs in an action. Emigration means leaving a country permanently to live in another country in legal borders and Immigration mean moving into a new country and getting settled there as uncertain time (Mike, 2018). As mentioned before, according to Douglas and Massey et

al. (1993), migration process was directly related with the individual decision because of economic reasons. Generally, it was supposed to minimize the present and future financial risks of the family. The main reasons for preference of the migrated city were;

future markets,

unemployment insurance and

capital markets.

According to the Lüthi (2010) after the world war periods, especially second world war, caused contemporary global migration known as the mobility of millions of 'displaced people'. After the war period, to solve refugee crisis, some international efforts which affecting tens of millions of refugees, tried to convince countries. Refugee convention (1951), put on the rights that these people need to be recognize as a refugee:

All refugees must be granted identity papers and travel documents that allow them to travel outside the country.

Refugees must receive the most favourable treatment provided to nationals of a foreign country including;

- The right to own property
- The right to practice a profession
- The right to self-employment
- Access to housing
- Access to higher education

Refugees must receive the most favourable treatment possible, which must be at least as favourable to that accorded aliens generally in the same circumstances

Refugees must receive the same treatment as that accorded to aliens.

This study will cover the housing problems of refugees in the countries they migrate but will also try to understand the impact of the accommodation opportunities they have reached and will improve their traumas according to their housing utilities. That's why the second one of the rights that talked upper part is important to know that refugees have a right to reach appropriate conditions for their safe accommodation and property.

2.2. Housing Practices

To understand the accommodation processes of refugees, in this title, basic housing factors are going to describe. In the literature, there are supportive relations for housing (independent housing). These relations offer a person to live their own area which is connected to the off-site (Carling, 1995). According to this view, independent housing lets person to live as 'normal' conditions like other people who bellowed to the country. A person who has an independent housing, can support from natural/ local supports and resources. There are two general types for Housing. Independent apartments and congregate settings. (Yanos, Felton, Tsemberis, & Frye, 2007). Actually, housing factors need to be directly related with the user. According to the Olotuah (2015), there are three basic need for housing.

Income opportunities (proximity to the work),

Security (home ownership),

Identification (High quality standards of design and construction).

Every person has a different definition for what means a home. As a simple way, home can be identified as it has a roof, it protects people from weather changings and it has an identity related with its user. Hartwell and Koch said that; home can be identified as a dwelling, a country or a native land for a people, but it is not an exact and only space for people. For a person, home

can be more than one place or family or any other kind of relations and events. The place is where people work, live or settled in their daily time and it is directly related with the cultures of people who are living there. The socio-spatial perspective examines upon these spaces how play role for the economically, politically, and socially for a person. The Socio-spatial perspective helps to connect the relationship between people and space (Patel, 2015). And, it plays the role of culture and in construction of the environment.

2.3. Home as a Healing Instrument for Refugees

Refugees who escaped from any war are generally thought as a temporary guest for countries. Because of this reason, in countries, governments generally take temporary solutions for refugees. Giving refugees a sheltering place in camps is a general attitude for governments all over the world. Refugee camps contains tents or containers in a simple scale to live in. Tents are not as comfortable as containers. However, container shelters are more comfortable, because of the crowdedness of a family escaped from war, these containers are not adequate for refugees too. As mentioned before, because of inadequate personal privacy conditions etc. women and children have some troubles in these containers. Moreover, if these people have some psychological problems related with war, they need some special attitudes upon them to heal their feelings. But as it seems, it is not much possible in these conditions. As Pitcairn (2018) said that; art therapy helps refugees to assimilate into new cultures and supports their well-being. Especially using war victim's living space as a way to remember of memories can be a good way to heal their memories. In the literature, there are some therapy types for refugees such as art, music, drama etc. It is believed that there is a relation between home/house and creative art therapies. In this title, 'The House' concept is going to clarified as an art therapy.

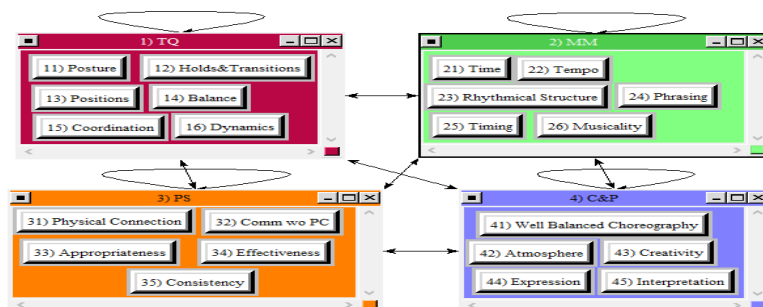


Figure.1. Connection between Home and Art therapies.

As Gussak (2015) said that; art therapy has multiple branches and it catches any kind of symptom immediately and it underlies the exact cause of the problem and solves it easily. Art therapies serves some main issues. These are; ‘Safety, doing versus thinking, changing people’s relationship to their thoughts and feelings, time, making meaning, flexibility, catharsis, increased self- awareness and self- knowledge and coping with loss (Peters, 2016).’ Architecture is a branch of art and as an action; offering refugees a ‘temporary or permanent safe place’ which contains their cultural background and their habits in it, will be beneficial for their healing and integration phases.

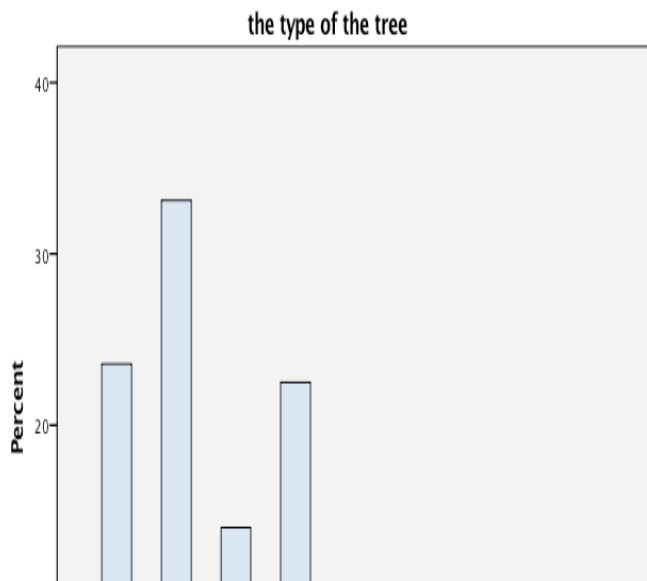


Figure.2. Optimal Healing Environment as an Architectural Concept

According to Abbas and Ghazali (2011), there are two main branches of architectural healing phase. One of them is exterior relations and the second one is interior relations of the environment. Exterior relations refer the immediate surroundings. Interior relations have lots of branches which contains the general ambience of the interior environment and all elements that creates interior ambience are related with each other. In addition, it is believed that, there is a connection between home and people’s daily life routines. Lu (2015), mentioned that, lifestyle factors are important. As Stated by Malchiodi (2011), it is though that every single person can express themselves in a creative way. In this concept, it is not wrong to think that using any kind of creativeness as a healing tool may be beneficial for people. As said before, just as using ‘the house’ notion under the art therapy part will guide traumatic people to heal their bad memories from their past.

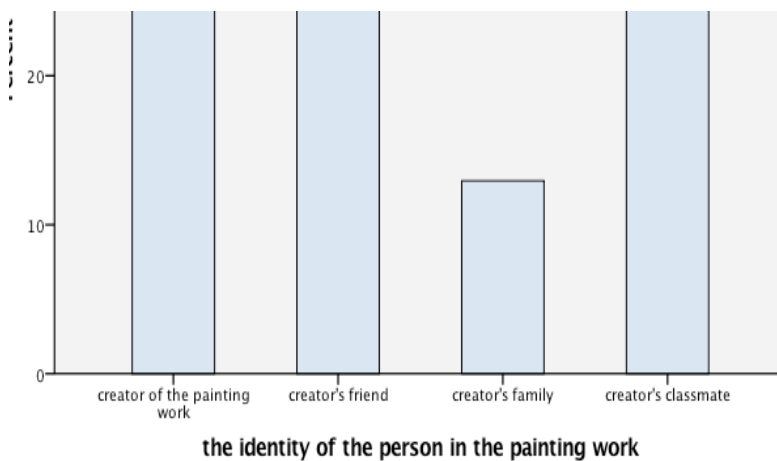


Figure.3. Stages of mental healing processes.

Before creating a healing space, understanding of the expectations of a person are important. The space that created for traumatic person should be integrative with this person's necessities and required to be relaxing. Following the technological developments to create rapid solutions and cultural habits of victims are important issues to organize the healing space. Creating a healing space needs some basic factors. Like Architecture as an art therapy, nature, colour of the environment and lighting elements which creates the ambience etc. are important factors. These factors create total and balanced spaces for a person who need traumatic healing. Especially, in this study, refugees are the main characters of the traumatic healing phase. Cultural attachments and habits take an important role to identify the appropriate healing environment for them.

3. Rendered Memories as an Art/ Architectural Therapy

Under the concept of Art/ Architecture as a healing procedure, understanding of the pre-war lives of refugees, and processing it to the space as it has a 'meaning' for refugee is important. Giving a meaning to the space is related with time, experiences and memories of peoples in that space. It must be known that, if a space mean something to a person, that space becomes a place. In this approach, 'Rendered Memories' project demonstrates appropriate approaches for the subject and will be illustrate as an example. Do Ho Suh's work titled 'Rendered Memories', which is presented at the Smithsonian American Art Museum, Washington DC, is a coincidental work that was formed when his New York landlord had lost his memories. The project is related

with sense of home and memory through dialogue. As his landlord's and his psychotherapist's last conversation, the psychotherapist claimed that;

'During one of our last conversations, I came alive again for a couple hours, as though the South Korean-born artist had stitched together a sense of home and memory through dialogue, much in the way that his fabric creations inhabit a sense of space from various locations across the world. Memory does indeed speak when walking through the vibrantly coloured passageways, painstakingly hand sewn in a 1:1 scale with details like radiators, water pipes and door hardware rendered with an engineer's precision.'

According to Do Ho Suh, visualising memories can aid to heal senses. Therefore, from the migration scope, developing this project as a permanent accommodation facility for traumatic war victims can be a good solution to heal their minds and memories. Do ho Suh migrated lots of time in his childhood. Because of the combination of the all homes from different countries of Do ho Suhs, the project has had a political stance related with migrations all over the world. According to Hampton (2018),

'The work's uncanny ability to collapse space and time has become especially prescient in a transient time of mass migration and ever-polarised geopolitical borders. Yet this global citizen who splits time between three cities – Seoul, London and New York – is quick to admit that the meaning of home is plural; it is a shifting definition that changes with every relocation.'

3.1. Rendered Memories as a Case Study

In this title, the art work named 'Rendered Memories' is going to analyse under the concept of architectural healing process. The attachments which are used for the installations are going to be evaluate as an architectural element of re-built spaces. At first, Suh was using fabric sculptures (semi-transparent fabric), polyester and silk organza which were easy to build and cheap. He used old blends with the combination of ancient sewing techniques and created three dimensional models for these structures.



Figure.4. General views of installations.

He named these structures ‘suitcase homes.’ But now, with the help of the growing technologies, he uses some metal frames for his sculptures. Using of these metal structures give his works more complex installation process. Also, he usually uses stitching up the same semi-transparent fabric to recreate circuit breakers, sinks or even a toilet seat.



Figure.5. Different Installation Examples of Rendered Homes.

Using semi-transparent fabrics provide easy-to-build modular attachments. Using modular attachments will be beneficial to gain more time while re-building the space who is relevant with the refugee who needs healing. In the Figure.5. two different bathrooms are shown as an example. These pictures show that, different kind of details can be easily change and adapt to the other users' necessities.



Figure.6. Interior details of the fabric usage

As it seen from the figure 6, semi-open fabric sheets can provide more detailed furnishing to create similar spaces. Because of the closeness to the reality, refugees can feel to free to describe their pre-war homes. Hereby, after the installation process, it is possible to catch the similar places for refugees.



Figure.7. Interior details of the installations

In addition, it is thought that, using true colours will be important for the healing procedure in the re-creational space. As follow from the images, using different colours have particular importance for the healing phase. Especially, preference of pastel colours gives more comfortable and relaxed places for victims. Also, using some contrast colours for the important spaces, can reveal the distorted feelings of refugees and helps to find the real problem of the refugees.

4. Conclusion

Refugee crisis is taking an important role all over the world. Uncontrolled passing from borders creates some problems either governments or refugees. Camps that accommodates refugees can solve their accommodation problems for a short time. Generally, camp residents can be taken under control in different concepts like housing, education, health issues etc. However, refugees who are living in cities are not easily can be controlled because governments are not totally know the exact number of refugees in cities because of the uncontrolled birth rates of refugees etc. These uncontrolled situations and the sheltering processes of refugees cause some problems for refugees. Besides of their accommodation problems, refugees have some psychological troubles due to the exposes of war traumas on their mind. Apart from the traumas, all the difficulties they face, the problems they experienced in the process of acquiring new places cause their trauma to be strengthened. In this paper, to healing traumas of refugees, it is questioning that, is it a good approach re-building places that contain meanings from the old experiences of refugees. In this study, refugee's mental health problems and their solutions are discussed under the concept of 'art as a healing' and along with the case study named as 'Rendered Memories'.

According to the literature, there are different types of therapies. Besides, art therapies take an important role for healing of refugee's traumas. Creating an appropriate environment, understanding the relations with their environment, solutions of interior and exterior connections of the environment, and building an appropriate place which is relevant with their cultural background are important points for the subject. After all, with the understanding of the exact environment for refugees, as Do ho Suh applied installation art works, creating themselves healing spaces which are easy to build, close to the reality and coherent with their cultural background are important. Therefore, in order to create healing spaces for refugees quickly and to adapt them to changing conditions, different material usages to be made with the contribution of modularity, like semi-open fabric sheet usage at Do ho Suh's projects, can make these systems more practical personal healing spaces. Because of the easy forming of fabric, different type of details that used for their pre-war house's interior, can be easily apply to the re-forming of the space. Afterwards, taking refugees inside of these buildings and to felt them like they are in their pre-war homes will be a good attitude to heal their bad memories. While creating these spaces, using true colours and giving some meaning to the specific spaces also will be helpful for refugee's feelings while there are walking around these spaces.

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SYMBOLS OF THE PAST: CONSTRUCTING THE IMAGE OF A POLITICAL IDENTITY THROUGH ARCHITECTURE AND ORNAMENTATION IN ANKARA

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ABSTRACT

Architectural works have been used as an important tool in the representation of political ideas and power. Public structures and ornamentation surrounding them can be seen as the material expression of those ideas. Consequently, architectural works built by a specific political power, among other representational tools, can be understood as the image of a specific political system, approach and identity. Capital cities hold a significant place for they have a symbolic presence as the seat of the government. Ankara, the capital city of Turkey, had been architecturally transformed and re-transformed many times since the foundation of the republic in 1923. AKP (The Justice and Development Party), which came to power in 2002, often uses elements of Ottoman and Seljuk architecture in public spaces as a reflection of their political ideas. In Ankara, that can be seen in many places including, the facades of governmental buildings, five entrance gates of the city, clock towers, around pedestrian bridges, and even on wallpapers of subway cabins. In this study, it is aimed to examine how architecture and ornamentation in the urban fabric of Ankara reflects the political ideas and approaches of AKP, and how they contribute to the construction of their political identity. Furthermore, the meaning shifts related to the elements of Ottoman and Seljuk architecture are discussed.

Keywords: Architecture, Ornamentation, Political Identity, Ankara, Representation

1. Introduction

Architectural works and public spaces hold an important place for people since they experience their lives and everyday practices in and around them. This relationship constitutes a bond between architectural works, public spaces, people, and culture, which can be considered as one of the important reasons why architectural works have a representational aspect, in addition to others, such as necessity, function or aesthetics. The term representation can simply be defined as re-presentation and it can be seen as a part of the process in which meaning is created (Morphy, 1986); through the use of a sign of some kind, that mediates between an object and an interpreting thought (Peirce, 1931). Architectural works have been and are continuing to be used in the representation of different ideas or concepts, which may be the representation of power or a specific ideology. These representations can be understood through the type or size of the architectural work, which can be exemplified through works of architecture that symbolize power such as palaces, pyramids and triumphal arcs around the world. In addition to that, they can also be read through the use of ornamentation on the facades, surfaces, interiors and so on.

Capital cities have a symbolic presence as the seat of the government, which makes them a suitable place to discuss the relationship between architectural works of the state and what they represent. Ankara, the capital city of Turkey, had been transformed and re-transformed many times in terms of its architectural atmosphere, after the proclamation of the republic in 1923. Since 2002, when AKP (The Justice and Development Party) came to power, the approach to architectural works and public spaces began another process of transformation that includes the use of elements from Ottoman and Seljuk architecture. People living in Ankara, view these elements – symbols of the past – in many places, including on the facades of governmental buildings; five entrance gates of the city; 52 new clock towers; around pedestrian bridges; and even on wallpapers of subway cabins. In this study, first, previous approaches to architecture in Ankara will be mentioned to understand the role of architectural works and public spaces in the representation of different ideologies, political ideas or power. Then, the current status of architecture and use of ornamentation in the urban fabric of Ankara, with their connection to Ottoman and Seljuk architecture, will be analyzed to evaluate how they reflect ideologies of AKP and how they can be understood as a contribution to their political identity. Lastly, new meanings or meaning shifts regarding the elements – symbols – of Ottoman and Seljuk architecture will be discussed.

2. Architectural Tendencies and Approaches in Ankara and Turkey

Ankara, which is centrally located in Anatolia, has been the homeland of many different civilizations including Hittites, Phrygians, Romans, Byzantines, Seljuks and Ottomans. People may view their traces – their architectural works, ruins or relics – in and around the capital. Accordingly, there has been a large cultural heritage in Ankara, even before it became the capital city of Turkey on the 13th of October 1923. These different civilizations used symbols, which encompasses symbols related to status, religion, culture, lifestyle, or else. Through the studies related to these different civilizations, today we know what these symbols represented or at least what they might have represented. The focus of this study is the architectural works and public spaces of Ankara in the post 2000s, however, it is important to mention previous approaches to architecture in Ankara, after the proclamation of the republic.

Starting with the second half of the nineteenth century, Ottoman Empire began its process of modernization, which was reflected in many areas including the economic and political approaches; new institutions; social structure; and in the transformation of cities (Tekeli, 1998). The proclamation of the Republic and the declaration of Ankara as the capital was an important turning point for Turkey, which happened after the War of Independence (1919 – 1923). According to Ergut (1998, 117), “The desire to construct a totally new state meant to provide total independence - the rejection of Ottoman dominance or that of any other power.” A series of institutional reforms, which were aimed to transform and modernize the social, political, cultural and economical conditions of the period, were launched by Mustafa Kemal Atatürk, who is the national hero of Turkey and also the founder of the republic.

In the late Ottoman period and in the early years of the republic, mainly a traditional approach to architecture was applied in Turkey. This approach is often defined as “The First National Architecture Movement”, which can be understood as Ottoman revivalism that incorporates stylistic references of the classical Ottoman architecture (Bozdoğan, 2001). It is possible to find examples of this architectural approach in Ankara, which were mostly built in the early years of the republic.

At the beginning of the twentieth century, Ankara was a modest town, however, after the late 1920s, Ankara’s built environment started to change and grow rapidly with the construction of different architectural works, which were mainly built to house the government, in addition to the ones aiming to provide a new social life for the growing population, such as parks, theatres, restaurants and so on (Ergut, 2006). According to Kezer (1998, 11), “Turkey’s new leaders intended Ankara to be the model site where the structural transformation of the state could be inscribed into the landscape and where the socio-spatial practices of this new order could be acted out.” Similarly, Öz (2014, 131) explains the symbolic meaning Ankara gained, after the proclamation of the republic as the following:

“Being the capital city of a newly established Turkish Republic that was descended from the Ottoman Empire, Ankara was attributed a massive symbolic meaning. Ankara became the representative of a new Turkish State that aimed to attain a place in the global picture as being a modern and secular nation state.”

The rejection of Ottoman dominance could also be seen in the image of the new nation-state, which was reflected in architecture. The new architectural works of the republic, that represented the new and modern nation, were mostly away from Ottoman forms and references; rather they were in line with the principles of “modern architecture”. They were rational, functional and used modern materials and techniques, such as reinforced concrete; iron; steel; and glass (Ergut, 1998).

According to Alsaç (1984), starting with the middle of 1930s, resurgence and re-articulation of regionalism and nationalism in architecture, begun in Turkey, which was further influenced with the beginning of the World War II. Even though Turkey remained neutral in the war, it had an important impact on the architectural practice, since economic crisis affected building programs, and the import of building materials stopped, which led architects to turn to regional materials

and methods of construction. Consequently, it is possible to observe a new approach to architecture in the 1940s, which studied earlier architectural works of Turkey and used historical elements in a “modernized” manner, and is often defined as “The Second National Architecture Movement” (Alsaç, 1984).

The 1950s can be understood as an era of transformation in Turkey, since there were changes in the governmental system, economic policies and international relations, after the Democrat Party came to power in 1950. The rapid urbanization process of the post-war period, and the promise of better living conditions and jobs in emerging industries, led to a massive migration in big cities, including Ankara. These changes were reflected in the built environment, as the reorientation of the economy and close ties with the West brought the need for new building types and transportation systems, and also introduced new construction methods, which made International stylistic and formal concepts more accessible (Tapan, 2005). Consequently, It is possible to observe that between 1950 and 1960, the main trend in architecture was again to be rational, functional and simple, which were in line with the principles of “International Style”.

In 1960, the first military coup of Turkey affected the architectural atmosphere of Turkey, since “International Style” was associated with the Democrat Party era (Gül, 2017). Between 1960 and 1980, there were debates on topics such as regionalism and “nationalism” in architecture. During that period, it is possible to observe a pluralistic environment, which included many trends such as Eclecticism; Brutalism, Regionalism; Nationalism; Rationalism; and International Style (Yücel, 1984).

According to Ozaslan et al. (2011), after the military coup in 1980, the new economic model promoted the emergence of a popular culture, which was reflected in architecture through postmodern tendencies that included eclectic approaches in terms of using internationalist approaches as well as historical, local or regional forms. After AKP (The Justice and Development Party) came to power in 2002, a new approach to architecture begun, which can especially be seen in Ankara, that includes the use of Seljuk and Ottoman symbols and forms; and can be read as a part of their political identity and as representations of their ideologies.

Here, it is important to note that the brief information given in this part of the study is not comprehensive and is included to give an idea on different architectural tendencies and approaches in Ankara and Turkey that occurred prior to the constructions of architectural works and ornamentations in public spaces of AKP government. From this brief information, it is possible to infer some remarks regarding the architectural situation in Ankara and Turkey up to the 2000s.

First of all, it is possible to state that, a capital city as the seat of the government has an important role in the representation of political ideas and approaches since “...the architecture and urban design sponsored by the state carries an undeniable political agenda, albeit one subject to multiple interpretations (Vale, 2014, 31)”. This can be seen applicable to the case of Ankara in many eras, starting with its declaration as the capital, and in the early Republican times mainly between 1923 to 1940, since during that period the new leaders of the republic transformed Ankara from a modest town, to a modern capital, through the use of architecture among other things. Ergut (2006, 157) explains this by stating the following:

“The construction of the capital city in the early Republican period was based on the idea that Ankara was to be a new city where a modern, contemporary and western way of life would emerge, in order to be exemplary for the development of other cities in the country, and also in order to symbolize the ‘modernity’ of the new Republic.”

Following the Early Republican period, changes in the political and economical approaches continued to affect and transform the architecture of Ankara, which can be observed after Democrat Party came to power in 1950; after the military coups in 1960 and 1980; and lastly after AKP came to power in 2002.

From these transformations of the capital, Ankara, it is also possible to infer that there was an ongoing debate regarding the architectural atmosphere of Ankara and Turkey, one that is related to the representation of the “nation” and “national identity”, going back and forth between “traditional” and “modern” characteristics. Here, it is important to note that “nationalism” can be understood as a “tool of political interests”, that is “...able to mobilise different strata, uniting divergent social interests and legitimating their political aspirations” (Smith, 1991, 354). According to Ergut (2006, 163), the architectural and historical identity of Ankara is “...contentious, and it seems to be trapped in between the two sides of nationalist approach, i.e. tradition and modernity, whereby some emphasize the historical-traditional characteristics of the city while others celebrate its contemporary Republican features.” In this brief historical information, regarding the architectural tendencies and approaches in Ankara, the representation of the “nation” can be understood as highly related to political conditions among others, such as economical, social and cultural ones.

3.Architecture and Representation in Ankara in the Post-2000s

AKP (The Justice and Development Party), being led by Recep Tayyip Erdoğan, came to power in 2002 and has ruled Turkey up to today uninterruptedly. Posocco (2018, 2), who views the political force of AKP being rooted in conservative Islam and authoritarianism, states that a new national ideology, “Turkish Muslim nationalism” was built during their rule, which “...builds much on the Ottoman, Turkish, and Islamic heritage of Turkey and less on other likewise important heritages, such as the Greek, Roman and Byzantine past.” Furthermore, it is possible to state that AKP detaches itself from the republican past, which is associated with modern state and with the break of the Ottoman tradition. Batuman (2018, 3) explains this detachment from the republican past by stating that, AKP’s definition of “nation”, “...presents Turkishness and Islam as qualities of the same entity, which is significantly different that the republican definition referring to a secular and ethnically homogenous body.”

It is possible to observe reflections of the new national ideology of AKP in many places including, public events, such as the annual celebration of the conquest of Constantinople; in the speeches of the state officials; in media, such as news, propaganda posters and commercials; and in new tv series; besides works of architecture. AKP’s ideologies has been changing the urban fabric of Ankara, due to the fact that it has a symbolic meaning as seat of the government, in addition to the reality that it contains many architectural works of the state. Before moving to examples of

these architectural works, that can be seen as representative of AKP's ideologies, some of the Ottoman-Seljuk references that are being used in the architecture of the post-2000s of Ankara should be noted.

3.1. Common Patterns and Motifs in Seljuk and Ottoman Architecture

Seljuk and Ottoman Empires have long architectural traditions that have changed in different periods. Consequently, it is not possible to include their architectural history and characteristics of their architectural works, as a whole. Nevertheless, it is important to mention some of the common patterns and motifs that were used in the ornamentation of their architecture, especially the ones that found place in the representation of AKP's ideologies, to give an idea on what those patterns and motifs have previously symbolized. However, it is important to note that the patterns, motifs and architectural characteristics, related to Seljuk and Ottoman architecture, are not limited to the ones mentioned below.

It is possible to state that Seljuk architecture (1038–1194 CE) is characterized by geometrical patterns that were developed extensively by the Seljuks, which were also important elements of Islamic ornamentation, and also by their use of natural construction materials (Peker, 2009). Seljuk architects designed sophisticated star patterns, such as six and eight point stars (Figure 1), rosettes and geometric motifs (Abdullahi et al., 2013). The ornamentation used on their architectural works, and especially on the monumental entrances (called portals) of these works, carried symbolical meanings regarding the universe, religion, their culture and life. For example, the six-point star, which is also called “Seal of Solomon”, consists of two triangles, in which the upside-down triangle symbolizes water and the skies; and the upward triangle symbolizes fire and the earth (Peker, 2009). In addition to that, the number six is also included in the Quran, as the number of days or phases, where god created the earth, which gave it an important place in the Islamic tradition (Peker, 2009). Here, it is important to note that the importance of the number six in Islamic tradition, which was frequently used by the Seljuks, is included as an example to give an idea on what type of symbolic meanings those patterns carried or might have carried.

Ottoman Architecture (1299–1923 CE), similar to Seljuk architecture, is a very large area of research. However, it is possible to state that, they used geometrical, floral and vegetal patterns in the ornamentation of their architectural works, as well as on their interiors through the use of tiles, ceramics, carpets, fabrics, paintings, and so on. Different uses of patterns and motifs can be exemplified with; *Çintemani* (Three Spot), which was a symbol of the empire, the sultan and his family (Shagrir et. Al, 2007); tulip motifs, which was a religious symbol (Öztürk et al., 2017); crescent and star motifs, which was a symbol the Ottoman Empire (Eracun, 2000); fruit motifs, which were a symbol of abundance and also had religious connotations (Gültekin, 2008); and so on (Figure 2). In addition to the use of ornamentation, Ottoman architecture, which included use of many architectural elements such as different types of vaults, domes, semi-domes, arches, columns and more, was also used as a way “...to convey specific messages about program, patronage, memory, and decorum” (Bozdogan, 2007).

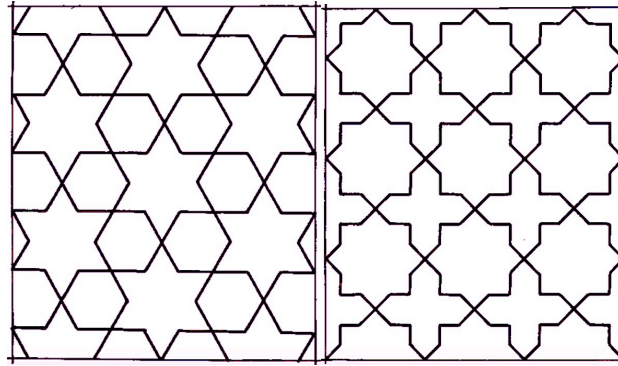


Figure 1 – (Left) Six-Point and (Right) Eight-Point Star Motifs. Source: Lee, 1986

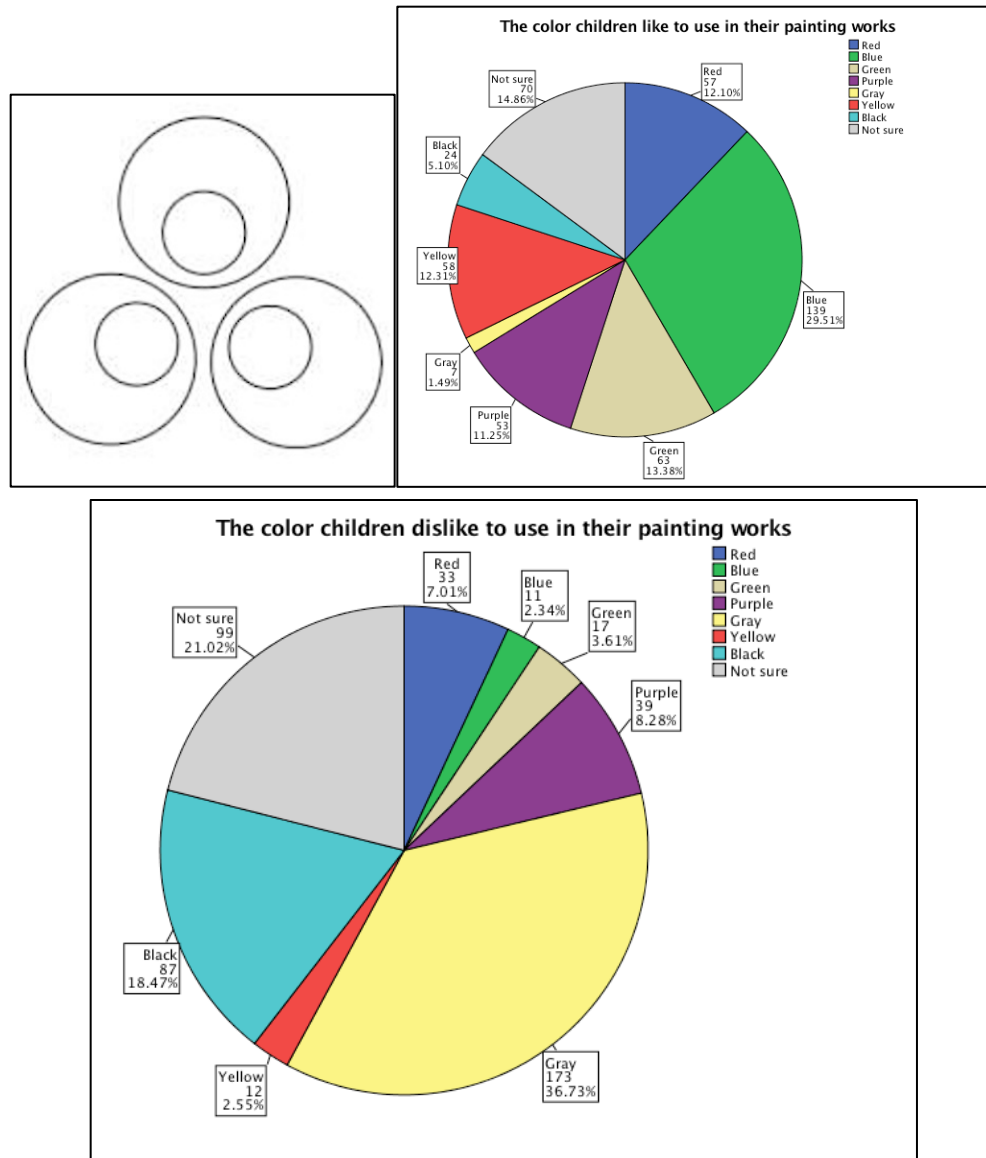


Figure 2 – (Left) Çintemani Motif, (Middle) Tulip Motif, (Right) Crescent Motif. Source: Gumuser, T. (2012). Contemporary Usage of Traditional Turkish Motifs in Product Designs. *Idil Sanat ve Dil Dergisi*, 1(5):218-230

3.2. “Symbols of the Past” in Architecture and Ornamentation in Ankara in the Post 2000s

In *Course in General Linguistics*, Saussure (1959, 11) explains how meaning is constructed by stating that “a given concept unlocks a corresponding sound-image in the brain...” He defines the sign, as a union between the signifier and the signified. According to Hall (1997), the first element “signifier”, triggers the second element “the signified”, in a person’s mind. The product of the union of these elements, which can be defined as the process of signification, is the “sign” (Barthes, 1988). According to Peirce (1931, 171), “A sign stands for something the idea which it produces or modifies. Or, it is a vehicle conveying into the mind something from without.” Symbols can be defined as referential signs (Nöth, 1990), which can be used in the representation of ideas, concepts, or as in the case of this study, ideologies.

The representation of AKP’s ideologies found its form in architecture and public spaces by adapting and combining some elements of Seljuk and Ottoman architecture, which are described as “symbols of the past” in this study, to question what they actually represent. In the architectural works of the post-2000s, especially in Ankara, it is possible to find what AKP officials and Recep Tayyip Erdoğan, refers to as the synthesis as “Ottoman-Seljuk” style, which can be roughly defined as a style that incorporates Ottoman and Seljuk forms and elements as references – or symbols – with contemporary technologies (Batuman, 2018). In some architectural works, Ottoman-Seljuk forms are being used both in the form of the structure and in the ornamentation of their facades; while in some cases it is only included in the form or in ornamentation.

According to Batuman (2014), “Ottoman-Seljuk” style first emerged in 2005, when AKP declared that new schools were to be built in this style, which was followed with the declaration in 2006, regarding the construction of the new courthouses. In 2007, the new headquarters of AKP, located in Ankara, were opened (Figure 3). This building was not a direct reference to “Ottoman-Seljuk” style, but rather it used ornamentation and abstracted forms referring to the past. The building of AKP headquarters has a symmetrical arrangement and white facades that are located beneath the eaves, which was an architectural characteristic of Seljuk architecture. It also has a monumental entrance area, which has ten of the eight-point star motifs attached on it. As mentioned, these motifs used to carry different meanings and symbolize different concepts. The eight-point star, which consists of two squares, was related to concepts such as four elements, four seasons or four directions, in the Islamic cosmos (Akkach, 2005). However, on the façade of the AKP headquarters, it is possible to observe that this pattern began to lose its earlier connotations and started to gain a new meaning, a political one, related to the ideologies of AKP, in which they detach themselves with the republican past, and associate them with an Islamic identity.



Figure 3 - AKP Headquarters. Source: Akasyam Haber, 26.10.2017, Available From: www.akasyam.com

Another architectural work that can be seen directly related to the ideologies of AKP is the “Presidential Palace”, within the presidential complex, also called AK (White) Palace (Figure 4). The construction of presidential palace, which has 1,100 rooms, was controversial since the blueprints of the complex were produced in secret and the public learned about it only after the construction started (Batuman, 2018). Furthermore, the complex was being built on the land of Atatürk Orman Çiftliği (AOÇ), which began to be improved from a barren ground to a large green land and forest with the request of Atatürk himself in 1925 (A.O.Ç. Official Website). The Chamber of Architects, who was monitoring the area, opened lawsuits, which resulted with the decision to stop the construction (Hasol, 2014). Despite this, Erdoğan rejected this decision and the building opened in 2014. Erdoğan, regarding the building stated that, they had to give the message that Ankara was a Seljuk capital, which is historically inaccurate information, and that they also used Ottoman motifs on the inside of the building (Batuman, 2018). The monumental Presidential “Palace”, has a symmetrical arrangement; wide eaves, which can be seen as a reference to Seljuk architecture; and hipped roofs. According to Batuman (2018), the building can be understood as a hybridization of Western classicism and the nationalist architectures of the 20th century. In the case of Presidential Palace, it is possible to observe, how AKP’s and Recep Tayyip Erdoğan’s ideologies were represented through a monumental building, that used Seljuk architecture and Ottoman motifs as a way to connect with a specific political approach that is detached from the republican past and is associated with specific cultures from the past of Turkey.



Figure 4 – The Presidential “Palace”, Ankara. Source: Official Website of Presidency of the Republic of Turkey, Available From: <https://www.tccb.gov.tr/en/>

The first two examples mentioned, AKP Headquarters and the Presidential “Palace”, were directly linked to AKP, since one of them houses AKP (Justice and Development Party) and the other one houses Recep Tayyip Erdoğan, as the current president. However, this eclectic approach to architecture is not only limited to places linked to AKP, rather it can be seen in many architectural works in Ankara. One of the projects that exemplify this is, the five entrance gates of the city, built in in 2014, which were all designed differently (Figure 5). The former mayor of Ankara, İ. Melih Gökçek, defined the gates by stating “İnşallah our gates, with their distinctive attributes and architecture, will become the symbols of Ankara. Our gates embody reminisces of Seljuk and Ottoman architecture, and, as a result, reflect our history” (Taşdizen et al., 2015).



Figure 5 – (Left) Eskişehir Way Entrance Gate with the eclectic Ottoman-Seljuk Style, Source: Yılmaz, E.T.G. (2014). Ankara'nın Kimlik Bunalımı!. Arkitera.; (Right) Detail From Eskişehir Way Entrance Gate, Use of 12-Point Star Patterns in the Ornamentation, Source: Photo taken by the author

Another project in Ankara was the construction of 52 different new clock towers alongside the roads, which are highly visible to people walking or driving by (Figure 6). Some of these clock towers in public spaces employ Ottoman and/or Seljuk architectural elements and/or forms; and make use of Ottoman motifs and/or Seljuk patterns.



Figure 6 – (Left) Clock Tower in Beypazari, Source: Sak, G. (2014). Beypazari ilçesi de çakma saat kulesine kavuştul!. Türkiye Ekonomi Politikaları Araştırma Vakfı.; (Right) Detail of a Clock Tower near AKP Headquarters showing the use of 12-Point Star Patterns in the Ornamentation, Source: Photo taken by the author

It is possible to view a similar approach to ornamentation, in other public spaces, such as the areas around pedestrian bridges (Figure 7). In Figure 7, for example, it is possible to view the use of Ottoman tulip motif being used in ornamentation in the same area with Seljuk star patterns.



Figure 7 - Use of Ottoman Tulip Motif, Alongside Seljuk 8-Point and 16-Point Star Patterns in the Same Area, Eskisehir Way Pedestrian Bridge, Ankara. Source: Photos taken by the author

Another place, where people may find these patterns, is the subway cabins, since wallpapers of the Çayyolu subway cabin are covered with 6-rayed rosette motifs, which is also used on the doors in a larger scale (Figure 8). The patterns on the walls are very small; therefore it is almost viewed as a light grey colored wall. It is possible to observe that, in each one of the exemplified architectural works, some type of Ottoman and/or Seljuk architectural references, motifs or patterns; or a combination of these, either on their form or on their ornamentation or both was used. However, it is important to question what these architectural form references, as well as the use of Ottoman and Seljuk motifs or patterns in the ornamentation, started to represent in the post-2000s.

Intercept	Pillai's Trace	.897	2032.299 ^a	2.000	467.000	.000
	Wilks' Lambda	.103	2032.299 ^b	2.000	467.000	.000
	Hotelling's Trace	8.704	2032.299 ^b	2.000	467.000	.000
	Roy's Largest Root	8.704	2032.299 ^b	2.000	467.000	.000
	Age					
Age	Pillai's Trace	.072	8.773	4.000	936.000	.000
	Wilks' Lambda	.928	8.924 ^b	4.000	934.000	.000

Figure 8 - Detail of the Wallpapers of Çayyolu Subway Cabins, Showing the Use of 6-Rayed Rosette Pattern. Source: Photo taken by the author

4. Conclusion

A symbol can be understood as a referential sign, which in the case of our study is, the use of Ottoman and Seljuk symbols on the architectural works and ornamentation in public spaces, built during the rule of AKP. According to Hall (1997, 31), “Signs do not possess a fixed or essential meaning”, rather all meanings related to a sign, are produced within historical and cultural processes, and can be considered changeable. As mentioned, Ankara as the capital city of Turkey and as the seat of the government was and still is an important place in the representation of different concepts and ideologies. It is possible to state that Ankara has undergone many architectural transformations starting from the early republican period to today, which was related to many things including, debates regarding “nationalism”; questions related to the representation of the state; ideologies of different governments; and also historical, economical, social and cultural conditions. After AKP came to power in 2002, another transformation began with the eclectic “Ottoman-Seljuk Style”, in architectural works and ornamentation in public spaces. The products of this style are visible especially in Ankara, in both governmental buildings, and in the works in public environments, as in the cases of city entrance gates, clock towers, pedestrian bridges and subway cabins.

However, as mentioned, the symbols used in this “Ottoman-Seljuk Style” used to carry meanings that were related to religion, status, lifestyle, traditions and culture of those civilizations. In the post-2000s, with their new use, these symbols began to lose their earlier connotations and started to gain new meanings that are related to the ideologies of AKP. In their new meanings, these symbols began to represent a break from the republican past, which was associated with the newly founded republic as a new and modern state. Furthermore, these “symbols of the past” were connected to the Islamic civilizations that came before the proclamation of the republic, which linked AKP to the Islamic heritage, instead of the secular history of Turkey. In other words, with the use of “Ottoman-Seljuk Style”, those “Symbols of the Past” started to lose or change their previous meanings, and started to gain new ones as “Symbols of AKP’s Ideologies”. Finally, it is possible to state that, these symbols became a part of AKP’s political identity, and even contributed to their ideologies by reaching to people in their daily lives, on the streets of their capital, distributing an image that represent the political approaches and ideas of AKP.

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THE IMPACT OF SOCIAL MEDIA ON WOMEN'S CIVIC ENGAGEMENT IN SAUDI ARABIA AN EMPIRICAL STUDY OF SAUDI WOMEN COUNCILLORS

HANAN ALSURAIHI

ABSTRACT

This is a case study that took place in the context of the Kingdom of Saudi Arabia. In the lights of the many political, social and economic changes that has been in place in the Kingdom lately, women were allowed more freedom. One of the gains of this era is allowing Saudi women to participate in civil services elections. The primary goal of this research is to examine the issue through a case study analysis of the recent election of Saudi women councillors by examining whether they see themselves as role models for Saudi women and how the use of social media shapes their new identities, and how they communicate with and engage their female constituents. The questions of the current research are as follow:

- What impact can the recent election of Saudi women Councillors, within a context of more highly educated and socially networking young women citizens, have upon the level and styles of civic participation and engagement of women in Saudi Arabia?*
- How do the elected female councillors perceive their role in relation to the development of political change in KSA?*
- What are the new experiences of using social media for Saudi women councillors as means of engaging with citizens?*

- *To what extent and in what ways do Saudi women councillors feel that social media supplies them with a new space that helps them express their feelings and opinions without restraint?*
- *Can social media increase the social and civic capacity of Saudi women councillors with regards to their activities and participation?*

The findings suggest that the 2015 elections for Saudi women represent a unique event in the modern history of the Kingdom. However, the respondents confirm that these elections are only a step on the road, and do not exaggerate about these elections as a qualitative leap in the life of Saudi women. Although the election event itself is a qualitative development, the results have not significantly affected the lives of Saudi women. This does not degrade the importance of allowing Saudi women to take part in the elections. It is evidenced that more research is required to investigate the phenomena after few more years.

AN IN-DEPTH ANALYSIS OF THE EXPERIENCE OF DISABLED ACADEMICIANS IN TURKISH HIGHER EDUCATION

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ABSTRACT

Like race, gender or ethnicity, disability is just another variety among people, which is supposed to be respected and appreciated as diversity. Higher education all around the world is building a more inclusive setting while disability is noticed mostly for students, less for academicians. The aim of the study is to analyze the experience of disabled academicians in working life by revealing the social and physical barriers that the disabled academicians have encountered to at work and interpret those experiences with self-knowledge and social knowledge along with their impact on their job satisfaction. The main goal is to provide the educational administrators and policy makers with facts and options for amendments and guidance in order to develop inclusive and sustainable education policies. In this phenomenological research, a semi-structured interview was carried out with 15 participants on their working life experiences and reflections of those. According to the findings, social interactions at work and accessibility opportunities shape the academician`s self and social knowledge. Then, self and social knowledge determine job satisfaction. To let the disabled academicians fully participate in the academic working life, the administrators in higher education should prevent exclusion, preclusion and negative discrimination against the disabled and provide full accessibility.

THE USE OF IDIOMS IN THE SAUDI SOCIETY: A FIELD STUDY

HIJAB ALQAHTANI

PhD

ABSTRACT

Idiomatic expressions are a group of words that collectively gives a specific meaning. Because these idioms are not semantically connected to the lexical meanings of their sub-units, they should be treated as one entity. Any attempt to disassemble them would violate their meanings. This research seeks to explore the Saudi people's comprehension of idiomatic expressions and to what extent they employ them in their daily conversations. Both the degree of comprehension and the scale of utilization are tested through various factors, including but not limited to gender, age, education and the like. The researcher renders some recommendations for better and deeper use of idioms in our societies.

Keywords: Semantics, Comprehension of idioms in KSA. Usage of idioms in KSA

A STUDY OF PERCEPTIONS OF LEADERSHIP AND ITS ROLE IN EDUCATIONAL TRANSFORMATION IN GIRLS' SECONDARY SCHOOLS IN SAUDI ARABIA

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Introduction

In Saudi Arabia, globalisation and modernisation have led to several reforms in the education system, including the King Abdulla Project and Vision 2030. Accordingly, there is an urgent need for skilled educational leaders who can address the challenges of global economy, while implementing these education reforms successfully requires effective and skilled school leaders. Therefore, the present study is designed to explore representations of management and leadership among educational leaders in schools to gain knowledge that will inform future leadership training needs for the Ministry of Education (MoE) in Saudi Arabia. The study also explores the history of education in Saudi Arabia over the past three centuries, together with an overview of education policy reforms.

A brief History Education Administration Reforms

The shortage of indigenous Saudi Arabian teachers, the lack of uniform qualification requirements for Saudi principals, the centralised bureaucratic educational system, and the student drop-out rates are the most important issues that are reported by researchers who have studied education administration in Saudi Arabia during the past decade. Alsallom (1974) states, “rapid growth, strong centralisation, shortages of specially trained personal, inadequate and

ineffective administration are the features of the Arabian educational administration system” (p. 12). Indeed, the greatest difficulty that the Saudi educational administration system faces stems from the inconsistency in qualifications of school administrators, or the type of qualifications of the individuals who manage the educational system; the assumption is that a good teacher will also make a good principal. Many recruited school principals in this manner are not qualified for their jobs; and “have not taken any courses in administration; most of them are graduates of religious institutions with a limited view of education” (Manuie, 1976, p.38).

It should be noted that the roles of school principals are negatively affected by the centralised educational system in Saudi Arabia. Alshakhis (1984) concludes “Arabian school principals do not play the leader role to a great extent because of the lack of authority caused by the bureaucratic and centralised system” (p.87). Moreover, Manuie (1976) explains that due to the centralised system, the school principals do not have the authority to initiate changes and play a leadership role in their organisations. Most principals, at all levels of education, are spending their time working on clerical details and minor issues.

In particular, Al-Najjar (1984) investigated male high school drop-outs in the city of Makkah, Saudi Arabia, where it was determined that the students’ relationships with their teachers and their school principals are important causes for the students to leave their schools. Al-Najjar concluded that student wastage is one of the most critical problems facing Saudi educational planners nowadays (Al-Adwani, 2015). Accordingly, there is little doubt that in school systems, the curriculum, the teachers, and the principals are directly related to the academic progress of their students. The principals’ and teachers’ qualifications, along with the overall school climate, make a substantial difference in the students’ scholastic achievements (Najai, 1987). In general, educational leaders in Saudi Arabia are working hard to improve educational quality at all levels of education.

Between 2007 and 2013, the MoE in Saudi Arabia sought to completely reform the education system. By launching the King Abdullah project to develop public education. In 2016, the Saudi government projected Vision 2030, which focuses mainly on providing students with 21st Century skills required to decrease the gap in labour market needs. However, this vision has pressured school leaders to meet the needs of students, parents and the community.

Saudi Arabia began to focus on educational leadership preparation and development when it realised that educational leaders lacked the necessary skills to fulfil their roles. Future Visions Forum (2015) stresses that within the new regulatory and administrative guidelines school principals should be school leaders, capable of granting more authority and empowering school leadership to follow modern educational methods. The initiative also recommended the granting of material and moral incentives for school leaders (MoE, 2015).

A number of studies in the leadership field have focused on the needs of school leaders. For example, Alsobia (2009), who investigated the important leadership roles in schools in Saudi Arabia, identifies the following needs: 1) staff motivation; 2) exercising distributed leadership; 3) collaboration with staff to build strategies to develop school districts; and 4) create changes in culture. On the other hand, Asmari (2013), who focused on the most important obstacles that prevent current leaders from exercising their roles, illustrates several potential problems: a lack of preparation for alternative cadres; a lack of training programmes and rehabilitation options for alternative leaders; leaders' resistance to change; highly centralised administrative educational systems; a lack of attention to incentives; and an inadequate identification of functional powers. Consequently, to address these issues, Asmari (2013) proposes several important recommendations: (1) delegating more authority and power to educational leaders; (2) emphasising worker empowerment and providing workers with information that facilitates action in various situations; (3) developing an appropriate programme for training and rehabilitation in line with individual needs; and (4) growing leadership according to the fundamentals of ability and efficiency that will contribute to the growth, development and rehabilitation of alternative cadres.

Alferyan (2012) summarised the aforementioned issues as follows: firstly, training organisations do not realise the importance of developing alternatives or second-line leaders, and thus, fail to focus on human resources and organisation development in general; secondly, they do not emphasise career paths that combine accumulated experience with rehabilitation programmes and training in-line with individual and organisational needs. Finally, there is a scarcity of administrative development institutes and training centres capable of benefitting from such programmes and/or providing participants with leadership skills and knowledge. In addition, in 2015, Alsari (2015), who studied the training needs of women in educational

leadership in Saudi Arabia, determined that female school leaders have a significant gap between present and desired skills. The findings suggest a need for leadership development courses to support female school leaders in critical skills development. The study outlines several skills that leaders need to lead successful schools, including: systems thinking; understanding the relationship among the various school systems for better decision-making in order to diagnose problems; and to arrive at practical solutions.

In summary, it appears that the Saudi Arabian education system lacks training programmes in educational leadership, as confirmed by the recommendations of the School Leadership Future Visions Forum (MoE, 2015). Furthermore, several studies have illustrated the leadership issues that currently exist, emphasising the need for leadership preparation and leadership skills' development through training programmes. Given this background, the current research seeks to bridge the current gaps through the process of a literature review, which will take into consideration programmes and methods comparable to those of developed countries (e.g. the United Kingdom (UK), Singapore and the United States (US)). Subsequently, this may provide the researcher with a good perspective from which to develop suitable training programmes for the Saudi Arabian education system. However, even with a strong training programme, it is important for the leaders enrolled on leadership development courses to be carefully selected, due to the need for leaders with comprehensive leadership skills to achieve successful outcomes.

There are signs of poor performance among schools leaders due to the fact that certain school leaders are failing as a result of not acquiring the experience and training programs they need in administrative practices. Furthermore, there is a lack of scientific and practical criteria in relation to the recruitment, selection and appointment of school leaders. However, in spite of the fact that the MOE implemented a new process for nominating school leaders, the test is a theoretical measurement of a variety of types of knowledge, and there is a need for scientific and practical mechanisms in the field of education, in order to ensure the selection of eligible and capable educational leaders.

Reforms in the Saudi Arabian Education System

The challenges that the Arab world faces are deep and complex. The area needs to catch up with developed nations and keep pace with global developments (Zahrani: Ibrahim, 2012). Additionally, human creativity and renewed capabilities of innovation need to be nurtured through education, (Zahrani: Ibrahim, 2012). As a result, recently, two major projects have sought to reform education in Saudi Arabia. The first was King Abdullah bin Abdulaziz's Project for the Development of Public Education. The second consists largely of reforms associated with the country's Vision 2030. The following briefly describes Vision 2030.

Vision 2030

Saudi Arabia adopted Vision 2030 as a roadmap for economic development within the KSA. The vision discusses the trends and public policies of the Kingdom, as well as its goals and commitments. The vision involves:

"Building a vibrant society on the basis of moderate Islam in a positive and attractive environment. The second axis is a booming economy focused on providing opportunities for all through an educational system linked to the needs of the labour market and developing opportunities for entrepreneurs, small enterprises and large corporations. The third axis focuses on homeland ambitions for production and achievements, particularly in two respects: firstly, effective government, which continually develops its performance to address new aspirations and hopes and to confront challenges, and secondly, a responsible citizenry constantly working to achieve the country's hopes and aspirations" (Saudi Arabia Vision 2030, 2016, Para. 2).

These three axes are said to work in conjunction to achieve the country's overall objectives. The themes also outline the future of Saudi Arabia and the government's first steps in the implementation of Vision 2030 through, in particular, two executive programmes: the Fiscal Balance Programme and the National Transformation Programme (Saudi Arabia Vision 2030, 2016).

The National Transformation Programme 2020

The National Transformation Programme 2020 is considered to be the mechanism to implement Vision 2030 (Karakoti, 2016). The aims of the National Transformation Programme are to improve government performance and establish the necessary infrastructure to achieve Saudi Arabia's Vision 2030. This programme is to be implemented through a framework of international partnership, which builds the expertise and experience necessary for rich and distinct teaching, as represented through nine countries: the US, Canada, the UK, Australia, Finland, Singapore, New Zealand, Ireland and Sweden (Khebrat, 2017). The MoE has sought to dispatch a number of teachers, school leaders and supervisors to obtain practical training in education in advanced countries, with the aim of conferring the first-hand experience in professional practices through a unique school environment and peer work (Khebrat, 2017).

Overview of the Literature Search: Education, Leadership, Secondary Schools

The findings from international literature covers the following topics: studies that point to evidence that relates to raising low performance in secondary schools; sustaining school development; how leaders ensures that schools run smoothly during times of transition; responses to a variety of contexts and challenges in different school settings (See full review in supplementary texts). The review suggests that distributed leadership models could be the one most helpful for the secondary school context in the KSA; distributive leadership involves features such as creating collaborative communities within schools. In contrast to other models distributive leadership purports that classroom teachers can play leadership roles, which relies

on creating trust that in turn could enhance the implementation of change. In addition, teachers who work collectively seem to manage to encourage staff members to work harder and commit to achieving a particular school's aims.

Leithwood and Riehl (2003, 2005) identified principals that help to sustain school improvement, such as: setting directions, developing people and redesigning the organisation and managing the instructional programmes. Moreover, Garza et al. (2014) identifies effective leaders as those who set appropriate directions for their schools and articulate a clear vision to the internal and external school community. A high level of trust was seen to create a school environment that encourages academic success (Huguet, 2017). The role of leadership in creating democratic communications for teachers through moral and material support can also be extended to facilitate communication with parents; involve the broader community and that is underpinned by values. Furthermore, schools with democratic communities are able to identify potential problems (Nobile et al., 2016).

In different organisational sectors, whether schools or military, and in various national cultures, such as Canada, the US, Hong Kong and the Netherlands, compelling evidence shows that there is a core of successful leadership practices common to various styles of leadership (Leithwood et al., 2004). Indeed, "these practices can be thought of as the 'basics' of successful leadership; rarely are such practices sufficient for leaders aiming to significantly improve student learning in their schools; But without them, not much would happen" (Leithwood et al., 2004, p. 8).

Features of Distributed Leadership

'Setting goals', 'creating a shared vision', and 'framing goals', are considered the major elements of leadership in the majority of the organisational sector. Meanwhile, the educational leadership literature reveals a wide range of leadership styles and models (Leithwood & Duke, 1999). Leithwood et al (2004) suggests that successful leaders set directions, aim to help and motivate colleagues to establish a shared objective and develop shared understandings regarding

the goals and activities of the organisation (Day & Sammons, 2014; Sun & Leithwood, 2015; Leithwood et al., 2004).

Distributive leadership practices recognise the significant difference in teachers' beliefs and focus on the working conditions. Key to distributive leadership is building collaborative cultures and developing relations with parents and the community that attempt to restructure the organisation by linking the school with its broad environment (Louis & Kruse, 1998; Chrisman, 2005, Leithwood, 2006). Other features of distributive leadership are: managing conflict and team building; delegating; consulting and networking (Day & Sammons, 2014).

In addition, Bennett et al. (2003, p. 3) claim "distributed leadership is an emergent property of a group or network of individuals in which group members pool their expertise". Spillane et al. (2001) further explain this as 'distributed practice', or 'collaboration practice' (Heck & Hallinger, 2009), in which school leadership is practiced by the headteacher, teachers, and staff of the school's development group (Spillane & Healey, 2010; Heck & Hallinger, 2009). However, the concept of distributed leadership is not simply about a group of leaders, nor even about the distribution of responsibilities between the amount of leaders, rather it includes both the overall quality of school leadership and developing leadership capacity in each school individually (Harris, 2011). This will eventually create a commitment to collective responsibility (Stoll, 2009) and will lead to the rise in school productivity and responsiveness to students' needs.

The spread of distributed leadership demands, coordination and nurturing of the space are particularly challenging without the school principal's support (Hopkins & Jackson, 2002). Harris raises the issue of 'who can exert influence over teammates and in what domains?' (Harris, 2005,p.165). Fullan (2001) explains that the distributed school leadership rationale is based on the notion of sustainable change in which leadership generates changes that enable teachers and other staff members to embrace their own leadership, as well as owning the responsibility to implement changes the classroom (Fullan, 2006; Hall & Hord, 2001).

A literature review of research found a shortage in training and a lack of knowledge about what form of leadership is required to transform the education system in the KSA. The emerging research questions identified from the literature review are as follows:

- How do women headteachers and managers in the education system perceive leadership?
- Do women headteachers and managers have an understanding of different models of leadership, and in particular distributive leadership?
- What might be some of the possibilities and barriers for developing effective school leaders in girls' schools in Saudi Arabia?
- How can leadership models be adapted to work within girls' schools that are led by women in Saudi Arabia?

To address these questions, research was conducted in secondary girls' schools in Riyadh in Saudi Arabia. Eight principals and eight deputy head teachers participated in one-to-one, semi structured interview. One school participated as a case study and this involved semi-structured interviews with a range of teachers and the deputy head.

Initial data analysis suggest the following findings. A simplistic representation of leadership matters was found to be held by Leaders in girls' high schools. There were no specific criteria in the way the Ministry of Education appoints school leaders. There was no systematic training program available to develop school leadership skills. It is most likely that giving school leaders more authority might enable them to develop more leadership skills.

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EFFECTIVE TEACHING: STUDENT PERSPECTIVES FROM THE MIDDLE EAST

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ABSTRACT

The relationship between teaching and learning is not always clear, and in many instances, teaching does not automatically result in learning. There are also misconceptions of what effective teaching is. Examining the two main factors in the education equation (the teacher with the techniques, approaches and methods used in the classroom and the students' reaction to the teacher and their teaching) is important in today's multifaceted multicultural classroom contexts. This paper examines the literature on the attributes of effective teaching from both the perspectives of teachers and learners. It investigates the perceptions of students studying at a university in the Middle East regarding the characteristics of an effective university instructor. Anonymous survey data from 1,557 students from both graduate and undergraduate programs were collected. An analysis of the data collected to answer the research question, "What are the characteristics of an effective instructor" is presented followed by implications for teaching, especially in EFL/ESL contexts in the Middle East.

Keywords: Middle East, effective, instructor, EFL/ESL students, teaching, learning

QUALITY ENHANCEMENT AND ASSURANCE IN THE SOUTH AFRICAN CONTEXT: OPPORTUNITIES AND CHALLENGES

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ABSTRACT

Quality assurance and enhancement of teaching and learning are at the centre of debates at universities globally and in South Africa. No one can dispute the need for quality teaching and learning (T&L). However, we must also acknowledge the fact that it is a highly contested term lacking a single conceptualisation. In this paper I analyse the higher education context with specific attention to some contextual factors and their influence on the quality of teaching and learning. I define what quality entails in the SA HE context, and what these notions mean for a university of technology. Furthermore, I provide a distinction between quality assurance and quality enhancement/development and explore challenges/constraints and opportunities/enablers affecting the quality of teaching and learning. I conclude by explaining how, in my role as a transformative academic development leader, I exercise my agency by influencing the quality of teaching and learning, conceptualise new ways of enhancing the quality of T&L, curriculum and assessment, as well as academic development based on challenges and opportunities identified. I use Archer's social realism framework of structure, culture and agency in this analysis.

Keywords: Quality, quality assurance, quality enhancement, higher education context

SOCIAL ADVERTISING AS A SOCIALIZATION FACTOR OF THE CONTEMPORARY YOUTH?

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ABSTRACT

The study focuses on the growing problem of the contemporary society which we may observe in the increasing impact of the media, namely advertising, reflecting in the consumer behavior of the contemporary youth influencing their value systems, in continuity with a significant weakening of the role of primary socialization factors, i.e. families and schools. The study should not only reveal the power of the media affecting the young but also to answer the question of whether social advertising can become a significant socializing factor in the current postmodern society. To find the answer, an extensive quantitative research was carried out in 1,080 primary school respondents, as well as in 1,080 secondary school respondents at 54 schools in the Czech Republic - the sample being directly proportional for girls x boys, and towns/cities x villages. The study also includes conclusions based on the follow-up qualitative research realized in the form of focus groups for pupils of primary and secondary schools, specifically aimed at specifying the effectiveness of social advertising according to the priority presentation of different socially problematic areas. The final part of the study presents the possibility to effectively use social advertising in the role of an educational and training agent in the system of primary and secondary education in the continuity of cooperation with university students with the focus on marketing communications, as well as with marketing employees of advertising agencies.

Keywords: Social advertising, socialization, primary and secondary education, teenage generation, social marketing

1 INTRODUCTION

The contemporary postmodern society has brought and still brings about a number of significant changes that radically reflect not only in the life of the society as a whole, but also in the individuals. The characteristic features of the postmodern society were formed in the direct continuity with three developmental phases (Hauser, 2012; Jencks, 2007): the negation of modernity; a positive interpretation of postmodernism, and the present reflected in the search for new alternatives, coupled with the gradual emergence of negativism representing a transformation into the new cultural and social epoch (Hauser, 2012). Although it is not easy to define the specific features of postmodernism, as documented by the works of the leading authors of postmodernism (Lyotard (1993), Welsch (1993), Hassan (1987), Giddens (2010), Baumann (2006), and others), it was already an initial stimulus of an increasing maximization and optimization of production leading to the increase in consumption and to be reflected in the increasing characteristic feature the postmodernist society, which was and is consumerism. I.e. the consumer age "with the tendency to reduce the differences that exist between the sexes, generations" and vice versa, "with the excessive increase in the differences in individual behavior, which is now free from the roles and conventions" (Lipovetský, 2008). The only specifically defined roles that are attributed to us by our society are "consumer roles" in continuity with the fact that "the more we consume, the more we want to consume" (Bauman, 2006).

he individual comfort with the primary mission of fulfilling the individual from a functional, subjective and emotional point of view predominate. "The individual prevails over the general, psychological and ideological, communication over politicization, diversity over uniformity, permissiveness over coercion" - and all in continuity with the view that "an increasing departure from the church and its teachings that our being in simpleness on earth will be redeemed by abundance in the future life also facilitates the victory of consumerism and hedonism, which became a normal part of life"(Lipovetský, 2008), which was reflected in the gradual transformation of the values and attitudes of the rising generations. We are confronted with defining postmodernism in the form of the end of epistemology and ethics as the society is no longer governed by university rules, in continuity with the lack of establishing an ethical system, which is reflected in a direct proportion with the gradually declining morality. At the end of the introductory part, we can state together with Grenz (1997) that "postmodernism of today appears in all aspects of our lives - from the morning ringing of the alarm clock on our smartphones to global issues such as global warming or migration".

2 THE STUDY

2.1 Problem Formulation

However, it is not just consumerism, the consumer society that characterizes the contemporary society standing at "the threshold of a new era". An important aspect is the growing influence of the media, which is an essential characteristic of postmodern society, i.e. "the society based on the integration of information and communication technologies in all spheres of social life to the extent that they fundamentally change social relations and processes, the information society" (Jonák, 2003). Where to look for that serious problem and is there at least any outline of a solution? Can we express this using a "simple" equation: consumerism and media (advertising) family and school (socialization) = social advertising (values and attitudes)?

The media (especially the mass media) and the media communication (with the media or with support of the media) are an inherent part of the contemporary society. It is indisputable that today's world is providing adolescents with much more autonomy than they could have attained earlier, thanks to the possibility of a vastly open approach to a range of new information, symbols, interpretations and lifestyles that significantly outweigh the abilities of their parents and teachers. This fact, however, has an increasingly negative impact on the position of these two major socialization factors in the eyes of the teenage generation, due to the increasing suppression of the history of the determined role of the family and school in the socialization process. The goal of the mass media in its general sense is to "produce, reproduce, and distribute the knowledge of widely understood sets of symbols that are important for the experience of the social world", so that in their "recipients" these create a construction of social realities and their personal notions of it", i.e. in fact, "to create another new reality". The reality of an everyday life is thus combined with the "media reality", which is particularly evident in the younger generation. The growing influence of the media is an increasing and serious "threat" to the process of the socialization of the youth, as we can now say that the media are a highly effective tool for manipulating the psyche of the teenage generation constantly seeking their own individualities, and the media present their own description of the world, and the media even "prescribe" or secretly "command" the set form of behavior. However, there is no escape from the everyday attack of the media. And that is where the immeasurable problem of the present occurs, because it is precisely this powerful manipulative power that allows the media to increasingly formally shape attitudes and opinions of individuals, create their value systems, influence their lifestyles and thus become an important source of model

behavior. This state of affairs contributes to the fact that the current youth does not only adopt

the presented media content but, and this becomes even more problematic, they are still more actively seeking and actively choosing according to their current developmental requirements, in continuity with the reflection of the influence of the social and cultural environments. In the true sense of the word, then, the media can act as an agent of socialization, mostly in the role of a "technological educator and teacher". The media become part of families, by which the traditional authoritarian models become distorted, as it has been mentioned, in the gradually increasing weakening of the influence of the family and the school, which are just one of the many sources that teenagers use within the frame of their socialization. At the same time, there is a loss of the power of adults, whether parents or teachers, or the elderly generation, not only to prevent the unintended impulses and information presented by the media, but also to assess their ultimate impact on the teenage generation. The strengthening of the functional aspects, where the media are a characteristic representative at the expense of the weakening of the intentional aspects of socialization becomes the characteristic feature of the present day (Šeďová, 2007).

The media thus achieve their goal, that is, "In the form of persuasion, manipulation and suggestion to achieve certain determined changes in the values, attitudes or behavior of individuals in various areas of public and private life" (Jirák, Köpplová, 2003).

We can see this identical principle, i.e. to achieve the recipients behave in a certain way based on a variety of messages, including the media, also in advertising. Advertising, as a part of the media world, fully presents the teenage generation with the relativisation of certainties, often reflected in the involuntary acceptance of prefabricated values, the devaluation and marginalization of the personal experience of an individual, the more frequent the penetration of artificial contexts with the "constructed" reality. It is the virtual reality that contributes to the gradual loss of certainty, reflecting the growing need to demand the restoration of certainties and the search for charismatic authorities that are able to present definitive and unambiguous answers to all the questions posed to suppress feelings of uncertainty and fears arising from an ever-changing state of knowledge. The result is very often the mechanical acceptance of prefabricated values offering ready solutions without long-term contexts. (Gillernová et al., 2011) And it is primarily advertising that draws individuals into the world of illusions with the preference of values of consumerism.

2.2 Conceptual Framework

The effect of the media should always be seen in the continuity of three basic factors, including: a) the state of the society (e.g. the way of communication, the level of education, etc.); b) the development of the media (in connection with new communication technologies); c) the development of the knowledge of the society and the way it is considered (depending on the development of sociological and psychological knowledge) (Jirák, Köpplová, 2003). "The mass media are explored in many perspectives and in many contexts - as a relatively autonomous area with its own history and immanent development, as a part of the social history, as a cultural expression, or as a special social institution entering into the interaction with other institutions" (Jirák, Trampota In : Hallin, Mancini, 2008). It is particularly McLuhan (1991), Kunczik (1995), DeFleur and Ballová-Rokeachová (1996), Potter (1998), Burton and Jirák (2001), Jirák and Köpplová (2003), McQuail (2009) and others who belong to the most significant authors paying their attention to the impact and role of the media, to the development, typology, to their specification, and the effect of their functions.

These are the media (such as television, print, radio, outdoor advertising, or the Internet) through which the primarily-paid information is disseminated, typically for the purpose of selling a product or brand, i.e. advertising. Advertising is one of the forms of marketing communication designed to deliver a message to a targeted audience in order to change their thinking, attitudes and behavior. It can be aimed at different target groups (women, men, children, families with children, Y and Z generation), or places (foreign, national, regional). They vary according to the timeliness of the communicated message (launching, or introductory vs. commemorative), but also by their character (image or product). In confrontation with other communications, the intentionality of the advertising message is upgraded, very often it does not try to hide its purpose (except of so-called hidden advertisements), as well as trying to persuade or influence the recipient of the message to achieve the stated effect. Even though the advertising discourse is conceived as the most prolific, most aggressive, and most manipulative discourse of the contemporary postmodern world, being closely related to consumerism, in order to become an effective discourse, it has to fulfill the individual stages of the AIDA principle model, which E. St. Elmo Lewis set at the end of the 19th century (1898). This means that the following steps must be taken following one another: a) attracting the attention of the target group to the fictitious reality (involuntary attention), through b) the realization of interest (intentional attention), c) the inkling the desire after the achievement of the presented (emotional aspect, decision - rational decision), to the action, i.e. obeying and going to get the product (Čmejrková, 2000). Advertising has become, as has the media as well, the essential and indivisible component of our being. We encounter advertising all around us, through the media

penetrating into our homes, we wake up and fall asleep being accompanied by some sort of advertising. Kohák even sees "the most powerful educational influence in the formation of an individual person in today's postmodern world" (2004). Čmejrková states as an indisputable fact that "we are appear in the constant exposure of advertising in our private and public lives, and it influences us, whether we want it or not" (2000, p. 9). Advertising takes us from the real world and imposes a new world on us. "Advertising offers its recipient the ability to identify, positions and roles they can slip into. Advertising seems to have been tailor-made for the recipient, but in fact, it forms his or her identity. It models its respondents' identity by suggesting that they have a number of common features with the subjects of the fictional world of advertising" (Čmejrková, 2002, p. 206). Advertising constructs to its target audience the entire lifestyle, a new reality, an illusory reality full of perfect things (even people) and even sells it. "It is the luxury of a game and the vanity of the senses, it is a creative intelligence in the service of superficiality" (Lipovetský, 2002, p. 292). Advertising itself can be seen from different angles, as evidenced by works by a number of prominent representatives focusing on marketing, marketing communication or advertising itself, for example Kotler (2007), Kotler, Armstrong (2003), Kotler, Keller (2013), or Příkrylová (2010), Karlíček (2016), Fox (2010) and others.

As shown in the previous text, the primary task of an advertisement is to raise an interest in purchase behavior. In the context of consumer (purchase) behavior, attitudes are a learned inclination to behave equally favorably or unfavorably with respect to the subject (product, service, mission, etc.). A direct experience with the product (service, ...), verbal information received from acquaintances, or exposure to mass media, the Internet, etc. form attitudes. In spite of the fact that attitudes may result from behavior, they are not synonymous to behavior. As learned tendencies, they have motivational quality, that is, they can lead a potential customer (client, ...) to a certain behavior or vice versa to discourage from it. Attitudes are thus relatively consistent with the behavior they reflect, but despite their coherence they are not stable, they change. They occur and are affected by a certain situation, event, or by conditions that affect the relationship between attitude and behavior at some point. It may happen that a certain situational behavior does not have to correspond to attitudes. There are a number of models for a more precise definition of behavior and attitudes such as a three-part model of attitudes (the component of cognitive, emotional and moral volition), more attribute attitudes, a try-to-consume model, and a positive attitude towards advertising primarily important for the study. The socialization of the "customer" that determines their attitude towards advertising becomes an important role in this process.

As shown by the results of the research that were carried out, a significant role is played by for example, communication with parents, peers, social benefit from advertising, the duration of time spent on watching TV, the gender and race, which are all associated with the attitude towards advertising. The teenage generation plays an important role in the formation of attitudes, in addition to family members, schools and friends, it is particularly admired celebrities, the mass media advertising, as well as belonging to a particular culture. Attitudes at the same time express or reflect the general values, lifestyles and opinions of recipients of advertising messages.

The knowledge of the attitudes of the target group, in our case the teenage generation, is thus far better reflected in the predictability of its values, lifestyle and opinions, which significantly contributes to the use of these characteristics in direct targeting of advertising and marketing activities. In this way, advertising appeals can target, for example, pride, security and safety, thriftiness, beauty, strength, standard, social status, self-image, connectedness, lifestyle, good feeling, fantasy, entertainment, as well as greed, gluttony, envy, tendency to laziness (Komárková, Rymeš and Vysekalová, 1998).

"It is adolescents who are the most prominent target group in terms of advertising, adolescents between the thirteenth and eighteenth year of age when first consumer habits are formed, which can gradually be profiled in loyalty to certain brands" (Vysekalová, Mikeš, 2007, p. 51). We see some specifics even here. "Puberty is a period of sexual maturation and reintegration of the personality into the society. It is a period of profound changes in the personal development and of considerable problems in family and school education" (Čáp, Mareš, 2007). Puberty (11/12-15/16 years of age) is considered as the second period of defiance, as a stressful period for adults as well teenagers. Even though it is a period of natural development, in order for a child to become a mature, responsible and independent person - it is essential to free themselves from the family dependence, parental authority. Some teenagers do less, some do more, reject opinions, attitudes, commands, and parental bans - as if "by principle" for a certain period of time only because they stem from parental authority. In the adolescence period (15/16-20/24), significant distinctive features of socialization play a major role. The differentiation and qualitative transformation of social roles and associated social demands are typical. Adolescents do not automatically endorse the views of parents, teachers, or society (anti-identification with the order of the society), but they want to decide on the choice of values and standards they want to be loyal to. The separate choice of values and standards becomes one of the results of adolescent identity search. Erikson identifies this active self-determination process as an expression of the identity crisis which he perceives as an integral part of healthy psychosocial development (Erikson, 2002). Critical attitudes to values, opinions, and lifestyles put them in confrontation with the pattern they created

themselves. Gradually, they build a more realistic vision of their future way of life by eliminating everything they consider to be unacceptable. "In their straightforwardness, integrity and maximalism, they respond sensitively to the shortcomings and contradictions in the life of the older generation - nevertheless, they take over a lot, including the negative moments in value orientations and ways of life" (Čáp, Mareš, 2007). The identity search becomes easier if parents or teachers hold more or less the same values and are able to get closer (Frederickson, Loftus, Nolen-Hoeksema, Wagenaar, 2012). The whole period of adolescence becomes the key to personality development, very often characterized as a "period of storm and conflict" (Hall, 1907), which is determined by three fundamental milestones: conflicts with parents, emotional decompositions, and risk behaviors: harm to one's own health (drugs, alcohol, smoking), sexual risk behavior; disorders of the self-consciousness (anorexia, bulimia, ...); threatening the outside social environment (bullying, aggression, racism, ...). This also relates to the specification of adolescent problems seen by Langmeier and Krejčířová (2006, p. 164) from four basic aspects: 1. the contradiction between physical and social maturity; 2. the contradiction between social role and status; 3. the conflict between the values of the young and the older generation, and 4.

the contradiction between the values of the family and the outside society. Again, we come to the contemporary problem of the decline in the significance of values, ideas and traditional social norms reflected in the "exchange" of the authorities of older generations for the authorities of the contemporary youth, better coinciding with the pragmatism and hedonism of the postmodern society with the characteristic features linked to the media coverage and economic success, i.e. with the consumer lifestyle and mass culture. Advertising, however, is not always used to increase sales or brand awareness. It can also be used to disseminate topics that are important to the society and can lead to a better human relationship with the nature, health, or even a positive impact on the safety of human behavior.

In spite of all the reflection of the negative impact on adolescents in continuity with the postmodern society, a continuing media attack, a diminishing family and school authority, and an ever-increasing influence of advertising messages "of which the youth is becoming a part, and advertising is then a part of the youth" (Cook, 1992, p. 182), there is an advertisement in front of us, whose primary goal is not an immediate economic profit, but a change in attitudes and values, so-called social or non-commercial advertising. Its main mission is to satisfy some of the higher social needs that affect the target group (the need to help others, to behave environmentally-friendly, to be respectful to the elderly, to respect the road safety rules, to sport actively, to respect the principles of rational nutrition, to strengthen the consciousness of the defense of the country, to utilize cultural

institutions, educate oneself, act actively in crime prevention, implement charity activities, active prevention against AIDS, etc.). Social advertising follows the admission of a certain idea, idea or pattern of behavior, and fulfills

an awareness-raising, educational, and instructive function. The above list shows that an important aspect leading to the effective fulfillment of the mission of social advertising is to stimulate the public to think about the issues - or motivate them to solve the presented social problems. Non-profit organizations are primarily those who stand in the role of submitter of the communication task (Kotler, 1979), the attention must also be directed to "selecting a suitable appropriate communication medium and carefully considering the predetermined criteria and their impacts on the target groups" (Juříková, 2014). The content of the message focuses on addressing issues such as improved nutrition, anti-smoking, prevention of alcohol and drug abuse, safer driving, and myriad other causes (Kotler, Zalman, 1970). The particular significance of social advertising is best defined by the American Marketing Association, or AMA, which presents social advertising as "advertising created to educate or motivate the target audience to take and accept a social problem, that is, to achieve a desirable behavior ", underlining its awareness-raising, educational and instructive function (AMA). It is "the process of persuasion to influence human behavior which does not concern the provision of utility (especially material) values ..." (Hajn, 2002, p. 258), i.e.

the adoption of a certain thought, idea or a pattern of behavior. And here we see the creation of a suitable platform to address the teenage generation not only in terms of changing attitudes and values, but also in connection with the strengthening of the lost authority of the family and school, as well as the consolidation of the role of a significant socializing factor.

2.3 Objectives and Methods

2.3.1 Objectives

The aim of this study is not only to find the answer to the question of whether we can perceive social advertising as a socializing factor affecting contemporary teenagers (elementary school pupils/teenagers and secondary school students/adolescents) but also to outline the way in which the appropriate social form to teach the adolescent generation to take their mission and identify with it. The starting point is also to point out the current values and value orientation of the current teenage generation, as well as its relationship to the family and school from the point of view of the authorities.

2.3.2 Methods

The quantitative survey in the form of a questionnaire carried out in January 2016 at 54 schools in 9 regions of the Czech Republic (Moravian-Silesian Region, Pardubice Region, South Bohemian Region, Olomouc Region, Zlín Region, Central Bohemian Region, Hradec Králové Region, Vysočina, Prague), with the sample of 1.080 pubescents + 1.080 adolescents, i.e. the 8th grade of primary school/municipality 360, country 360; 3rd grade of secondary school/municipality 360, country 360; Grammar schools 8th and 3rd grade/ 720 respondents. In the presence of a teacher, 20 pupils/students were addressed in each class with whom the final form of the questionnaire was filled, which was modified based on the pretest carried out in November 2015 with the sample of 50 respondents. The empirical research was carried out in the form of a standardized questionnaire with the use of closed-ended questions, the battery of questions, as well as open-ended questions, with the standard application of the answer scale with questions comprehensive to all age groups of the respondents (153 questions). The method of ranking the value system utilized the battery of values, the significance of which was marked by the respondent by means of a five-step scale, while step 1 corresponded to the value with the lowest significance, step 5 to the highest significance. For each value, indices such as weighted arithmetic averages were calculated based on the frequency, and according to the height of the indices, the table was formed subsequently.

2.4 Results

For the purposes of the objectives of the study, the attention will be paid to the presentation of the outcome values of the research leading to the achievement of the pre-set objective. Given that social advertising focuses its attention to changing of the values and attitudes, one of the most important findings was what values the current adolescent generation prefers, which is subsequently presented in Table 1. The resulting values in the table (Tab. 1) then help to find the answer to the question of “What value is preferred to the current teenage generation?” Whether in the overall preview or in comparison of age groups.

Values	8rd grade	3rd grade	Total
Health	4.46 (2)	4.50 (1)	4.48
Friendship	4.51 (1)	4,42 (2)	4.46
Freedom	4.30 (3)	4.41 (3)	4.36
Education	4,29 (4)	4,13 (6/7)	4,21
Developing of own personality	4.14 (7)	4.23 (4/5)	4.19
True, knowledge	4,12 (8)	4,23 (4/5)	4.18

Love	3,94 (14)	4,09 (9)	4,15
Family and children	4,18 (5)	4,07 (10)	4,13
Success at work	4,15 (6)	4,10 (8)	4,13
Good salary	4,05 (10)	4,13 (6/7)	4,09
Peace	4,09 (9)	4,03 (11)	4,06
Hobbies	4,01 (11)	3,96 (12)	3,99
Being useful for others	4,00 (12)	3,92 (13)	3,96
Environment	3,99 (13)	3,87 (14)	3,93
Good position in society	3,92 (15)	3,79 (15)	3,86
Property	3,83 (16)	3,82 (16)	3,83
God	2,45 (17)	2,29 (17)	2,37

Tab. 1 Indices of values (Source: Göttlichová)

According to what the resulting values of the research show, based on the average evaluation, health is at the head of the preferred values, even though for pubescent students, this value was preferred after friendship, which for the particular age group becomes relatively important. The concurrence in the third position, which for both the age groups is occupied by freedom, showed an interesting indicator. From the perspective of the average index, the fourth position is occupied by education, which for the adolescent youth stands behind the development of their own personality and also the truth and knowledge. From the perspective of the average evaluation, the education for the teenage generation significantly enhances its position in the comparison of various research conducted at the end of the 20th century and at the beginning of the 21st century (Sak, 2004), which illustrates the interest of adolescents in their study results, although the very authority of the school/teachers gradually weakens, as was already mentioned. A large share of the index height, however, is formed by the pubescent youth, because the adolescent youth already do not prioritize education in the form of the for them so-called 'acquisition of the theoretical base (see a plethora of theories), but on the contrary, from the perspective of overall personality development preferences, which is reflected by the current trend of education oriented on interlinking the world of practical experience and knowledge and the theory in schools in continuity with the requirements of employers. This then corresponds to the fact that the preference of good salary positioned on the same notional step in the adolescent youth while in teenagers a preference of a success in work may be observed. A significant difference also occurs in the preference of love that, which is natural, is more favored due to the age particularly by the adolescent youth, but here we

can record a significant decline of preferences compared to the preferences already mentioned by other studies (Sak, 2004), which again characterizes the current state within the society. As well as the preferences of the family and children, which reflects the current trend of our times, i.e. when the marriage and children (if any) are becoming more and more postponed to the later age. The great slump since the 1989 period can be seen in the environmental area, in both groups, as well as the last two partitions which are the reflection of the low preference, whether it is about achieving the success within the society, or about the question of faith, which fully corresponds to the ongoing process of secularization or despiritualization.

In addition to identifying the preferred values of the current teenage generation, it is also important to find out to what extent the family and school are perceived as authorities in the contemporary consumer society strongly influenced by the media, as documented in charts 1 through 5.

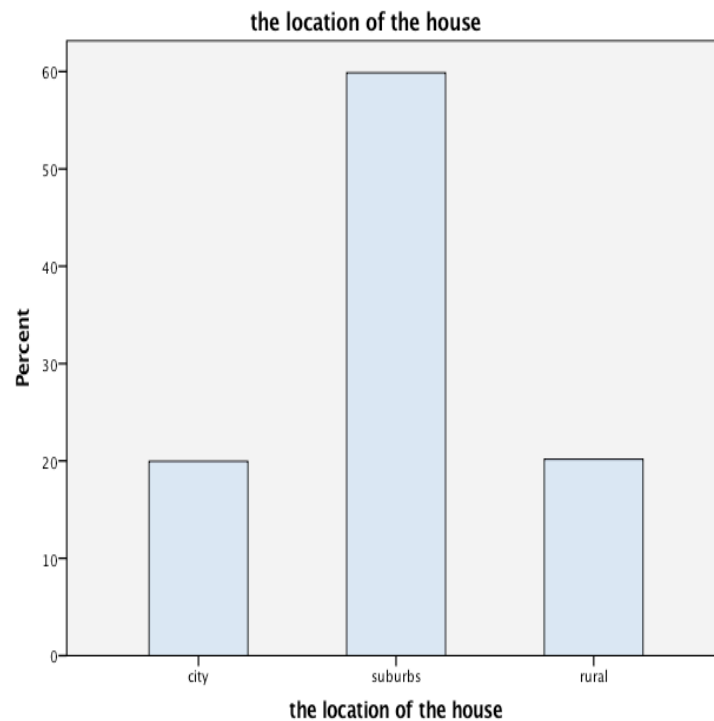


Fig. 1 Model/authority – father (Source: Göttlichová)

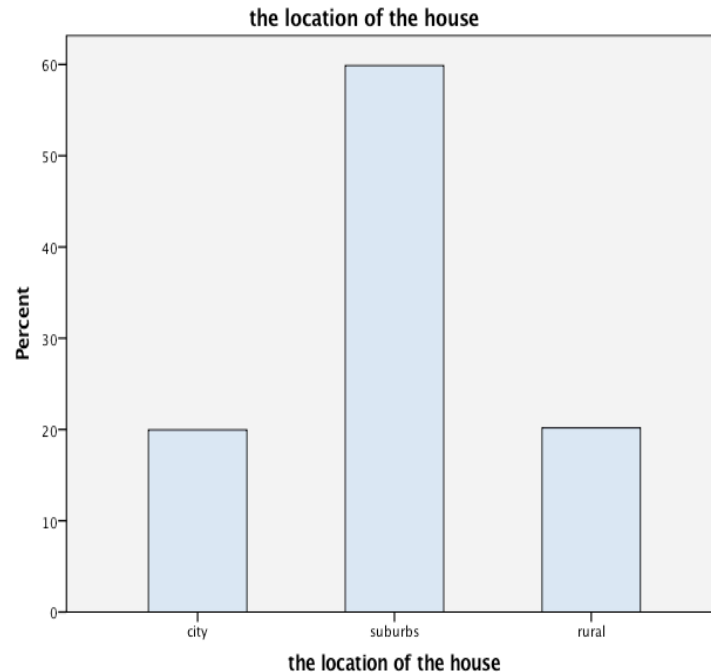


Fig. 2 Model/authority – mother (Source: Göttlichová)

As shown in the previous figures (Fig. 1, 2), presuming the reduced base of respondents who responded to the question, it is evident that in spite of the fact that the father position was evaluated as prevalingly positive (8/737, 70% × 3/627, 61%) over its negative perception (8/309; 29% × 3/409; 39%) in both groups of respondents, the mother authority partially outbalances from the positive perspective (8/783; 74% × 3/718; 68%) in confrontation with the negative perception (8/282; 26% × 3/334; 32%). At the same time, in both groups,

an increased number of respondents may be reported in terms of the father authority (8/35 × 3/45), who did not respond to the question, in comparison with the mother authority (8/15 × 3/28). The result was confirmed also by the question of identifying who is closer to the respondents, as beside grandparents, brothers and sisters and other family members and friends, the mother is in the first place unequivocally (8/427; 39% × 3/523; 52%), the father remains occupying the second place (8/173; 16% × 3/135; 12%) out of the total number of 1080 respondents from each group. The mother with regard to the father is particularly preferred by the adolescent youth.

The perception of fathers and mothers in the role of authorities corresponds with the confidence the respondents address them to obtain a solution of their problems. However, it is not only them who the respondents trust in solving important "life" problems, as evidenced by the resulting values of the following graph (Figure 3). Due to the fact that

some respondents took the advantage to choose multiple answers, the base becomes increased ($8/1650 \times 3/1649$).

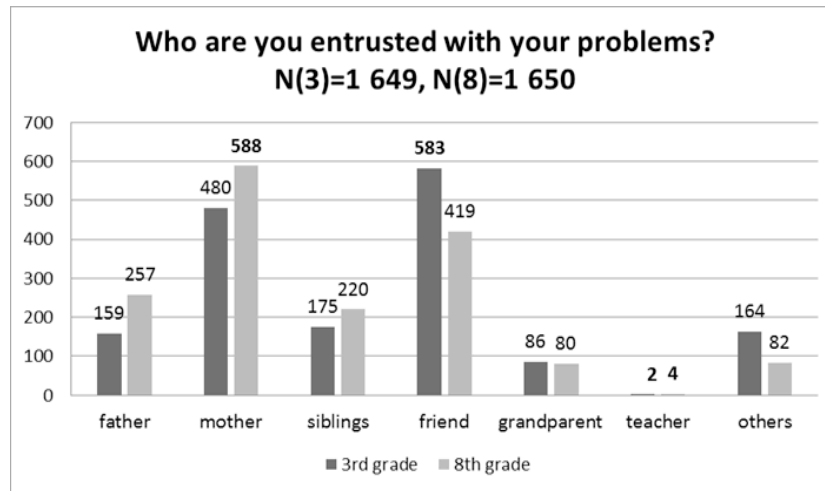


Fig. 3 Confidence in whom (Source: Göttlichová)

The figure (Fig. 3) shows clearly that for teenagers (8th grade), it is the mother who is standing in the foreground when problem-solving (588; 36%), then friends (419; 25%) and the father stands in third position (257; 15%), for adolescents (3rd year), however, the positions change significantly, because friends are preponderant (583; 35%), the mother (480; 29%), and only on the fifth position (159; 9%) there is the father. It can be observed that

the position belonging to grandparents is balanced, however, relatively low. Nevertheless what becomes

an alarming fact, is the position of schools/teachers (8/4; 0.2% \times 3/2; 0.1%). Parents then also play a significant role in both age groups in the view of the effect on behavior to others (8/571 \times 3/418), on the choice of profession (8/475 \times 3/390) and on views on life (8/462 \times 3/382); friends unequivocally have the effect on the leisure time activities (8/338 \times 3/445). The status confirms the parent position to remain to be of a significant role in the given target groups, especially for the pubescent youth.

However, the situation of another of the primary socialization factors, i.e. the school, was not that convincing. Although 693 (3rd grade) and 606 students (8th grade) stated that they like attending school and 493 (3rd grade), 477 students (8th grade) do not like attending school, the reasons given by pupils and students were not supportive of the authority of the school. Even here there was the offer of multiple answers. The reason

why the respondents like attending school was the prevailing answer in the preference of friends (8/871 × 3/803). The school evoked stress in respondents (8/540 × 3/645), a lot of theory (8/475 × 3/567), and boredom (8/474 × 3/546), the lowest number of respondents regarded school as an unfriendly place (8/67 × 3/113). Individual responses that have been mentioned as mere additions to the question why students like attending school (Fig. 4) – or do not like attending school (Figure 5) are presented in the figures below in the form of the sum of the extended response for both groups of respondents.

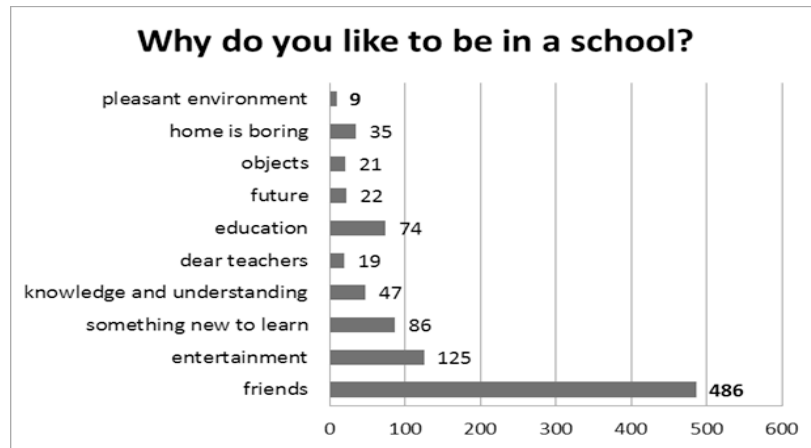


Fig. 4 Reasons – positive (Source: Göttlichová)

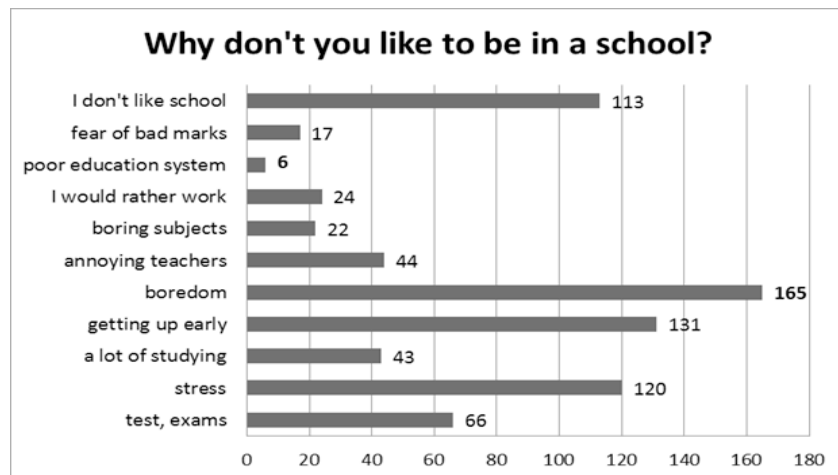


Fig. 5 Reasons – negative (Source: Göttlichová)

The interest in performance at school confirmed a significantly higher number of respondents (8/988 × 3/920) compared to those who are not interested in their performance (8/79 × 3/134); among those who regularly prepare for school, significant differences were discovered among pubescent students (yes/685xno/384) and adolescent students (yes/400 × no/666). From the perspective of the interest of parents in the school

performance of their children, the outcome value corresponds to the age difference of the respondents – pubescent students (yes/584 × no/488) × adolescent students (yes/276 × no/792).

As we can see from the results of the survey, especially among teenagers, parents in terms of authority in their teenage children's eyes are still trying to keep their position in the forefront, although the trust associated with solving of (for this generation) serious problems gradually moves towards their friends. It is again the school that in terms of authority clearly loses its position in the socialization process. Even a brief demonstration of the overall scale of answers of the research has already indicated that the school (teachers) face a difficult task. If the school wants to preserve its prestige and remain an important authority in the process of socialization, it is essential for educators to abandon the persisting traditional learning methods built on the excess of theory and to focus their attention (coupled with an active attitude) on finding new ways to be able to reach out to the current teenagers and get their attention again so that school is not related associated to just boredom or stress for young people. However, what is the situation with regard to the perception of advertising, primarily social advertising in particular? Can advertising fill up "the empty space" in the process of socialization arising as a result of a significant loss of school authority? The theoretical part of the study has already pointed out the strong influence of the media that has found its way to attracting the attention of adolescents, as well as that advertising is being increasingly successful. In spite of the fact that 8/926 × 3/899 of respondents said they did not like advertisements and only 8/136 × 3/161 confirmed the opposite, as well as 8/328 × 3/395 of respondents said that they switch

the channel or leave when there are advertisements on TV compared to 8/74 × 3/32 who stay and watch, others only sometimes; even 8/779 × 3 / 857 of respondents answered positively whether they are capable of noticing advertising (and products presented) in films (product placement), 8/266 × 3/181 of respondents answered the same question negatively. Thus, it is clear that advertising fulfills its purpose and people consciously and unknowingly absorb it into their subconscious, as evidenced by the fact that about three quarters of the two groups of respondents coming from a good and trouble-free financial background said they also often bought something they did not need because they saw it in an advertisement. At the same time, about a third of the two groups of respondents coming from the environment burdened with financial problems behave in the same way, whereas only 8/206 × 3/167 of respondents consider advertising to be true, 8/542 × 3/595 take them for false, and 8 / 320 × 3/298 of answers are neutral, only 8/12 × 3/20 of the total number of respondents did not comment on the issue.

Therefore, if we focus our attention on achieving the objectives of the study, that is, on social (non-commercial) advertising, we will confirm the premise that the majority of respondents cannot fully understand what social advertising means, what is its mission and who are those who submit such advertising. Only on the basis of a straightforward explanation of the term $8/508 \times 3/496$ of respondents could say that they follow the given form of advertising, approximately about the same number of respondents, i.e. $8/501 \times 3/521$, answered negatively. From the open answers in connection with the effort to clarify the concept, the answers stood at the forefront, though only rarely, that were stating that social advertising is advertising "about people and for people", "focused on lives of people and their behavior", "solving society problems", "is to address large masses of people", "it aims to help someone", there was even one answer defining social advertising as "advertising focusing on education and socialization". More frequent responses included those in which the respondents claim that they "did not know, had not seen and had not heard", and the most common answer was that it is advertising "on social networking or within social networks" which corresponds to the existing perception of the term of "social" teenage generation. The answer to the open question of where respondents can meet social advertising was as following: TV ranked in the first place, the Internet was second, newspapers and magazines, radio and billboards, but also on a box of cigarettes. Despite television has taken the first place, not everyone agreed with that view because we could also find answers that "television is certainly the largest media but with a lesser watching time than in the past", "I would not say the TV because as it is decreasing as a medium and I do not watch TV at all, just some films, and I get absolutely furious when every fifteen minutes an advertisement break interrupts the film". The most frequently mentioned issues were smoking, AIDS and road safety. An advertising message addressing problems with the increase in juvenile alcoholism did not appear in respondents' answers, but $8/144 \times 3/689$ of respondents confirmed their experience with alcohol, of which $8/21 \times 3/119$ admitted to a regular consumption, others to consume alcohol occasionally. No experience with alcohol was reported by $8/437 \times 3/87$ respondents, with a decreasing number corresponding to an increasing age limit. The remaining number of respondents confirmed that they "only tried".

As shown by the results of the following graph (Figure 6), in spite of the fact that the past research in the field of social advertising clearly demonstrates its positive impact, whether it is respecting road safety rules, prevention of cervical or breast cancer, drug addiction, etc., still a relatively large number of respondents, despite the clarification of the mission of social advertising, is not entirely convinced of its necessity ($8/261 \times 3/241$) or takes a neutral attitude to it ($8/200 \times 3/170$) which opens the door to an active

approach of the school in strengthening the social advertising effect on the behavior of teenage generation.

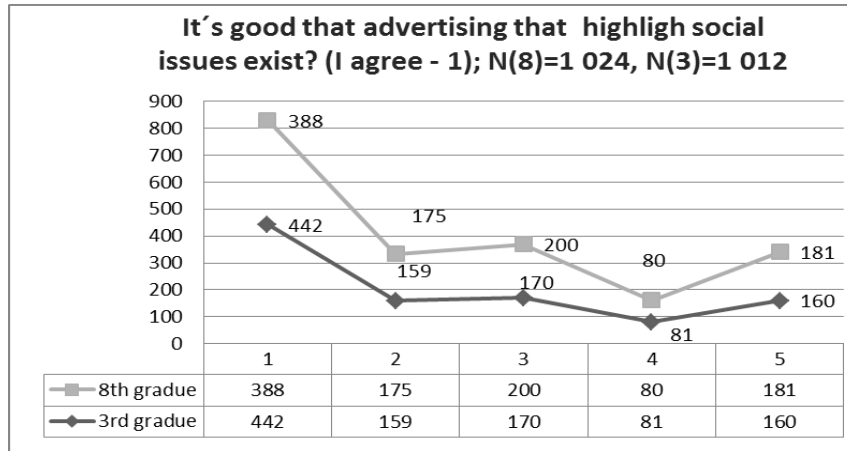


Fig. 6 Benefits of the existence of social advertising (Source: Göttlichová)

And how do adults see the use of social advertising in teaching teenagers? Can it replace/complement the work of school? As the chart below shows (Figure 7), the largest representation is evident in the respondents' neutral attitude, and again it depends on the school whether it can use the given state for its benefits.

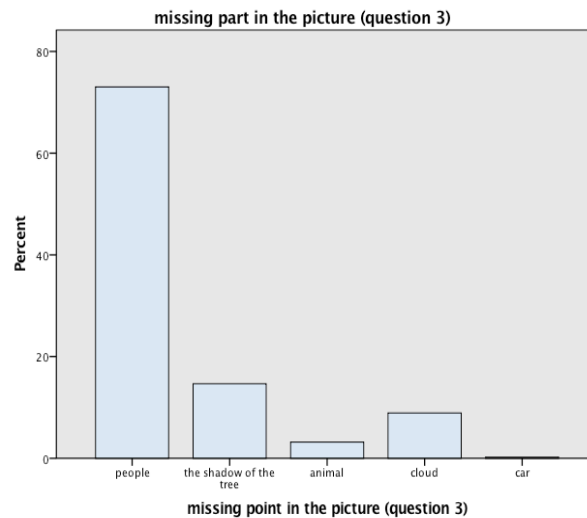


Fig. 7 Social advertising in the role of school education? (Source: Göttlichová)

Can schools make full use of this opportunity? Unfortunately, we still encounter the fact that educators cannot sufficiently convincingly clarify sensitive issues such as anorexia, alcoholism, smoking, drugs, AIDS and sexually transmitted diseases prevention, domestic violence, etc. The cause can be both the generation gap and

the prevailing and very detached and strict theoretical form of teaching. However, it is also the application of social advertising in the continuity with the educational process with a negative view of commercial advertising leading to the consumption behavior of young people, despite the fact that the media literacy and media education are concepts that are not really unknown to many schools as it used to be in the past. The media literacy of the youth thus presents itself as an absolute necessity in the educational process because it has become an absolute must for the young people of today to know how to search for information and contents, understanding of all their meanings, to have the ability to handle adequate message analyses in confrontation with the previous experience, and the ability of critical assessment with the extension with creative and productive components.

On the other hand, we cannot forget the important aspect of the precise targeting of social advertising onto a given age group when applying advertising appeals accordingly. As shown by the results of the focus groups that were progressively directed towards individual thematic areas (drugs, alcohol, road safety, domestic violence, etc.), both pubescent children as well as adolescents preferred primarily a strong emotional component based on being presented with advertisements (4 advertising spots of the same content but different forms).

The preference of the emotional advertising appeals over the informative (rational) and moral appeals is due to

the fact that it is "feelings that are more stimulating than facts" (Monzel, 2009). It is emotions that "represent one of the basic factors influencing the development of psyche in adolescence, the relationship with other people with

the ability to empathize with the needs and emotions of others, and in particular, the information of

an emotional character allowing an easier orientation in the future in any situation" (Vágnerová, 2012, p. 103). It was especially secondary school students who demonstrated that their lack of motivation to "change the world". In their opinion, however, social advertisements should show more intense "fear, shock, blood (road safety) and brutality (domestic violence, drugs, alcohol)" to make people aware of the consequences of their inappropriate behavior. Primary school pupils preferred particularly to form an emotionally tuned story with the possibility of using emotional appeals as "hope, joy, sense of satisfaction, and humility." Both groups of participants then admitted that they become most attracted to the creative form without realizing and thinking of what is the mission of the social advertisement (its content) and that it is fully touching on the active approach of their own as well.

2.5 Problem Solving

As demonstrated by the presented results of the research in continuity with the manifestation of the characteristic features of the contemporary postmodern society and reflecting the increasing influence of the media on the one hand, and significantly weakening the authority of the school on the other, it is obvious that social advertising can represent a significant contribution to improving the current state of teaching at both primary and secondary schools (and not only within the subject of the media education), in direct connection with the subsequent analysis of the given issue with regard to the specifics of individual age groups. Practical exercises resulting in projects of appropriate levels with possible social campaign implementations will help teenagers not only to identify and participate in the solution of the particular issues in question but also to bring them closer to the mission of non-profit organizations with the possibility of their prospective and gradual involvement in the activities of these organizations, whether as participants of events, volunteers or trainees, or even directing their future professional orientations to the non-profit sector. The desire to do good is becoming a matter of course - and it is social advertising that offers the possibility of changing something, albeit only to a small extent.

The conclusions of the focus group have, nevertheless, revealed another problem which is to effectively address

a target group, that is, to present the content in an interesting form, but at the same time to be understandable for the particular target group (pubescent children × adolescents) so that they could embrace the mission. And another of the new ways open here that would offer a solution to the problem. One of them is the realization of a teaching subject called Projects of Non-Profit Organizations (PRON) at the Institute of Marketing Communications of

the Faculty of Multimedia Communications at Tomas Bata University in Zlín. The focus of the subject is not only on mechanical learning of as vast amount of knowledge as possible, but on the ability to have a good understanding of practical life situations, on the ability to act independently with accepting the responsibility and overcoming possible risks. At the same time, it is deepening students' interests in the region, with the possibility of defining the orientation of their future occupations within the non-commercial marketing communications.

The students of the course are guided so that they are able to assert themselves in real-life situations, they learn to react quickly and flexibly to the real social situation and they are given the maximum space directly in the real environment of the non-profit sector which allows them to inspect the real conditions of the primary submitters of social advertising

tasks using a complex set of theoretical and practical knowledge and skills. Within the course, they have the opportunity to participate actively in creative work connected with education which leads to establishing an environment rich in stimuli, and motivates them to work further. The students utilizing their own activities thus become promoters and implementers of projects which, as with social advertising, aim to draw the attention to a social problem, or to help find a way to solve it.

We cannot describe in details all the activities (projects) of the PRON course students. Some projects have been running for a year, some for fifteen years already, but they always get the face of their project managers, of the students themselves who get into the management of student teams that either change or stay the same throughout their studies. An important aspect is that senior students (Master's degree students) pass on their experience to their incoming colleagues year by year. The aim of all projects is to help where the help is needed, whether it is for example an activity aimed at handicapped individuals in the form of obtaining material support leading to enrichment (many times also to simplification of their living conditions) of their already troublesome lives (*Percipio*), or it is only "to bring a smile and a sense of happiness not only to the handicapped fellow citizens (*PARAPARÁDA* or *We travel the world together, FajnDen*), but also to children from children's homes - who will experience a beautiful day full of games and fun (*Water Day*). There are a number of areas and projects involving students during their studies. (Göttlichová, 2015)

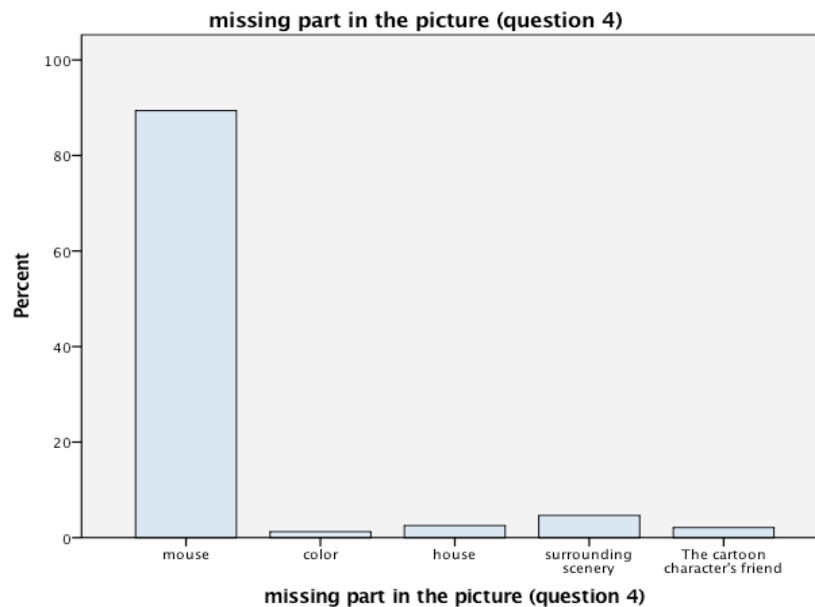


Image 1 Percipio – Connect the Worlds (Source: Göttlichová)

And where to look for the connection with primary and secondary school pupils? The answer is easy, in cooperation. Primary pupils and secondary school students are involved in the realization of a number of projects, they acquaint themselves with the activities of non-profit organizations, get a practical reflection on certain social issues presented by social advertising (campaigns). One example for all is the project called *Dumb Creature* project, which is to help shelter animals, whether in search of new homes, during regular walks (Walking the shelter dogs), or a collection of feed involving primary schools giving them the task to collect as many dry food - granules - as possible), as well as art competitions and other activities that help both the animals and the shelter itself in its activities. The Christmas gathering then rewards everyone for their participation with the rich cultural program of the Christmas Cocktail event.

Also, the *Touch Fashion Event* project is the one project that helps. It is a charity event associated with a gala dinner, the main part of which is a fashion show associated with the auction of the presented models which came out of the workshop of young designers (students) from the clothing design studio FMC TBU in Zlín. It is the connection of the faculty of arts students with the students of marketing communications that facilitates the realization of the projects with the whole range of possibilities. The proceeds from the auction of the models then represent financial support for the selected nonprofit organization, in the last year specifically for the non-profit organization providing assistance to women with breast cancer (*Mamma HELP, z. s.*). A series of lectures on fashion (*Fashion that helps*) was also a part of the program, as well as the educational character for teenagers focusing on the necessity of timely prevention. However, there are also other projects that are associated with the active participation of primary and secondary schools, whether they are educational lectures, competitions on the topic of activities of regional non-profit organizations, the involvement in the implementation into the program realization and marketing activities aimed at realizing the mission of social advertising (campaigns), and so on.

3 CONCLUSION

The aim of the study was to reveal the power of the media impact on the contemporary teenage generation in continuity with the question of whether social advertising can become a significant socialization factor in the current postmodern society and in the context of the weakening role of the primary socialization factors that the family and school represent. As the results of research have shown, if the school wishes to retain its

gradually fading authority and to remain at the forefront of major socialization factors, educators must develop activities to find new ways to address the current teenage generation. It is not only secondary schools, but it starts with primary schools, for which the systematic concentration of attention on the development of the media literacy and media education become the inherent and essential necessity, not only in terms of theoretical but also practical aspects. And since advertising attacks on the youth literally every day and at every step, it is an integral part of the media world, and it deserves increased attention. Nevertheless, advertising does not have to be only an adversary, which social advertising has proved - on the one hand, it directs its attention to changing attitudes and values into positive behavior (e.g., environmental care), on the other hand, it attempts to discourage from negative behavior (alcohol, drugs).

From the given point of view, we can talk about social advertising as a new educational (and instructive) means, which has its necessary justification in the educational process, fulfilling the role of a "companion" and sometimes even a "substitute" of two important factors of the socialization process, the family and school. What is important, however, is that social advertising should be applied appropriately in the educational process, but also the necessity of an adequate form of assignment of a task corresponding to the age group to which social advertising is directed reflecting in the need to link educational or training spheres to the marketing sphere. Besides the development of cooperation between primary and secondary schools with students of marketing communications, namely in the form of non-commercial marketing communications, workshops, lectures or direct active participation in joint cooperation projects, also research work of final theses in the form of documents for advertising agencies and marketing departments is becoming more and more important and is leading to more effective targeting of the target group. To change, help others, and do good should be a matter of course for the teenage generation - and it is social advertising that offers the possibility to change something, even if to a small extent. And, as one of the survey participants said, "I think we should start already at school. We should talk more about contemporary issues and not just one thing over and over again..."

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CRITICAL FACTORS ON LOYALTY TO DISTANCE EDUCATION COURSES

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ABSTRACT

Distance education (DE) in Brazilian higher education level has been growing since the early 2000. This educational method has been becoming more popular, due to its geographic and space flexibility as well as for its potential to take education to remote areas and, therefore, to people who would not otherwise be able to access a traditional face-to-face institution. The upward trajectory of this teaching modality leads to an increase in competition in the educational market, which enhances the need to assess results of these initiatives. This study is considered to identify the factors that determine the loyalty of students who attend undergraduate courses of Business Administration in DE modality. Through the case study method, we selected a Brazilian higher education institution that is providing a Business Administration course in DE mode for at least one year. Among many interesting results, we detected a positive relation between commitment and loyalty and satisfaction and loyalty.

Keywords: Distance education, Quality, Loyalty, Satisfaction

Introduction

There has been an increase in Brazil of 1204% in the number of students enrolled in distance education between 2005 and 2016 [1]. In the same period, there was an increase of 47.2% in face-to-face mode [1]. Although the traditional educational market is more mature and therefore expected a lower growth rate, the speed of evolution of Distance Education (DE) indicates how this teaching is in vogue, arousing great student membership interested by the conquest of a college degree. The biggest obstacle faced by the universities in the implementation of DE in the country refers to drop-out. Brambilla and Damacena [2] suggest that the drop-out in higher education institutions is inversely related to the loyalty of students to this establishment.

Student loyalty can be seen as a source of competitive advantage, since the demand for new students have a higher cost than the maintenance of existing and developing a good relationship can compensate for the alumni can continue to support the institution in many ways: word-of-mouth advertising, and offers of job opportunities for current students [3].

The possibility of drop-out of the students or the comparison with traditional courses turn relevant the study about the critical factors in loyalty to DE courses in an undergraduate course in Business Administration and how these variables relate, in order to enable trace lines of action to improve the evaluations of these courses by students and the loyalty of the student to the course.

This work has as objective to identify the determining factors in loyalty to DE in an undergraduate degree in Business Administration and the relation from each other.

Bibliographic Foundation

Distance Education Concept

In early 1980, six key characteristics for DE were defined: 1) separation between teachers and students; 2) role and influence of the educational institution; 3) use of media to connect students and teachers; 4) two-way communication; 5) students as individuals (individual characteristics); 6) introduction to a new way of industrialization of education [4].

With the advent of new technologies, which allow the use of audio and/or video, the expansion of the definition of DE was discussed with the possibility of immediate exchange between teachers and students, bringing the experience to that of the traditional classroom [5].

Distance Education in Brazil

In Brazil, only in 2005 this modality of education showed the first great growth for higher education. In 2004 there were 58,611 students enrolled in undergraduate DE courses. The following year, this number was to 114,642, an increase of 96% [1].

It is possible to assess the number of undergraduate courses in comparative form between distance education and the attendance from 2000 until 2016: the first kind had, in 2000, only 10 courses in front of 10,585 mode traditional courses, that is, distance education accounted for only 0.1% of the total of 10,595 undergraduate courses. Already in 2005, with 189 DE courses and 20,407 face-to-face, distance education have meant 0.9% of all undergraduate courses available in this country. With relevant increase between 2005 and 2016, the representativeness of DE courses began to be 4.8% in 2016 (1,662 DE among 34,366 undergraduate courses as a whole), 433% growth in participation in relation to 2005.

With differentiated proposals in relation to the scope, the number of vacancies per course in DE is quite superior to the face-to-face mode: with just 10 courses available in 2000, there were 6,430 vacancies available (average of 643 places per course); 10 years later, the average number of vacancies per course was 1,757 (1,634,118 vacancies for 930 courses). By comparison, in the same years, the face-to-face courses had an average of 115 vacancies per course in 2000 and 109 in 2010.

Education and Services

It is interesting to consider the higher education from the perspective of services. Education has several features in common with the services: intangibility, perishability, heterogeneity and inseparability.

Intangibility of services means that they cannot be seen or tasted; so, it is up to the service provider to present tangible evidence of the services of one or several ways. Education is mostly intangible. For example, the student to enroll in a course cannot know readily how will result his performance.

Due to the perishability, the services may not be retained or stored or unused capacity can be recovered. In education, a lesson to a class of 100 students with only 40 presented will be given without the possibility of the absent recover in full, all the information absorbed by participants of the class.

The heterogeneity of services implies that you can not replicate it to exact way if there is any variation of the aspects in your supply: supplier, date of occurrence, location, and so on. In the educational context, a teacher can adapt to your class depending on the class of students because of characteristics different from those found in another class, such as, ease of learning, degree of concentration, Therefore, there is heterogeneity in classes taught according to the type of class.

The inseparability of services means that they cannot be separated from its suppliers, whether they are people or machines; If an employee of the service provider is the one who provides the service, so this employee is part of the service. As the client is also present when the service is ran, the interaction between service provider and client is a special feature of the marketing services. Both the service provider as the client affect the outcome of the service. In education, the teacher's efforts to teach are produced and consumed at the same time, with the teacher and student being part of the experience.

Reference [6] remembers that, in the context of educational services, there is still a lot of resistance in treating students as consumers. However, the authors claim that from

marketing point of view, clearly students are consumers, since they are paying for a service. Reference [7] states that the higher educational sector comes through a rapid growth, which led to the entry of new competitors on that market and the application of sophisticated marketing techniques to persuade students to enroll in these institutions.

Thus, the Higher Education Institutions (HEI) are starting to treat students as clients increasingly seeking to achieve or exceed their needs, both in the educational experience as the desired result, since their satisfaction is essential to retain and recruit students, that is, for business success [8].

Reference [7] corroborates with this idea pointing that the institutions, which are recognized by the public as being of good quality, will gain greater market share and have sustainable competitive advantage.

Quality in Distance Education

Quality in education is a very complex concept and there is no one single way yet unanimously accepted by the authors devoted to this theme to define it and measure it. Quality, in education, is strongly influenced by the people involved, since they have greater autonomy to guide and communicate with customers (students), which does not occur in other services sectors. Therefore, it is expected that human interaction (student-teacher, student-desk, student-director, etc) have a key role in the perception of the quality of service [3].

Reference [9] presents the SERVQUAL model, which is the best known in the measurement of service quality of various business areas. This model considers five dimensions: 1) tangibility: infrastructure, equipment, personnel and materials, 2) reliability: is the ability to run the service with accuracy, 3) responsiveness: available to help and advise the client, 4) assurance: knowledge and courtesy of the staff and their ability to inspire confidence, 5) empathy: personal attention to the client.

Reference [10] proposed a modified version of the SERVQUAL scale to measure the quality of a DE course. The Tangible dimension has turned to Website Content because it better reflects the environment of distance education, since structures and equipment does not have as much relevance in that mode. This dimension seeks to assess the quality and relevance of the information, the way they are arranged on the page, media types used, website appearance, among others. The other dimensions of the SERVQUAL scale seek to evaluate both the performance and the relationship with the instructors [10]. The authors have shown that the quality of service influences on student satisfaction, what impacts on their loyalty.

Satisfaction in Distance Education

In the context of education, satisfaction can be understood as the student's assessment about their course, based on their experiences; therefore, problems related to class, academic coexistence and support team, will influence the student's satisfaction [11]. Another definition says that satisfaction is the degree to which the consumer realizes that their needs were met [8].

Image in Distance Education

In education is paramount to detect the perceived image on the name of the institution (reputation) and the image of DE course from the point of view of the students to understand their behavior and perceptions about the course. In studies on perceived quality in DE courses the image revealed positive relationship, being a factor that may impact the quality perceived by students [12].

Loyalty in Distance Education

Reference [13] sees loyalty as a gradual conquest of the client by the company, and offers a range of types of relationship that it needs to develop to turn a potential customer into a loyal defender of its brand. The concept of ladder of loyalty, proposed by this author, the lowest degree represents the contact with a prospect (possible client), which is expected to become a buyer. Reincident buyers become customers; in returning, a long-term relationship begins to form. In the following stages, the client becomes a supporter and, finally, an advocate of his supplier.

Reference [14] conceptualizes the loyalty as the act of developing and maintaining a long term relationship with its clients, getting, thus, sustainable competitive advantage. Loyalty is achieved by interaction between attitude and the willingness to consume products/services from that supplier repeatedly; it is a composition of attitudinal, behavioural and cognitive factors [14].

Reference [12] developed a very interesting study which treated of the four concepts (quality, image, loyalty and satisfaction). A model based on multivariate analysis was created, showing the relationship between image, quality, satisfaction and loyalty to a financial institution. Reference [12] in their research pointed out that the three constructs quality, image and satisfaction exert influence on consumer loyalty of financial institutions.

Reference [10] found a positive correlation between the perceived quality in DE courses and the loyalty of their students. In this study, these authors concluded that the perceived quality can be a direct antecedent of behavior of loyalty of these students or an antecedent indirect, with the mediation of the sense of satisfaction with the course. A positive correlation between satisfaction with DE and the loyalty was also detected [10].

Commitment in Distance Education

Another interesting concept is commitment that is considered a mediator between satisfaction and loyalty behavior, and may be characterized as the involvement between the student and the institution, both academically and socially [3].

The concepts of quality, satisfaction, image, commitment and loyalty presented in this section have been used in a model that was tested statistically. The results of the analyses are presented in section 4 of this study.

Methodological aspects

The research developed in this work is classified as a case study. An undergraduate degree DE course in Business Administration in a Brazilian Higher Education Institution was focused. To carry out this work, contacts were made with a University that has courses in DE mode, being owned by a large private conglomerate, which accounts for 443 poles of face-to-face support in all Brazilian States and in more than 400 cities.

Among the several educational institutions with the authorization of the Ministry of Education to deliver courses in DE mode, an institution was chosen to be the case of this study on the basis of the following criteria:

- institution featured in the ranking of the largest undergraduate DE course institutions in Brazil;
- institution with undergraduate degree DE in Business Administration already in progress for at least a year, because in this case the students are able to evaluate the course as well as their willingness to complete it.

Considering the course DE of Administration of the institution selected, the survey was conducted with students and included, besides of profile variables, agreement questions concerning to aspects of the course regarding perceived quality, image, satisfaction, commitment and loyalty. The link to the electronic questionnaire (GOOGLE DOCS ®) was emailed to them. The focused university divulged the link to the students and asked for their participation. We obtained a sample size of 514 students.

Before the data collection, the questionnaire was submitted to a pre-test with students of this University. Pre-test analysis corroborated the adequacy of the amount and content of the collection instrument variables, not indicating the need for corrective actions.

Table I presents the questions regarding the constructs: Quality, Satisfaction, Loyalty, Image and Commitment.

TABLE I: CONSTRUCTS AND VARIABLES

Quality Assurance	The instructors are knowledgeable in their field
	The instructors are fair and impartial in grading
	The instructors answer all the questions thoroughly
	I am confident the instructors have an expert understanding of the material
Quality Empathy	The instructors are genuinely concerned about the students
	The instructors understand the individual needs of students
	The instructors have the student's best interests in mind
	The instructors encourage and motivate students to do their best
Quality Responsiveness	Instructors can be easily accessed out of face-to-face or synchronous meetings
	Instructors quickly and efficiently respond to student needs
	Instructors are willing to go out of their way to help students
	Instructors always welcomes student questions and comments
Quality Reliability	Instructors consistently provide good lectures
	Instructors are dependable
	Instructors always provide feedback to the assessment activities
	Integrity is an adequate word to describe the instructors
	The instructors always comply with the promised
Quality Tangibility	The website uses audio elements properly
	The website uses video elements properly
	The website uses multimedia elements (animation, graphics, audio, video) properly
	The website provides useful information
	The website provides accurate information
	The website provides high quality information
	The information on the website is relevant to me
	Time flexibility is provided to activity development
Satisfaction	I am satisfied with my decision to enroll in a distance course
	My choice to enroll a distance course was a wise one
	I feel that my experience with DE has been enjoyable
	The course meets my expectations
Loyalty	I would recommend this distance course to my friends and family
	I would enroll in another distance course
	I believe I will finish my course in the regular period
Image	The institution of my course is reliable
	The institution of my course is innovative
	The institution of my course is a model of DE in Brazil

	The institution of my course is a synonym of education quality
Commitment	I chose the institution of my course for practical reasons
	I am very committed to this course
	I feel very attached to the institution of my course
	I feel proud to be able to study in the institution of my course

Analysis of Results

This section presents the evaluation of the measurement model, reflective in all constructs, from three criteria: internal consistency reliability, convergent and discriminant validity. For the first one the results of Cronbach's alpha coefficient (Alpha), composite reliability coefficient (CR) and the size of the factorials loads are interpreted. For the second one the average variance extracted (AVE) is analyzed. The third one takes into account the criterion of Fornell-Larcker.

The structural model will be evaluated from the coefficients of determination (R^2) that indicate the portion of variability that is being explained in each endogenous construct. Also the predictive significance (Q^2) that indicates the importance of the maintenance of the variables in the model; besides the size, direction and meaning of path coefficients (β), responsible for presenting the evidence of confirmation of hypotheses tested, described below and illustrated in Fig. 1.

- H₁) There is a positive relationship between image and perceived quality;
- H₂) There is a positive relationship between perceived quality and satisfaction;
- H₃) There is a positive relationship between satisfaction and commitment;
- H₄) There is a positive relationship between commitment and loyalty;
- H₅) The indirect effect (mediated by commitment) between satisfaction and loyalty is greater than its direct effect.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Question1	boy	260	3.94	1.149	.071
	girl	211	4.28	.987	.068
Question2	boy	260	4.08	1.123	.070

Fig. 1. Structural model hypothetical

In order to create the second-order construct of Quality, Principal Component Analysis (PCA) was performed with the objective of reducing the dimensionality of the constructs of the first order, responsible for providing the Quality dimension; such an approach is necessary, since the difficulty of creating second-order constructs in complex models outlined in Structural Equation Modeling in SmartPLS.

Reference [15] implemented an approach similar as the one applied in this study: the two-stage approach of creation of the second-order construct of Quality. Initially the scores generated by the PCA to each first-order construct were saved and stored for later inclusion as variables of the dimension of Quality. Table II shows good indicators in the explanation of the variance, adjustment of data and adequacy of the sample.

TABLE II: FIRST STAGE OF CONSTRUCT QUALITY

Dimensions of Quality	Variables	Eigenvalue		KMO	Bartlett's Sphericity		
		Total	% de Variance		χ^2	df	Value-p
Assurance	4	3.49	87.13	0.84	1321.24	6	0.00
Empathy	4	3.21	80.26	0.86	1891.85	6	0.00
Responsiveness	4	3.52	87.88	0.87	1940.70	6	0.00
Reliability	5	4.15	82.97	0.89	2286.26	10	0.00
Tangibility	8	6.04	75.50	0.92	3845.26	28	0.00

Another way for the second-order constructs estimation approach is repeated indicators [16]; however, due to the complex structure in which Quality is embedded in the model, with antecedents and consequents, the two stages approach has greater fitness of adjustment.

The next step of the analysis deals with the measurement model.

Initially, it should pay attention to the size of the factor loading (λ) with values greater than 0.7. It is noticed that all variables have good adjustment, except in relation to tangible aspects of site content, belonging to the construct of quality. However, we opted for its maintenance in model due to the importance of maintaining variables with factor loading between 0.4 and 0.7, when there is not influence significant and increasing marginal of its removal regarding other adherence criteria as: convergent validity and internal consistency (reliability) [17]. As the other variables have factor loading near 0.7, as well as the variable in question, there is no impact on other indicators.

The indicators responsible for synthesizing the reliability of constructs are the Cronbach's alpha (Alpha) [18] and the composite reliability (CR). The first one presents good results that are greater than 0.7. However, as sensitive to the amount of variables and a conservative measure of reliability [19], the second indicator must be taken into consideration. As research results, all constructs presented satisfactory indicators.

For the analysis of convergent validity the criterion of extracted variance average (AVE) is adopted, which must be conventionally greater than 0.5; that is, there is most explained rather than not explained variance. Those constructs with factor loading near 0.9, as image (AVE = 0.89) and satisfaction (AVE = 0.89), the variability explained is, on average, approximately 90%, while Quality has 58%. Nevertheless, all constructs have the necessary adjustment conditions pointed out in the literature.

TABLE III: MEASUREMENT MODEL ADJUSTMENT

	Factor loading
Commitment AVE = 0,72 CR = 0,91 Alpha = 0,87	
com1	0.769
com2	0.827
com3	0.892
com4	0.902
Image AVE = 0,89 CR = 0,97 Alpha = 0,96	
img1	0.917
img2	0.938
img3	0.958
img4	0.964
Loyalty AVE = 0,77 CR = 0,91 Alpha = 0,85	
loy1	0.912
loy2	0.896
loy3	0.826
Perceived Quality AVE = 0,58 CR = 0,87 Alpha = 0,82	
empathy	0.775
responsiveness	0.775
reliability	0.797
assurance	0.761
tangibility	0.696
Satisfaction AVE = 0,89 CR = 0,97 Alpha = 0,96	
sat1	0.955
sat2	0.953
sat3	0.952
sat4	0.919

It is important to present the discriminant validity according to the criterion of Fornell-Larcker responsible for contrast the square root of each construct AVE (present in the main diagonal of the Table IV) with the correlations between constructs. All the constructs present smaller correlations with the other ones than their own square root AVE, indicating discriminant validity.

TABLE IV: DISCRIMINANT VALIDITY

	Commitment	Image	Loyalty	Perceived Quality	Satisfaction
Commitment	0.849				
Image	0.809	0.944			
Loyalty	0.788	0.794	0.879		
Perceived Quality	0.559	0.566	0.472	0.762	
Satisfaction	0.781	0.774	0.883	0.468	0.945

The results of the structural model are evaluated in relation to the path model: if there is strong association between the variables in the direction proposed in the hypotheses and with statistical significance and practice (p-value smaller than 0.05). In relation to the coefficients of determination (R^2), the rules are adopted: substantial (75%), moderate (50%), and weak (25%) [20], in addition to the respective effect sizes (f^2): large (35%), medium (15%), and small (2%) [21]; and predictive significance (Q^2) that should have positive indicators to express greater relevance.

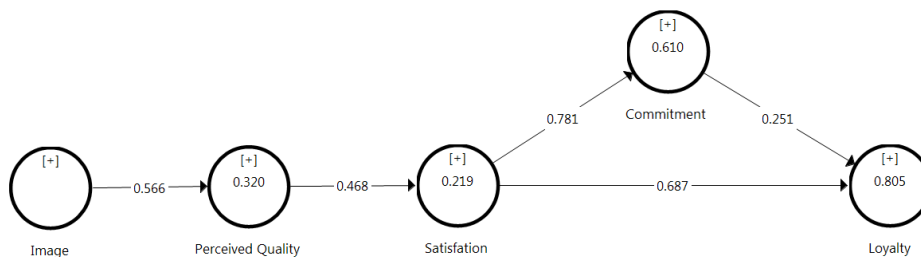


Fig. 2. Principal results of structural model

The construct Image is antecedent of Quality, and the association between these variables rises to the level of 56% (t-value = 21.863; p-value = 0.000). So Image has a large effect on Quality ($f^2 = 0.471$), confirming the first hypothesis of this study.

Then, the existing association between Quality with Satisfaction is 46% (t-value = 16.166; p-value = 0.000), and the Quality has an average size of effect on Satisfaction ($f^2 = 0.280$), which can be considered satisfactory, confirming the second hypothesis.

Satisfaction and Commitment are the constructs with greater association intensity in the model, about 78% (t-value = 29.136; p-value = 0.000). Then the size of the effect is 1.564, considered extremely high, confirming the third hypothesis proposed in the study.

The association between Commitment and Loyalty is approximately 25% (t-value = 4.605; p-value = 0.000). Despite the fourth hypothesis is confirmed, one can see that the lower intensity association occurs between these constructs, resulting in an effect size considered small (0.126).

The Satisfaction has a direct effect on Loyalty, and an indirect effect mediated by Commitment; Satisfaction has total effect on Loyalty of $\beta = 0.883$ (t-value = 49.088; p-value = 0.000), while the direct effect is $\beta = 0.687$ (t-value = 13.024; p-value = 0.000),

resting $\beta = 0.196$ (t -value = 4.520; p -value = 0.000). This result impacts in lack of statistical evidence to confirm the hypothesis H5.

Despite the comparative analysis between the direct effect of Satisfaction on Loyalty and mediated by Commitment (indirect effect), one can see that the size of the effect of Satisfaction on Loyalty ($f^2 = 0.942$, considered an effect of great magnitude) is much larger than of Commitment ($f^2 = 0.126$, considered a medium effect magnitude). Together can explain 80% of the variability of Loyalty ($R^2 = 0.805$; $R^2 \text{ adj} = 0.804$), which is also considered satisfactory).

TABLE V: HYPOTHESES OF THE STUDY

Hypothesis	Descrição	β	t-value	p-value	Result
H ₁	There is a positive relationship between image and perceived quality	0.566	21.863	0.000	Confirmed
H ₂	There is a positive relationship between perceived quality and satisfaction	0.467	16.166	0.000	Confirmed
H ₃	There is a positive relationship between satisfaction and commitment	0.781	29.136	0.000	Confirmed
H ₄	There is a positive relationship between commitment and loyalty	0.251	4.605	0.000	Confirmed
H ₅	The indirect effect (mediated by commitment) between satisfaction and loyalty is greater than its direct effect	0.196	4.520	0.000	Not Confirmed

Conclusions

Higher education institutions are becoming increasingly market-oriented, which makes the student's loyalty an important variable of business strategy. To face an increasingly competitive market, programs should be set up to promote, develop and maintain a long-term successful relationship with students. Such programs must have a deep understanding of how the relationships between pairs of the constructs Quality, Image, Satisfaction, Commitment and Loyalty are formed and nourished in educational context. We expect that lines of action can be drawn through the results of this study in order to improve the degrees of loyalty of the student to the course.

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LOWERING THE AFFECTIVE FILTER IN TASK-BASED ACTIVITIES

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ABSTRACT

The purpose of this paper is to share some effective tools, and hands-on activities -all task-based- successfully used in the classroom with the purpose of decreasing the learner's anxiety level when teaching world languages. My goal is to convey the idea that by lowering the affective filter in a language classroom, the learner is actually able not only to have a pleasant learning experience but also is capable of really learning more. I will use examples from poetry, theatre, popular culture, politics, and daily activities.

Keywords: Task-based activities- Affective filter-Contextualization-Realia

Teaching foreign languages is a quite rewarding academic experience, especially so when students show evidence of language acquisition while having a pleasant learning engagement in the classroom and even outside of it.

Among the many non-linguistic variables that can reduce the effectiveness of a good foreign language learning experience for college students is the negative impact of a higher affective filter. I will share here with you some of the most successful task-based communicative activities which help to lower the affective filter, and therefore contribute to create a positive class atmosphere, one that fosters second language acquisition.

First of all, let's specify now the meaning of some key concepts that we will be referred to in this article. On the field of Applied Linguistics we called affective filter to that sort of mental block which is produced by anxiety. When the level of this anxiety or affective filter raises very high, it can indeed prevent language acquisition or at least diminish the effectiveness of it. The affective filter is a linguistic notion studied very extensively by the linguist and educator Stephen Krashen. The core of Krashen's theory of second language acquisition consists of six language hypotheses, which are the following:

- the Acquisition-Learning hypothesis
- the Monitor hypothesis
- the Natural Order hypothesis
- the Input hypothesis
- **the Affective Filter hypothesis**
- the Reading Hypothesis

According to Krashen's fifth hypothesis: the affective filter; learners who possess high motivation, good self-esteem or good self-image, less nervousness, low anxiety level, would be better equipped to succeed in second language acquisition.

Krashen was not the first scholar who has referred to this pivotal relationship between the affective filter and L2 acquisition, but he was the one who made it popular. Krashen postulated in 1981, that there is indeed an affective filter, which can increase or decrease the intake of the comprehensible input. Krashen stated that the second language learning is negatively affected by a high level of stress and anxiety.

According to Krashen on his own words: “The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.” Stephen Krashen.

<https://calabretta.files.wordpress.com/2011/12/reid-wilson-a-summary-of-stephen-krashens-principles-and-practice-in-second-language-acquisition.pdf>

The several examples which will be presented here are an evidence of contextualization which always paves the way for a better “comprehensible input” and more so if the circumstances are of a relaxed and low-anxiety environment. These examples will be coming from real materials, in other words, “realia”, and all of them will be contextualized to help learners make useful and relevant connections which will impact positively their second language acquisition, and hopefully their lives for the best.

The communicative activities which I am presenting here are all task-based, which means, that the goal of them is to provide learners with relevant opportunities to practicing the target language they are in process of acquiring. Task-based activities are not mechanical grammar drills but rather exercises that engage learners to be active participants in a captivating exercise where the focus is not in grammar correction but in meaningful and contextualized communication. The basic idea is that learners will be so involved in their quite appealing and engaging communicative activities that they will just concentrate on doing those target-based contextualized activities without considering anything else except the task before them. In other words, learners will “park” aside the language anxiety they might have developed, and the stress that comes along when one feels forced to produce perfect grammatical sentences, or pronounce every word adequately, and rather, they will be immersed in performing their activities for their own communicative value, for their own intrinsic meaningfulness to their learning experience and to their lives.

It would be impossible, obviously, to share here all the task-based successful activities I have used over my several years of second language pedagogical experience, therefore, I will just concentrate on some specific contextualized activities I have applied on my French 1, and my Spanish 1 and 2 level classes as we were practicing some of the most challenging aspects of the course content. The task-based activities that will be shared here are the ones I constantly use when presenting on my French 1 class: numbers,

and telling time, and the ones I use while practicing descriptions on my Spanish 1 classes as well as likes and dislikes, and to express past events, hopes, wishes, advices, solidarity, etc, on my Spanish 2 classes.

French 1/Spanish 1 courses : Examples of meaningful activities using numbers, such as bingos, small additions, and subtractions, exchanging phone numbers, how to tell time.....

Let's play bingo and more!

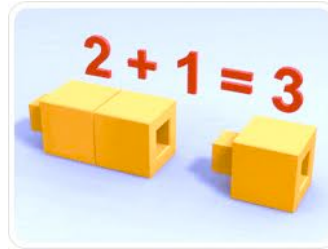
A.- Bingo. You are going to play two games (juegos/Jeux) of bingo. As you hear each number, mark it with an X on your bingo card.

Game 1

6	17	93
25	21	80
53	46	11
99	14	28
1	18	100

Game 2

8	12	19
13	29	10
26	33	75
17	64	87
94	20	59

B. - Let's play with some numbers!

Find the numbers that follow each pattern:

a.- 20, 18, 16, 14, 12,,0

b.- 5, 10, 15, 20,,50

c.- 0, 3, 9, 12, 15, 18, 21,,42


C. - La hora/ L'heure. Look at the clock and listen to the statement.

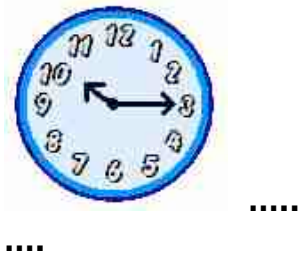
Indicate whether the statement is **verdadero/ Vrai V** (true) or **falso/faux**


F (false):



R²

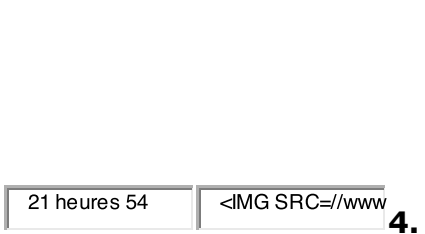
 **2.**



10 heures et quar  **3.**



....



21 heures 54



.....

3 heures

5.  4 heures moins le 6. 

D.-¿Qué hora es?/ Quelle heure est-il? Your friend wants to know the time. Answer her questions following the example:

¿Qué hora es? (3:15pm) Son las tres y cuarto/quince de la tarde.

Quelle heure est-il? Il est trois heures et quart de l'après- midi.

- | | | | |
|-------------|-------------|------------|-------------|
| 1.- 10:30am | 2.- 7:40pm | 3.- 9:50am | 4.- 11:05am |
| 5.- 12:00pm | 6.- 12:00am | 7.- 1:28pm | 8.- 4:45pm |

E.- ¿A qué hora?/À quelle heure? You want to plan your class schedule. Ask your counselor what time these classes meet, and write her/his answers.

Example: ¿A qué hora es el curso de matemáticas? (9:00am). / À quelle heure est le cours de mathématiques ?

Es a las nueve de la mañana./ Il est à neuf heures du matin.

- 1.- El curso de biología./ Le cours de biologie (8:30pm)_____
- 2.- El curso de informática. /Le cours d/informatique (12:00pm)

3.- El curso de química./ Le cours de chimie (9:45am) _____

13 heures 26

<IMG SRC=//www

Exercises asking for merchandise's prices in a realistic pair role-play activity where a student is a client and the other is a seller are also very useful to practice numbers, as well as pair activities where a student works in a bank and the other student wants to exchange dollars for the currency of the Spanish-speaking country she/he is visiting, etc.

Hola, soy el ex-presidente Barack Obama. Soy alto, delgado, trabajador e inteligente. Me gusta la política, pasar tiempo con mi esposa Michelle y jugar basketball.

Spanish 1 course: Examples used to describe people, places and things (Ser & Estar), and likes and dislikes (Gustar).



Hola amigos, yo soy el Papa Francisco y ahora vivo en Italia; en el Vaticano. Pero yo nací en Argentina, como Evita Perón, Borges, el "Che" Guevara, Diego Armando Maradona, Messi y otros grandes compatriotas míos.



Me llamo Lionel Messi; pero me llaman "pulguita"; ¿por qué será?

Me encanta meter goles y ganar.

Soy argentino.



Soy cantante. Mi nombre es Shakira y soy colombiana. Además de cantar, también me gusta mucho bailar y leer.



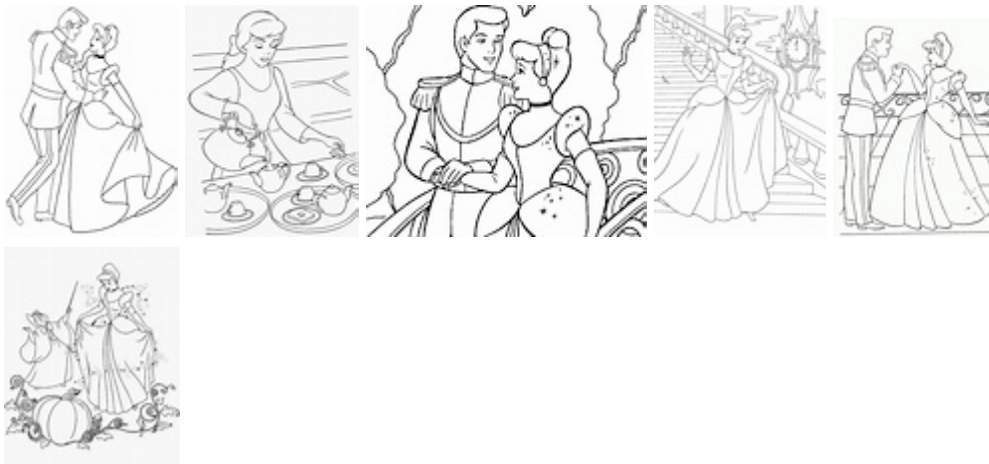
Some nice songs are useful to help practicing the two verbs “to be” in Spanish: “Ser” and “Estar”. For instance the rap: “How are you like? (¿Cómo eres?):

<https://www.youtube.com/watch?v=TxWugQUw2us>

Usually, I ask students to create their own rap song with the verbs “Ser and “Estar” for extra credit. Songs are always welcome in class; I use them as a listening comprehension activity where some words are erased and learners have to come up with missing words. Songs are also helpful as cultural activity and they do serve to create a nice class atmosphere while learners get cultural meaningful information. Focusing on the culture which songs provide, along with often some humoristic lyrics, do influence the anxiety level by lowering the affective filter. Also, some short and meaningful poems can help learners to remember better the use of the verb “Ser”, for instance the poem: “**Biografía:** “Tengo 19 años y una mujer parecida a un canto” (I am 19 years old and a woman that looks like a song), by the Peruvian poet: Carlos Oquendo de Amat. Some students were able to make their own short poem even at the most basic level of their language learning experience. Asking learners how they would translate the famous question Shakespeare made Hamlet to ask: “To be or not to be” is also effective in the classroom to make students reflect on the uses of “Ser” and “Estar”. Translating some famous book titles serve the same purpose as well, for instance: *Time and Being (El Ser y el Tiempo)* by Martin Heidegger, and also: *Being and Nothingness (El Ser y la Nada)* by Jean Paul Sartre.

Spanish 2 course: Examples of meaningful activities referring to past events (Preterit Indefinite and Preterit Imperfect), and to express wishes, advices, hopes, solidarity, etc. (Subjunctive Mode).

An effective communicative activity to practice the uses of the Preterit Indefinite and Preterit Imperfect of the Indicative Mode, is to tell stories about one childhood; for instance, the activities students used to do while in high school, middle, or elementary school. The use of fairy tales is also quite engaging for the learners. Presenting images of a particular fairy tale would help students to remember the story. For example, here are some images of Cinderella:



For instance: “Once upon a time there was a beautiful orphan girl called Cinderella....”

The use of poetry is always helpful in all the levels of a L2 course. In particular, I have used very extensively a poem by Borges called “Another Poem of the Gifts”, “Otro poema de los dones”. Jorge Luis Borges is a quite sophisticated writer, difficult to understand by even well-educated native-speakers of Spanish due to his extensive use of cultural references, Greek mythology, universal literature, history, logic, philosophy, mathematics, etc., in his essays, short-stories and poems. However, the structure of this particular poem is not that complicated as it’s a large and beautiful enumeration of the many simple quotidian and trivial things, as well as the historical and cultural events the poet is thankful for. On the days previous to Thanksgiving, I always ask my students to read this poem in both, Spanish and English, then I tell them to do some research to get most of the cultural universal references, and also to get inspired by it, finally, they can write their own poem about the very things they are thankful for in their own lives. Typically, learners first show concern as they doubt than in a Spanish 1 level course they can indeed write a poem in Spanish. But they do enjoy a great deal this activity and feel

quite empowered when they realize that, actually, they can produce a poem on the target language!

Here is the translation of this wonderful poem by Borges:

Otro poema de los dones

I want to give thanks to the divine Labyrinth of causes and effects

For the diversity of beings that form this singular universe,
 For Reason, that will never give up its dream of a map of the labyrinth,
 For Helen's face and the perseverance of Ulysses,
 For love, which lets us see others as God sees them,
 For the solid diamond and the flowing water,
 For Algebra, a palace of exact crystals,
 For the mystic coins of Angelus Silesius,
 For Schopenhauer, who perhaps deciphered the universe,
 For the blazing of fire,
 That no man can look at without an ancient wonder,
 For mahogany, cedar, and sandalwood,
 For bread and salt,
 For the mystery of the rose that spends all its color and cannot see it,
 For certain eyes and days of 1955,
 For the hard riders who, on the plains, drive on the cattle and the dawn,
 For mornings in Montevideo,
 For the art of friendship,
 For Socrates' last day,
 For the words spoken one twilight
 For that dream of Islam that embraced a thousand nights and one night,
 For that other dream of Hell,
 Of the tower of cleansing fire
 And of the celestial spheres,
 For Swedenborg, who talked with the angles in London streets
 For the secret and immemorial rivers that converge in me,
 For the language that, centuries ago, I spoke in Northumberland,
 For the sword and harp of the Saxons,
 For the sea, which is a shining desert
 And a secret code for things we do not know
 And an epitaph for the Norsemen,
 For the word music of England,
 For the word music of Germany,
 For gold, that shines in verses,
 For epic winter,

For the title of a book I have not read: Gesta Dei per Francos,
 For Verlaine, innocent as the birds,
 For crystal prisms and bronze weights,
 For the tiger's stripes,
 For the high towers of San Francisco and Manhattan Island,
 For mornings in Texas,
 For that Sevillean who composed the Moral Epistle
 And whose name, as he would have wished, we do not know,
 For Seneca and Lucan, both of Cordova,
 Who, before there was Spanish, had written
 All Spanish literature,
 For gallant, noble, geometric chess,
 For Zeno's tortoise and Royce's map,
 For the medicinal smell of eucalyptus trees,
 For speech, which can be taken for wisdom,
 For forgetfulness, which annuls or modifies the past,
 For habits, which repeat us and confirm us in our image like a mirror,
 For morning, that gives us the illusion of a new beginning,
 For night, its darkness and its astronomy,
 For the bravery and happiness of others,
 For my country, sensed in jasmine flowers
 For Whitman and Francis of Assisi, who already wrote this poem,
 For the fact that the poem is inexhaustible
 And becomes one with the sum of all created things
 And will never reach its last verse
 And varies according to its writers
 For Frances Haslam, who begged her children's pardon for dying so slowly,
 For the minutes that precede sleep,
 For sleep and death, those two hidden treasures,
 For the intimate gifts I do not mention,
 For music, that mysterious form of time.

Translated by Alan Dugan

In Spanish:

OTRO POEMA DE LOS DONES

Jorge Luis Borges

Gracias quiero dar al divino Laberinto de los efectos y de las causas
 Por la diversidad de las criaturas que forman [este singular universo](#),
 Por la razón, que no cesará de soñar con un plano del [laberinto](#),

Por el rostro de Elena y la perseverancia de Ulises,
 Por el amor, que nos deja ver a los otros como los ve la divinidad,
 Por el firme diamante y el agua suelta,
 Por el álgebra, palacio de precisos cristales,
 Por las místicas monedas de Ángel Silesio,
 Por Schopenhauer, que acaso descifró el universo,
 Por el fulgor del fuego,
 Que ningún ser humano puede mirar sin un asombro antiguo,
 Por la caoba, el cedro y el sándalo,
 Por el pan y la sal,
 Por el misterio de la rosa, que prodiga color y que no lo ve,
 Por ciertas vísperas y días de 1955,
 Por los duros troperos que en la llanura arrean los animales y el alba,
 Por la mañana en Montevideo,
 Por el arte de la amistad,
 Por el último día de Sócrates,
 Por las palabras que en un crepúsculo se dijeron de una cruz a otra cruz,
 Por aquel sueño del Islam que abarcó mil noches y una noche,
 Por aquel otro sueño del infierno,
 De la torre del fuego que purifica
 Y de las esferas gloriosas,
 Por Swedenborg, que conversaba con los ángeles en las calles de Londres,
 Por los ríos secretos e inmemoriales que convergen en mí,
 Por [el idioma](#) que, hace siglos, hablé en Nortumbria,
 Por la espada y el arpa de los sajones,
 Por el [mar](#), que es un desierto resplandeciente
 Y una cifra de cosas que no sabemos
 Y un epitafio de los vikings,
 Por la música verbal de Inglaterra,
 Por la música verbal de Alemania,
 Por el oro, que relumbra en los versos,
 Por el épico invierno,
 Por el nombre de un libro que no he leído: *Gesta Dei per Francos*,
 Por Verlaine, inocente como los pájaros,
 Por el prisma de cristal y la pesa de bronce,
 Por las rayas del tigre,
 Por las altas torres de San Francisco y de la isla de Manhattan,
 Por la mañana en Texas,
 Por aquel sevillano que redactó la *Epístola Moral*
 Y cuyo nombre, como él hubiera preferido, ignoramos,
 Por Séneca y Lucano, de Córdoba
 Que antes del español escribieron
 Toda la literatura española,

Por el geométrico y bizarro [ajedrez](#)
 Por la tortuga de Zenón y el mapa de Royce,
 Por el olor medicinal de los eucaliptos,
 Por el lenguaje, que puede [simular la sabiduría](#),
 Por el olvido, que anula o modifica el pasado,
 Por la costumbre, que nos repite y nos confirma como un espejo,
 Por la mañana, que nos depara la ilusión de un principio,
 Por la noche, su tiniebla y su [astronomía](#),
 Por el valor y la felicidad de los otros,
 Por la patria, sentida in los jazmines, o en una vieja espada,
 Por [Whitman](#) y [Francisco de Asís](#), que ya escribieron el poema,
 Por el hecho de que el poema es inagotable
 Y se confunde con [la suma de las criaturas](#)
 Y no llegará jamás al último verso
 Y varía según los hombres,
 Por Frances Haslam, que pidió perdón a sus hijos por morir tan despacio,
 Por los minutos que preceden al sueño,
 Por el sueño y la muerte, esos dos tesoros ocultos,
 Por los íntimos dones que no enumero,
 Por la [música](#), misteriosa forma del tiempo.

The use of short plays or some extracts of them are also examples of activities students enjoy doing in the L2 classroom.

For instance, I have used these lines from a Mario Vargas Llosa play called *Odiseo and Penélope*, (2006) on my Spanish 2, and on my intermediate classes:

Odiseo: ¿No se daban cuenta del engaño?

Penélope: Al principio, me creyeron. Yo les mostraba el manto cada día. Lo miraban con desconfianza. Lo medían, se secreteaban, apenas se atrevían a tocarlo. Presentían en él algo mágico, que los asustaba.

(Vargas Llosa, Mario. *Odiseo y Penélope*, p. 24)

Many students like to perform, and by doing that often in class the affective filter lowers. Specially when dialogues include some type of humour.

To practice the subjunctive mode, I tell learners to write a composition about their ideal world, and usually they get quite engaged on this task. Then, they share with their classmates what they have written, and then, we as a class make one composition which includes the most relevant wishes of all the compositions.

Also, to practice the subjunctive, learners like to work in pairs to do communicative activities while they write first some real or made up problems a friend has, and then, they give suggestions accordingly, as if they were a psychologist, counselor, social worker, etc. Sometimes, if they are 15 students or less in the class, we have done also “talk-shows”.

Some years ago, when Bill Clinton was the US president and I was working in a historical Black Institution: Howard University, where Clinton was very popular, my students of an intermediate level course, wrote in Spanish a list of the suggestions, worries, doubts, hopes, and recommendations concerning education for the youth. After that as a class we put together a letter in Spanish, and also we included a translation with all the recommendations and concerns and then we sent it to the White House. We got a response from President Clinton in English, and the students, were, naturally, quite excited about it!

On the fall semester of 2001, when I taught for a year advanced Spanish courses at Harvard University, while I was doing some work for MIT, I had the great pleasure of meeting Noam Chomsky at his office at MIT. I told Noam that my Harvard students were reading one of his articles about Cuba, and next day I shared with my students how Noam Chomsky was quite intriguing in learning my students reactions about his article. My students were so proud that Chomsky cared so much about their clever views. Of course, this type of conversations with my students helped a great deal to nurture a wonderful rapport with my students which always influence the affective filter for the best.

As a conclusion, I would like to state that as an instructor of foreign languages is crucial to do everything possible to lower the affective filter so students will be less stressed out and will appreciate their meaningful learning adventure much more. Contextualized task-based communicative activities, using authentic materials; realia, are, indeed, quite effective in lowering the affective filter.

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LD LEARNERS ACQUIRING L2 & SOCIAL JUSTICE

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ABSTRACT

By achieving social justice, I mean, allowing LD learners an opportunity to succeed and flourish in the best environment they can, be inclusion or an ad-hoc alternative school for more severe cases, that will address and try to satisfy the cognitive and behavior impairments existing in a sector of the population that often has had a negative learning school experience by having been passed to the next level till they reach high school where they are asked to repeat a grade, after having often been object of ridicule, given their different learning styles.

Another intrinsic challenge is that many of these students, -having received a non-optimal education-, display a low academic and personal self-esteem, and often a low competency in L1, making it even harder the task of language acquisition (L2). I will try and explore a few working approaches employed in the teaching of ED and ID high school learners specifically, and best strategies in the acquisition of L2 and a successful learning experience.

Keywords: L2, LI, ED, ID, Inclusion, Push-In, Pull-Out, Alternative Schools, At-Risk Education Students, Chronic Truancy, Mental Health Problems, Special Education Students, Different Learners, Level V Schools, Multi-Sensory Learning Approach

In my experience in K-12 or education that includes since kindergarten learners till the last year of secondary school, there have been two modalities when it comes to students with learning disabilities. One, of housing those students in a special classroom where they would receive all their lessons, all materials. Often, *and there are still a few schools that are logistically distributed that way*, the school has a whole wing dedicated to house and serve special ed. students. The second modality to accommodate and serve the needs of special education learners, be one of **inclusion, which is a much favored practice in recent years**, where students with learning disabilities, will still receive instruction of core courses such as Math, English, sometimes Sciences and Social Studies, separate and apart and join the rest of general ed. students for other classes such as electives, Arts, Physical Education, World Languages, Music, etc. In some cases, even for Math and English, even Sciences and Social Studies, learners will remain in their classrooms and a special ed. teacher will come in to serve them. About this ‘service’, I have seen both modalities: **“push-in”** and **“pull-out”**.

Nowadays, the modality of ‘*pulling out*’ is being disfavored over the ‘*pushing-in*’. By pulling-out, the special ed. teacher or resource teacher, *not necessarily and not always, a special ed. professional*, would remove the student, sometimes just one student or will collect students with similar disability, taking the same class, from various sections, and bring them to his/her office and work with them in a small group class or providing individual services in what the student is behind on, reviewing unfinished class work, helping with work that will be due for home, or simply with an earlier part of the curriculum in Math or English. Let me explain what I mean by this: In the USA, the academic year starts at the end of August/beginning of September, let’s say for our case, the teacher is moving the class along for all to follow, and we are finishing January/beginning of February, the 7th grade teacher then is covering what is expected on the curriculum of 7th grade by the 5th month after school started and the English reading level and Math expected performance of general education students should be more or less that of 7.5 or 7th grade, 5th months. *Our special ed. student is also in 7th grade due to state laws, age considerations and/or number of years registered in middle school, but in reality, performs at a 5.1 level or very basic start of 5th grade, in terms of performance and immediately demonstrated ability*. For the pull-in to work, nonetheless, there should be a communication between the classroom teacher and the resource teacher, for the latter to know the teacher’s teaching style and thus what kind of testing will he/she offers, for the resource teacher to prepare best the student receiving the service, etc.

Another style of serving the students under the umbrella of **inclusion**, is by **“pushing-in”**. I have observed and read sufficiently to notice this is the practice that has received the most acceptance in recent years. The special ed. or resource teacher expert, comes into the Math classroom that houses general ed. students, for example, and tries to work individually with each student who needs it, who is in his/her list of special ed. students, either because they will need more individualized help, to be read the instructions one more time, to have the instructions read to them as the spec. ed. student might not be on grade level English reading required to do the work independently or in some cases, if this is a long lasting relation, the push-in resource teacher might have a different agenda with which to work with said student/s (Remember what I read earlier about the 7.5 vs. 5.1?) Sometimes, the resource professional, will make sure that said students will write on their daily planner or agenda, what they worked on (so parents could choose to help them review, and/or what is due as homework), sometimes LD students require additional help with organization and planning skills.

Pros and Cons and Why the Gradual Change?

Please, understand we are not speaking of severe cases for which Alternative Schools have been created, just cases of students classified under special ed. I am referring to cases of students who are on a much lower performing level academically but because state education laws, their age, the number of times, they might have registered in a certain grade, the system places them accordingly. I'm referring to students with dyslexia, autism, with Asperger syndrome, down syndrome, border line, with retardation, classified with ADD or AHDD, *Attention Deficit Disorder* and *Attention Hyperactivity Deficit Disorder*, respectively, who require constant breaks, accommodations to seat near the teacher, in front of the classroom to minimize distractions, maybe special moving or swiveling chairs, sometimes teacher's notes, a set of additional textbooks at home, perhaps students who can show their knowledge orally and have a resource person write for him/her the answers, who can choose not to use computers, though part of the in-classroom assignment. In many households, *in mainstream America* especially, parents who have their kids tested, receive the advice from the pediatrician to start medication, alter nutrition and modification behavior for the house; some parents follow through, others don't. Some don't test their students and everyone has to deal with the students' outbursts, etc. Other students are those with turret syndromes, students who can't control their “attention-getter need”; some are students who are often undisciplined. Sometimes

non-native English students or so called English Learners, fall under this group. In any case, not the severe cases.

Separate and Apart.- I would imagine that having all resources together, including the instructional stuff, manipulative property and security measures at hand, is practical. I also think that for students to part from their friends, with whom they ride the school bus, so they could go to the “special ed. wing” must have a ‘social stigma’ associated with it, which undoubtedly might decrease the learner’s self-esteem.

“Pull-In” Assistance.- One might think that while the special ed. learner gets to participate of a traditional educational experience, joining all students, and is pulled-out to receive more ad-hoc help, seems to work, one might need to be careful not to dissociate completely the student from the syllabus the other students are following. I can see some benefit derived from the “pull-in” situation. In an ideal scenario, the resource teacher should have spent time in class prior to, to see what is the teacher’s style, what is expected of all students, what is the current curriculum and have worked with the main teacher, on an adjusted curriculum, to have a clear idea as to the ultimate responsibilities for the student to learn and the topics for which s/he be tested.

“Push-In Assistance.- Is the modality where the resource teacher or special ed. instructional staff member gets into the classroom and assists the students in need, *students whose names appear on his/her list*, in the current endeavor the main classroom teacher has them work on at the moment. In this manner, the main teacher can comply with the challenges of teaching general education students and special ed. students, however, said teacher will not allocate more resources providing a more individualized assistance to students who clearly need it and can be helped in a different way by an outside source, almost simultaneously.

Does it work?

It works sometimes, and others not so much. There are many variables, such as urban, vs. suburban or inner city school settings, schools with a heavy minority population ore less diverse settings, students receiving support from home or not, schools with financial

resources to provide what is needed to help in the learning adventure, qualified staff, support for the staff serving special ed. students, etc.

If Inclusion works and it is the favorite way to serve the needs of special learners, why do we have ALTERNATIVE SCHOOLS?

So, inclusion is the teaching of special learners along with the general education students, for most courses or at least for a big number of them and mostly, receiving additional individualized assistance while in class, perhaps receiving help to complete the tasks or working on a lower end assignment, something in accordance with the learner's ability.

We stated early on modalities to serve the special ed. student were of Separate and Apart or Inclusion via pull-in or push-in, noting the latter is the most popular modality nowadays. We did mention for non-severe cases. For those cases, there are Alternative Schools. Citing the National Center for Education Statistics publication on Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000-2001, ... *Students are removed from regular schools on an individual and daily basis, for a variety of reasons. Some are removed for disruptive behavior, such as possession of weapons, fighting, disruptive verbal behavior, criminal activity, or the use or distribution of alcohol or drugs (Paglin and Fager 1997). Others are removed for other reasons that put them at risk of education failure, such as chronic truancy, continual academic failure, teen pregnancy/parenthood, or mental health problems.*

Similarly, students are returned to regular schools largely on an individual basis, for a variety of reasons. Many public alternative schools and programs aim to return at-risk students to regular schools as soon as they are prepared to do so. Some students do return to regular schools less "at risk," but many are sent back to or simply remain in (by choice or decree) an alternative school or program for the duration of their education (Quinn and Rutherford 1998)..."

Is it the aim to have the students returned to their home school? Not all the time. In some cases, students are returned, after being considered "less at-risk". In some cases, all depends on the school district, and multiple variables; it goes from a huge emphasis in having them ready to return, vs. 1% return success.

Why do we speak of social justice? It does not seem fair to have students who learn differently, who without having been furnished with the appropriate tools to learn to survive, had been promoted to the next academic year, without earning the necessary skills to gradually live independent lives and be successful to then pay such students with failure. They reach high school age and then they are stopped for the first time, isolated, without the appropriate skills, to fend for themselves. It is precisely in High School that the grades count more seriously and more strictly, for any decent path in higher education, we know there is more at stake in the last years of secondary school, but for some students it is going to be very hard, if not impossible, to come out victoriously, because it might be too late, because there are too many years that need to be undone. HS then becomes the educational period where each individual LD learner, faces his/her own limitations and there is more at stake, the academic load is greater and the transferable skills of studying practice, work ethics, organization, making connections, etc., have not quite been fully embedded in them.

Renowned linguist Stephen Krashen, tells us on his Second Language Acquisition Theory, that, there are multiple variables in the learning process of acquiring L2 which may help or hinder the learning of a second language in a natural way. A Natural Way is the manner in which kids acquire [learn] their first language, like playing, without the formal study of grammar, but getting familiar with the use of the language, by using it, focusing on the “effective communication” rather than the perfect grammatical construction; by encouraging adult learners not to focus on early production but keeping the students ‘immersed and /or engaged in life-like situations’ and letting them produce when they are ready. Krashen believes that “should students possess high motivation, good self-esteem or good self-image, less nervousness, and low anxiety level, would be better equipped to succeed in second language acquisition”. Recall and keep this in mind as to how much harder would it be for the learners and the facilitators, when none of these elements are present.

“Tools for survival” is the expression of Gail O. Mellow in her article Quantitative Literacy: Now, More Than Ever, published in the Numeracy, listed in the References of this Paper when she cites the work of Drs. Bernard Madison and Lynn Arthur, insisting in

how critical is to teach QL (Quantitative Literacy), and how those are “tools for survival”.

Quantitative Literacy makes me think of Fundamentals for Math courses or Pre-Math. Similarly, English Fundamentals are also crucial tools for survival, in my view. Community Colleges and sometimes universities accept students conditionally, as long as they pass some courses that help them level their English and Math performance. I find that as critical as it is Quantitative Literacy, is English Fundamentals and both, but the latter even more so than the former, key for L1 learners before starting their L2 adventures.

I am on my second year at a high school as a World Language Teacher. I was hired to teach Spanish to HS students at a Level V School; a sort of Alternative School, privately own, servicing LD students with public funds. All students referred to us bring the ED label and some ID as well. Most have an IEP's or Individualized Education Plan. What does this mean? ED stands for EMOTIONALLY DISTURBED, and ID stands of Intellectually Disabled. Students in their large majority come from inner-city abodes and low-income families. In their totality they are considered members of a minority group, they are African American, I have met two students with Spanish-speaking parents and one who tells me has parents from Ethiopia and therefore is not African American.

I would like to add a personal note not based on strict research but on informal polls from colleagues working at similar schools and colleagues experiences shared in Classroom Strategies in Special Education courses. I have then reflected on some similarities with my place of employment, as well. As such, we observed that by looking at results of standardized tests of high school students with disabilities, such as DORA Assessment for English and ADAM Assessment for math performance, are particularly low. For instance, we observed at a high school, scores similar to 2.8, 3.7, 4.1, etc. were common and corresponded to 2nd, 3rd and 4th grade performance level at the 8th months, 7th and first, respectively. When one remembers high school students range from 9th to 12th grade, the expected numbers from a general education classroom should be anywhere between 9.1 to 9.10 for freshmen students, 10.1-10.10 for sophomore, 11.1-11.10 for juniors and 12.1-12.10 for seniors at a general education classroom. Curiously, a colleague sharing test results of these standardized test, noted a special characteristic not only visibly en

some seniors but indeed represented a “win”. This category was ***Word Recognition***. It is great, we felt like celebrating! We then learned, that category was just that, students self reported recognizing these many words, not necessarily that they use said words in context, know their meanings, can spell or pronounce, can use them in sentences or spot them in idioms, know their nuances or implications, and /or understand them when in reading comprehension passages, --just m e r e l y *word recognition*--. I hope this serves to illustrate a point. Forgive me for the vagueness of the source but all participants were aware and respectful of student data confidentiality. as no more school data I can volunteer, being of confidential nature.

It has proven to be very challenging to teach at a school where chronic truancy exist in an significant percentage for some students and on and off for others, where students have been removed from their home schools for many of the reasons expressed lines above: disruptive behavior, possession of weapons, fighting, disruptive verbal behavior, criminal activity, use or distribution of alcohol or drugs, at risk of education failure, continual academic failure, teen pregnancy/parenthood, and mental health problems. Many are already familiar with the court system, having had criminal charges brought against them, processed and charged, coming to school with ankle bracelets, etc., having to be absent from school as they are mandated to serve jail time, etc. To **this scenario, we add the absence of the elements cited by Krashen**, instead, we see low self-esteem, low motivation, high anxiety level, etc., I may even add very little respect for the adults servicing their needs (educational and behavior). We add to this their low L1 performance level and like some colleagues have expressed at this conference on day one, sometimes, “*there is no content on the student’s background portfolio as a starting point*”. I should however, emphasize the poor behavior, is not mild, these are not schools where Inclusion practices are executed for non severe cases. The schools that this portion of the paper is devoted to, refers to *alternative schools and level V schools* exclusively. Some students at various points, display severe misbehavior, are distrustful and have little tolerance, for waiting, for errors made by others and for errors made by them, little tolerance if a teacher mispronounces their names, if they feel all instructions should have been given at once and not as they accomplish areas of work, little tolerance if they feel they do not want to stay in a class with few students, or loud students. Students with extreme sensory radars, unskilled in taking turns for conversations, unskilled in asking questions in a classroom setting, using a wrong tone, wrong proximity to the other speakers, etc.; students can be violent, and are often disrespectful and proud of such behavior.

Many do not value education but what money can buy and at their early age, have already found ways to make money in a fast and easy way, not necessarily legally or in accordance with a minimum of moral concepts of right and wrong. “Most feel, if I want and don’t have, I will take it then”. In my perception, they won’t value the job of a teacher as they do not see the teacher being paid the big bucks and they want something better for themselves and believe better is getting rich sooner and if not rich, at least satisfy their basic needs, sometimes not their primary needs but their fancy wants. Though, there are some students who go to bed hungry and the following morning come to school.

School work can mean serious business for many learners, it definitely becomes a pile of tasks of formidable difficulty because of their special circumstances and their several lacks.

Before I share some examples I have used in class with my students, I would like to mention that for every lesson, as I am still somewhat new in the field of special education, but a seasoned special ed teacher at my current school, it seems, I seem to have two starting points each time, the one where I had set to begin and the other one reality brings me back to, a few units to the left, once confronted with their lacks and shortcomings, and/or lack of content in individual spiritual and academic virtual portfolios. Though I believe in my students and want their success, I find myself lowering the common minimum denominator, from where to start to build on a topic, brainstorm about it, while trying to elicit their own thoughts and ideas, based on their life experiences and readings. I do like thinking on Quantitative Literacy and English Fundamentals as well as readiness for scholastic work at any level, as critical pillars that should be taught as “tools for survival”, to borrow from Drs. Bernard Madison and Lynn Arthur’s thoughts, prior to basic concepts in Math, English and World Languages. I consider teaching how to use a dictionary, including what the two words at the top mean and how to look up words, and how to distinguish which word found at a dictionary is a noun or an adjective or a verb, so the choosing for equivalency in two languages could make sense, and how to use a bilingual dictionary, at that, examples of pre-pre teaching and basic literacy proper of elementary school years, in high school, as turning the basics a few units to the left for a starting point. Yes, it is difficult; some days even frustrating. I also feel blessed to have an opportunity to bring some good to learners who otherwise would not receive this level of care and attention. I love what I do but some days I question my choices as ED students might be constantly disrespectful, to put it mildly. Do I love it? Many days I do.

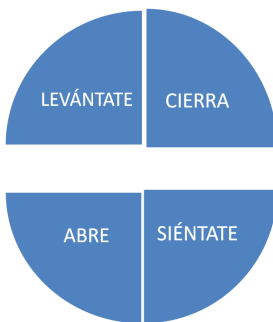
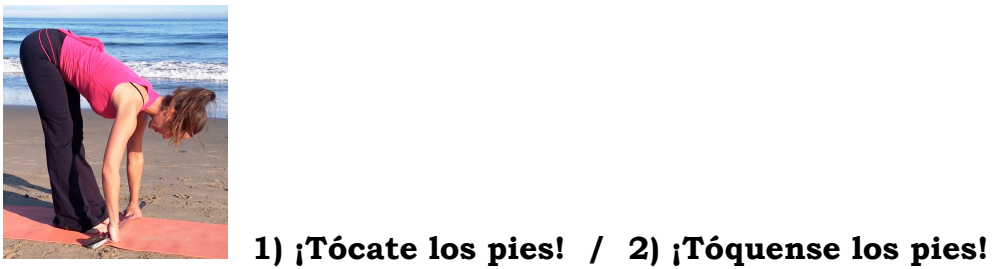
I would like to provide some examples of work I have done with the learners I serve. Based on my vast pedagogical experience in L2 language at the university level but still somehow limited experience with ED K-12 students. In my present position, I find that whatever generous time I plan to use to cover xyz subject, is often insufficient, given the speed at which many learners move, chronic truancy and not counting with an LCD projector, smart board or similar in the classroom which will allow me to change activities really fast and perhaps keep the learners somewhat engaged longer and enthusiastically interacting with the material. Let's also consider their disruptive nature, their low command in their L1 and stresses from home, bad habits and consumption of illegal substances that may alter their behavior as lack of consumption of their legal medicines.

Few Examples:

Potpourri IMPERATIVE

T **Ud**
MANDATOS = COMMANDS

	Multiple Spanish Expressions		<i>English meaning</i>
1	¡Abre!	¡Abran!	Open!
2	¡No abras!	¡No abran!	Don't open!
3	¡Cierra!	¡Cierren!	Close!
4	¡No cierres!	¡No cierren!	Don't close!
5	¡Siéntate!	¡Siéntense!	Sit down!
6	¡No te sientes!	¡No se sienten!	Don't sit down!



Craft Students crafted 2 paper plates with a spinner & their 4 chosen imperatives, illustration and text, etc. etc.

GUSTAR

Me gusta	+	a verb in the infinitive
----------	---	---------------------------------

			a singular direct object
Me gusta	+	→	a plural direct object

Me gusta	+	a verb in the infinitive	Me gusta jugar, bailar, leer, escribir, tocar la guitarra, jugar al fútbol.
		a singular direct object	Me gusta el libro, me gusta el cuaderno, la pluma.
Me gusta	+	a plural direct object	<i>Me gustan los helados / me gustan las uvas.</i>

#	En castellano (in Spanish)	En inglés (in English)
	Tocar (un instrumento musical)	To play
	Jugar (un deporte)	
	Ejemplos – TOCAR (la guitarra, el violín, el piano, un instrumento musical) yo toco la guitarra, tú tocas el piano, me gusta tocar la guitarra, no me gusta tocar el violonchelo.	Examples: TO PLAY (the violin, the piano, the guitar = a musical instrument) I play the guitar, You play the guitar, I like playing the guitar / I like to play I don't like playing the cello.
	Ejemplos – JUGAR (fútbol, fútbol americano, baloncesto, tenis, badminton)= to play a sport Yo juego fútbol, Tú juegas lacrosse, Él juega badminton.	Examples: TO PLAY (soccer, football, basketball, tennis, badminton = to play a sport). Nosotros jugamos tenis, Me gusta jugar tenis, Deneil va a jugar baloncesto por la escuela.
	caminar comer escribir	to walk eat write
	caminar AR = 1st comer ER = 2nd escribir IR = 3rd	

CANCIÓN – MANU CHAU**– ME GUSTAS TÚ**

<https://youtu.be/>

[x3gw32E-ooE](#)

¿Qué hora es, mi corazón? → Te lo dije bien clarito.

Pemanece a la escucha. → Pemanece a la escucha.

Doce de la noche en → La Habana, Cuba

Once de la noche en → San Salvador, El Salvador

Once de la **noche** en → Managua, Nicaragua

Me gustan los aviones, **me gustas tú**.

Me gusta viajar, **me gustas tú**.

Me gusta la mañana, me gustas tú.

Me gusta el viento, me gustas tú.

Me gusta soñar, me gustas tú.

Me gusta la mar, me gustas tú.

¿Qué voy a hacer?, → Je ne sais pas

¿Qué voy a hacer? → Je ne sais plus

¿Qué voy a hacer? → Je suis perdu

¿Qué hora es, mi corazón?

French

Dual purpose Word Search: Circle and Translate words at the bottom.





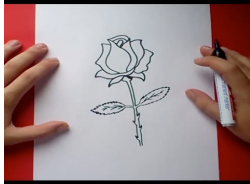







Me gustas tú.

A	M	R	O	K	C	B	E	A	O	D	Y	G	X	Y
W	N	C	E	P	C	H	Q	R	T	I	Q	U	É	F
K	Q	A	I	C	C	G	Z	R	N	B	D	P	O	F
J	I	H	Ñ	O	A	I	H	A	E	U	B	D	C	E
B	D	H	N	A	G	H	G	T	I	J	R	N	D	Y
W	I	A	Y	B	M	C	G	I	V	A	O	K	Y	N
W	L	K	C	R	T	A	A	U	L	R	W	T	S	V
R	A	U	T	C	A	P	L	G	E	J	J	J	R	B
N	O	M	E	G	U	S	T	A	C	A	N	T	A	R
L	T	W	J	R	A	E	K	L	X	L	T	I	K	Y
D	P	E	R	A	W	R	L	R	X	A	L	G	B	O
N	L	O	B	T	Ú	F	L	A	R	A	G	U	J	V
G	N	O	L	L	H	P	P	C	R	L	S	D	L	X
A	J	L	K	N	A	H	O	O	G	A	L	E	P	A
C	O	C	I	N	A	R	T	T	V	U	L	P	U	N

ACTUAR	BAILAR	COCINAR
DIBUJAR	EL-VIENTO	HACER
JUGAR-AL-FÚTBOL	LA-MAÑANA	LA-NOCHE
NO-ME-GUSTA-CANTAR	¿QUÉ?	TOCAR-LA-GUITARRA
VAS	VOY	

Also, please **provide the English translation** for all words to look up. Thanks.

BINGO - GUSTAR + VERBOS EN EL INDEFINITIVO

	1	2	3	4
B				
I		m		
N		 <small>shutterstock - 171048596</small>		
G			J	
O		d		



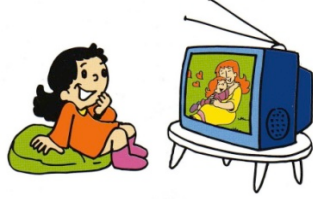

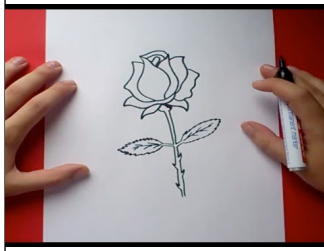





Select a cell from the BINGO template you have created and identify the cell (1st column), then, write the action verb on the first thick column, also make a sentence either in the positive or in the negative reflecting your LIKES and/or DISLIKES such activity.

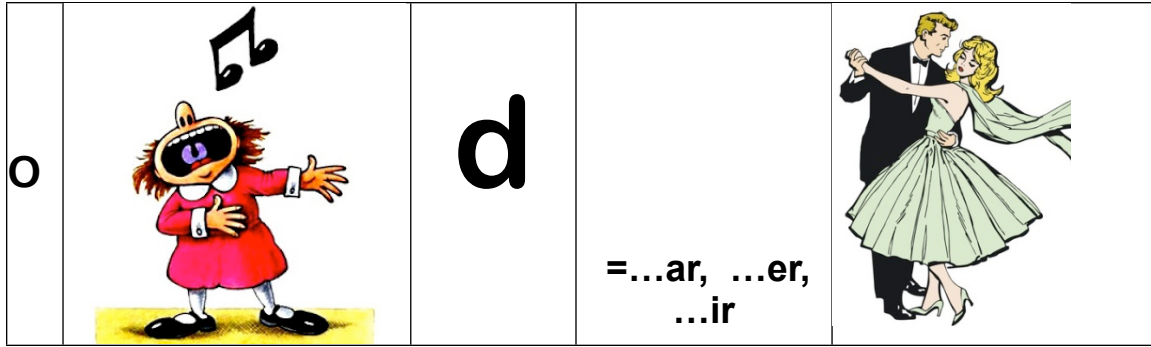
EJEMPLO: 4N JUGAR Me gusta jugar al fútbol.
 1O CANTAR No me gusta cantar.

#	ACTION VERB	SENTENCE USING GUSTAR (ME GUSTA or NO ME GUSTA)

CINE MUDO WRITE in English 8 WORDS, the MOVIE INSPIRED YOU to, then, TRANSLATE THEM TOO. Don't con1serve visuals of this activity, but it did work very very well with the students. Found them easy and liberating.

ME GUSTA + VERBOS EN EL INDEFINITIVO

	1	2	3	4
B				
I		m		
N		 <small>shutterstock - 171048596</small>		
G			j	



Tocar la guitarra, tocar el piano, tocar el violín, tocar la bacteria (the drums) / jugar baloncesto / jugar al fútbol, fútbol americano, etc.

GERMAN SITE = VANDERWERKEN K = daily activities and sports a) K-2 - Illustrated Squares - Me Gusta Hacer - I like to do b) K-15 - Millionaire - What Do You Like to Do?	http://www.myhq.com/public/v/a/vanderwerken/#101556019968573750 2 levels of difficulty. Each one with multiple interactive exercises, that allow 4 multiple trials and reveal the correct answer. Every little fun activity HELPS!
Learn Spanish - Talking about Likes/Dislikes (part 1) 01062 Spanish Lesson - Present Tense - Gustar (all forms) + activities	https://youtu.be/cRo55O9Zaic for beginner learners https://youtu.be/q0K6Yg9lFK8 more advanced FOR ENRICHMENT, to go further + independent practice)

<http://critica.cl/literatura/%E2%80%9Cyo-he-venido-en-busqueda-de-trabajo%E2%80%9D-poema-de-francis-bebey>

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Though a bit xenophobic, they seem to have always liked the poem. It is mine!

“Yo he venido en búsqueda de trabajo”, poema de Francis Bebey.

por [Matilde L. Martin](#)

Artículo publicado el 04/04/2008

Francis Bebey, poeta, escritor, escultor, músico, periodista, y en general lo que podríamos llamar: un hombre renacentista, fue originario de Camerún. Nació en Doula en 1929 y falleció en París en 2001. Bebey creció rodeado de música, tocaba varios instrumentos musicales, y además cantaba en tres lenguas: duala, francés e inglés. Bebey logró grabar en su vida 20 álbumes y hacerse conocer bien en tres continentes.

Francis Bebey dejó su país natal para estudiar inglés en la U. Sorbona, en París, luego continuó estudios de periodismo en Estados Unidos.

El poema que traduzco a continuación se titula *Je suis venu chercher du travail*, y es uno de los poemas más hermosos de Bebey, y que además y sin lugar a dudas representa muy vívidamente no sólo la lucha cotidiana de muchos inmigrantes en cualquier parte del mundo, sino también sus sueños y sacrificios, así como la nostalgia que los acompaña por tener el corazón perpetuamente dividido, y por vivir a horcajadas entre la patria que los vio nacer y la que escogieron para mejorar su vida.

Yo he venido en búsqueda de trabajo

FRANCIS BEBEY, (*Camerún*)

Yo he venido en búsqueda de trabajo,
espero encontrarlo,
Yo he venido de mi lejano país
para trabajar entre ustedes.
Yo he dejado allá en mi país todo, mi mujer,
mis amigos, todo.
Espero encontrarlos con vida a todos
el día de mi regreso.
Mi pobre madre se quedó deshecha al verme partir,
yo le dije que un día regresaría
para terminar con su miseria.
He recorrido largos días de viaje
para venir hasta aquí,
pero no me han asegurado una acogida
que bien valga este sufrimiento.
Mírenme, estoy cansado
de ir marchando por los caminos,
ha habido días en los que no tenía nada que comer
¿tendría usted un poco de pan?
Mi pantalón está todo desgarrado
pero yo no tengo otro,
no griten, no es un escándalo
solamente soy pobre.
Yo he venido en búsqueda de trabajo
yo espero encontrarlo
yo he venido de mi lejano país
para trabajar entre ustedes.

Je suis venu chercher du travail

FRANCIS BEBEY, (*Cameroun*)

Je suis venu chercher du travail
j'espère qu'il y en aura.
Je suis venu de mon lointain pays
pour travailler chez vous.
J'ai tout laissé, ma femme, mes amis
au pays tout là-bas.
J'espère les retrouver tous en vie
le jour de mon retour
Ma pauvre mère était bien désolée
en me voyant partir.
Je lui ai dit qu'un jour je reviendrai
mettre fin à sa misère.
J'ai parcouru de longs jours de voyage
pour venir jusqu'ici
ne m'a-t-on pas assuré d'un accueil
qui vaudrait bien cette peine.
Regardez-moi, je suis fatigué
d'aller pour les chemins
voici des jours que je n'ai rien mangé
auriez-vous un peu de pain ?
Mon pantalon est tout déchiré
mais je n'en ai pas d'autre
ne criez pas, ce n'est pas un scandale
je suis seulement pauvre.
Je suis venu chercher du travail
j'espère qu'il y en aura
je suis venu de mon lointain pays
pour travailler chez vous.

In conclusion

We need to provide more help where greater need exist. Special Education Students require additional and more individualized assistance. Learners of another language struggle with issues of increased affective filter, insecurities of sounding like childish illiterate adults when trying to speak in the target language or L2; require self-motivation and they do better when their performance level in L1 is mature. Naturally, there are other elements that threaten the success of their learning adventure. For instance, students will be in a position to allocate their best effort when their survival needs have been met, when they are not victims of poor nutrition and lack of home academic support, stable family lives, poverty, uncontrolled anger, discrimination, lack of tools to exercise self control, absence of positive role models in their lives, etc. Needless to say that the conditions that make them stand out from the General Education population, when require medical intervention and students are sent to school without taking their meds, the challenge in the classroom is even greater.

In any classroom, we need to present the information in as many teaching styles possible, to reach the largest number of learners with a variety of learning styles. Needless to say, a multi-sensory approach works great in the teaching of World Languages. In my opinion is critically needed when the audience is composed of learners with special needs, whether these are cognitive or behavioral. In my vast teaching experience in the field of foreign languages, especially at college level, with some K-12 teaching years, and an increasing exposure to special ed. populations, I believe two things: Firstly, students should be allowed to show their performance level and that they have achieved the learning goals and objectives in the individual manner that best fits their needs, limitations, talents and personalities. Secondly, I believe, schools, Alternative Schools, Level V Schools, and Inclusion Classrooms should have --in addition to audio-visual stimulus to learn another language--, classroom manipulative, mobiles, and tactile objects to enhance instruction but also for their own comfort, to keep their hands occupied when their job is to pay attention to the board or to the teacher and see what is being taught and what is expected of them, to keep them engaged in oral activities, when they need to think and have their mind occupied but not their fingers.

I have a super athlete and super human being I am proud of raising at home, my 13 year old son, who also takes medicine for ADHD and in as much lacks academic confidence in his abilities, in spite of earning good grades; however, excels at sports. When I used to be more involved with his education, at home, after school, reviewing his subjects, I found that if I had to re-teach a topic, and I just wanted him to listen to, focus, pay attention, follow my pencil on our home notebook or our home dry erase board, I had to have his fingers busy with something and we invested in various colorful working sand sets.

Additionally, in my view, when it comes to students with behavior issues, students with IEP's and labeled ED and ID, it is immensely important to move the starting point to the left several times as their many lacks and shortcomings, if not corrected, might come in the way of their successful learning. Thus, I have become I huge advocate of students receiving Quantitative Literacy or Pre-Math, and English Fundamentals, prior to other subjects, as "tools for survival" to borrow a phrase discussed in the is paper, so they learn how to use same language and bilingual dictionaries, for instance, to write a composition, steps from idea conception to publication including cleaning up and various attempts, to create a dialogue, to adapt what they are reading and try to personalize it, to be able to read a chart and complete a table, to understand about taking turns to join in the conversation, to exercise tolerance, to understand and react to social cues, to use appropriate tone, language and distance with other people, etc.

ID students might require repetitions, slow pace, multiple visual graphics, etc. ED students require so much more and I have not found a one recipe fits all type of preferred teaching methodology. It has become evident to me, at a Level V Secondary School with ED and ID students, that a successful good day, is not

necessarily an indication of having moved further to the right on our path for success with said student or classroom. It seems the individual improvements are not consistently edifying future success. Success sometimes is not measured as an assessment that tells us this or that of a student, but that some learning has taken place and some level, be at a reading level, listening comprehension, writing, or speaking level. Students should be able to demonstrate their achievement by pointing if needed, by matching, and linking and the such, etc.

We start aiming for social justice, when we allow LD learners an opportunity to succeed and flourish in the best environment they can, be inclusion or an ad-hoc alternative school for more severe cases, that will address and try to satisfy the cognitive and behavior impairments existing in a sector of the population that often has had a negative learning school experience by having been passed to the next level till they reach high school where they are asked to repeat a grade, after having often been object of ridicule, given their different learning styles. We succeed when we are fair evaluators of various skills and we test what we set out to test, individual skills, when needed. Life is not a black and white world only, it contains greater areas of gray. We are no longer just flanking or advancing a student in HS who should not be promoted to the next level, but we are, or should be furnishing such student with the necessary tools for survival. *(If we are testing a student's ability to understand what has been said in another language, we could ask the student to match, to select from a multiple selection or even to write an answer in his/her L1 as we are not testing whether or not s/he has the language needed to express in correct writing what s/he has understood being said, if we are indeed testing listening comprehension skills),*

I met in one of my recent plane rides a former World Language Teacher of French, who was sharing with me in her days, students had to qualify to be able to be a part of a world language training: good grades and show commitment, discipline, etc. In other words, top study habits. She observed requirements for some Math classes, *perhaps she was referring to AP Math*, currently. *She shared* having gone to Principal to suggest establishing standards for students who wish to take FRLN (foreign languages), My teaching days at colleges remind me we always had 'fake beginners and true beginners' in a Spanish 101 class or Freshmen FRLN college required class, but sometimes they were separated as in a community college. A redistribution of assets, might dictate the pace and the time allocation needed for purposes of pace, partnerships, use of technology, etc. which is kind of a pre-selection as the pace of the class might depend in part of standards needed to be met, etc. as well as more or a shorter time for guided practice and longer time for independent practices, as well as shorter time for I, WE, YOU teaching method.

In conclusion, differentiated teaching is needed, fair and smart assessment is required, numbers and basic English fundamentals are necessary as well as setting the beginning farther to the left. Being open minded as to accepting various ways for the LD student to show us his/her accomplishments in performance and academic achievement level in any of the multiple ways of his chosen ability. By providing the ad-hoc tools to the various learners with difficulties, we are leveling the plain field and are making everyone's learning experience a bit more positive and pleasant with the natural consequence of larger number of successful learners' stories.

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THE EFFECTIVENESS OF WATER CONSERVATION BASED ON WATER DEMAND IN SOUTH AFRICA

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ABSTRACT

South Africa (SA) is a water-scarce country receiving approximately 450 mm mean annual rainfall, whereas some wet regions of the globe receive in excess of 1500 mm. Through the National Development Plan, SA identifies water resources as being central to the socio-economic development of the nation; therefore, water availability is a key economic driver determinant of the quality of life for the citizens. Whilst there has always been some level of societal and business consciousness with respect to the need to conserve water; the drought driven water shortages experienced from 2015 to 2017 have further strengthened the need for all water users to implement strategies to reduce the demand. As a result, the need to intensify water conservation and water demand management (WCWDM) approaches has become more pressing. This paper seeks to understand the knowledge base related to awareness on WCWDM strategies and their effectiveness in the plight for saving water. The Die Wilgers suburb of the City of Tshwane (CoT) is used as a case study. A literature review was conducted specifically targeting available WCWDM strategies, other related documents, and administrative data. The policy basis for the WCWMD was drawn from the information generated by the Department of Water and Sanitation (DWS). Following a qualitative research approach, a survey questionnaire was used to gather information on consumer domestic water consumption behaviour. The framework developed by Willis et al. (2011:1999) for the measurement parameters for water awareness and practice factors was then used to formulate survey questions for the study. The data was analysed

and statistically displayed using Microsoft Excel statistical tools. It was found that the CoT municipality has strategies in place for WCWDM, however similar to other municipalities in the country, leakages are the major challenge leading to water loss. Along with the challenge of financial resources for implementing WCWDM strategies. It was also found that residents of the Die Wilgers community are conscious of their water consumption and many are practicing various ways to reduce their water usage.

Keywords: water conservation and demand management (WCWDM); water consumption; implementation strategies

1-INTRODUCTION

South Africa (SA) is a water-scarce country receiving approximately 450 mm mean annual rainfall, whereas some wet regions of the globe receive in excess of 1500 mm. Through the National Development Plan, SA identifies water resources as being central to the socio-economic development of the nation; therefore, water availability is a key economic driver determinant of the quality of life for the citizens. Whilst there has always been some level of societal and business consciousness with respect to the need to conserve water; the drought driven water shortages experienced from 2015 to 2017 have further strengthened the need for all water users to implement strategies to reduce the demand. As a result, the need to intensify water conservation and water demand management (WCWDM) approaches has become more pressing.

2-PROBLEME STATEMENT

Graymore and Wallis (2010:85) argue that internal factors such as the lack of knowledge, emotional blocking of new knowledge, environmental values and attitudes (caused by perception of water abundance and lack of trust in water authorities), and lack of understanding about potential greywater re-use have been identified as barriers to adopting water conserving behaviour. Mukheibir (2008:1273) and Rabe et al. (2012:83) further infer that low financial resources are a challenge for implementing some of the strategies, along with lack of qualified water resource managers in municipalities. Chetty and Luiz (2014:569) added that the lack of institutionalization of WCWDM strategies can lead to a lack of capacity for water service providers to prepare fundable WCWDM projects for investors. It is forecast that SA will experience frequent drought occurrences in the future, and as such there is a riding need to exercise WCWDM approaches. The objective of the paper is to assess the knowledge base on water conservation and water demand management in the Die Wilgers Suburb of the City of Tshwane.

3-LITERATURE REVIEW

In SA, the legislation for water resource management is well established. The National Water Act (NWA) (Act 36 of 1998) recognises that water is a scarce and unevenly distributed national resource, and that the aim of water resource management in the country is to achieve the

sustainable and equitable access for all users. The Act also recognises the need for protection of the quality of water resources to ensure sustainability of the nation's water resources in the interest of all water users, and finally the Act recognises the need for integrated management of all aspects of water resources and, where appropriate, the delegation of management functions to local government structures (i.e. regions or catchment management agencies) which are closer to water users in order to enable everyone to participate in the management of the nation's water resources (SA, 1998:2). The Water Services Act (Act 108 of 1997) makes provision for water service providers (WSP) as institutions that are responsible for the operation of water purification works that supply water services to the end consumers (SA, 1997).

In South Africa, every person has a right to access to sufficient water as stipulated in section 27 (1) of the Constitution (SA, 1996:11). This places a legal obligation on the government to deliver people's right to sufficient water. The Department of Water and Sanitation (DWS) is the custodian responsible for managing the country's water resources to ensure reliable and equitable supply of water amongst other responsibilities over water (DW A, 2013b:6). DWS oversees and regulates the water business. It also monitors the performance of the sector and regulates drinking water quality and effluent quality against industry standards and recommends changes to the business environment within which the various role players have to perform (DWA, 2013b:4).

In SA (2017:23), the DWS has defined the basic household supply as 25 litres per person per day or 6000 litres per household per month. This water is expected to comply with the South African National Standards 241 water quality standards (SABS, 2006). The generally accepted volume associated with the human right is 25 litres per person per day. At the centre of these specifications is WCWDM and to this effect it is specified that water loss and leak detection should be implemented to reduce water demand, greywater re-use and management should be advocated, and that users should be educated in effective water use.

Schedule 1 Part 3 Section 27 of the NWA specifies the Reserve which refers to water flow and its associated characteristics (water quality, sediments, patterns) that should be left or provided in the river system for those biota dependant on it, its riparian habitat integrity, as well as any people dependant on a natural functioning river to sustain their livelihoods (Basic Human Needs) (SA, 1998:30).

In addition to the legal instruments, strategies and guidelines have been developed by the DWS as the custodian of water resources to ensure the management objectives of SA's water resources are achieved. The National Water Resource Strategy 2 (NWRS₂) builds on the first NWRS which was published in 2004 (DWA, 2013a and DWAF, 2004b). The NWRS₂ responds to the priorities set by the South African Government within the National Development Plan (NDP) and the NW A imperatives that support sustainable development (NPC, 2011). The NWRS₂ (DWA, 2013:89) highlighted that sustainable water management requires various approaches including water conservation and water demand management (WCWDM), effective utilisation of groundwater, water re-use, rainwater harvesting and other alternative sources such as mine-water drainage and desalination of sea water. It is recognised however that where opportunities exist for building more dams and transfer schemes, these are at great cost. The NDP (NPC, 2011:179) outlines that it is equally important to reduce demand on water resources and also to increase supply, it is also envisaged that water demand should be reduced by 15% below baseline levels by 2030 and water reuse is at the centre on the measures that need to be explored to achieve this target.

The NWRS 2 defines water conservation as the minimization of loss or waste, the care and protection of water resources and the efficient and effective use of water. It further defines water demand management as the adaptation and implementation of a programme by a water institution or consumer to influence the water demand and usage of water in order to meet any of the following objectives: economic efficiency, social development, social equity, environmental protection, sustainability of water supply and services, and political acceptability. This strategy recognises that the demand on water in the country is increasing and this increases the competition between the different water needs (i.e. commercial, domestic, agricultural, mining, industry, power generation) (DWA, 2013:52). In addition, DWS has completed reconciliation strategies for all towns in the country. These studies evaluate water requirements and water availability in order to find integrated solutions for water challenges to inform the WSA's Water Service Development Plans (WSDPs) and the Integrated Development Plans (IDPs). In all the reconciliation studies, the need for effective WCWDM was identified as a critical element.

The DWS has developed a National WCWDM strategy which explained the difference between water conservation and water demand. Water conservation focuses on the efficiency of water resources while water demand management focuses on achieving the sustainability of water supply through social (i.e. awareness and education) and economic (i.e. effective billing)

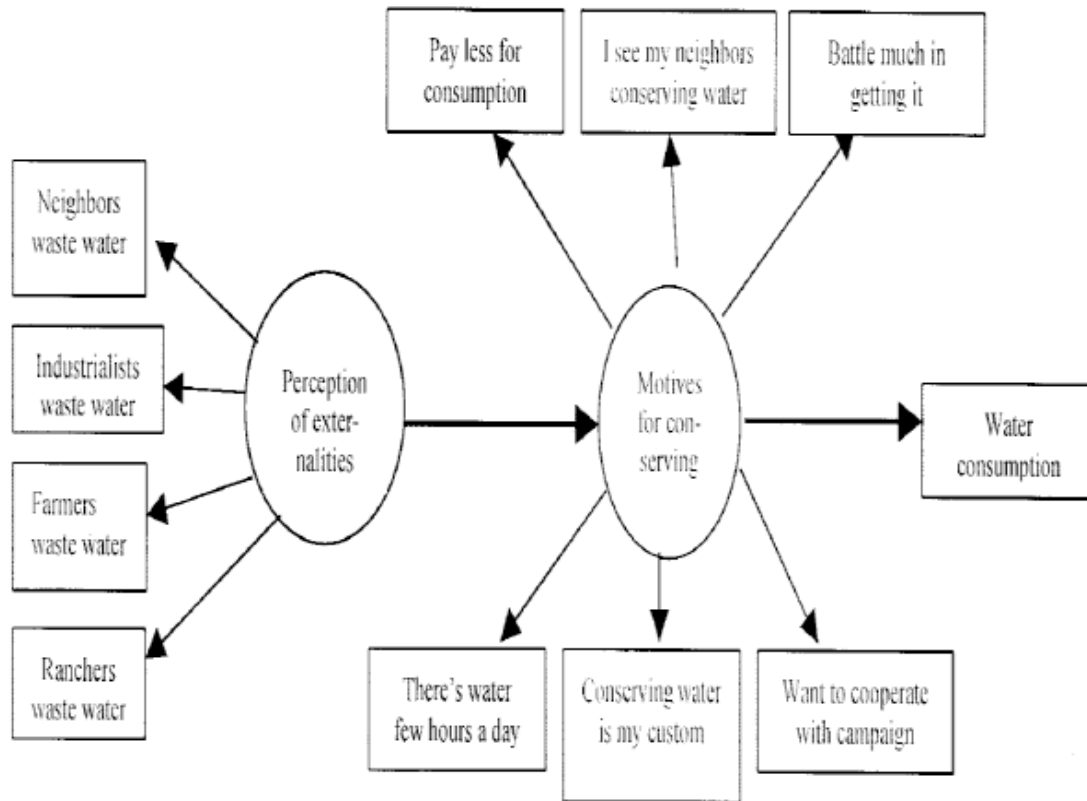
considerations (DWAF, 2004b). This strategy is supported by subsidiary strategies that focus on water services, agriculture and industry, mining and power generation. In addition, the department has developed Reconciliation Strategies where WCWDM is included as one of the key factors.

4-RESIDENTIAL WATER CONSUMPTION

A gap exists in the literature in terms of studies focusing on residential water consumption in the Tshwane Municipal areas. Viljoen (2015:1) conducted a study on residential water consumption trend analysis in the City of Cape Town due to a realisation that in South Africa, predictions and estimations on residential potable water consumptions are often assumed and included in city-wide planning and forecasting documentations.

Radolph and Troy (2008:1) highlighted that in Australia part of the infrastructure planning policies is that new and renovated households need to comply with higher levels of water conservation standards by installing efficient water consumption fixtures such as low flow shower heads and rainwater tanks.

Jorgensen et al. (2009:233) developed a model (see figure 1 below) that demonstrated that demographic, house (i.e house size, water using appliances) and household composition (i.e number of people living in the household and their ages) characteristics impact directly on water consumption, conservation intention, institutional trust and a range of attitudes, perceptions and habits towards water. The model emphasized that different factors will



have different effects on indoor and outdoor water use; also, past water use behaviour, outdoor area interest and use, institutional trust and fairness (trusting other people are also doing their part in conserving water), attitudes to restrictions and pricing and perceived risk of shortage will all impact on consumption through conservation intention but these may also impact on consumption directly. The authors suggest that in terms of institutional trust, people are more likely to comply with water restrictions if they trust the assessment of the water service authority that there is a need to conserve water.

Figure 2: Hypothetical model of relations between perceptions of externalities, motives for conserving water and residential water consumption (Corral-Verdugo et al., 2002:531)

Figure 1 above depicts the variables that were considered in a study by Corral- Verdugo et al. (2002:534). These authors found that the motives for conserving water (i.e. pay less for consumption, I see my neighbours conserving water) reduce consumption. However, they also found that the perception of externalities (i.e. neighbours waste water, farmers waste water) affect the motives for conserving water negatively. This study revealed that it is necessary for authorities to understand how people think about water and water use in order to successfully conduct household water demand management strategies. 5- RESEARCH METHODOLOGY

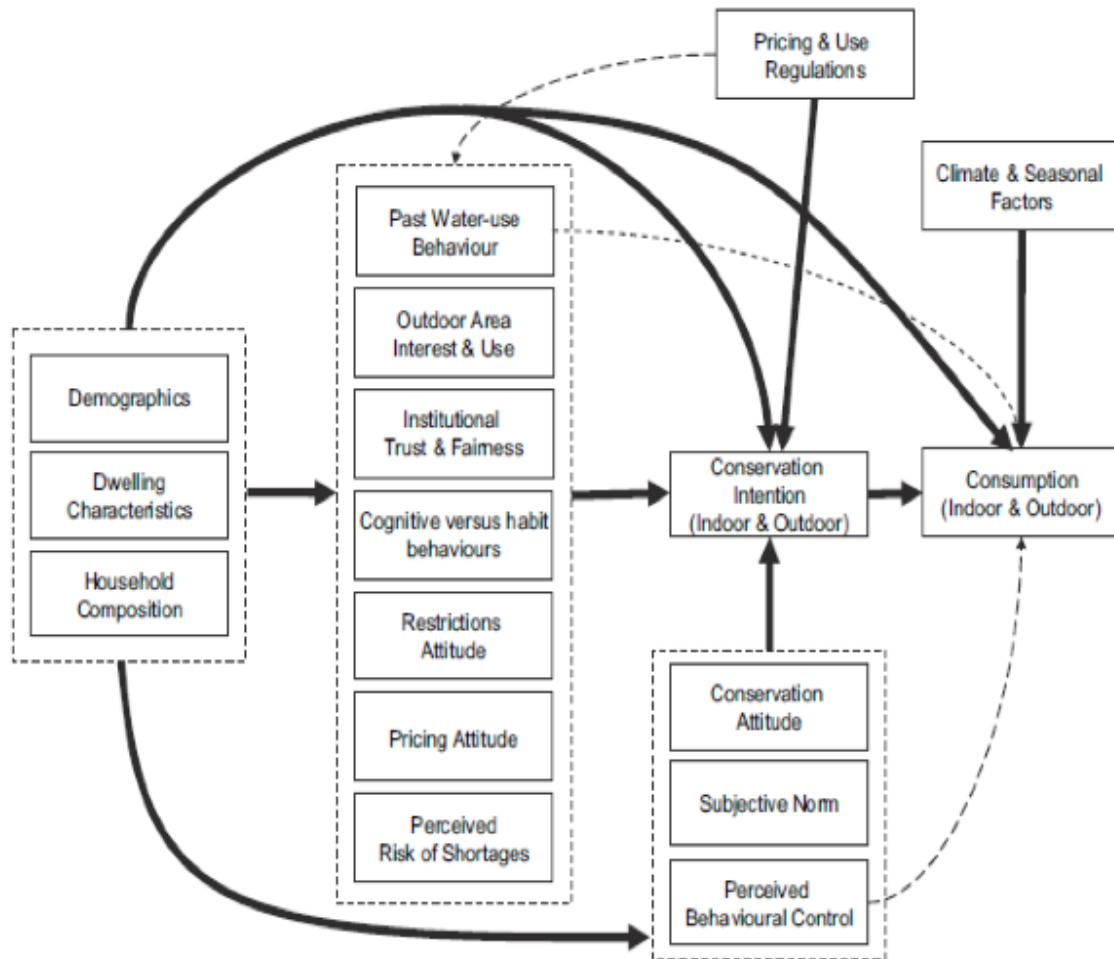


Figure 1: Integrated social and economic household water consumption (Jorgensen et al., 2009:233) model

RESEARCH METHODOLOGY

The current research was undertaken to establish the knowledgebase amongst residents of the Die Wilgers suburb on Water Conservation and Water Demand Management. Leedy (1997:211) described survey sampling as the process of choosing a group about which general statements will be made to represent the larger population. Such a sample needs to be carefully selected in order to truly represent the group.

The suburb of Die Wilgers in eastern Pretoria in South Africa was chosen to represent an area with individuals experiencing household water use on a daily bases and also as one of the areas documented to have experienced water restrictions in the recent past in an effort for the municipality to reduce water demand. According to the 2011 Census (Statistics South Africa, 2011) data, Die Wilgers has a population size of 6379, resulting with a sample size of

approximately 376 when applying Slovin's formula at a 95% confidence level. A random sampling technique was followed and sample size determined by applying Slovin's formula for sampling ($n = \frac{N}{1+N \alpha^2}$); where n = sample size of population, N = total population and α = margin of error.

6- RESULTS, DISCUSSION AND INTERPRETATION OF FINDINGS

A total of 163 respondents were obtained from the 500 survey questionnaires distributed in the study area. The response rate was 43% in light of the approximated sample size of 378 determined by applying Slovin's formula. Questionnaires were coded and data was populated in Microsoft Excel (2007 version).

6.1 Household water consumption awareness

Figure 3 below shows the proportions in terms of household water consumption awareness. 71.8% of the respondents were aware of their water consumption. 21.2% of these respondents indicated that they regularly read their water meters. While 51.3% indicated that they receive a water bill; and 1.9% of these respondents indicated that they buy their water on a prepaid basis. As shown in figure 15 below 28.8% of the respondents indicated that they are not aware of their water consumption in their households. Majority of the respondents cited the fact that they are not receiving the water bill directly as the main reason for not being aware of their water consumption. The response varied as follows "the water bill is part of my levies in the complex", "I'm a tenant, the utilities account goes directly to *the owner*", "*my husband pays the water*" and "*our water is covered in a levy contribution in the retirement village*".

16%. Car wash was not a significant factor at 0.6%.

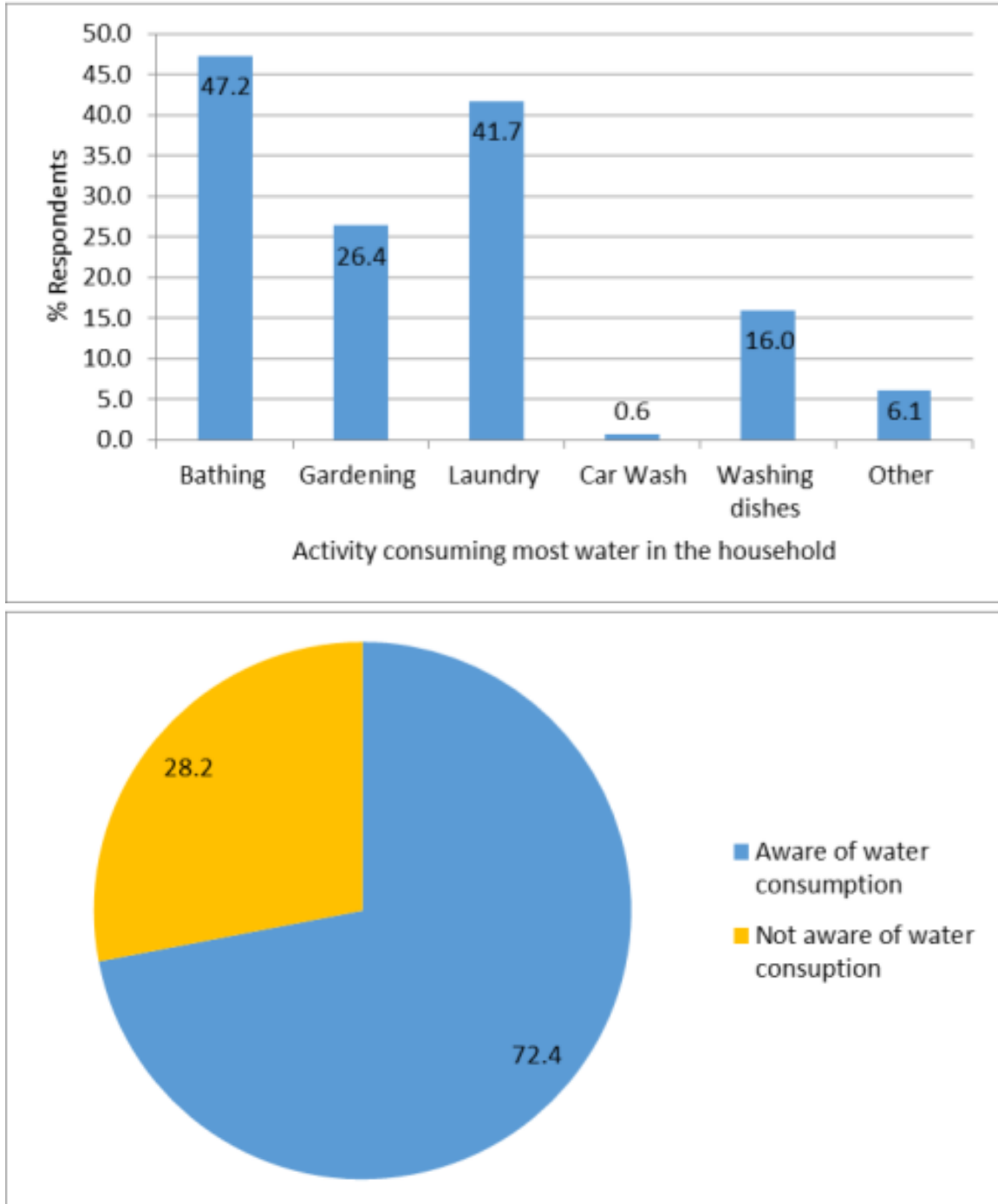


Figure 3: Household water consumption awareness (% respondents)

6.2 Awareness of opportunities to save water in the household

In order for respondents to be aware of opportunities to save water in their households, they first need to be aware of the activities that consume the most amount of water in their households. Figure 19 below provides an indication of the activities that respondents believed used the most amount of water in their households. Majority of the respondents (47.2%) indicated bathing as

the main water consuming activity in their households. This was followed by laundry at 41.7%, gardening at 26.4% and washing dishes at

Figure 4: Proportion of water use activities

Analysis of effectiveness of education and awareness of WCWDM strategies

It is understood that only those respondents that are educated and aware of water saving measures would install water efficient fixtures in their households. Figure 20 below shows that 30.7% respondents had installed low flow showers and low volume flush toilets in their households. Majority of the respondents (38.7%) indicated that they had water efficient washing machines in their households. Only 5.5% of the respondents inserted water tank displacement devices in their toilets. 4.9% of the respondents had other water efficient fixtures fitted in their households. These included shower timers, greywater tanks, aquatrap digital water leakage solution and water efficient dishwashers.

saving efforts as part of their social responsibility. They indicated that they felt good knowing that they were doing their part towards saving water, which was rewarding for them. 47.9% indicated that they experienced a lower water bill when practising water saving activities in their households. Only 16% of the respondents did not monitor their water usage against their water expenditure.

Figure 6: Benefits experienced from water saving efforts (% respondents)

This section presented, analysed and discussed the survey findings in the study. The data was presented using tabulations and graphs. The results were analysed according to the measurement factors that were established in the methodology chapter. These factors were 'environmental concern, water conservations awareness and practice and effectiveness of education and awareness of WCWDM strategies'. The

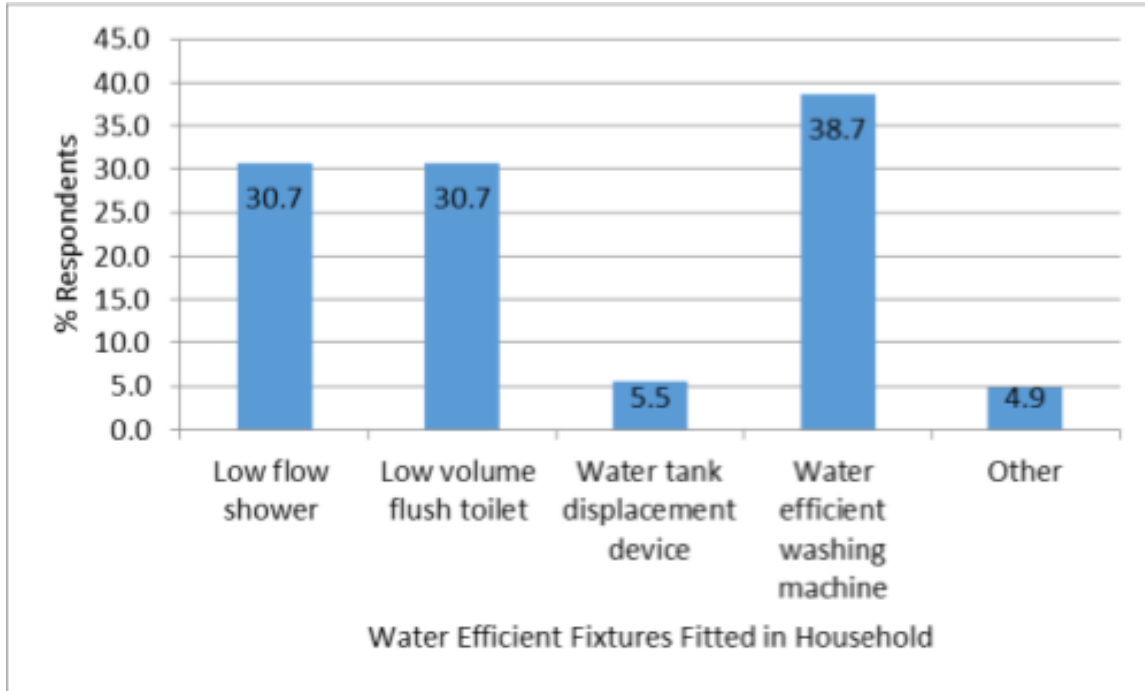


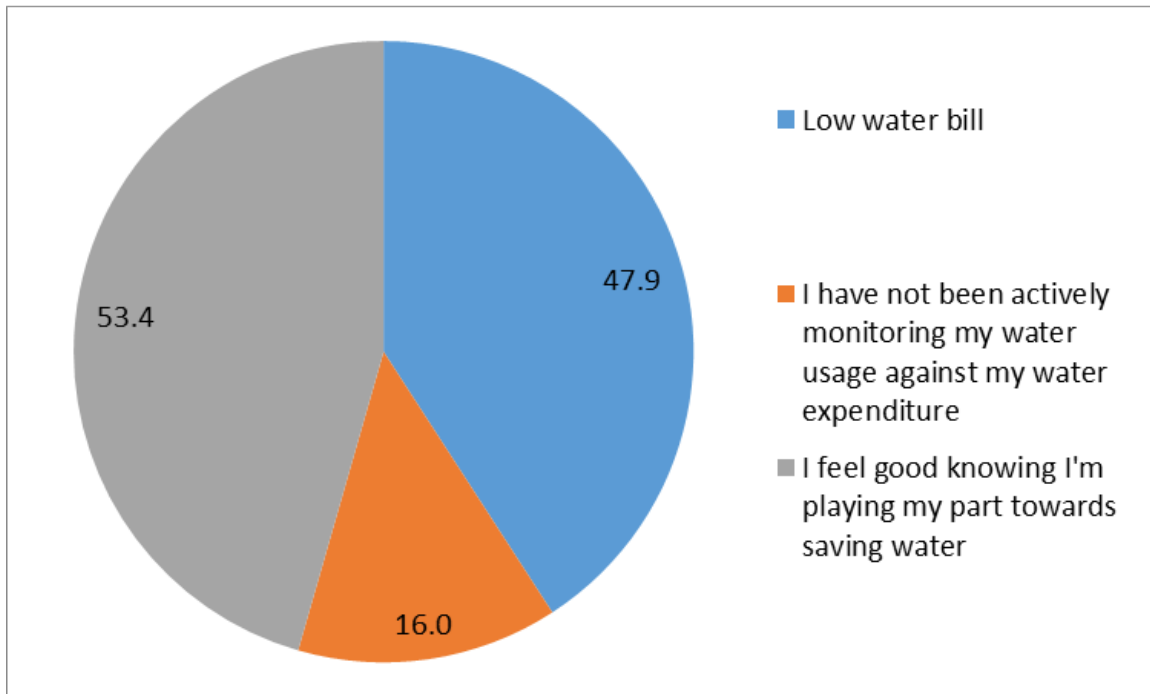
Figure 5: Water efficient fixtures fitted in households

6.3 Impact of water shortages

60.7% of the respondents indicated that they or their loved ones had experienced water shortages in the past. Almost all (59.5%) these respondents indicated that this prompted them to use water more sparingly. Respondents also indicated that regulatory action such as increase in price of water (22.1%), rebates (18.4%) and water restrictions (31.9%) would motivate them to use less water in their households. Majority (55.8%) however felt that they needed better understanding on how to save water.

6.4 Benefits experienced from water saving efforts

As displayed in figure 6 below majority of the respondents (53.4%) practiced water



results of the study found that the Die Wilgers community is fully aware of the about the importance of conserving water and water use efficiency approaches. It was also found that the willingness to participate in water saving efforts existed amongst community members as majority of them found it important to protect the environment for future generations.

7- CONCLUSION AND RECOMMENDATIONS

The suburb of Die Wilgers is home to middle aged members of the Pretoria population. Majority reside in small families mainly using a lot of water for laundry and bathing. This may be considered a necessary evil with young children in the households going to schools. It was also found that most of the residents of the Die Wilgers have received formal education, which explains why majority of the people are environmentally conscious and aware of their water consumption in their households. They are able to read their water meters or monitor their water usage by reading their water bills. However, majority of the respondents felt that they needed better understanding on how to save water. This is consistent with the outcomes of the study by Manzungu and Machiridza (2005:934) where they found that more effort was needed to spread a positive message and make residents aware of water saving techniques that can translate to lower water bills. Moreover, a significantly high number of water users are not aware of their water consumption due to lack of information. These included people who are renting and those whose water consumption is part of the levy statement. This finding is in line with the study by Otaki et al. (2017: 720) who found that feedback on water consumption facilitated changes in water user behaviours.

More concerning is that there is a significant number of respondents who admitted that they do not make any attempt to practice environmentally friendly approaches in their households. It is clear that those people would not make any attempt to save water. The reasons for their

reluctance need to be investigated in order to establish if anything can be done to intervene. The key highlight of the CoT's strategy includes war on leaks which is a social responsibility of the community that can contribute to job creation and skills development. Also network sensing which can assist with monitoring of pressures and flows to provide early warning when systems fail or when large bursts occur. The priorities are sound as these are the main factors contributing to water loss for the CoT.

Recommendations for future studies

Information is needed to facilitate consumer knowledge of their water consumption in their households. Installation of smart meters by the CoT in households can facilitate an effective monitoring system to ensure awareness and conscious consumption by residents. This could facilitate active participation in efforts to save water as users become more aware of the benefits of consuming less water. Also this could assist with the much needed data on household water consumption needed to promote more investigation on residential consumer water demand management measures. There needs to be consistency in the CoT's NRW statistics reported to the DWS. Various reports are reporting different figures which may lead to distortion of the actual situation. A consolidated database of information for water use from the WSAs is needed and all reports can draw information from the same source. The no drop programme needs to continue every financial. This will ensure monitoring and reporting of the CoT's performance in terms of WCWDM.

Conclusion

In SA, various viable strategies for WCWDM have been investigated and documented. Non-revenue water estimates have been verified and it is clear that majority of the water losses are due to leakages, this is the case for the CoT municipality. In terms of water resource management in the CoT municipality, it has been noted that the challenges in successful implementation of WCWDM lie in low financial resources for implementation of the strategies.

In the SA case, based on the amount of water utilized by the domestic sector, it is also clear that households can do more in facilitating WCWDM practices to save water. In the Die Wilgers suburb, the community accepted that they have a responsibility towards protecting the environment for future generations. They also acknowledged that they have a responsibility for conserving water sources by reducing their consumption indicating that motivation does exist amongst community members to comply with the plight for using water sparingly. However, whether efforts made towards conserving water are actually achieving this objective remains to be explored through water consumption statistics. Also, whether those who are not making any effort to save water in their households are willing to change their behaviour to adapt to the new water scarce conditions remains to be explored.

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RETHINKING EMPOWERING SKILLS FOR ACHIEVEMENT IN GATEWAY FIELDS: A CURRICULUM PARADIGM

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ABSTRACT

This paper reports on the intervention strategy from the Community Engagement Project. The project is housed in the Department of Curriculum and Instructional Studies at Unisa. The high failure rate in mathematics and physical science in rural schools of South African is a worrying factor to parents and the Ministry of Education. The annual National Senior Certificate Examinations (NSCE) results are a testimony to this pathetic and unenviable situation. This situation warrants the immediate intervention of the Ministry of Basic Education and academics from higher education institutions, who can assist by providing resources to create a conducive learning environment in dysfunctional schools. A qualitative phenomenological design was employed in this study to explore the curriculum experiences of the affected schools. These participants were provided with an opportunity to describe and interpret the experiences of the phenomena as they were lived-out in a natural setting.

THE USE OF TECHNOLOGY IN THE CONTEXT OF MULTIDISCIPLINARY CREATIVITY AND INNOVATION IN ART

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ABSTRACT

This paper explores the relation between creativity, innovation and new approaches through multidisciplinary in art. Creativity is a key factor in a well-rounded in making art. Now a day this creativity depends on different parameters and mostly technology in multidisciplinary environment of the 21th Century. The multidisciplinary approach promotes and encourages creativity and innovation, makes new sense of thinking. The boundaries between in art disciplines have started to become narrower in the second half of the 20th century. After that time until today, the boundaries between art and other disciplines such as psychology, sociology, chemistry, biology etc., have broken mostly. And then it means that art meets science. And this research tried to explain the use of technology in the context of multidisciplinary creativity and Innovation in art through examples of arts works and artists. And the results are showed that today's art environment is multidisciplinary not only between its own lines such as painting, installation, sculpture but also using wide range of technology.

Keywords: Art, Technology, Multidiscipline, Innovation, Creativity

ENHANCING THE USE OF A TEACHING PORTFOLIO IN HIGHER EDUCATION AS A CRITICALLY REFLEXIVE PRACTICE: AN EXPLORATORY STUDY

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ABSTRACT

Teaching portfolios in higher education are used for the purpose of reflecting on the lecturer's practice in order to improve student learning. Significant to academic development is the need to encourage staff to engage in scholarly writing about their teaching and student learning as a critical reflexive practice through the development of teaching portfolios. A teaching portfolio is a demonstration of teaching excellence through documentation by a lecturer, of his/her teaching philosophy in alignment with the university's philosophy and how this is implemented during teaching, as well as how the teaching improves student learning. Constructing a teaching portfolio encourages lecturers to move from just being good teachers to scholarly teachers who can even share their practices with others through the scholarship of teaching and learning. However, it was noted through the implementation of academic development programme at a university of technology across faculties, that not many lecturers were in possession of teaching portfolios and for the few who had, their reason for developing portfolios was mainly for promotion or participating in teaching awards.

This paper is therefore about exploring and enhancing the use of teaching portfolios as a way of critically reflecting on one's teaching to enhance student learning. The study is conducted using qualitative research design using academic development workshops as intervention strategies to encourage lecturers to engage in the construction of teaching portfolios. These workshops are repeated to ensure that as many lecturers as possible can be reached.

The envisaged outcome is that more lecturers in all faculties will be engaged in developing critically reflexive teaching portfolios which will enhance their teaching and student learning, as well as increased participation in the scholarship of teaching and learning. Although this study is conducted at a local university, the use of teaching portfolios has a potential to improve teaching and student learning in higher education nationally and internationally.

Keywords: Critical reflexive practice, Scholarly, Scholarship of Teaching and Learning, Teaching portfolio

EFFECTS OF THE PRESENCE OF MEMORY ON INDIVIDUALS, SOCIETIES AND ARCHITECTURAL SPACES: THE EXAMPLE OF “THE GIVER”

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ABSTRACT

The notion of “memory”, which is studied by many different disciplines, could simply be defined as a kind of storage. Memory is a system that associates with the past, present as well as the future, which works with the action of remembering. This system protects the memories and feelings and it could bring them back when triggered by some happenings. In other words, memory could retrieve the needed data, knowledge, experience and emotions, which were already stored in it. Memory has an important effect on people’s lives and behaviors; which can connect the interactions, communications and transfers of individuals; societies; and cultures. Memories are significant features that help people’s experiences, acts and choices. People collect various kinds of memories and correlate them with feelings; incidences; with places they go; and with their communications. In this study, the importance of memory is discussed with the evaluations of the case “The Giver”, which was filmed in 2014 by Philip Noyce, from the original novel, which was written by Lois Lowry in 1993. The story is about a society that has no memory. The absence of memory can be observed through the changes that occur in the characters, colors, sounds, and architectural spaces in the film. This study uses interpretations, spatial and narrative evaluations to discuss what could happen in the presence or absence of memory, within a qualitative framework.

Keywords: Memory, Effects of Memory, Architecture, The Giver

Introduction

Memory, which has a wide range of definitions, is a system that works as a storage and associates with the past, present as well as the future and all the experiences that a human has ever had. That could be the reason why memory is defined as a complicated system as stated above. This system collects memories and protects them until a human needs them again. It also make connections between feelings and people, who actually live or witness some incidents. People use memory for their daily lives, habits and also to remember some happenings they have encountered with, that can be triggered by something. As a scientific and functional approach, this could be explained with the types of memory, which are classified as short-term memory or long-term memory. In this study, the connections of memory with people's lives and emotions will be mentioned rather than the mechanism or functions of memory. Memory and remembering are important features of the human brain that affect lives, experiences, acts, and choices of people. People collect various kinds of memories and correlate them with feelings; incidences; with places they go; and with their communications. In this context, it is necessary to first talk about the relations between memory and people, which can be explained through the literature of memory. In the later chapters of this research, the relations between people and societies with memory, and the importance and effects of memory on societies and spaces, will be discussed. According to these discussions, the importance of the presence or absence of memory will be analyzed and interpreted. Furthermore, while this interpretation is being made, the case, "The Giver," which is about a society that has no memory and past experiences about the real world, will be examined and, the idea of 'what could happen if people has no memory about their past experiences and how their lives and environment could be', will be explained.

1. About Memory and Experience

Memory is a notion that codes into the mind with time and space, along with other features such as symbols, smells and sounds. Experiences that occurred in the past, places and people related to that happening, are stored in memory. With the help of a trigger, the memory could use those recollections to correlate the present and space, with the past. However, recollections and places of memories could be different for individuals.

Throughout history, the notion of memory has been the subject of various studies in the literature. Since the studies of many philosophers and researchers, such as Aristotle, Plato, Descartes, Quintilian, Simonides and Cicero, this concept has been researched by many different disciplines and explained as a complicated system. Although, it is generally a research subject for philosophy; psychology; and cognitive psychology, the research area has expanded and started to include the memory notion with its relations to people and time. Consequently; the memory studies became an important research area in the architectural field (Cihangiroğlu,, 2018).

According to Boyer (2009:3) memory is a storage that keeps information, which are about the past. With the spontaneous answer to the question of "what is memory for?", Boyer also explains that memory helps people to protect their past events. It is related to behaviors and feelings and it is a broad concept, which effects the present and the future, as well as having relation of the past. (Boyer & Wertsch, 2009). In the Western Notion, the memory types, individual memory and collective memory, were developed from the types of remembering action. Individual and social forms of remembering are shaped by the past. In the thought of the past, which is focused on the individual, the memory is attached to the experiences and perceptions of the individual. On the other hand, in collective memory; the theory of the past is shaped by the common memories and experiences of the group members (Ilhan, 2015). Besides the physical functions, the memory notion must handle with the bounds of remembering and human communications and interactions. In this context, this notion could be evaluated with individuals, groups, happenings, experiences and variable environmental changes. Correspondingly the physical interactions between individuals and spaces, which effects memory, could be interpreted as a 'whole' with psychological and spiritual features.

The concept of individual memory, due to the works of pioneer names in the field, like Henri Bergson, is well accepted. However, it is argued that it could not be formed by the individual himself/herself. Some researchers, who defend this idea as, like Maurice Halbwachs, explains that individual memory could not be formed by itself, because the individuals could naturally be effected by other individuals, groups, happenings and some environmental factors, which they have had interactions with during their lives. The concept of “collective memory” is based on the idea of “when the individual is dead, the memories will be lost and the memory will be dead, so groups are needed, to transfer memories” (Halbwachs, 1992). Furthermore, according to this approach, Assmann (2015) improved the idea of “cultural memory” which is based on the idea of “when all the members of a group are dead, the collective memory will be lost (Assmann, 2015). According to that idea, a bigger and better tool (culture) is needed to transfer memories, which brings the concept of “cultural memory” (Assmann & Czaplicka, *Collective Memory and Cultural Identity*, 1995). Even though, types of memory have changed, the accepted argument is that “the individual is the one, who makes the remembering action” (Boyer & Wertsch, 2009).

As Halbwachs shows, collective memory is not a given but rather a socially constructed notion. It is also not some mystical group mind. Halbwachs states that “the collective memory endures and draws strength from its base in a coherent body of people, it is individuals as group members who remember”. According to these statements, it could be said that there are as many collective memories as, there are groups and institutions in a society for example social classes, families, associations, corporations, armies etc., and all of them have distinctive memories that their members have constructed, often over long periods of time (Halbwachs, 1992). Collective memory is a term, which includes experiences, feelings and representations of social forms, and also it is related to history and culture. Assman (2008) mentions collective memory, cultural memory and history as the following:

"Collective memory" is an umbrella term for different formats of memory. Interactive and social memory are both formats that are embodied, grounded in lived experience that vanish with their carriers. The manifestations of political and cultural memory, on the other hand, are grounded on the more durable carriers of external symbols and representations and can be re-embodied and transmitted from one generation to another. The relation between "history" and "memory" has itself a history that has evolved over time, passing through three stages: 1) the identity between history and memory, 2) the polarization between history and memory, and 3) the interaction between history and memory (Assman, 2008).

In this study, the relations could be observed through the case of “The Giver”. In the film and the novel, a community which lives in an imaginary, dystopic world and the members of the community have no memory and knowledge about their or the World’s real history. The elder people, who rule the community, have distinct rules and the members of the community do not have rights to choose anything about their lives. These rules clearly effect the behaviors and actions of the community and also the spaces, where people live. The details of the narrative will be discussed on the later chapters, although it is possible to say that, these situations are shown that the power of the politics and history also has effects on collective memory. In this context, the chosen case “The Giver” could be helpful to observe all the relations, which are mentioned above. In the later chapter, the effects of memory on people and spaces will be examined, and then “The Giver” will be analyzed through the explanations over the two chapters of the research.

2. How Memory Effects People and Spaces

There is a certain connection between identity and collective memory and it could be said that, collective memory and especially identity hold on to space while they form each other. According to Gutiérrez (2012), having an identity and important experiences are bound together and they could be improved with the help of ‘time’. Although, time has a connection with memory and space, the main trigger, which reminds the experiences, is space. Spaces are the concrete features in memory, which symbolize the space, that accomplishes the act of remembering. Some images are stored into ‘well defined spaces in memory’ and reorganized the past experiences. In this context, the memory of places can be seen as crossing points of images and memories, that the mind could transfer in its own routine (Erman & Özalöglu, 2017).

The memory of places are some kind of reference points for people, who experience the event themselves and the ones who were born after the event (Boyer & Wertsch, 2009). On the other hand, the memory of places could be explained as the places, which represent people's recollections and also store the recollections, which are valuable. To understand the relation of memory and space, it is necessary to explain the place and space concepts briefly first.

Space could be defined as an area, which has certain boundaries. In parallel, space could be explained as an area, which has certain physical conditions and geometry. According to Bergson (2015), the space could exist as a volume without body, but the body could not exist without space (Bergson, 2015). On the other hand, place could be defined as a different concept from space, which could be described with the spatial features, such as direction, dimension, distance, size, form, volume, etc. It could be said that, place could exist only having unique things, values and meanings. With a positive approach, places are spaces, which are full of people, experiences, objects, representations and feelings (Gieryn, 2000).

The spaces are either abstract or concrete geometries, which can be perceived with variable features, however places could only be present with the whole experience and feelings (senses) of people. These experiences and feelings could create a sense of belonging to places, which people interact within. Besides this, concept of place has some related sub-titles, such as sense of place, place attachment and place identity. These concepts are also related to human behaviors, feelings and memories. Scott Gustafson (2011) states that, the sense of place is a character or an identity to its residents, which makes the area unique for them. This character or identity could represent a space or a geographical location with a physical appearance or sense (Scott Gustafson, 2011). According to Tuan, a place may have a soul or character, but only people can have the sense of place (Eyles & Williams, 2008). Briefly to explain that, the place attachment could be described as bounds between people and places, and the place identity could be explained as a dimension, which is formed with a part of individual's own identity. These terms are useful to understand the relations between people, memory and places. When the individual or a group of people has some experiences in a place, then the place may have an emotional meaning for them. If they come across with something, which triggers their memories, they recall that past experience, remember that, and reevaluate the new happening. During this process, the space; the features of the space; the things or elements in the space; the smells; the people; or the images, could be important for the individuals.

The explanations and interpretations above are both important to understand the relation between space and memory, and how these effects spaces and behaviors of people. People organize their environment with the help of their experiences and feelings. For example, people could design their spaces with using some memorial objects, which they connect to with an emotional bond, like a childhood toy on the bed, a sculpture on the shelf or a frame/ painting on the wall. Beyond the effects of memory on spaces, the memory can effect behaviors, choices and actions of people. Memory is an important factor for the daily routines and habits of people, and also the collective memory has a huge and important role for the lives of individuals and societies. This role extends the daily lives of people, and also gives meanings to different things, allows them to learn from the past, provides continuity in their lives, social acts or environments, and expresses feelings. According to all these statements about the importance and effects of memory, it could be said that, the presence or the absence of memory can change everything in the lives of people. This idea will be analyzed through the case of "The Giver" in the later chapter and the spaces will be observed and interpreted over the scenes and narratives.

3. "The Giver"

The film was dramatized to cinema in 2014, which is directed by Philip Noyce, from the original novel 'The Giver', which was written by Lois Lowry in 1993. It tells of a boy named Jonas (The Receiver), who is chosen to learn knowledge; memory of the past; and "real world", from an elderly man (The Giver). The story is about a perfect community, who are living in an unnamed dystopic world, which is without war, pain, suffering, differences, feelings, choices and memory (URL.1.).

The dystopic novel was written for young adults. It was awarded with John Newbery Medal as the most distinguished contribution to American literature for children in 1994; it was also taken on the must-read- books list in the U.S.A. It has been over 20 years since the book was published; yet many researchers, who study in different disciplines, are still examining it. This work is used and regarded as an important source for many educational activities, such as metaphor; number; color perception; and historical perception, by many countries (Yıldırım, 2017).

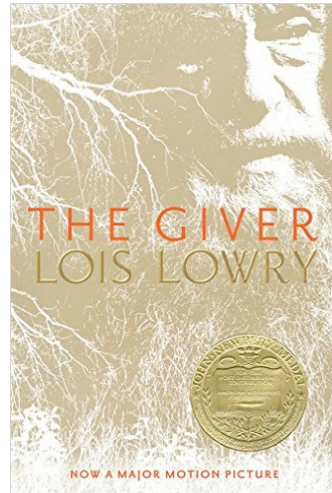


Figure 1. The Cover of the novel (retrieved from <https://www.amazon.com/Giver-Quartet-Lois-Lowry/dp/0544336267> on 30.10.2018)

Figure 2. The movie poster (retrieved from <https://www.imdb.com/title/tt0435651/> on 30.10.2018)

In the story, there is a small, unnamed, sedated community within a dystopic, future society, which is governed by extensive rules, rituals and surveillance. The community lives in an area, where distinct boundaries, which has endless edges (Figure 3). Each day, adults, whose spouses and children have been chosen for them, named as ‘family unit’, bicycle off to jobs assigned to them before returning to their ‘domiciles’ to eat the prepared meal, which is delivered to them at a specific time. ‘Family’ breakfast time includes obligatory “sharing of dreams”, and evening meals the “telling of feelings” to diffuse any unwanted emotional build-up, and each citizen’s actions and words are closely monitored for rule violations (Hanson, 2009) (Lowry, 2014). The citizens are being forbidden to use unused words such as ‘love’, or to touch to another citizen except their family members. The citizens must have the same look, there could not be any differences between their outfits, and they live in identical domiciles. The characters do not see any color in anything such as eye color, hair color, outfits, sky, sunshine, spaces and so on. The community has no memory about both the world’s history and their past. They have no past experiences besides the allowed ones. They are obligated to act within the rules. The citizens must take medicines every morning, which suppress their feelings and their abilities to see and remember something that cause any differences. Each year, the community has a ceremony to assign new duties. For example, with a ceremony, the children who become nine years old have their bicycles; the twelve years olds get their assignments for daily jobs, such as child nurturer, farmer, birth mom etc. When Jonas became twelve he is assigned to his new job, which is called “The Receiver”, who will become the new “Giver”, and is responsible for keeping the memories, in the ceremony. The giver must educate Jonas, as the new Giver, so that Jonas can become the Receiver, who will be the new “memory keeper”, after his education (Lowry, 2014), (Noyce, 2014) (Figures 4-8).

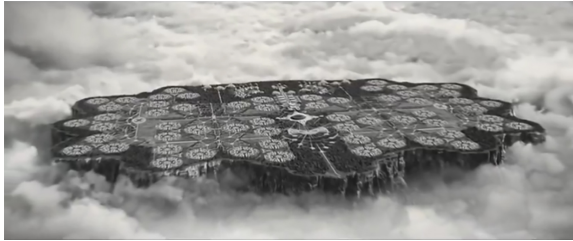


Figure 3. The land of the community



Figure 4. The domicile of a family unit



Figure 5. The Ceremony



Figure 6. The sameness of the Citizens'

look



Figure 7. Jonas in the ceremony



Figure 8. The Giver in the ceremony

In his education The Giver transfers memories to Jonas. In the course of training, Jonas receives memories through wakeful dreams, as if he is experiencing them himself. When the giver transfers memories to Jonas, they become his memories and his past, rather than just a historical past. In his training, Jonas receives memories and knowledge of some features and feelings, such as death, love, pain, music, dance, snow, sunshine and colors. These new memories take on a spatial dimension and become a place where he wants to arrive at (Hanson, 2009). With these experiences, in the memories Jonas perceives some missing points and absence of different things in his community. He also has knowledge about animals, wars, celebrations, individual feelings and memories, and also recollections of collective memory. When Jonas realize these, he decides to abandon his community and his role as "Receiver of Memory", by passing beyond the "boundaries of memory", to set the memories free and to give the community the possession of memories, knowledge and feelings about the "real world" and "the real historical time" (Noyce, 2014) (Lowry, 2014). Hanson (2009) states the purpose of Jonas and Lowry's idea as below:

"The result, if successful, will be to end the atemporal ever-present in which his townspeople live and return them to historical time. As much as the novel focuses on recovering the past as the means to achieving full humanity, Lowry also shows that memory is the primary utopian tool for opening up the future (Hanson, 2009)."

According to the novel and the film, the absence and presence of memory effects everything, such as feelings, behaviors, actions and choices. Without the memory, Jonas's society seems oppressive; lifeless; narcotized; submissive and robotic. The "sameness" is not just for people; the idea that "everyone must seem similar and equal" also applies for the spaces, such as the domiciles. There are some public spaces like the Auditorium, parks, social areas etc. in the middle of the settlement. The settlement is designed like clusters. The 'domiciles', which are the dwelling units of the families, shaped as two storied rectangular prisms, each one having its own small garden. Inside of the domiciles modern designs and rigid forms are used. The atmosphere could be defined as brutal. In the living room and kitchen, there is a dining table; a window; a

microwave; a sitting unit, which also has a rectangular shape that does not look cozy; a stair, which is hanged with ropes from the ceiling; and linear lightings. Similarly, in Jonas's room, the geometrical, rigid forms are used in furniture, such as the desk. Technology is an important tool for the community and also spaces. They use holograms for communication and delivering messages, touch screens, cameras and drones. It could be said that modern and minimalist approaches are in common for public spaces and domiciles of families. There is no personal belongings in these spaces like picture frames, nick nacks, books or any memorial or emotional objects, which carries meanings for the family members and citizens (Figures 9-11).



Figure 9. Jonas and The Giver, Outside of a domicile



Figure 10. Living room& kitchen



Figure 11. Jonas's room

It could be observed from the figures below, the public spaces used in the movie refer to buildings of today, which are being used in the real historical time and architecture. The geometric forms of them are really distinct, and materials such as, metal, glass and concrete are generally used at the spaces in this dystopic world. According to these interpretations, it is possible to say that, materials and technologies, which are used at these spaces, represent the future (Figures 12-13-14).



Figure 12. Auditorium and nurturer center

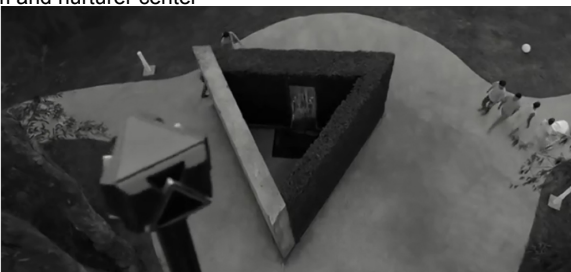


Figure 13. Government building & park



Figure 14. Drone flight center (left) & prisoner cells (right)



Figure 15. The Giver's home

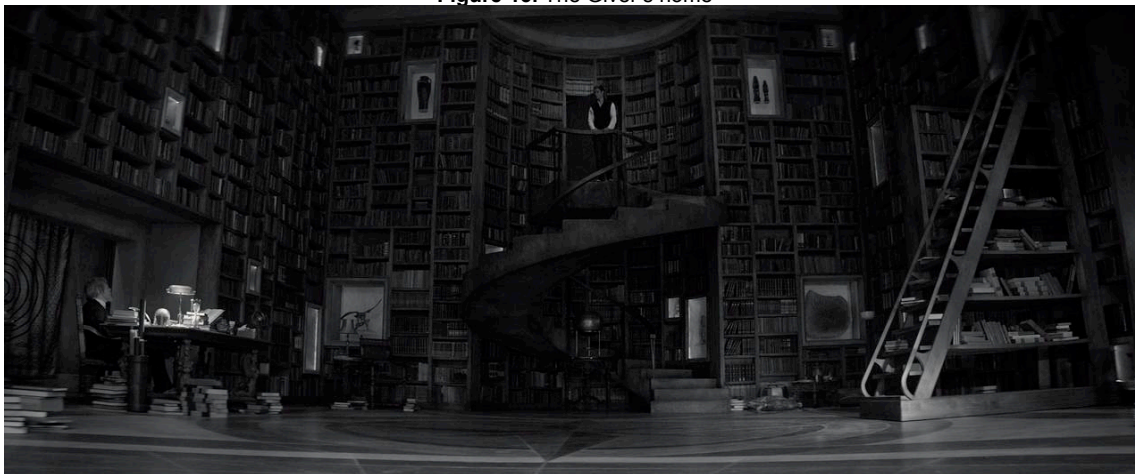


Figure 16. The Giver's home

In Jonas's world, there is no art or visual-aural culture and the citizens have no access to books. There are also no telephones, televisions, newspapers and other media devices in their dwellings (Hanson, 2009). On the contrary, "The Giver's home" is apparently different from all the other buildings and spaces. It is located near by the edge, the boundary; and looks like an ancient temple. The inside of the home is also different from all the interior spaces. The entrance has spiral stairs and all the walls are covered with bookshelves from floor to the ceiling, which could be understood as a reference to memory that can be defined as a kind of knowledge storage, as mentioned previously. There are also "The Giver's" personal belongings in the space (Figures 15-16). In the course of his training, Jonas begins to realize colors, learn music, dance and feel. He experience love, birth, pain and all other feelings and things. Afterwards, he starts to realize that his world becomes colorful, which is also transferred to the scenes in the film. He also experiences the happenings of the collective memory, such as war, wedding, concert, praying performances and protesting. The Giver and The Receiver (Jonas) decide to release the memories with passing beyond the "boundary of memory", and Jonas leaves his community to bring those memories, feelings and knowledge back to his people.



Figure 17. After Jonas realize colors



Figure 18. Memories about sunshine and a music fest

4. Conclusion

The importance of the presence of memory could be understood through the past chapter in this research. The case “The Giver,” gives an opportunity to explain the consequences of the absence of memory and how this may effect societies and spaces. Without memory and the related notions to that, such as emotions, identity and experience, people could become soulless, robotic, mechanic, living in submissive societies. Architecture is a discipline, which has a close relationship to the emotions and psychology of people. In this context, it is possible to say that without the presence of these, spaces also become misidentified; people could become to have no sense of place; and have no bonds; and no sense of belongings with the spaces. The places could lose their meanings and become just geometries. These statements are also supported with the spaces and design features in the film through the use of distinct and rigid forms; cold materials, such as metal, glass and concrete; and no memorial elements. In the last chapters of the giver, Jonas left his community with the hope for a better future. Hanson (2009) explains the Lowry’s purpose and the effects of the presence of the memory as below:

The Giver warns against the dangers of cultural amnesia by depicting the suppression of historical memory as a tool of static totalitarian control and the production of infantile citizens. But Lowry also shows that memory, when not brought entirely under state control, is a source of considerable individual and emancipating power (...) The peaceful orderliness that pervades Jonas’s community and which makes its totalitarian structure of Sameness appear somewhat benign, in spite of its dependence on “an elaborate system of discipline and punishment,” is largely a function of the absence of memory (Latham 134)¹. The lack of individual and collective memory found in Lowry’s novel is a prominent motif in much utopian and dystopian literature (Hanson, 2009).

The statements above explain the absence of memory in the context of individual- collective memory, behaviors and politics. However, it could be observed from the spaces in the film that the absence of memory allows the elder people, who govern the community, to have all the power. This ‘power’ could be understand through the design of the buildings, settlements and spaces, as well as through the behaviors of the citizens. Cengiz (2017) explains the absence of memory and its effects on humanity within a different perspective as below:

¹ Latham, Don. “Discipline and Its Discontents: A Foucauldian Reading of *The Giver*.” *Children’s Literature: Annual of the Modern Language Association Division on Children’s Literature and The Children’s Literature Association*. 32 (2004): 134–51.

The heavy cost results in transformation of human nature that members of the community become inhuman (non-human) human without memories. The loss of sense of belonging turns members into small pieces of this mechanical order. The lack of integration between a human being and memory destroys members' abilities like questioning and perception whereas Wang and Brockmeier (2002, p. 50)² put emphasis on unification of a human and memory: "... neither memory nor self is an isolated psychological phenomenon blocked in one's head [...], and that, rather, both are interpersonally shared, socially constructed and integrated into the same cultural context." (Cengiz, 2017)

Similarly, the quotation above shows that absence or presence of the memory is a really powerful tool for human nature. It is possible to say that 'the human nature' includes all the related notions, actions and senses about humanity, such as freedom, culture, art, emotions, behaviors, ability to see or feel something, having belongings or having a sense of belonging for something or somewhere, choices and also environments and spaces of the people.

In *How Societies Remember*, Connerton argues that memory is transferred between individuals through performative commemorations by experience rather than written texts. According to Halbwachs's theory that individual memories are embedded within frameworks of group memories (Hanson, 2009), which was mentioned in the first chapter in the study, it is possible to state that 'individual memory could not be formed by itself because the individuals could naturally be effected by other individuals, groups, happenings and some environmental factors which they have interactions with during their lives', Connerton emphasizes the "acts of transfer that make remembering in common possible" (Connerton, 1989). In the case of "The Giver", Jonas's hopes and puts in the effort to release memories and experiences to make them common for his people. As Connerton (1989) states "It is necessary also that the older members of the group should not neglect to transmit these representations to the younger members of the group", The Giver said to Jonas that:

"Memories need to be shared" (Chapter 20) (Lowry, 2014).

In this study, memory, individual and collective memory, memory- space relation and the effects of the absence and presence of memory on people and spaces was discussed through "The Giver" case, which is analyzed by the story and images of both film and the novel. Memory is an important factor that effect societies regarding all aspects of living. Having experience and transferring these experiences to the next generations is an emphasized argument for humanity. People have bonds with their environment, not only with other people, but also with the places where they interact in. Giving meaning to someone or somewhere is a process, which is connected to the experiences and feelings. It also has a deep connection with memory in this manner. In the context of memory - place relation, it is possible to say that space/ place is an important feature, which triggers some memories and accomplish the remembering action. And also it could be observe the places of memory in two different ways in this case, first there is no place of memory in the settlements or the city, where Jonas and his people live; and second, the people have no place of memory in their minds.

In conclusion, after the statements above, the effects of the presence of memory on individuals, societies and architectural spaces could be briefly interpreted as below:

- The absence of memory could cause depersonalization on spaces. The spaces, which can be seen through the images of the examples, could be understood as a reference to modern architecture, which are also associated with the future, were used as a symbol of misidentification.
- Without the presence of memory, the spaces could become identical as the domiciles in the film.

² Wang, Q., Brockmeier, J., 2002, Autobiographical remembering as cultural practice: Understanding the interplay between memory, self, and culture. *Culture and Psychology*, 8(1), pp. 45-64. <https://doi.org/10.1177/1354067X02008001618>

- The colors, sounds and feelings could shape the sense of belonging and also sense of place by triggering the place attachment and can change the perception of individuals regarding the places.
- The places of memories are important features to learn, understand and experience different things from the historical past and all kind of experiences.
- The linear equipment, rigid and geometrical forms, monochrome tones, over used technology, over used materials, such as metal and concrete, are the emphasized features, which are matched with the modern architectural approach in the futuristic, dystopic worlds in the literature.
- People could become soulless, robotic, and insensitive without memory and the absence of those could be observed through the spaces.

Finally, in the context of this study, it is possible to say that the case of the “Giver” is based on the idea that, without aesthetic, culture, art, feelings, personal choices, belongings and “memory”, the world could be different in every way, for everyone.

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ENHANCING STUDENT LEARNING OUTCOMES USING ACADEMIC STAFF DEVELOPMENT

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ABSTRACT

Most academics entering Higher education as lecturers in South Africa do not have qualifications in Education or teaching. This creates serious problems since they are not sufficiently equipped with pedagogical approaches and theories that inform their facilitation of learning strategies. This, arguably, is one of the reasons why higher education institutions are experiencing high student failure rate. In order to mitigate this problem, it is critical that higher education institutions devise internal academic staff development programmes to capacitate academics with pedagogical skills and competencies so as to enhance the quality of student learning. This paper reported on how the Teaching and Learning Development Centre of a university used design-based research methodology to conceptualise and implement an academic staff development programme for new academics at a university of technology. This approach revolves around the designing, testing and refining of an educational intervention. Design-based research is an important methodology for understanding how, when, and why educational innovations work in practice. The need for a professional development course for academics arose due to the fact that most academics at the university did not have teaching qualifications and many of them were employed straight from industry with little understanding of pedagogical approaches. This paper examines three key aspects of the programme namely, the preliminary phase, the teaching experiment and the retrospective analysis. The preliminary phase is the stage in which the problem identification takes place. The problem that this research sought to address relates to the unsatisfactory academic performance of the majority of the students in the

institution. It was therefore hypothesized that the problem could be dealt with by professionalising new academics through engagement in an academic staff development programme. The teaching experiment phase afforded researchers and participants in the programme the opportunity to test and refine the proposed intervention and the design principles upon which it was based. The teaching experiment phase revolved around the testing of the new academics professional development programme. This phase created a platform for researchers and academics in the programme to experiment with various activities and instructional strategies such as case studies, observations, discussions and portfolio building. The teaching experiment phase was followed by the retrospective analysis stage in which the research team looked back and tried to give a trustworthy account of the teaching/learning process that had taken place. A questionnaire and focus group discussions were used to collect data from participants that helped to evaluate the programme and its implementation. One of the findings of this study was that academics joining university really need an academic induction programme that inducts them into the discourse of teaching and learning. The study also revealed that existing academics can be placed on formal study programmes in which they acquire educational qualifications with a view to equip them with useful classroom discourses. The study therefore concludes that new and existing academics in universities should be supported through induction programmes and placement on formal studies in teaching and learning so that they are capacitated as facilitators of learning.

Keywords: Academic staff, design-based research, pedagogy, programme

SIMULATION EXPERIENCE IN EDUCATIONAL CONFLICT SITUATIONS: THE BRIDGE BETWEEN THEORY AND PRACTICE

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ABSTRACT

A major challenge in the teacher training process is the attempt to bridge the built-in gap between theoretical knowledge and the educational field. A unique model of simulation experience was developed in the Bar-Ilan University School of Education, in which the participants experience coping with educational conflicts vis-à-vis professional actors. The workshops are videotaped and a video-based debriefing is held after each simulation experience. The debriefing enables the participants to observe themselves in action, to recognize and study overt, covert, cognitive and emotional conflicts which they will encounter in the school and to identify optimal ways for coping with different conflicts. The present study included 80 students in the student training program. They answered locus of control and coping with conflict questionnaires before and after their participation in the simulation workshop. Semi-structured interviews were held for understanding the deep processes undergone by the participants. Findings indicated an increase in the external locus of control that depends on others. In the interviews, the participants described the meaning of the simulation experience for them in the interviews, in particular the ability to understand theoretical concepts. These results present preliminary evidence for the contribution of simulation to teacher training.

COLLABORATIVE ACTION RESEARCH IN ACADEMIC ADMINISTRATION

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ABSTRACT

This research involved a study exploring the changes in an academic institution expressed through decision-making in a shifting leadership culture. Prior to the study, the school was heavily entrenched in authoritarian and centralized decision-making, but as upper-level administrators were exposed to the concept of collaborative action research, they began making decisions through a reflection and action process. Changing assumptions and attitudes were observed and recorded through interviews at the end of the research period. The research team engaged in sixteen weekly cycles of reflection and action based on an agenda they mutually agreed to and through an analysis of post-research interviews, weekly planning meetings, discussions, and reflection and action cycles. Findings revealed experiences centering around the issues of:

- *The nature of collaboration- it created discomfort, it created a sense of teamwork, it created difficulty.*

- *The change of environment in the process- team members began to respect each other more, and the process became more enjoyable.*

- *The freedom and change in the process- freedom to voice opinions and to actively listen, the use of experience to lead elsewhere in the school.*

- *How issues of power are better understood by working together- the former process was less collaborative, politics will always be part of the process.*

As a result of this study, members have started using this decision-making methodology in other areas of administration.

Keywords: Literature, Western culture, Western expansion, higher education, curriculum, interdisciplinary studies

Context and Background

The research for this study is the outcome of a collaborative action research team comprised of mid and top-level administrators involved in the development and implementation of academic programming in a graduate school. The institution has a history of centralized leadership but is in transition to one more collaborative in nature. The founding president of the institution served for the first twenty-five years of the school's operation until the current president took office and continued to teach for the last twenty years without administrative assignment. The first twenty-five years of the school's existence were pioneer days when it struggled in ways that are common to new institutions of learning – financially, administratively, and academically. Decisions during those years were made unilaterally by the president and a few others and a culture of centralized leadership characterized the school throughout his tenure.

In 1983, the school began a fourteen-year decline in enrollment, in part due to an authoritarian administrative culture. Although the current president has been in office since 1997, it has only been in the last twelve years since the school moved to its new campus that changes in the decision-making process have begun to emerge as those at the highest levels of administrative decision-making struggle to embrace the ideas of collaboration and participating in planning the school's future. To complicate matters, half of the research team for this study were students in the former administrative culture and were subject to the past leadership philosophy both as students and employees. Up until the beginning of this study and after it began, early administrators of the school actively recruited support from faculty and research

team members in decision-making and thus, their experiences are valuable as the issues of collaboration and participation in contrast to a centralized structure were considered. Research

Problem

The study addressed how action research can be used as a tool in academic planning for administrators who have worked in a centralized structure as they consciously seek to collaborate in decision-making. The leadership culture of academic institutions tends to change slowly and if there are no strong internal or external incentives or pressures, the changes are often minor (Kekäle, 1998). The aim of this research was to consider the adaptation of attitudes and perceptions of administrators who have been entrenched in a prolonged centralized decision-

making structure. Thus, the inquiry focused heavily on the culture of the school in this study, with special emphasis on the recognized outcomes of program planning and perceptions of participants during the process.

Collaborative action research helps to decentralize control, hopefully eliminating the clash of top down and bottom up ideas by creating an organic process that synthesizes the whole. It also implicitly and explicitly empowers participants by placing the tools and the power of the change initiative directly in their hands (Calhoun, 1994). Centralized leadership can lead to the disempowerment of almost everyone in the organization except a select few who make unilateral decisions. When others are given decision-making power, they are not able to recognize their own leadership potential because they have not been allowed to incorporate a collaborative approach in their own praxis.

The decision-making process in organizations tends to address change without challenging current organizational paradigms. It starts by diagnosing the problems within the organization on an ongoing basis (so it is generative) and searching for solutions (change initiatives). Goals are set for addressing the change, yet there is a heavy cultural emphasis on values, attitudes, and organizational norms. The administrators in this research were leading in a time of institutional change. This school, like others, are divided into two main employment groups which tend to have differing values systems (Birnbaum, 1991). The decision-making paradigm of the school in its early days was based on hierarchy and loyalty. In contrast, collaborative action research (CAR) and shared leadership is based upon a system emphasizing collegiality, dialogue, shared power, autonomy, and cycles of reflection and action. Could administrators in this study begin to value collaboration even when there had been a longstanding culture of centralized and authoritarian leadership and decision-making? Research

Purpose and Questions

The purpose of this research was to describe the experiences of academic administrative personnel in a graduate school as they made administrative decisions as a research team in a time of institutional transition. They related to them in the context of former students and employees, and since the contrast in administrative style is so dramatic from then until now, the changes they experience professionally and personally in working collaboratively is valuable to understand. If they experienced a transformative process, how is it described? Were they able to truly adjust to a collaborative environment of reflective practice or did they only appear to as they

accommodated the current administrative philosophy of the school? What were their feelings (betrayal, guilt, trust, etc.) towards administrators still serving at the school they once worked for long ago, especially since these former leaders have been privately and publicly critical of the administrative decisions and philosophy of the school today? As this question is considered, the experiences of academic administrators who have served under leaders in a centralized decision-making culture were examined to see if they differ from those who are on the research team who have not. Overall, the experiences of the research team in this study were examined to see if they can serve as a basis of understanding the effect of participation and collaboration on the institution as a whole, and if other groups in the school will adopt this method modeled by the research team. The two research questions were:

How can the experiences of the academic administrators in a graduate school be described as they move from a structure of centralized decision-making to participation, collaboration and reflective practice in administration?

What, if any, is the impact of a smaller administrative research team in this study on the culture of school leadership in creating an environment of participation, collaboration, and reflective practice?

The Approach

The approach for this qualitative research was a semester-long study and is of interest to the reader because this CAR team was studied immediately after they completed a semester-long period of academic planning. The study examined the experiences of leaders in a school transitioning from a centralized approach of decision-making to one of participation, collaboration and sharing of ideas. Since most team members were either students or administrators in the former leadership culture, both their own ideas about the transition and their level of participation in the emerging culture is of interest. This study can also be used as a basis for change within smaller planning and leadership groups in the institution. As top-level administrators model participation and collaboration, leadership culture can change.

The foundational design of the research was an academic council of program deans and vice presidents responsible for academic programming. Each team member was interviewed during the planning period for responses to interview questions and again to clarify any ambiguities.

The six interview questions were:

- Can you describe your experience in the planning process? Can you give examples?
- What challenges have you encountered as we engaged the administrative planning process?
- What critical incidents or practices stood out to you during the study?
- Looking at the entire process, how has your perspective on the entire process changed?
- Are there any particular events or practices that were helpful or useful for you in terms of your experience?
- How has your own approach to administration changed by the process and what, if anything, are you doing differently as a result of the experience?

Rationale and Significance of the Study

The founding president of the institution resigned after a twenty-five-year term as president, but instead of retiring, he moved to president emeritus status for the last twenty years and has continued to teach without administrative responsibilities. The new president began to lead under the watchful eye of the founding president and other longtime administrators, faculty, and trustees. The generational dynamic was obvious and since there was a well-defined hierarchic and centralized structure in place, major changes needed the approval of the unofficial (previous) leadership who were still present. Most of the faculty hired under the founding president were still teaching at the school which was in a state of uncertainty as loyalties were questioned. Some who were interviewed for the presidency stayed at the school thinking the new president wouldn't have long to lead because his personality and style of leadership were so different from the founding president. Others who were interviewed but not hired for the presidency left the school and those who remained did so in a culture that did not promote collaboration and shared leadership. Decisions about structural changes or academic initiatives had been made by a few top administrators and compliance was expected when presented to the faculty and administration of the school. This methodology worked largely because those making decisions were either related to or good friends with the former president.

Patterns of the former centralized system of thinking and planning were deeply engrained in some of the longer-tenured faculty and staff and there seemed to be a fear of upsetting early administrators of the institution although they had a very small day-to-day presence at the school. Recently, the school adopted a semester system used by most colleges and universities. Under the former term system, classes lasted eight weeks and were worth two semester hours of credit. It was assumed that revising existing programs would be a relatively simple process, but it was extremely difficult due to the residual yet pervasive attitudes of former leaders who were exceptionally resistant to the new system in particular and change in general. Criticisms of those responsible for changes became personal and former administrators began recruiting alumni, faculty, and trustees to speak against the new leadership of the school with the purpose of having them removed so the former hierarchic culture of decision-making could be resumed in an institution that was now enjoying a new, debt-free campus and increased enrollment. It seemed that this change in programming was not viewed just as a reorganization of semester hour credits, but a personal repudiation and deconstruction of their work and way of thinking. As a result of that painful experience, there was an interest in helping create an environment where there was room for intentional critical thought, reflection, collaboration and participation in the academic planning process. In what ways would the planning team experience change through shared thoughts, feelings and ideas in the planning process? Could a new culture emerge that would aid the school in transitioning from one form of administrative practice to another?

Collaborative Action Research

The conceptual underpinnings for this research were based on a constructivist framework grounded upon the collaborative action research (CAR) process which includes constructing action, planning action, taking action, and evaluating action (James 2008, p. 16). These steps include diagnosing factors that lead to the status quo, acting with the intent of moving the status quo to an increased level of effectiveness, and ultimately measuring the results of actions taken. Although there is an abundance of strategies within action research, included in this research are action research, action inquiry, action learning, participatory action research, and collaborative action research, the method used in this inquiry.

CAR has action as its focus. It requires researchers to become involved and to reflectively act in ways that will improve the teaching practices in a classroom or entire school (Carson, et. al., 1989). Action research involves a team of people drawing collective learning from a collective

experience, and some argue that a collaboration is a required element of action research (Kemmis & McTaggart, 1982) in the sense that many action research activities are best carried out with colleagues and that action research always involves the participants at least in knowing what is being explored and why. Since the institution studied has a history of unilateral decision-making apart from the input of stakeholders, the collaborative element of this action research is important in that it was not understood or possibly devalued by those on the research team at the beginning of the study.

Within the matrix of collaboration, collusion and compliance in academic planning is necessary to make explicit the conceptualization of action research as a democratic undertaking (Greenwood and Levin, 2000). In accordance with views expressed in the literature (Ebutt, 1985; Zuber-Skerritt, 1996), the key aim of action research is to understand, improve and reform practice, which places it firmly within a professional paradigm built on “researcher–stakeholder collaboration” (Greenwood & Levin, 2000, 96). The extent to which this can be achieved will largely depend on who formulates this remit of “improving” and “reforming practice”, a conception that resonates with Zuber-Skerritt (1996, 85) who defines action research as “critical and (self-critical) collaborative inquiry by reflective practitioners being accountable and making the results of their inquiry public self-evaluating their practice and engaged in participatory problem-solving and continuing professional development.”

Ross, Rolheiser, and Hogaboam-Gray (1999) identified three main benefits of collaborative action research partnerships. First, partnerships help overcome these obstacles such as a lack of skill in methods or lack of contextual understanding of the institution. Second, contact between university researchers and teacher researchers through joint research strengthens the image of the teacher as researcher and the researcher as learner. A third benefit is that heightened attention given to a project with external resources, which may support administrators in releasing teachers to engage in this form of professional learning. For Carr and Kemmis (1986), action research takes its cue from a practitioner’s awareness that there is a gap between his or her theory and practice.

CAR can help describe the experiences of administrators as it narrows the gap between theory and practice for several reasons. First, the relationship between collaboration and the personal experiences of leaders is cyclical and this relationship contributes to the phenomenon of decision-making. As one considers the previous contribution to the phenomenon of decision-

making and the previous model of unilateral decision-making, collaborative action research tends to be more pragmatic in nature, being both workable in real-world contexts and meeting the needs of the institution as a whole. Collaborative research is also “user-friendly” and makes sense to those on the research team as they use it as a method for decision-making. Because of the cyclical nature of collaborative action research, it is focused on constructive alternatives for the future instead of historical methods of leadership in the past.

The perception of action research, participation, and collaboration as a proven leadership method is also valuable if understood from the perspective of those who have served in both leadership cultures (centralized and collaborative) in contrast to those who have only known a culture that is participatory in nature. The school’s values and beliefs are weakly communicated in formal, conscious leadership mechanisms, in their literature and training, and as their older practices and ways of knowing are defended aggressively, the older system of decision-making is reinforced. Is there something to be learned from the experiences of both types of administrators as they work together in a way unfamiliar to them (action based on reflection and collaboration)?

It has become popular to think of successful schools as learning organizations (Senge, 1995) and research has largely supported the finding that schools with organizational cultures that support inquiry, learning, and data-based decision-making are not only more satisfying workplaces but also more productive organizations (Rosenholtz, 1989). Noffke (1994) suggests that action research plays a role in social transformation in its concern for systemic change and implies that the current challenge is to encourage educators to view action research as a vehicle to stimulate school-wide change.

Markward and Marino (2008) identified the establishment of a common focus as one precursor necessary for systemic change. When teams conduct collaborative action research for the purpose of school improvement it enables them to develop a common focus and therefore delve deeply into issues. Through cycles of reflection and action, collaborative action research could provide the focal point necessary for school-wide change.

Summary

The action research methodology family is designed to empower all participants in the planning and change process, but it requires participants to undergo self-evaluation and reflection as they

actively participate in the research process. It is a term that is broadly used and a primary element in action research is taking action as an intervention within a live context (Kasl, E., & Yorks, L., 2010). It differs as a paradigm of inquiry where the researcher’s primary purpose is to improve the capacity and subsequent practices of the researcher rather than to produce theoretical knowledge (Elliott, 1991). CAR combines both the goals of improved capacity and practice of researchers, as in action research and of achieving practical objectives through group participation. CAR involves team members reflecting on their own practice as both subjects and co-researchers and team learning involves the issues of action based upon reflection and learning based upon the identification and assessment of factors that facilitate or potentially get in the way of team performance. Thus, it is ideally suited for the inquiry of this study.

Research Design

The research design of this study is represented in 5 phases (Table 1) and begins with a pre-study conversation with team members in Phase 1 centering on an action learning research paper entitled “Critical reflections on three virtual learning community experiences” (Anand, Bohnet & Thompson, 2012). Team members were asked to critique the paper and to give

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Team members read “Critical reflections on three virtual learning community experiences” (Anand, Bohnet & Thompson, 2011).</p> <p>_____</p> <p>Team members discussed implications of ideas in paper with team.</p>	<p>Team negotiated topics for a semester-long work agenda development and discussed team norms for the study.</p>	<p>Weekly action taken on agenda items.</p> <p>_____</p> <p>Minutes of each meeting will be taken.</p> <p>_____</p> <p>Reflection on decisions made from week to week</p>	<p>First post-study interview after completion of study based upon 6 interview questions.</p>	<p>Second post-study interview after completion of study to clarify issues of first interview.</p> <p>_____</p> <p>Report back to team with study results.</p>

Table 1: Research Design

feedback on the idea of reflection and action cycles. The conversations on the research paper served as a basis for proceeding with collaborative action research. Since this team

had worked together for two years prior to the beginning of this study, their positive responses on how they viewed themselves individually and as a team were not surprising, even though there were negative pressures on the group at the time to act politically.

In the second phase of this study, the team negotiated the topics to be included on a semester-long work agenda including the addition of new academic policies, revision of existing policies, new degree programming, issues of accreditation, course scheduling, and faculty development. It also included a discussion of team norms during the study.

Phase 3 included the weekly process of introducing administrative decisions to be made, discussion of the issues, taking positions and discussing the issues, assigning action plans, and setting the agenda for the next meeting of the team.

Phase 4 in the study centered on the first interviews of team members based on the six interview questions mentioned previously. Their responses were recorded immediately after the planning period was complete and interviews were transcribed and coded for words connected to the codes of collaboration, teamwork, treatment of others, freedom and change, issues of power and teamwork by an independent coder who understands and has practiced open-coding. The coding list's inter-rater reliability was at 80 % accuracy.

Phase 5 of the study included a second interview (if needed) with each team member to clarify any issues that might have arisen in the first interview. Two team members, Gregory and Esteban were interviewed again to clarify responses. These surveys were also coded for the same themes of the initial interview.

Prior to the Study

Before this study, the school was very much entrenched in a more authoritative and centralized approach in most aspects of leadership, including decision-making and program planning. This is not to say elements of collaboration in decision-making were totally absent, but mostly to the extent of making minor changes to decisions already finalized by the president and upper-level administrators. At this time, the team began to meet and make decisions revolving around three administrative tasks; the creation of a new undergraduate degree, the reorganization of all two semester hour classes to three semester hour classes (a reduction of several classes in each degree program), and the reorganization of the school's class schedule. The administration of these three tasks seemed to be a perfect platform to

model shared leadership, collaboration, and action based upon reflection, but it didn't take long for personal and political issues to become the focus. Some team members were being instructed by faculty to make sure course loads didn't increase (at the time a major concern), others politicked to save pet classes (nine were being eliminated or combined with other classes), and some were uncomfortable making changes for fear of being perceived as disloyal to the previous administration.

After months of haggling and hard feelings, the faculty warily voted for the new changes and it was evident that resistance to change in an insular environment was preventing the school from transitioning to a new way of decision-making. During the next summer, two colleagues from Columbia University and I entered into a six-month action learning research project focused on how assumptions can change through dialogue and critical reflection. This research helped me to realize that I had not properly introduced the concepts to the research team. I dialoged with each team member individually and asked them to read the research paper on the six-month study and critique the ideas presented in it, especially the concept of decision-making based upon cycles of action and reflection.

Researcher as Full Participant

I viewed myself as a “nearly complete participant” in the context of this research which presents two distinct problems (Gold, 1958). First, complete participants tend to become so self-conscious about their true self in relation to their role in the research process, often they cannot perform convincingly as a participant. Second, complete participants may “go native” as they participate in the research and in doing so violate their observer role. It is my assumption that I functioned adequately in my role as a nearly complete participant because I never became self-conscious in my role within the group. I established genuine relationships with team members for at least two years before the research period began and even before I was promoted to the vice-presidential level administrator at the school.

Study Setting

During the academic year, the team met weekly on Fridays, a day designated for meetings in the institution. At the first meeting, norms (time parameters, discussion protocol, confidentiality, etc.) were discussed and the facilitator made a presentation concerning the

purpose and duration of the research team. Team members had the opportunity to add or discuss any of these topics and final decisions were made collaboratively on all team norms.

During the following fourteen weeks, team members set weekly agendas for discussion and reflection and action on administrative items. Minutes of each meeting were taken and an atmosphere of mutual respect and collaboration began to emerge which was new to the institution.

Immediately following the research period, each team member was interviewed about the challenges they encountered in the administrative planning process, the critical incidents or practices that stood out to them during the study, their perspective on how the entire process changed, if there were any particular events or practices that were helpful or useful for them during the study, if their own approach to administration changed during the study and if they were doing anything differently as a result of the experience. A second post-study interview was conducted to clarify any issues from the first interview of those on the research team. Research findings were then shared with team members.

The weekly meetings were led by Gregory (all names are aliases), who acted as a facilitator, and I would stand at the whiteboard when concepts or ideas needed to be written for clarity. Meetings would not begin until all members were present and attendance by all members was nearly perfect for this study. Administrators were provided a written agenda by Gregory at the beginning of each meeting, but during the first few sessions, no one kept track of decisions made, resulting in confusion at the beginning of the next meeting. As a result, Gregory's assistant started attending the meetings and acted as record keeper by taking detailed minutes of each session, even though she did not participate in discussions.

Gregory began each meeting by reviewing items discussed during the previous meeting and asking for reflective thought on issues. For example, the team discussed Monday evening classes taught at the school. Over a hundred students registered and plans to enlarge the evening classes were discussed. We discussed developing a Hispanic institute, continuing education credits, and related administrative issues without fully considering faculty load or staffing classes. As Esteban began to reflect on these staffing issues apart from the excitement in the planning session, he came to the realization that the Monday night institute was a good idea for the future, but at present, the staffing issues prevented the

school from offering more classes. During the next meeting, the rest of the planning team agreed and focused on more pressing issues.

An important quality cultivated in meetings was an attitude of patience. Gregory was skilled in introducing agenda items as he encouraged members to add thought to the discussion. After several weeks, it became apparent that the two longest-tenured members acted as representatives of the faculty as they added reflection in the context of the history of the school and from what they perceived as the attitudes of the faculty.

Danielle's remarks dealt mostly on issues of accreditation, and Esteban, feeling somewhat out of place for the first six or seven meetings, responded only when asked direct questions. He ultimately "found his voice" and gave valuable insight. Gregory facilitated discussions and I guided thinking in terms of synthesizing and writing ideas on the whiteboard. Sources of Data and Collection Method

Research team members were encouraged to use weekly agenda items and our deliberative process as a source of personal reflection after each weekly team meeting. Jack Mezirow (1995) emphasized the importance of critical reflection in decision-making and defined straightforward reflection as the act of "intentional assessment" (p. 44) of one's actions, whereas critical reflection not only involves the nature and consequence of one's actions but also includes the related circumstances of their origin.

The first part of each planning session was devoted to the agenda items of the last meeting and any thoughts given by team members concerning the previous week's agenda.

Researchers were not required to give input and some took a while (several meetings) before feeling secure enough about their thinking to share reflections with the entire team. By the end of the project, however, all team members contributed thoughts from reflections and better decisions were made as a result. Reflective thoughts were shared by team members at the beginning of weekly sessions and during the final interviews, most of which could be considered content (what is happening) or process (how things are to be done) reflection. For example, towards the end of the semester, the team discussed developing a Hispanic Institute and became excited about the possibility of adding classes to the existing few classes offered on Monday evenings.

Team members discussed offering continuing education credit and a possible diploma program for non-degree-seeking students. Since Esteban had some administrative responsibility for non-traditional education at the school, he began to reflect on process issues while away from the planning meetings. His reflection revolved around the issues of how many faculty would be required, how it would affect course load, who would be responsible for keeping track of continuing education credits, etc. When the topic was discussed the next week, he shared these reflections and the team decided not to begin the institute until proper resources and administrative attention could be given.

Interviews

Each of the team members was interviewed based on a seven-stage methodology of thematizing, designing, interviewing, transcribing, analyzing, validation and reporting (Kvale & Brinkmann, 2009). Thematizing is based upon clarification of the study's purpose and asks the questions why, what, and how. Designing the interview involves planning the number of participants, the knowledge to be gained and the ethical dimensions of the process. Interviewing is the actual gathering of information from reflection and interpersonal relations as questions are answered by research participants in the study. Through this stage, knowledge evolves through a dialogue (p. 125). Transcribing involves preparing the interview material for analysis, translating from an oral language, with its own set of rules, to a written language with another set of rules (p. 165).

Analyzing the data means examining it for meaning. After analyzing the interview material, the researcher is to verify the reliability and generalizability of the interview findings. Although the findings in this study are somewhat case specific, it is believed that they are largely transferable to other institutions of like size and mission who have experienced dramatic changes in leadership style. The final stage is where researchers report the findings of the interview as after the research team finished the semester-long planning process and once again to clarify any ambiguities in the first interview transcripts.

Interview Protocol

Team members in this collaborative action research effort were interviewed before the semester-long project began based upon the following six questions:

- Can you describe your experience in the planning process? Can you give examples?
- What challenges have you encountered as we engaged the administrative planning process?
- What critical incidents or practices stood out to you during the study?
- Looking at the entire process, how as your perspective on the entire process changed?
- Are there any particular events or practices that were helpful or useful for you in terms of your experience?
- How has your own approach to administration changed by the process and what, if anything, are you doing differently as a result of the experience?

The team member interviews followed a semi-structured interview protocol, ranging from 45 to 60 minutes in duration, and occurred in the campus offices of participants. Data were gathered and recorded with participant permission and was audio recorded. Audio recordings were then sent to a professional transcription service (rev.com) and returned within a week's time. Transcripts were then coded into emerging themes and analyzed. Transcripts of the first and second interview were sent to an independent researcher who understood open coding methodology and inter-rater reliability. I sent her the coding scheme I used and between she and I the codes were examined as a source of findings for this study were 80% in agreement. Research team members were only interviewed on a volunteer basis and were informed beforehand that the interviews would be audio recorded. The coding scheme was not predetermined but rather emerged from the data analysis and was also guided by the underlying purpose towards characteristics of collaborative culture and culture change. Team members were interviewed a second time, if necessary, to review their own transcript for accuracy and to clarify any confusion in questions or answers.

Meeting Minutes

Minutes from weekly meetings were taken as a source of information on decisions made throughout the collaborative action research (CAR) process. Copies of minutes were distributed to team members each session to serve as a reminder of previous decisions made and to serve as a written source of reflection between weekly meetings. Minutes described the issues discussed,

decisions made, action steps, and the individual(s) responsible for completing each action step.

Coding Scheme

Data collected from team members' first and second interviews were coded based upon emergent themes and were influenced by the literature reviewed around themes of collaboration, co-inquiry, and team learning. Moustakas (1994) defined invariant horizons to be derived through significant statements which "point to the unique qualities of an experience, those that stand out" (p. 128). I reviewed the database, marked significant passages and identified 105 horizons. The 105 significant statements or horizons were then clustered into four meaning units or themes and nine findings or subthemes. "From an extensive description of the texture of what appears and is given, one is able to describe how the phenomenon is experienced" (Moustakas, 1994, 78). The four themes and relevant findings within themes of the interviews are:

- Collaboration is new to the planning team
 - o Collaboration created discomfort in the process
 - o Collaboration created a sense of teamwork in the planning team
 - o Collaboration created a sense of difficulty to the planning process
- The Environment in the planning process changed during the study
 - o Team members began to respect and trust each other more
 - o The planning process started becoming enjoyable
- Team Members Found Freedom and Change in the Planning Process
 - o Freedom to voice opinions and to actively listen
 - o Using experience to lead outside the planning team
- The Issue of Power is Better Understood by Working Together
 - o The former process was less collaborative
 - o Politics are a part of the planning process

Participants

The following six participants' names and academic titles were assigned pseudonyms to protect their confidentiality. Identifiers, such as academic functions, offices, or other administrators not

participating in this study were changed so that confidentiality would be maintained.

Martin

Martin is in his mid-sixties and is the senior member on the research team. He came to the institution a year and a half after its first year of operation and graduated with a Master's degree in two and a half years. Upon graduation, he immediately applied for the doctoral program and is one of three institutional faculty members (earned both Master's and Ph.D. degrees at the institution) on the research team. He was asked to fill in for a professor in his field who went on sabbatical for one year and when the professor he was replacing returned, the administration asked him to join the faculty full-time and he has been teaching continuously since. He became an academic dean several years ago and has served on the academic council since then. Since Martin has the longest tenure on the academic council, his opinions on the planning process are uniquely valuable. He served fifteen years under the previous administration and twenty years under the current leadership of the school and has insight into both administrative cultures.

Evan

Evan is in his early fifties and came to the institution as a student in the mid-1980s and graduated with a Master's degree. Upon graduation, he spent ten years as a practitioner before returning to the school nine months after the second president's inauguration. He enrolled in a doctoral program at another institution just before returning and graduated in 2001 with a Ph.D. He served as a mid-level director for six years before being named as a vice president in 2004 and executive vice president in 2006. He and Gregory are the only team members who did not enroll in a doctoral program immediately upon completion of a Master's degree and his years in the field adds a needed dynamic to the planning team.

Robert

Robert, also in his early fifties, is an institutional faculty member who enrolled as a student in the mid-1980s and completed his Master's degree three years later. Upon graduation, he immediately entered the doctoral program and graduated five years later with his doctoral degree. While in the doctoral program he was recruited to start school in the early 1990s as a mid-level administrator and later joined the faculty upon completion of his

doctoral studies. He served four years under the previous administration before the inauguration of the second president and has served as an academic dean since the early 2000s. He and Martin are the only two team members with administrative experience in both cultures.

Esteban

Esteban, in his early thirties, is the youngest of the three institutional faculty members. He entered a Master's program at the school and graduated two and a half years later. Upon graduation, he was immediately accepted into the doctoral program and graduated again with his doctoral degree. He served for a short time as an adjunct before leaving the school to serve as a practitioner for a year, then returned as a professor when an opening became available on the faculty. He has been a full-time faculty member for several years and has served as an academic dean for a few years. He and Danielle are the youngest members of the planning team by twenty years and have served only a short time on the academic council.

Danielle

Danielle, also in her early thirties, earned a Master's degree at the school and three months after her graduation was hired as an administrative assistant. Two years later, she began doctoral studies at another institution and graduated several years ago. Because of her years of experience with institutional assessment, she was hired upon completion of her doctoral studies as an instructor and the director of institutional assessment, which placed her on the academic council and research team for this study. As the only female on the research team, her perspectives on age and gender as it relates to the planning process are valuable.

Gregory

Gregory is in his mid-fifties and earned his Master's degree at another institution in 1991 and enrolled in the doctoral program at the institution in 2000. He has the shortest tenure as student or administrator than anyone else on the planning team, yet has the most responsibility. The current president had been here three years when Gregory enrolled, so he never had the opportunity to serve under the previous administration.

Gregory became an academic dean several years ago and the leader of the academic council in 2011. Through his relationships on the faculty over the last several years, Gregory has commented on the very obvious shift in philosophy with the current administration and a resistant attitude towards it.

Findings

Data collected from team members' interviews were coded based upon emergent themes and sub-themes from those interviews (figure 1). The interview material provided by the participants served as the basis of themes and subthemes and described what was experienced by the participants.

Theme 1: Collaboration

Only one person on the research team had regular experience (not at this school) using collaboration as an intentional methodology. The new experience of the collaborative process for this team and their thoughts concerning shared leadership for this study varied and revolved around the central ideas of the characteristics of collaboration in the planning process, the sense of teamwork they felt (for some the first time in academic planning), and the difficulties they faced as in the process of academic planning as a collaborative team.

Subtheme 1: Characteristics of the Process

Through the semester-long planning period, attitudes toward the perceived characteristics of the collaborative process were varied among team members. Danielle, new to administration and the idea of shared leadership, commented on how confusing collaboration can be at first. "I'm ready to get to the bottom line and so, it can be a little exhausting to me for so many ideas to be thrown around. If I can just maintain my concentration on where we've been and the sense of teamwork we felt (for some the first time in academic planning), and the difficulties we've faced as in the process of academic planning as a collaborative team." When two administrators who were not on the planning team came into talk about a matter towards the end of the study, she worried that they might not understand how we were working as a team. She commented, "It was said to them that we're just expressing ideas, so maybe they left

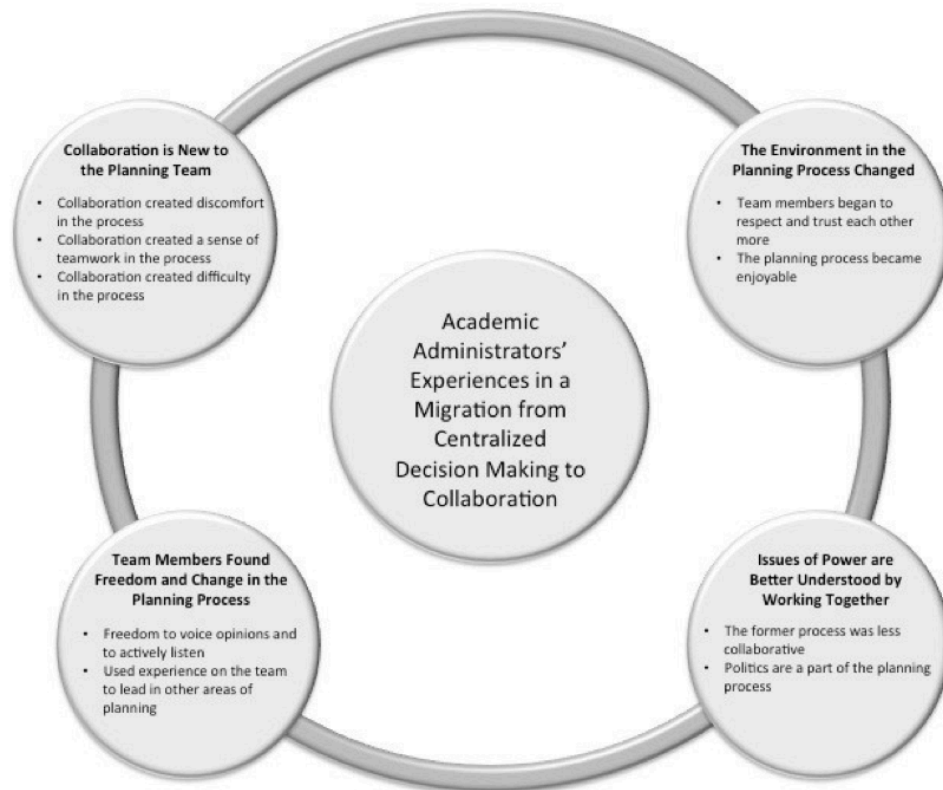


Figure 1. Themes and Sub-themes

there thinking, okay, that was a little crazy. What just happened?” By the end of the study, though, she was impressed on how independent ideas came together to form new ideas and how the process helped to uncover blind spots in the thinking of the group as a whole through an imperfect process of decision-making. She remarked, “Maybe there’s not the prevention of a mistake, but just some blind spots that are brought to light.”

Esteban, also one of the younger team members didn’t have much experience in making decisions as a group and was not sure what to expect at first or how to contribute to the group. It took several weeks for him to offer an opinion or comment without being asked directly. When asked, he commented on the pace at which the team worked. “I wouldn’t consider what we do as slow, but I wouldn’t consider what we do as fast. I like that we don’t just jump into something, but we think about it and we let it brew a little bit, take a couple of

three weeks to talk about it to see what else percolates.” He also remarked that “sometimes hurrying up is slowing down. If we do it well the first time, we actually gain more ground, even though it seems like we don’t, because, hopefully, we do it right the first time, or with few patches.” He appreciated how the planning process of the team was connected to the mission of the school and how collaboration helped them take an institutional-wide view, instead of just maybe a departmental view which ultimately leads to decisions that result in a better educational experience.

Gregory, who has several years of administrative experience, noted that collaboration is characterized by the sharing of ideas and that “my experience has been great in the sense that there is not one person who dominates the meetings.” He agreed with Esteban that the collaborative process in decision-making helps keep planning connected to the mission of the school by preventing institutional drift, even though the process takes longer than unilateral decisions made by one or two people. It “helps us to overcome some of those potholes that would damage the institution.” He probably summed up the collaborative process best by stating that “I just think it’s been a great journey. You’re always in a journey no matter.” Both Gregory and Martin noted that having a stated agenda was a crucial characteristic to the collaborative process. Gregory remarked that “the agenda must be small enough that it doesn’t overwhelm the committee” and that when it is too large, team members begin to feel “I don’t see how we’re going to be able to accomplish all of these things.” He expressed a concern that the team must “make sure that we prioritize, that we set a reasonable time for each one of these things to be done.” Martin added that “the practice of having the agenda, reminding us this is where we are and this is what we’ve done, is a minor thing but it was something I think that was helpful.”

Subtheme 2: Sense of Teamwork

The collaborative experience of planning together promoted a sense of teamwork in the planning team. Danielle remarked that the team learned to “help each other” in decision-making and how they needed each other for perspective. Martin added that a larger part of teamwork was making compromises to accomplish the task. He said “some people on the committee had strong opinions about how things should be done and so when we work out compromises, I think that that’s been helpful and then interesting and we all kind of have to give a little bit when we have the final product come together.” He

commented on the amount of work that can be accomplished by the sharing of ideas and leadership. “I think we’ve accomplished a great deal. As I said before, it was a pleasant experience and I learned things that were helpful to me.” Gregory added that working together in a collaborative way can lead to frustration. “I’m learning that sometimes I get frustrated. I have an agenda. I think I know what’s right. That just comes with a part of leadership mindset.” Even though he worked through the problem, He added, “I have to admit that I was not collaborative in my mindset at one point... I was going to take my ball and say ‘I’m not playing.’ That is something I saw in myself that I’m not proud of. I think it’s (the process) working to make me more mature.” One of the characteristics of the process he valued was a greater appreciation for other team members. “It (the collaborative process) gives you a greater appreciation for the ideas and the contributions of others. This has just further solidified that everybody’s contribution is important.” Robert commented on the synthesis of opinions as a main characteristic of collaborative planning. “In the process, I’ve noticed some who maybe changed their view a little bit resulting in a synthesis which is better than anyone’s individual opinion because we sharpen each other in the process. It’s been good and a lot of times the idea on the table will be very different within ten minutes just because of some very good differences that arise. People will see things that whoever originally put that idea on the table didn’t see.”

Through the comments of the team, it is clear that they experienced personal growth and insight into the characteristics of collaborative planning. For some, taking the time to reflect on the process in the two interviews was new in itself.

Subtheme 3: Difficulties in the Process

Although team members were usually positive in their comments about the characteristics of the team process, they were quick to share their difficulties as well. Gregory began with a concern that the process could lead to the production of ideas without resulting follow-through, and that conversation and the sharing of ideas can easily become the focal point without any resulting action. He offered, “Sometimes in an idea factory, you get ideas but then you don’t get down to the nitty-gritty details of things. When that happens, you have a lack of communication, and then people are a little bit uncertain what they are to do. One of the challenges I would add is the fact of trying to say, ‘Okay, now what? Now what are we going to do in order to make these things take place?’” His solution was to determine priorities and keep on track in the process. He remarked, “one of the biggest challenges is

to determine what the priority is in regard to the ideas that are thrown out, and determine what is best for us to deal with. The time span to deal with that issue is another matter that you have to consider.”

Danielle agreed by saying, “Maybe (there is) just a degree of frustration that all the discussion is theoretical in nature and just actually, it’s being played out practically within our staff and faculty.” Gregory also observed that there was tension as the team met and planned as it became obvious that some were more observant to details than others. He said, “I guess one of the dangers with different people is that you have some who are not perfectionist and you have other people who like things done well, and they brood over details and those kinds of things. They want things done perfectly.” He concluded his remarks on the difficulties of collaboration by stating the risks of keeping in line with institutional mission and the difficulty of learning to focus on doing less and better. Gregory stated, “It’s a wise thing to do (collaborative process), but there is the risk. We have a purpose statement and we have certain parameters that govern what we do. If we apply the rules, a lot of the risk goes out.”

Martin was quick to point out that early in the process when the team was not yet accustomed to planning together, collaboration almost became a barrier to decisions being made. In using a change from the term to semester system as an example, Martin remarked, “As far as going to the semester system, that’s something that almost didn’t get done. That’s something that if the administration had simply decided that it was best for the school, and we’re going to do it and this is it. In some cases, that could have been an advantage.” He was also quick to suggest that even though he was on the planning team, he did not consider himself as part of the administration. Collaboration erases a hierarchical approach to the point that leadership structure becomes uncertain. When asked if he was a part of the administration, he replied “I really sort of think of the administration as the Vice Presidents and so on (laughs) but I guess, I am a dean so I’m sort of part time administration.” Martin also was emphatic about the difficulty of keeping faculty involved in the collaborative process in addition to decisions made by the planning team. Again, referring to the change from terms to semesters, he said, “still, when the committee finally voted to do it then that meant that there was more faculty input, faculty agreement and I think that when that went on to the full faculty, that helped.”

Robert's concerns about the difficulties in the process revolved around maintaining quality within the institution as we sought to reach more students with different (new) delivery systems. He commented, "the thing that stands out to me is that we're really trying to make sure that if we go to other delivery processes that we keep the result very high. I think that the tension between our desire to serve more students and to make sure that we have good products – so to speak – so that we give the students what they need for training. That tension is real, it's there and that thing that stands out to me as something that we regularly were wrestling with in this organization."

As a result of the study, team members reflected on some characteristics of the collaborative process, a sense of teamwork that was felt among the members, and the difficulties inherent in the process. It seems that they gained better insights into their own ideas about these matters through the two interviews with the researcher.

Theme 2: Environment

Related to the interview material on teamwork was a larger theme of how team members treated each other in the planning process. There were repeated expressions of how others felt respected and trusted and how the planning environment was seen as enjoyable.

Subtheme 1: Respect and Trust

Esteban, new to the process and the team, was silent during most of the initial meetings. He attributed this to feeling like somewhat of an imposter who wasn't supposed to be on the planning team due to a lack of anything to contribute. He said he felt like "these people have it together and they have a little bit of a better background, because they've done this before and why am I here? What do I have to contribute?" By the end of the planning period, he added, "I guess you can say it this way, I feel more comfortable with my voice now." He credits this to the respect and collegial nature in the team. He remarked, "I like how the differences of ideas are handled. Of course, it's always respectfully, and everybody sees each other as a peer and everybody takes constructive criticism well, as far as I can perceive in the meetings itself." He also commented on the sense of community that was evident by the end of the study. "Part of it is community and just realizing what everybody has to contribute and just the spirit that everybody has. It's not tense. No infighting. Just a really collaborative effort of everybody, respecting what everybody has to say." When there were disagreements, Esteban characterized them as something that could be seen as positive when others add or change an idea presented to the group. He commented, "One thing I've

appreciated about the committee is there really is a way to disagree cordially and to consider somebody else's idea, and also recognize the weaknesses that might be inherent in some of your ideas. Just the way to go about it, that a disagreement isn't a negative thing necessarily, or a personal thing, or a personal attack, or anything like that. That a really good way to approach things is to think through somebody else's ideas in the committee and notice some of the weaknesses you may have and do that in a good give and take situation."

Danielle also commented on the respect evident in the team through getting to know them on a personal level. She commented, "It's definitely helpful to hear different opinions and thoughts and getting to know others better, know their heart, their desire for ultimately the good of the school." Gregory added ideas about respect that centered around trust and a greater appreciation of the uniqueness for others on the team. He remarked, "You've got to trust others. If you think too highly of yourself and of your own opinions, you can mess up things. We all tend towards that. We all tend to think our ideas are the best. We think everybody else's ideas are second best. I think one of the aspects that helps me with this is always to go back and say, 'Hey, are you thinking correctly here. Adjust your way of thinking. Am I looking at this from the right perspective?'" He also remembered how he acted in ways that were not conducive to the team by saying, "I could become withdrawn and a bit belligerent at that point, and that would go against the idea of showing respect for other people." Robert agreed about the importance of showing respect by "not bruising egos" and acting professionally (cordially) with each other on the team. "I began to think about a particular problem that we may have (in planning) and it may actually be a little too close to home for one of the other members, to think about how to fix the problem without bruising their ego." He added, "The exchanges have been cordial. Sometimes we've differed but I've really appreciated the way that differences were resolved." Martin, the longest tenured

faculty member on the committee has always taken a softer approach to dealing with people in administrative matters. He said, "Yeah. I really don't think my approach to administration has changed. I think I've always been sort of low key. We want to get it done but we want to do it gently and deal with people gently on the committee and work with people and listen to other people's ideas and not try to be a dictator or anything like that."

Subtheme 2: An Enjoyable Environment

It was surprising how many on the planning team commented on looking forward to the weekly meeting. Martin commented on how much he enjoyed the meetings by saying “the collaborative process can be a pleasant experience.” Since he is connected to disgruntled faculty members not on the planning team, he also mentioned how some might have misunderstood the team. “I did enjoy the meetings and the reason I thought it was good and enjoyed it is because we were making changes that I thought were beneficial to the school. I think some people might feel like that we are coming together and doing secret things (laughs) that we’re running things and we’re doing secret things (laughs) that they can’t be aware of through all of that and that really isn’t true. Some things we can’t discuss until they’re done but still, it’s not intended.” Robert also commented on how much he enjoyed the weekly meetings and how it served as a catalyst for reflection. “I began to look forward to Fridays because I know that I have a conduit to funnel good ideas to make sticky notes or a to-do-list for that time. Through the week after the Friday meeting, the week that would follow to think through what we discussed and maybe to bring back something I thought of later. Just having that regular meeting has really helped in the process of planning, bringing to completion the things that we would need for accreditation.” Danielle made a connection about enjoying the process because of the freedom it brought to the planning meetings. “My experience has been just the freedom. I really do feel the freedom to voice anything that comes to mind while I’m sitting there, even if I feel like it might be, maybe, a negative or a positive toward whatever’s being discussed. I feel complete freedom to share that.” Esteban made an association to his enjoyment on the team due to a lack of top-down decision-making. “An authoritarian approach definitely would be faster. I suppose with any approach, you always have weaknesses, but one of the problems with perhaps moving too fast is not thinking through all of the ramifications.”

Although not every member mentioned looking forward to the weekly planning meeting or the enjoyable environment it provided when interviewed, as part of the team, the researcher would note that these statements seem to be authentic due to his personal experience with the team on a weekly basis. Most team members would go out to lunch together afterwards and seem to build deeper relationships as a result of the process.

Theme 3- Freedom and Personal Growth

Closely associated with the ideas of enjoyment were the expressions and themes of freedom and change in the collaborative process. Since collaboration in academic planning had been

missing in the school to this point, it was interesting to see not only what the participants said in the interviews after the study was completed, but the way in which they communicated. It seemed they were genuinely eager to express their experiences through the process.

Subtheme 1: Freedom

Danielle described the weekly planning process as the team beginning each session with a roundtable discussion. She explained, “basically, we come in and we sit around a table, so it’s a roundtable discussion, and everyone feels free to voice maybe opinions or concerns or different thoughts they may have.” Gregory started by noting a sense of academic freedom in the planning process. He commented, “there is an academic freedom in the meetings, which is refreshing because so often in meetings of this sort there’s usually some dominant personality that doesn’t allow for freedom of ideas and thoughts.” He also noted that this ability to share freely led to several periods of insight. One example he referenced was the realization that one academic department had become unbalanced in their course offerings due to personality problems among its faculty. Gregory remarked, “what developed was a whole culture of one department in the school that had begun to speak too dominantly in that area... it was like an ‘aha’ moment for the academic council.” He also commented on the freedom to not have all the answers as a person on the planning team. He observed, “Hey, I don’t have to come up with all the great ideas. I don’t have to be the Wizard of Oz to come up with every idea that’s going to make things happen. It’s very helpful to know and freeing to know that when you walk in there, you don’t have to know everything.” During the study, the planning team stepped in to shore up academic standards in some departments. Using this example, Robert spoke to the potential abuse freedom can bring. “Let me put it this way, when the academics are really unguided and you have professors within the department that have a tremendous amount of freedom but really very little standardization within departments - it’s very difficult to measure the learning or anything and how much is being accomplished student-to-student, if they’re taking different professors.”

Subtheme 2: Personal Growth

Related to the idea of freedom was a notion of personal growth. Danielle, the youngest member on the team, began the discussion by connecting the idea of personal growth to

age. She said, “Since I’m so young, it’s hard to know if it (the planning process) has changed me (laughing). I don’t have a lot of experience in administration to draw upon. Maybe it’s forming, but I think it has definitely influenced me.” She added additional personal insights by making comments about less stress in decision-making in areas outside of the academic planning meeting and giving others a voice in planning. She commented on the issue of being less stressed by using an example of planning a school-wide picnic. “Yes, it (the planning process) has been definitely helpful. It takes off some of the stress of being the one that’s making all of the decisions. Again, it brings to light different ideas of what someone might enjoy doing.” When meeting with her staff to plan, Danielle now uses a collaborative approach that was missing before participating in this study. When asked if there is anything that she is now doing differently as a result of this experience in this planning process, she commented, “Yes, shaping how I view other meetings with other staff and listening and letting everyone have a voice.” She elaborated, “what I mean by that is on a smaller level, like if my office is planning something that’s an event for students. I’ve tried to collaborate, involved Ms. Baxter and Ms. Merrill, so that we all have a say in planning.” Esteban, also a younger member on the team, noted how the process has helped him to be more active in planning and has led to greater personal reflection. He stated, “I’m more than a listener... I’ve been participating more, voicing what I have, a thought, or an idea.” When asked about his greater involvement in using personal reflection, he responded, “Yes, it helps that we don’t necessarily flesh everything out in just one meeting. We have some time to digest and think about what we’ve talked about and we have the week to let that level and come back.” He also commented on how the team learned to listen and reflect more before acting. Using a planning idea of conducting workshops for people proposed in the planning process, Esteban recalls how reflection changed the course of thinking. He remembers, “I think a couple of weeks ago maybe is a good example where we began to say, ‘What if we had these workshops? We can do this and this and this.’ I think it pretty much naturally sprang out of that particular meeting, and then at the next meeting (after a period of reflection), it was a little bit of, ‘Wait a minute, who’s going to teach this? Are we overtaxing ourselves?’”

Although Martin does not sense that his personal administrative style has changed dramatically as a result of the study, he has become more inclusive in other planning venues. Using the planning example of creating a syllabus template for the institution, he remarked,

“I think the syllabus (template) for example, I tried to do better at that. I see the importance of having that and, yeah, we have the model (template) and one thing I think is that I may even try to be more inclusive and so forth with the (academic department) committee. I think that is helpful. We’ve done that with the academic council so it may be good for me... I’m going to try to get their input to help maybe put these together rather than just trying to do it myself.”

Gregory also noted that the process has brought personal growth in the areas of his own maturity and his respect for the mission of the institution. He noted, “Yes, I think it has changed. As I’ve mentioned earlier I think that probably coming from a background of athletics, there is a culture of the John Wayne mentality. It was ‘my way or the highway’ kind of mentality to a more of understanding that everybody makes a contribution. I think this effort has helped to solidify a journey that I’ve been on in regard to leadership.” He added, “I think it’s (the planning process) working to make me more mature in regard to ... when things don’t go in the exact direction I think they ought to go, to relax and say, ‘You know what? Unless this is a non- negotiable, there are a lot of negotiable areas, and being able to discern between those negotiable and non-negotiable areas has been helpful.’ It’s always a journey of trying to have iron sharpening iron, and saying, ‘Hey, I need to get better in certain areas of my life.’” In thinking of personal growth in his respect for the mission of the school, Gregory stated that “When we come to this issue or whatever we’re trying to put forth before the faculty, before the student body, before anything, that we’re able to communicate it to them in a way that perhaps would help us to overcome some of those potholes that would damage the institution.”

Theme 4: Issues of Power

Since this study was conducted in an environment of turbulent change in administrative culture, the issues of power and politics were evident in the interviews of participants, especially Martin and Robert who served under both administrations. Themes of how planning was done then as opposed to the current method emerged, as well as issues of politics in leadership.

Subtheme 1: Then and Now

Martin began discussing the issues of former and current culture by commenting on people's attitude toward change as it relates to generational perception. He remarked, "I think that most, many people are skeptical and maybe even afraid of change. I think when something is going to change so dramatically, I think that there is fear and I do think some of it is generational. This is what we've always done for almost 40 years and it was something that some people just thought that this is the way to do it. I think sometimes it's (a fear of) the unknown because they haven't done it that way before so they don't know that it would be better (laughs)." Martin noted that a hallmark of the previous administration was its centralized leadership style. He remembered, "I think that probably most of the decisions that we were making were more top-down" and added "I think we've done more discussion and brought more people into the process than we used to back in the late '80's or '90's. That was something that was just announced. Again, I don't know all the inner workings of the (school) but probably those things (administrative decisions) were done by fewer people." He concluded his thoughts by stating how much easier authoritarian leadership is on those making the decisions by commenting, "They (used to) know a lot of things that everybody else didn't know and some decisions were easier just simply for them to decree, essentially."

Robert, the only other team member who served under the previous administration began by commenting on the activity of the current administration and faculty. He remarked, "It's been a good experience for me. I've been very appreciative that the (current) administration wants help in the whole process of stirring the academics here at the school. Some places that I've observed have been far too tamped down and others maybe a little bit too passive of the administration and the faculty. I think that this is so far a very good and happy medium (the current planning model) to have members of the faculty involved in the process with the administration and for there to be more of a cooperative process and outcome." He also noted the previous programming model was more driven by a few than shared by many and that the programming output today is better because of collaboration. Robert remembers that administrative decisions were "much more driven" and also recalls "much more of the academic programming was driven by individual professors rather than there being a better amount of cooperative within departments, between departments and between departments and administration." In speaking of the new collaborative approach to planning, Robert explained, "What we're trying to do is to make sure of the product and to think about what

will be better for all the students.” When asked about the differences between then and now, Robert commented, “we didn’t have the same process that we have now. Collaboration wasn’t so much the desire. Certain people had an agenda and the agenda was going to happen. I watched the organizational chart collapse from about five or six vice presidents down to one.” When asked to describe this collapse of the organizational chart, Robert continued by saying, “It was very different. There was one man who had an agenda and, this is really hard to say, but if you had a good idea, often it was presented to the president (as another administrator’s idea) without you being there.” As an example, He mentioned an issue of designing a cover for a school publication that was his idea but was credited to another administrator. He remarked, “Our silver anniversary catalog is a good example- the cover design. Various things like that.”

Even though Danielle wasn’t an administrator during the early years of the institution, her perception was that the planning model was more authoritarian. She remarked, “I definitely see that I used to think that it was more of a top-down decision-making process. Now that I’m involved in this, I can see how the ideas of other people really shape and mold and change, maybe not the initial idea, but the direction or the timeline.” When asked why she believed decision-making was more “top down” in the early days of the institution, she replied, “Maybe because I wasn’t involved in the meetings and so, I didn’t have a voice or a say. Maybe it was just a perception. I don’t know if it was true.”

Subtheme 2: Political Issues

Related to the issue of power was the theme of politics in the process of decision-making and leadership. As the leader of the planning team, Gregory began by discussing the shift in philosophy from the previous administration and its effect on the administration and faculty of the school. He said, “Even though I wasn’t under the previous administration, it’s very evident that there is a shift in philosophy with this administration. You can see it through the experience of the faculty as they’re sitting there (and) they’re used to things just being made ... statements made, and direction given. The attitude is you don’t butt the administration and questioning can be a problem.” Robert remembers that he was actually reassigned to another office due to differences of ideas in fundraising. He commented, “There was a goal one time. They wanted fundraising and I had an agreement with Dr.

Garrett that it (the goal) was for (student) housing, that it would be new donations (not from the regular donor base). At that time, Dr. Malcolm wanted to go ahead and do it (ask the regular donor base for contributions for student housing). What happened then? Dr. Garrett decided that there was another office I needed to be in and brought in another man to do development. When I agreed to work (for the institution), I asked Dr. Garrett ‘Who will I work for?’ and he said ‘For me.’ After this incident, someone else was brought in and the (organizational) chart was immediately changed. The person was now under Dr. Malcolm. Saying all that to say, there wasn’t a lot of collaboration there.”

Martin added that political issues often resulted in unilateral decisions about academic programming. As an example, he remembered how one administrator wanted to start a doctoral program against the wishes of every other administrator in the school. He said, “we had resisted that for a long time but then other schools were training people (with this degree) and finally, the school decided that we needed to do it. Others were doing it. That’s something that the institution ought to do as well. I remember finding out about that and it was just sort of announced.” Danielle also commented on the transparency of the current planning model and resolution of conflict by team members. When asked about the planning process, she said, “No. I feel like there’s no one driving a (hidden) agenda.” When asked to characterize disagreements between team members, she remarked, “You definitely can come at a place where you disagree, yes. It doesn’t have to cause fighting, but there are disagreements on what should be done.” When asked for an example, she commented on the team creating a non-residential doctoral degree during the course of this study and one member who was opposed to it initially. She said, “Like for Martin, maybe his preference was not to have a non-residential PhD, but we thoroughly discussed it. After we thoroughly discussed it, we talked it out, came to agreement, and we moved on.”

Conclusions

The first conclusion concerns describing the experiences of academic administrators migrating from a process of centralized decision-making to one intentionally designed to promote participation, collaboration and reflective practice. First, cycles of reflection and action in collaborative action research can provide a focal point necessary for school-wide change (Markward and Marino, 2008) as the experiences of administrators are understood. Creating an atmosphere of mutual respect and trust can greatly enhance the planning

process. Although the process is mostly linear, there is a non-linear and iterative aspect to this way of planning that can be thought of as a “journey.” Action inquiry works primarily from the inside-out when we realize there is a gap between what we wish to do and what we are able to do. An awareness of that gap can lead to the development of a clear intent to accomplish something beyond our current capacity (Torbert, p. 6). Second, the freedom to roam intellectually, to think and explore ideas in the planning process is best understood in the context of resultant action so the team does not become an “idea factory.” Recording thoughts and ideas collectively prevents the group from simply theorizing and action plans based upon group decisions brings the process full circle when team members meet again to discuss action taken on decisions made.

The second conclusion involves an understanding of the limitations of centralized authoritarian planning in relationship to collaboration based on cycles of reflection and action. It is also interesting and useful to understand the experiences of administrators who have made decisions in a centralized, hierarchical system but are now moving to one of collaboration and shared leadership which moves the team towards a more critical or emancipatory form of action research (Carr & Kemmis, 1986; Winter, 1989). The process of becoming more than “prisoners of the past” includes recognizing that centralized planning is often easier, devoid of dialog and discourse which can produce a platform for investigation and practical action (Gustavsen 1985, 474-475). Communication between team members is key and is developed out of mutual trust and respect and is facilitated through the use of a weekly agenda, clear action plans with assignments and a time for report-back from team members.

The third conclusion relates less to the process and more to the people in it. First, team members began to look forward to the generative space created each week and the personal growth they experienced as a result of it. Action research seeks to give voice to people by presenting their experiences (Stringer, 1999, 25-28, 207-208) and the institution is better served when people making programming decisions feel valued by those in it. The camaraderie experienced by people who plan on a regular basis can be misunderstood by those not a part of it, and if they are invited to join in it might “seem crazy” to them. Second, better decisions are made when people feel valued in the process. Gustavsen’s (1985, 474-475) nine criteria for evaluating the degree of democracy in a dialogue used in action research speaks to the value people should feel in the process of decision-making. The

dialogue is a process of exchange between participants, all concerned must have the possibility to participate, everyone should also be active in the discourse, all participants are equal, work experience is the foundation

for participation, the dialogue must be considered legitimate, it must be possible for everybody to develop an understanding of the issue, all arguments which pertain to issues under discussion are legitimate, and the dialogue must continuously produce agreements which can provide a platform for investigation and practical action.

The fourth conclusion addresses the need to be explicit when engaging a change initiative in action research. My fear of appearing didactic (prophet coming down from the mountain) to the research team led me to approach the issue of decision-making through cycles of action and reflection in an indirect manner which only caused confusion and ultimately led to the initial failure of the desired change in planning method. After the team read the research paper about cycles of reflection and action (Anand, Bohnet and Thompson, 2012) and we took the time to discuss it intentionally, the way became much clearer to proceed with the study.

The fifth conclusion involves understanding the political nature of governance in higher education (Birnbaum, 1988) as leadership is shared among faculty, administration, and trustees, especially those who are still at the institution but no longer in a leadership role. Through the final interview, team members expressed how much they enjoyed the action research effort, so much that they adopted the method in their own sphere of leadership, yet quickly stated how a political element to decision-making in institutions of higher learning will always be present.

The sixth conclusion is that it is possible for a researcher to embed himself into an action research team as a nearly complete participant (Gold, 1958) without becoming so self-conscious about his true self that he cannot perform convincingly as a participant, or “go native” as he participates in the research and in doing so violate his observer role. My relationships with team members during the two years prior to this study were no different than in the study- I remained true to my own identity. Even though there was a greater risk for me to violate my observer role, I dutifully reported my findings, honestly presenting leadership problems at the school and difficulties the research team experienced.

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SELF-EFFICACY IMPACT ON SUCCESTRAINING

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ABSTRACT

This paper aims to describe the self-efficacy impact on success in professional training. According Albert Bandura, the individual perceives, conceives, organizes and directs his future through his behaviors not through previsions. Therefore, the individual is at the same time a product and a producer of his environment. He/she has an important implication to transform the environment and to exert self-control. Self-efficacy represents positive beliefs, psychological potential and power, which has an important influence on the individual's training. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Hence, it is an indicator, which specifies the quality of training. Researches demonstrate a relationship between self-efficacy, performances, and skills acquisition.

Keywords: Self-efficacy, self-confidence, performance, training

1. Introduction

Self-efficacy is among the modern topics and axes, which have been studied and discussed from different angles by scientists within the fields of social psychology, educational psychology, clinical psychology, and industrial psychology. For that, this study is limited within a sociological cognitive framework based on the theory of social cognitive learning by Bandura.

“The Social Cognitive Theory is composed of four processes of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. These components are interrelated, each having an effect on motivation and goal attainment” (Redmond, 2010).

The theory of "self-efficacy", which holds that individuals have beliefs that enable them to exercise a standard limitation of their effort, self-activity, thoughts, feelings, actions and reactions. This standard or normative self-control represents the frame of reference for their behaviors in terms of their level and content as well. (Bandura, 1986).

Self-efficacy is then the beliefs of individuals in their ability to perform a particular activity, at a certain level to influence the events that affect their lives, and to control how the individual feels, his way of thinking, his motives and his behavior (Bandura, 1997).

In other words, self-efficacy has a positive impact on performance and plays a direct role in mobilizing and organizing the individual's competencies.

"Self-efficacy refers to people's judgments about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed" (Barling & Beattie, 1983).

Through our contact with the field of vocational education and training, we noticed that many of the trainees are originally secondary school students, who failed the baccalaureate exam (and who are incompetent and losers in the perception of the public). The thing that attracted my interest is the presence of those students in vocational training centers to follow-up an educational and vocational training system that helped them acquire theoretical and applied academic education, which in turn helped them acquire skills that often lead to success. This latter is reflected by obtaining good grades in the theoretical and applied trainings, and these impacts the quality of performance through the successful realization of difficult items repeatedly. This is manifested also through professional applications for organizations that are sent to the institutes in order to recruit some students as soon as they receive a certificate (diploma).

I believe that these good estimates are linked to the content of the self-confidence that those students have. In spite of their failure in the baccalaureate exam, they believed in their self-efficacy. They reinforced their will and self-esteem in achieving their ambitions,

desires and psychological, social and cognitive needs. It also motivated them to achieve success by exploiting the pattern of vocational training that they follow positively, to guarantee them a career and to make achieve a self. Thus, there has been a change in their behavior through their contact and interaction with a new environment, a different learning pattern and a different treatment.

For this, our question was whether vocational training and education students, holding the degree of senior technician, had a high self-efficiency.

We formulate the following hypothesis:

H1. Students of National Institutes of Vocational Training and Education have a high self-efficacy.

2. Materials and Methods

2.1. Sample

Our study uses a descriptive method. The statistical population is all the students of Algiers National Institutes of Vocational Training and Education at four different sites. The method of sample selection is used. A sample of 295 students from the National Institutes of Vocational Training and Education in Algiers was selected among which are 237 males (80%) and 58 (19%) females with an average age of 23.13 years.

3. Instruments

This study uses the General Self-efficacy Scale (GSES) measure (Schwarzer and Jerusalem, 1989) consisting of 10 items with a 4 grades Likert scale (1 = Not at all true, 2 = Hardly true, 3 = Moderately true, 4 = Exactly true) to evaluate the self-efficacy of students.

The General Self-Efficacy Scale is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. The scale has been originally developed in German by *Matthias Jerusalem* and *Ralf Schwarzer* in 1981 and has been used in many studies with hundred thousands of participants. In contrast to other scales, that were designed to assess optimism, this one explicitly refers to personal agency, i.e., the belief that one's actions are responsible for successful outcomes. Perceived self-efficacy is a prospective and operative construct”.

We examined the validity and reliability of measure in Algiers (Algeria) by Psychology and Research Method experts and its reliability was confirmed by Cronbach's alpha ($r = 0.72$) (Tillou Lallouna Thesis).

3. Statistical Analysis

Table (2): Self-efficacy (SEP) levels

Degree of freedom	P	K2	%	Frequency	SEP score
2	0.00	399.647	87.79%	259	High
			11.86 %	35	Average
			0.33%	1	Low
			100%	295	Total

Table (2) above shows that 259 students (87.79%) have **high SEP** and 35 students (11.86%) have **Average SEP**, and only 01 student (0.33 %) has **low SEP**.

The value of K2 was equal to 399.647. The value of P was equal to 0.01 at the degree of freedom 2.

The Results have shown that the students of National Institutes of Vocational Training and Education have a high self-efficacy. So, we accept H1 hypothesis: Students of National Institutes of Vocational Training and Education have a high self-efficacy.

5. Discussion

High self-efficacy of students is explained by good behavior in unexpected situations. They also believe that they are able to deal with sudden problems in a good way, as well as looking at the difficulties calmly and brazenly due to their permanent dependence on their abilities. Whereas, those with low self-efficacy are suffering from lack or absence of self-confidence in their ability to face difficulties, to solve difficult problems, to achieve their goals, and to have a perfect behavior in unexpected situations.

This confidence also expresses the students' possession of a "self" concept with a structured cognitive composition. Rogers defines it as a structured cognitive formation acquiring the perceptual perceptions, as well as self-perceptions and evaluations that the individual forms and perceives as a psychological definition of him self. The concept of "self" consists of the individual's self-coordinated ideas, with determined dimensions from the different elements of his internal and external universe.

There is also the positive spread in the feeling of high self-efficacy that is consistent with Bandura's assertion that the individual's beliefs about his or her self-efficacy are manifested through cognitive recognition of the personal abilities and the multiple experiences, both direct and indirect. These beliefs also reflect an individual's ability to control environmental data through actions, adaptive means, and self-confidence in facing different life pressures. (Bandura, 1982).

The feeling of self-confidence in high self-efficacy students supports and enhances the belief in their ability to succeed. This changes their behavior towards acquiring knowledge and directing them to positive attitudes based on satisfying and achieving successful professional activities. Perhaps their failure in the baccalaureate exam acted as a strong motivation to take the challenge and to compensate with an alternative that brings them to a positive activity that helps them to prove themselves and to raise their professional and social value in the future.

The high sense of high self-efficacy also reflects the emergence of goals, motivation and mechanisms to regulate the behavior of the individual for the best.

In this context, we also speak of a psychological and mental awareness and a positive self-awareness in terms of rebuilding a new motivation with the help of some abilities and skills that the students believed they have at hand.

This may prove, to some extent that the perceptions of students turned, after the failure to pass the baccalaureate exam, into a dynamic psychological, social and cognitive mixture within the framework of a new environment, that prompted them to use new strategies and mechanisms organized based on this new educational and training environment.

The small percentage of students, who feel to have low self-efficacy, can be explained by the absence of self-confidence and by the fact that their behavior is frustrated by the failure of the baccalaureate exam. They also did not have a cognitive and social reconstruction, which in turn did not change their perceptions positively.

Moreover, a new motivational project has not been rebuilt in the sense that students have not renewed their internal energy, which directs their behavior toward the goal. This matches exactly with the belief of some researchers, who say that the repeated failures of some individuals diminish their motivation and their self-esteem, which makes them feel frustrated.

In addition to this, we think that the decrease in having a feeling of a positive and high self-effectiveness generates a negative sense in perceiving the new environment and keeps the student away from the ideas of challenge and confrontation.

6. Conclusion

The results of this study suggest that a large percentage of students enjoy high and medium self-efficacy; while, a low percentage have a low one.

The majority of students are able to solve difficult problems when they do their best and can find ways and means to achieve what they want and facilitate their goals. The achievement of success helps them build self-efficacy, as they build confidence in their abilities. They develop powerful motivational forces to resolve problems tasks, which are observed through training outcomes.

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ANALYSIS OF INTERACTION OF CRITERIA AFFECTING A COMPETITIVE DANCE COUPLE'S PERFORMANCE IN DANCESPORT

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ABSTRACT

DanceSport is getting more and more attention each year. Evaluation of the competing couples in an objective way was quite a bit of a conundrum for a long time. WDSF has come up with a new judging system and improved it through time for more objective way of evaluating competing couples as well as bring a more efficient way of measuring their performances. Whilst it is a classic multi-criteria decision making (MCDM) template, now there is the problem of interacting criteria. Four main evaluation criteria – containing each several implicit sub-criteria – help adjudicators determine the performance of those couples in a competition. These criteria are assumed to be of equal importance and independent. This is an assumption that every single adjudicator could easily contradict when asked. Therefore this study is about dealing with this problem in order to come up with a more efficient way of not only evaluating a couple's performance but to see the efficient effects of factors carrying that couple to that performance level. An MCDM model with interacting criteria, namely Analytic Network Process, will be used. A numerical example will be given in order to see the interaction levels of criteria and their effects to the final performance.

Keywords: DanceSport, MCDM, Interacting Criteria, ANP

I. INTRODUCTION

Dancesport, is a sport in which embedded the art of dancing. The term represents Ballroom and Latin American dances. This is a form of dance that is standardized with books, in which the technique is explained in details and therefore can be considered as sport. So that is a sport like figure skating or rhythmical gymnastics.

There are five Ballroom/Standard – namely Slow Waltz, Tango, Slow Foxtrot, Viennese Waltz and Quickstep – and five Latin American – namely Samba, Chacha, Rumba, Paso Doble and Jive – dances.

Whilst it is a highly competitive sport, it is still not included, albeit considered, among the Olympic sports mostly due to a couple of reasons but mainly due to its highly subjective performance evaluation process. On the other hand, as almost all the trainers are also adjudicators, the competitions include a high amount of politics among trainers – hence the lack of objectivity – which is also not in the favor of being an Olympic sport.

The WDSF, formerly known as International Dance Sport Federation (IDSF) was trying to find a new way of judgment to overcome those inconveniences - subjectivity and politics - for a long time now. Finally the federation came up with a judging system - absolute judging - which is still being improved with newer versions. The new system's aims are as follows:

- improve objectivity and transparency,
- give a better understanding of evaluations by third parties and
- provide constructive and meaningful feedback to the competing couples.

It briefly consists of evaluating a couple's performance with respect to four main criteria, namely Technical Quality (TQ), Movement to Music (MM), Partnership (PS) and Choreography & Presentation (CP) including each several sub-criteria but the adjudicators are asked to give their opinion on the criterion they are required to evaluate by aggregating implicitly their view on each sub-criterion under that given criterion. The marks are given in an "absolute" way, from 1 to 10, as opposed to the "relative" way in which a judge compare a couple's performance with respect to other couples' performances and gives a ranking (from 1 to 6, in a final round where there are 6 competing couples) to the couple in question.

With this new system, those criteria are randomly assigned to 12 judges, i.e. three adjudicators per criterion, none of whom know which criterion they will be judging for a given couple in a given dance. Furthermore, with a formulation, the credibility of an adjudicator is diminished regarding how apart his/her judgment is from the median value of three adjudicators evaluating the same criterion. This in turn encourages the judges toward a more objective evaluation. Finally the score of a couple in each criterion is calculated as a weighted average of three adjudicators evaluating that said criterion and final score of a couple in a given dance is calculated as the sum of four criteria's scores. With this structure, it is clearly a basic MCDM model with two implicit important hypotheses: equally important and independent evaluation criteria.

MCDM methods are known to be used in various field and sports is also one of those. To mention a few:

- Dadelo et al. [1] used TOPSIS to come up with a system for a more efficient calculation of player and team rating.
- Teasley [2] used MCDA approach in order to prove how inaccurate results come with the misuse of measurement for developing an MCDA index.
- Dey et al. [3] used Analytic Hierarchy Process (AHP), TOPSIS and COPRAS to evaluate the performance of cricket players of Indian Premier League.

With this study, it is aimed to determine the interactions of all the sub-criteria that determine a couple's performance score. Saaty's [4] well known Analytic Network Process will be used in order to determine those interactions and find the relative priorities of the sub-criteria. Therefore by analytically showing to a

couple to what they should pay more attention to, as sub-criteria, a novel approach for performance evaluation in DanceSport may be achieved.

In a relative way of judging, the criteria are definitely of different importance levels with respect to an adjudicator’s opinion (regarding the age group, the technical level of the competitors for example). But there’s no way to determine how a judge expressed his/her evaluation during the competition. In the absolute system it is considered of equal importance. But this will not be the main problem. However, to consider that TQ is not affecting MM or PS will be a naive approach.

Independence of criteria is an important issue in an MCDM problem because supposing that they are independent when they are not, conflicting utilities can be misleading and give erroneous results.

The remaining part of the study is organized as follows: In Section 2, main evaluation criteria will be explained. Section 3 will give the proposed approach. An application of the evaluation model will be presented in Section 4 and finally concluding remarks will be stated in Section 5.

II. ANALYTIC NETWORK PROCESS – ANP

ANP is an MCDM method that takes interactions among criteria into consideration and one of the very highly popular methods due to its applicability in various research areas such as, maritime industry [5], ecosystem management [6], ubiquitous city planning [7] and construction [8].

The method uses the same pairwise comparison technique as Analytic Hierarchy Process – AHP of Saaty [9] and with the network it allows to build to decision maker, it forms a supermatrix as follows:

$$W = \begin{matrix} & C_1 & C_2 & \dots & C_n \\ C_1 & w_{11} & w_{12} & \dots & w_{1n} \\ C_2 & w_{21} & w_{22} & \dots & w_{2n} \\ \vdots & \vdots & \vdots & \ddots & \vdots \\ C_n & w_{n1} & w_{n2} & \dots & w_{nn} \end{matrix}$$

(1)

Where

$$w_{ij} = \begin{matrix} w_{i1} & w_{i2} & \dots & w_{in} \\ w_{j1} & w_{j2} & \dots & w_{jn} \\ \vdots & \vdots & \ddots & \vdots \\ w_{n1} & w_{n2} & \dots & w_{nn} \end{matrix} \quad \forall i, j = 1, \dots, n$$

(2)

This supermatrix shows the effect of the elements/nodes (sub-criteria) on a given node (sub-criterion) that may or may not be in the same cluster (criterion) as the former. If they are in the same cluster, we are talking about inner-dependencies and otherwise, outer-dependencies. The effects of problem’s sub-criteria on a given sub-criterion are analyzed cluster by cluster. Therefore their effects that can be seen in the supermatrix are going to be normalized with respect to the cluster they belong to. If a given sub-criterion doesn’t have any effect on another given sub-criterion, then the corresponding slot in the supermatrix will be zero.

$$\lim_{k \rightarrow \infty} W^{2k+1}$$

(3)

A pairwise comparison process is also made on cluster level. Cluster comparisons will give priority vectors which can be translated as the effect of each cluster on a given one in the network. Those priority vectors will finally form the cluster matrix that will be used in order to normalize the supermatrix. Afterwards, using the following formula, limiting powers of the normalized supermatrix will provide the relative priorities of all the elements in the network.

III. EVALUATION MODEL

1. Problem’s Criteria

There are four main criteria in order to evaluate a couple’s performance. These are:

- **Technical Quality – TQ:** Technique as definition is the correct and as well as the easiest and efficient way of doing something. Therefore in this criterion the correctness of the dance being danced is being judged using following sub-criteria: Posture, Holds, Positions & Transitions, Balance, Coordination of Movement, and Dynamics.
- **Movement to Music – MM:** In this criterion a couple’s musical appearance is judged using the following sub-criteria: Time, Tempo, Rhythmical Structure, Phrasing, Timing, and Musicality.
- **Partnership – PS:** This main criterion is about evaluating all the aspects of the relationship in a dancing couple. It includes the following sub-criteria: Physical connection, Communication without physical connection, Appropriateness, Effectiveness, Consistency.
- **Choreography & Presentation – CP:** This main criterion evaluates the choreography of a couple and how the couple presents it and themselves. It includes the following sub-criteria: Well balanced choreography, Atmosphere, Creativity, Expression, Interpretation.

2. Criteria Network

As explained above, evaluation criteria interact. This is simply due to the natural development of the sport as well as the cognitive ability of a dancer. What is aimed to be pointed out with the term “natural development” is for instance, the fact of having better technique providing an easier way of executing a given movement and therefore better movement to music. And “cognitive ability” would be referring to a dancer who wants to have a good partnership during the dance however having trouble with the technical quality and having difficulty to execute a given figure and losing the partner during that execution because he/she was thinking about that flaw of his/hers. For the sake of brief explanation for these interactions, following table is given in order to see which sub-criteria have an effect on a given sub-criterion. A “+” sign represents the existing effect of the sub-criterion on the 1st column on the sub-criterion on the first row.

Table1. Interactions of sub-criteria.

		TQ					MM						PS					C&P					
		C11	C12	C13	C14	C15	C16	C21	C22	C23	C24	C25	C26	C31	C32	C33	C34	C35	C41	C42	C43	C44	C45
TQ	C11		+		+		+							+			+	+		+		+	
	C12	+		+	+		+	+		+		+	+	+		+	+	+					
	C13		+				+				+		+	+	+		+		+				
	C14	+	+	+			+	+		+		+	+	+	+	+	+	+			+		+
	C15	+	+		+		+	+		+		+	+	+			+	+		+		+	+

	C16		+					+		+	+	+	+			+		+			+		+	
MM	C21						+			+	+	+	+	+		+		+						+
	C22						+	+		+	+	+	+	+		+		+			+		+	+
	C23										+		+			+	+	+	+	+			+	+
	C24															+	+	+	+	+			+	+
	C25										+					+	+	+		+			+	+
	C26													+		+	+	+	+	+			+	+
PS	C31	+	+	+	+		+	+			+	+	+			+	+	+	+	+	+	+	+	+
	C32			+							+		+			+	+	+	+	+			+	+
	C33															+	+		+			+	+	+
	C34							+				+	+			+		+		+	+	+	+	
	C35							+		+	+	+	+			+	+		+	+	+	+	+	
C&P	C41		+				+	+			+	+	+	+		+	+	+	+			+	+	+
	C42																		+					
	C43										+		+											
	C44											+		+	+				+	+				
	C45						+				+		+		+	+	+	+	+	+	+	+	+	+

According to the table given above, the following network is designed using SuperDecisions software.

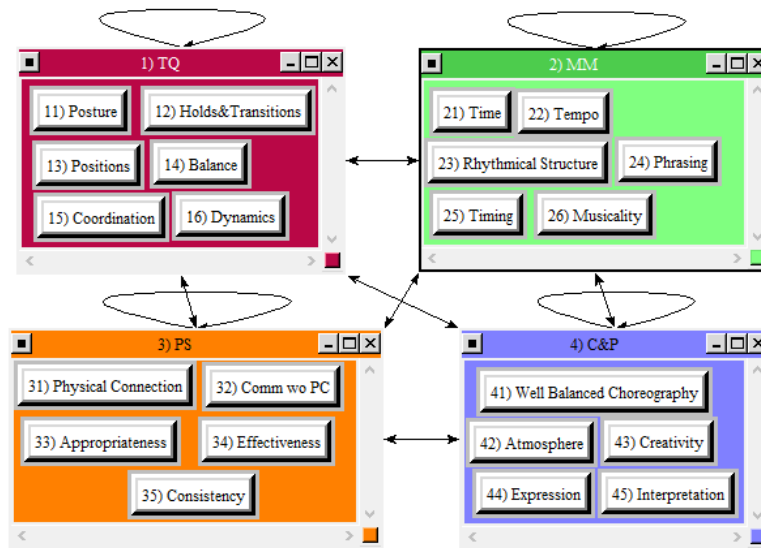


Figure 1. Evaluation Network

IV. NUMERICAL APPLICATION

1. Cluster Comparisons

First of all, a cluster comparison in order to obtain the cluster matrix to be used for the normalization of the supermatrix is performed. Table 2 gives that cluster matrix:

Table2. Cluster Matrix

	TQ	MM	PS	C&P
TQ	0.485	0.460	0.164	0.246
MM	0.275	0.161	0.071	0.134
PS	0.156	0.258	0.514	0.189
C&P	0.084	0.121	0.251	0.431

2. Node Comparisons and SuperMatrix Formation

Once the cluster comparisons have been performed, node comparisons will provide the unweighted supermatrix. The eigenvectors generated from those node comparisons are placed in the appropriate place in the supermatrix (given in Table3) as explained in formulae (1-2).

Table3. Unweighted SuperMatrix

	C11	C12	C13	C14	C15	C16	C21	C22	C23	C24	C25	C26	C31	C32	C33	C34	C35	C41	C42	C43	C44	C45
C11	0	0,13	0	0,53	0	0,15	0	0	0	0	0	0	0,06	0	0	0,06	0,05	0	0,26	0	0,25	0
C12	0,55	0	0,75	0,14	0	0,06	0,17	0	0,1	0	0,12	0,07	0,14	0	0,45	0,16	0,08	0	0	0	0	0
C13	0	0,04	0	0	0	0,04	0	0	0	0,04	0	0	0,1	0,75	0,08	0	0,13	0	0,1	0	0	0
C14	0,26	0,25	0,25	0	0	0,38	0,28	0	0,29	0	0,25	0,17	0,34	0,25	0,23	0,25	0,25	0	0	0,67	0	0,23
C15	0,19	0,41	0	0,33	0	0,37	0,47	0	0,41	0	0,3	0,34	0,36	0	0	0,53	0,25	0	0,64	0	0,75	0,65
C16	0	0,17	0	0	0	0	0,07	0	0,2	1	0,29	0,43	0	0	0,23	0	0,25	0	0	0,33	0	0,12
C21	0	0	0	0	0	0,67	0	0	0,33	0,3	0,75	0,26	0,31	0	0,09	0	0,06	0	0	0	0	0,1
C22	0	0	0	0	0	0,33	1	0	0,14	0,16	0,25	0,08	0,11	0	0,06	0	0,2	0	0,07	0	0,06	0,06
C23	0	0	0	0	0	0	0	0	0	0,54	0	0,66	0	0	0,31	0,46	0,3	0,49	0,15	0	0,21	0,21
C24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0,17	0,14	0,09	0,31	0,22	0	0,18	0,2
C25	0	0	0	0	0	0	0	0	0,53	0	0	0	0	0	0,17	0,12	0,23	0	0,2	0	0,38	0,18
C26	0	0	0	0	0	0	0	0	0	0	0	0	0,58	0	0,2	0,28	0,12	0,2	0,36	0	0,16	0,26
C31	1	1	0,5	1	0	1	0,24	0	0,31	0	0,11	0,13	0	0	0,2	0,3	0,14	0,21	0,1	0,25	0,2	0,43
C32	0	0	0,5	0	0	0	0	0	0,49	0	0,19	0,13	0	0	0,05	0,06	0,19	0,24	0,09	0	0,46	0,43
C33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0,12	0,2	0	0,24	0	0,1	0,14
C34	0	0	0	0	0	0	0,67	0	0	0	0,35	0,38	0	0	0,37	0	0,46	0	0,19	0,65	0,11	0
C35	0	0	0	0	0	0	0,09	0	0,2	0	0,35	0,38	0	0	0,37	0,51	0	0,55	0,38	0,1	0,13	0
C41	0	1	0	0	0	0,83	1	0	0,54	1	1	0,32	0	0,59	0,28	0,67	0,75	0	0,11	0	0,25	1
C42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0,11	0	0	0	0
C43	0	0	0	0	0	0	0	0	0,1	0	0	0,09	0	0	0	0	0	0	0	0	0	0
C44	0	0	0	0	0	0	0	0	0	0	0	0,18	0	0,25	0,13	0	0	0,31	0,58	0	0	0
C45	0	0	0	0	0	0,17	0	0	0,36	0	0	0,41	0	0,16	0,6	0,33	0,25	0,58	0,31	1	0,75	0

3. Final Priorities

Unweighted supermatrix given in Table 3 is transformed to column stochastic format using the cluster matrix given in Table 2 and its limiting powers give the following final priorities:

Table3. Final Priorities

Criteria	Normalized Limiting	By Cluster
C11 Posture	0,073	0,149

C12	Holds&Transitions	0,091	0,184
C13	Positions	0,026	0,052
C14	Balance	0,106	0,214
C15	Coordination	0,162	0,327
C16	Dynamics	0,036	0,074
C21	Time	0,027	0,238
C22	Tempo	0,017	0,152
C23	Rhythmical Structure	0,020	0,177
C24	Phrasing	0,010	0,084
C25	Timing	0,007	0,060
C26	Musicality	0,033	0,289
C31	Physical Connection	0,115	0,552
C32	Communication w/o PC	0,029	0,140
C33	Appropriateness	0,009	0,043
C34	Effectiveness	0,023	0,110
C35	Consistency	0,032	0,155
C41	Well Balanced Choreography	0,088	0,477
C42	Atmosphere	0,007	0,036
C43	Creativity	0,001	0,004
C44	Expression	0,027	0,149
C45	Interpretation	0,061	0,333

Values under “limiting” give the general overall weight of a criterion in order to assess the performance of a couple and the last column gives a cluster based normalized version of these limiting values. With the latter, one can better comment on the relative importance of elements (sub-criteria) belonging to the same cluster (criterion).

V. CONCLUSION

With this study, it is aimed to form an evaluation of relative importance of criteria that shape a competitive couple’s performance. A relatively experienced adjudicator & trainer served as expert while all the previously mentioned pairwise comparisons were performed.

According to our expert, for the four main criteria, TQ-MM-PS-C&P, most important sub-criteria turned out to be Coordination, Musicality, Physical Connection and Well Balanced Choreography respectively. Albeit this is only one adjudicator’s evaluation, it clearly gives a perspective on the difference of relative importance of evaluation criteria. This can be used by the said adjudicator in order to

- analytically see his/her evaluation process and
- use these results to train his/her own couples to achieve his/her desired performance on them.

A further study will be to perform a group of experts in order to see the effects on the results. By doing so, we might see the importance level of criteria for a panel of adjudicators in a given competition. This will in turn inform couples what aspect of their dancing received more importance and gave them the results they received.

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CORPORATE SOCIAL RESPONSIBILITY AND ITS EFFECT ON CUSTOMER SATISFACTION: A CASE STUDY OF BANKING SECTOR OF PAKISTAN

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ABSTRACT

Corporate Social Responsibility is major concern for business globally. The most recent research asserts modern businesses having blur activities of CSR. Businesses operating in Pakistan both multinational and national are contributing in CSR events in certain ways, therefore this study is aimed to understand the Significance of such spending by the organization on stakeholder for further comparison. Sample of 242 were collected by means of the non-probability, convenience sampling technique from population of customers having five Years prior relationship with current bank and having business nature of bank account. The gathered information was scrutinized by using technique of Regression & Correlation. The results show that there is positive association between Corporate Social Responsibility and Customer Satisfaction. Furthermore, Ethical aspect shows the highest score while Economic aspect is the lowest of the factors. The study indicates clear relative importance of CSR and its components and suggest where changes in the existing policy towards social performance are required and it could be advised to banking industry for more focus on the Economic and Ethical activities of the firm in order to develop more sustainable competitive advantage through satisfied customers.

Keywords: Corporate Social Responsibility, Ethics, Economic, Consumer Protection, Customer satisfaction, Developing countries

1. INTRODUCTION

Corporate Social Responsibility is major concern for business universally. The latest research states present day organizations having obscure exercises of CSR. Organizations working in Pakistan both multinational and national are contributing in CSR occasions in certain ways however not exactly what is required. CSR is gradually getting its foundations in Pakistan as driving organizations are putting assets in enhancing their social and ecological effects, be that as it may, more consideration wanted by this breathtaking issue.

Carroll et al (2010) Corporate social obligation is characterized as "a guarantee of corporate substance to commit to steady and useful financial extension with joint effort of employees, their relatives, the locals and human advancement to advance their estimation of the life, in lead that are gainful for the business and improvement". Kotler and Lee (2005) characterized CSR as; a commitment to advance collective satisfaction by methods for sketchy polices of business and aids of corporate assets. CSR happenings are by and large disconnected as the organization's standing and occasions as to its evident shared obligations (Brown, 1997). As indicated by McKinsey (2010) led the greater part of the officials are of the view that CSR advance long haul speculators esteem. Obviously, the fundamental focal point of any firm is to guarantee and amplify the gainfulness (Hooker, 2011). Benefit and riches amplification ought to be the essential focal point of the any administrator (Jansen, 2010), for a firm to be gainful required maintainable upper hand in this nexus Porter (2006) contends that CSR is one of the essential factors that upgrade upper hand in the cutting edge business condition, be that as it may, it is duty of an association to advance the CSR (Gifford and Kestler, 2012) in light of the fact that the practicality of the key vital decisions of an association are gigantically affected by the view of significant partners (Branco and Rodrigues, 2011). Subsequently, it critical to quantify the social execution of association on essential partner of any association i.e. "clients".

Barely any cases from business world comprehensively displayed keeping in mind the end goal to expound the hugeness of this examination. Conspicuous organization's association and gifts in UAE, Qatar, Kuwait and Saudi Arabia built up advancement establishments in the network they are working and their spending on network boosting incomes for investors as well as winning more dependable clients (Ahmed and Ahmed, 2011). The significant business of Persian Gulf oil rich nations as of late additionally ended up dynamic on CSR occasions and their diverse association including little, medium, extensive, foreign and local are assuming liability of the corporate native.

Top administration is persuaded social duty is never again translate as commitment rather they are presently of the view that it is need to have more positive picture and being aggressive in the business, nonetheless, Sub Continent is being watched lacking behind in contrast with different landmasses in regards to reception to responsible business systems Few association start tasks to encourage medicinal services, sanitation and create rustic networks, instruction, professional preparing, Special training, research and ventures went for making alertness and adjusting mentality are given little consideration on the local CSR motivation the vast majority of acknowledgment of CSR esteems have been scattered and stays to be a more altruistic in nature. Enterprises stay relentless to the credibility of corporate social duty can enhance their businesses by various means, for example, novelty clients, specialty new markets, and multi-level of affectability of the firm and its labors towards society (Ahmed, 2011).

2. PROBLEM STATEMENT

In this day and age, each business substance is memorable in giving more prized administrations to their client to keep them fulfilled and faithful. The fulfillment isn't natural in the self of item or the administration rather fulfillment essentially includes in the client's perceptions of the attributes of the stock as they are in line to that particular individual (Boshoff & Gray, 2013). Subsequently, various clients will demonstrate fluctuating statures of fulfillment for the

indistinguishable inclusion or administration luck (Ueltschy, 2007). Consumer loyalty is archived as an imperative piece of corporate arranging (Fornell, 2006). A significant patron of business long haul achievement, viability and market worth (Hong, 2013).

3. RESEARCH GAP

Batool, Butt and Niazi (2016) contended that CSR hones embraced by particular organization changes from industry to industry to which that organization has a place. They additionally exhibited diverse arrangements of CSR works on extending from "wellbeing activities" to "no to tyke work". They ordered the CSR rehearses in Carroll (1991) four kinds of network obligations including financial perspective, legitimate viewpoint, magnanimous angle and moral angle. In this manner, it is important to look at the impacts of such spending on CSR in connection to critical partner i.e. client to comprehend the genuine result for the association as far as fulfilled clients.

4. HYPOTHESES

4.1 Ethical aspect of CSR and Customer Satisfaction

Staying away from, those exercises despite the fact that not arranged by law but rather restricted by society and embracing the exercises regarded as reasonable and just by the purchasers and different partners affect company's benefits, investor riches expansion, faithfulness.

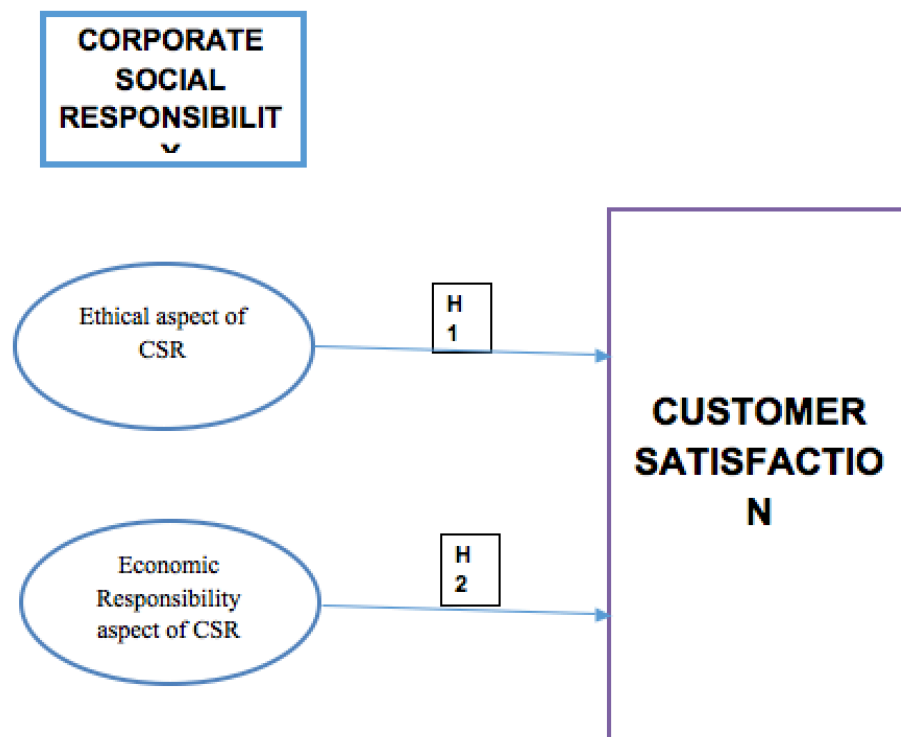
H 1: *Ethical aspect of CSR has a positive impact on the customer satisfaction in banking sector of Pakistan.*

4.2 Economic Aspect of CSR and Customer Satisfaction

The emphasis on enhancing working effectiveness, rising income per share, benefit expansion, creating human asset anticipated that would emphatically influence the consumer loyalty in the Pakistani Banking fragment.

H 2: *Economic Aspect of CSR has a positive impact on Customer Satisfaction in the banking sector of Pakistan.*

5. THEORETICAL FRAMEWORK



6. SAMPLE SIZE

A Sample size is defined as a correct number of entities took an interest in the investigation. They are the agents of the population, on which basis the outcomes attracted are summed up to the entire population. In this research the sample size of test measure is 242. In this particular study convenience sampling technique of non-probability sampling method is used due to the fact that there is no strata or cluster required for this study.

7. CORRELATION ANALYSIS

INDEPENDENT VARIABLES	CUSTOMER SATISFACTION		
	Pearson Correlation	Sig (Two Tailed)	N
ETHICAL RESPONSIBILITY	0.657	0.000	242
ECONOMIC RESPONSIBILITY	0.611	0.000	242

AGE GROUP OF RESPONDENTS

	Age	F	P	VP	CP
VALI	18-28	54	22.3	22.3	22.3
D	29-39	73	30.2	30.2	52.5
	40-50	36	14.9	14.9	67.4
	Above 50	79	32.6	32.6	100.0
	Total	242	100.0	100.0	

*where *F*=Frequency, *P*=percentage, *VP*= Valid Percentage, *CP*=cumulative percentage.

8. REGRESSION ANALYSIS

Variables	Mean	Standard Deviation	N			(adjusted)	S.D.E*
Customer Satisfaction	5.2372	1.19380	242	.736 ^a	.542	.540	.80953
Ethical Responsibility	5.5626	.92729	242				

Variables	Mean	Standard Deviation	N	R	R ²	R ² (adjusted)	S.D.E*
Customer Satisfaction	5.2372	1.19380	242	.311 ^a	.097	.093	1.13694
Economic Responsibility	5.5419	.59805	242				

*S.D.E is standard error of estimate

Variables	F Value	Beta	Sig
Customer Satisfaction	182.299	0.657	0.784
Ethical Responsibility			

Variables	F Value	Beta	Sig
Customer Satisfaction	25.710	0.621	0.000
Economic Responsibility			

RELIABILITY STATISTICS

RELIABILITY STATISTICS				
Cronbach's Alpha	N			
.934	29			
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
This firm supports culture and art activities of local community.	226.40	969.211	.688	.931
Managers and employees participate in charitable activities of their local communities.	226.64	981.361	.648	.931
This firm supports private and public educational institutions.	226.20	951.745	.730	.930
This firm assists to enhance quality of life in the local community.	226.41	989.363	.579	.932
This firm assists the government in health awareness programs.	227.22	1052.191	-.029	.937
This firm support the cause of eliminating child labor	227.25	1008.355	.456	.933
This firm support the week sections of society.	226.94	1009.656	.365	.934
This firm operates in a manner consistent with expectations of societal and ethical norms.	224.98	992.514	.653	.931
This firm recognizes and respects new ethical/moral norms.	225.07	1021.199	.427	.933
This firm prevents unethical behaviors in order to achieve organizational goals	225.09	1040.498	.128	.935
This firm make efforts to be good citizenship.	225.55	1051.800	-.018	.936
This firm Create markets by the promotion or advertising of wanted products.	225.20	1018.732	.284	.934
Help people through the payment of high wages or the provision of good.	225.88	987.646	.614	.931
Contribute to the liberation of human rights generally	226.47	1008.308	.402	.933

This firm operates business in a manner consistent with expectations of government and law.	224.90	1033.962	.236	.934
This firm obeys various federal, state, and local regulations.	224.53	1023.959	.347	.934
This firm fulfills its legal obligation.	224.88	1025.487	.274	.934
This firm meets minimal legal requirements related to goods and service.	224.70	1047.058	.082	.935
This firm alter its policy according to any change in law.	224.79	1045.055	.091	.935
This firm is active in adopting the stated rules and regulations by government or regulatory authority.	224.89	1030.876	.283	.934
This firm seldom violate state's laws.	225.46	1012.241	.367	.934
This firm focuses on maximizing earnings.	224.26	1046.399	.090	.935
This firm is committed to profitability.	224.12	1039.973	.205	.934
This firm has a strong competitive position.	224.75	1024.353	.433	.933
This firm seeks a profitable business.	225.17	1068.141	-.273	.937
This firm follow sound risk management and sustainable business practices.	225.10	1043.459	.077	.936
This firm is committed in creating economic value to their client.	225.19	1032.348	.264	.934
This firm contribute to a sustainable global and local economy.	225.26	1031.760	.329	.934
This firm practices recycling pollutants and wastes.	226.31	992.167	.570	.932

9. CONCLUSION OF THE STUDY

The purpose of the research was to comprehend the relationship of Corporate Social Responsibility and various part of Corporate Social Responsibility and Customer Satisfaction in Banking Sector of Pakistan. The study is further intended for additional evaluation amongst investors and partner's enthusiasm for creating nations.

There exist a direct relationship between Corporate Social Responsibility and Customer Satisfaction in the banking Sector of Pakistan, nonetheless, the distinctive parts of CSR

demonstrated diverse level of critical. Though each aspect has a positive association with the Customer Satisfaction yet not equally important.

10. FUTURE RESEARCH

The study focuses on the importance and effects of CSR and its aspects on customer satisfaction as this study does not include reasons of high, moderate and low effects of different aspects of Corporate Social Responsibility on Customer Satisfaction.

The study was limited to the banking sector of Pakistan only it could be exceeded to the other industry for further comparison.

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RESEARCH ABOUT CHILDREN'S PAINTING EDUCATION METHOD BASED ON HOUSE TREE PERSON TEST

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ABSTRACT

Human behaviors are cultivated from childhood. People's aesthetic habits and creativity are cultivated through the creation of children's painting works. Unlike the other art activities, painting is an art activity that is very easy to implement and not constrained by the surrounding environment. Creating a painting work is an art activity that everyone can participate in. Anyone can use painting works to express their own thoughts and feelings. Painting work is one of the mediums for people to express their ideas. For children because of age, some children sometimes can not express their ideas completely. Children's painting works are the way to show their inner world. Through children's painting works, we can understand children's growth environment, psychological state, aesthetic habits and their painting habits. Children's painting works are children's perception of objects or events around them. The painting works reflect its creator's perception of the world. Cognition and concept are the most important factors that compose a painting work. Children's aesthetic habits and painting habits will directly affect children's creativity and imagination after adulthood. There are 471 children participated in the study. This paper mainly research children aged 7-13 about children's painting education method based on House Tree Person (HTP) test.

Keywords: Children's painting education, House Tree Person experiment, children's painting cognition, children's painting habits

1.Introduction

Creating a painting work is one of the important ways to express oneself. In the painting works, children's cognition of objective things can be reflected. The children's personality, interpersonal and psychological state can also be revealed in the painting works. The painting work is the representative of the creativity and concept of its creator. Drawing is not a spontaneous action but rather an intentional process involving projection and introjections by the individual (Machover, 1949). The painting is the representative of the creativity and concept of its creator, and the painting is the image of human thinking (Horst,2010). Different people have different painting styles, painting contents and forms of paintings. So each person's paintings have individual symbolic features. The style, content and form of the paintings are important factors in the content of the paintings. Art is both the means by which people understand the world and a way people communicate and share personal and collective experiences (Ngai Serin, 2006). Children express their inner world through the expression of painting. At the same time, paintings with children's characteristics are also formed.

Each child's painting works are unique. Children convert their ideas into visual forms of images. So this visual form of images has individual symbolic features. Children use their own visual symbols to show their own thoughts. They use these visual symbols to express their emotions and share their joy and sorrow. For some children, they are afraid or unwilling to express their experiences in words (e.g., school bullying, domestic violence, sexual assault), because these children are afraid of revealing their personal and family secrets in the process of communicating with others in language (Cathy A,1998). On the contrary, through the details of the picture content, lines, colors, and the layout of objects in the picture in children's paintings, we can also find some emotions that children deliberately avoid or cannot express in words (Cathy A,1998). Researching children's mentation through children's painting works can help children express their thoughts in a relaxing atmosphere. Allowing children to join painting work tests are different from regular psychological tests. Painting tests can also help children express some events or people that they are deliberately concealed or unwilling to express when they communicate in language. In addition, the experimental methods in this research can help children's art teachers better understand children's thoughts, feelings, beliefs, and perceptions of their surroundings. By using these methods, teachers can help the children to solve their troubles and help students get out of trouble.

People's cognition is the perception and understanding of an object. People's common sense, cultural connotation, and belief are the basic factors that constitute human cognition. The formation of cognition is completed through four steps of information input, coding, storage and extraction (David H. Dodd & Raymond M. White,1980). People's cognition of the outside world comes from people's initial understanding of things. Then through the brain, process and judge what you see. Finally, different perceptions are generated according to each person's different understanding. Each person's choice tends to make each person have different aesthetic abilities. The different cognitions of different people also determine the difference in the content, form and style

of each person's paintings.

Before people express their own things and events in painting works, there must have been some fixed patterns in human's brains. The formation of such fixed patterns is the life experience and common sense of life. It consists of cultural connotations and individual aesthetic preferences. In the process of continuous learning and innovation, people will extract orderly rules from the natural environment, which invisibly guide people's life behaviors and cognitive styles. Besides, each person's perception of the brightness, contrast, and perceived of the color will also different. The research in this paper is based on the HTP test. Through the HTP test, the painter's personality, psychological characteristics, intelligence level and emotional problems can be observed. Because the HTP test is one of the tests in psychology. It has a fixed quantitative standard. There will be corresponding explanations for different screen contents. Therefore, in the research process of the thesis, some research conclusions in psychology will be used to assist children's paintings. In addition, we can also combine the knowledge of psychology to research children's painting habits from the perspective of painting works.

2. Background

According to the existing research, we can find that the professor of art education Viktor Lowenfeld divide children's painting development into six stages, namely "Scribble (2-4 years old)", "Preschematic (4-7 years old)", "Schematic (7-9 years old)", "Dawning realism (9-11 years old)", "Pseudo realism (11-13 years old)" and "Period of decision (adolescent period)" (Viktor Lowenfeld, 1947, p35). According to the above six stages, it can be proved that the style of children's painting works from development to fixation during the child's 2 to 13 years old. It can be also proved that the important stage of the development and formation of artistic creativity and imagination is during the child's 2-13 years. So researching the painting works that are painted by the children before the age of 13 is helpful for us to research people's creativity and imagination. But considering that children at the age of 2 to 6 years old can't complete the questionnaire independently. And the graphical features of the children's paintings at this stage are not obvious. So the main research object of this paper is children between the ages of 7 and 13 years old. In addition, it can be seen from the above six stages that the characteristics of children's painting works at different stages will change with age. Children's ability to finish painting works is determined by the children's intelligence, age, way of thinking and awareness of things. Children at different ages have different abilities to learn new knowledge. Therefore, when fine art teachers guiding children to finish painting works, they should give children targeted guidance according to children's age and children's psychological characteristics. The main purpose of this paper is to research children's painting habits and children's painting characteristics from the perspective of painting through questionnaires and painting experiments. I hope that the final conclusions of the paper can assist art teachers in fine art teaching and help fine art teachers to teach children more effectively.

Children's painting works represent children's painting cognition. Researching children's paintings is also researching children's painting cognition. The research of children's painting mainly tests children's cognition of painting through two methods: request children to finish painting works and answering some basic knowledge related to painting. Children's cognition of painting mainly includes children's shape cognition, color cognition, spatial cognition and structural cognition of objects. Children's paintings are formed by observing the surrounding things near them. Children's living environment, educational background and aesthetic preferences make children have different perceptions of the things around them. And children have different perspectives on the same thing. So each child's cognition is different.

The HTP personality test is one of the methods to test the personality characteristics of the people in psychology. The people involved in the HTP test need to draw house, tree and person on the paper. These three things are often seen in children's daily lives. Children are really familiar with these things. So children will not have pressure when creating painting works. Children can easily create painting works. For some children who have not received painting training or do not take an interest in painting, the HTP test is easy for them to complete, because they do not need to think about the subject of the painting work. And the HTP test has a fixed theme and content. Besides, the HTP test has fixed analysis standard and complete research results. These content can help us to analyze children's painting works.

3.Goals

This paper mainly researches children's painting through questionnaires and HTP personality test. Through the experiment and questionnaire survey we can summarize children's painting works with different personality characteristics. Though the research we can summarize the reasons for the formation of different paintings of children and their creative habits. I hope that the research methods in this paper can help fine art teachers and parents simply judge the psychological state of children and guide children to express their own thoughts with a simple way. Drawing is an inexpensive, noninvasive, and easily administered tool because papers and pencils are readily available in school settings (T Skybo, N Ryan-Wenger, Y Su, 2007). It is also very easy to conduct research in school by means of painting. Besides, the research about the characteristics of children's paintings in this paper can help the fine art teachers to guide children according to the age and growth characteristics of the children in the painting class.

4.Method

4.1. Content for the research

This paper mainly studies through two aspects. One is the questionnaire survey, the other is the HTP test. In the questionnaire survey, there are two copies of questionnaires (Fig.17, Fig.18). One of the questionnaire was conducted in conjunction with the HTP test (Fig.17). The purpose of this questionnaire is to understand the student's painting

works content, students' preferences for color, cognition of object form and student's painting habits. The other questionnaire (Fig.18) is mainly to research the children's performance about painting, the feeling of children while creating painting works and the attitude about their own painting works.

In the process of the experimental research, I will ask the children to complete the HTP painting test first. Then answer the questions in the questionnaire. Before the house tree painting test, children will be told that they can freely create their own painting works. No one can provide any guidance and reference examples for children during children creating their painting work. It can also avoid the similar problems of children's painting composition and the similarity of modeling, and ultimately improve the reliability of the experiment.

4.2. Participants

The people involved in the research were children between the ages of 7 and 13. There are 471 people that participate in this research including 259 boys and 212 girls. These children participating in the experimental survey have the ability to read and write, the ability to judge things, the ability to distinguish the difference between things and the ability to understand the question we ask. Before conducting the questionnaire survey and the HTP experiment, the child will be asked if there is any incomprehensible question in the questionnaire. The purpose of this is to ensure that children can successfully complete the test, to prevent children from misunderstanding the content of the questions and affect the results of the experiment.

4.3. Data preparation

The data of this research is analyzed by SPSS. The options of all questions are coded as follows.

In Questionnaire 1 all questions are freely filled by the children participating in the test. There is no stable answer in this questionnaire. Therefore, the options for these questions are based on the answers filled by all the children participating in the test. After the answers filled out by the children are completed, the coding of all the options is encoded according to an option corresponding to a variable.

Questionnaire 2 is mainly a child's painting cognitive test. This questionnaire is a structured questionnaire. The main contents of the questionnaire are divided into three parts: children's performance about painting works, children's own painting works and the effect of color on children's emotions. The questionnaires were given 5 points for strongly agree, 4 points for agree, 3 points for neutral, 2 points for disagree, and 1 point for strongly disagree.

Analysis method

Questionnaire 1 is an unstructured questionnaire, so it is mainly based on frequency analysis. Checking the selection of each option through the descriptive analysis. Questionnaire 2 is a structured questionnaire. First, the questionnaire first carries out the effectiveness analysis and reliability analysis. Then an independent sample T test is used to analyze whether there is a significant difference between boys and girls

in the attitudes of painting works. Finally, paired sample T test was done to detect if there were significant differences between different variables.

4.4. Data analysis

This paper mainly analysis the content of HTP paintings and the data of two questionnaires. The following statistical results were obtained from 471 children aged between 7 and 13 years who participated in the questionnaire and HTP test.

4.4.1. Result of HTP test

Through the collation and analysis of HTP painting works, statistical graphs of houses, trees and people in children's paintings are obtained (Fig.1, Fig.2, Fig.3). Figure 1, Figure 2 and Figure 3 are the result of HTP test. Figure 1 is a statistical chart of the location of the house in the child's work. According to statistical results, 59.9% of children have drawn a house in the suburb. In the HTP test, the house represents the relationship between the creator and the family. The house reflects the physical aspects of the drama (Robert C. Burns, 1987). So the results of the survey indicate that children prefer a free living environment. And most children have positive emotions. Figure 2 is a statistical diagram of the types of trees in children's painting works. It can be seen from the statistical results that the apple tree is the most frequently seen in children's painting works. In drawing a tree, the drawer reflects his or her individual transformation process (Robert C. Burns, 1987). The appearance of fruit in the canopy is generally a feeling of self-affirmation (Ji Yuanhong, 2011). However, some paintings show that fruits have fallen to the ground. This type of painting works should pay attention to the fact that children who paint these works may be under the pressure or feel sad. If the fruits in painting works are small, these children may lack confidence when doing some things (John N. Buck, 1966). Figure 3 is a statistical chart of people's identity in children's works. In creating a person, the drawer reflects the self or ego functions interacting with the tree to create a larger metaphor (Robert C. Burns, 1987). In the HTP test, painting works mainly reflects the painter's mental state and physical condition. People who appear in paintings other than the painter generally reflect the relationship and impression between the painter and the characters in the painting.

Fig.1.

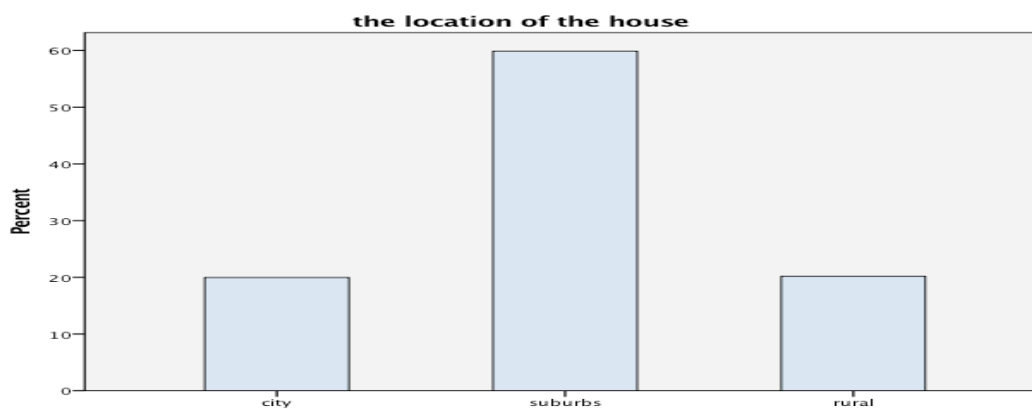


Fig.2.

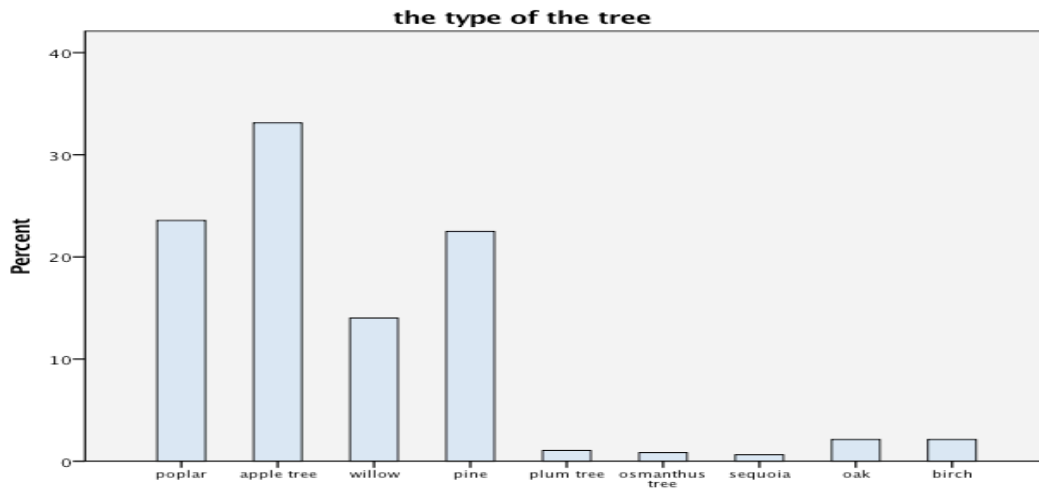
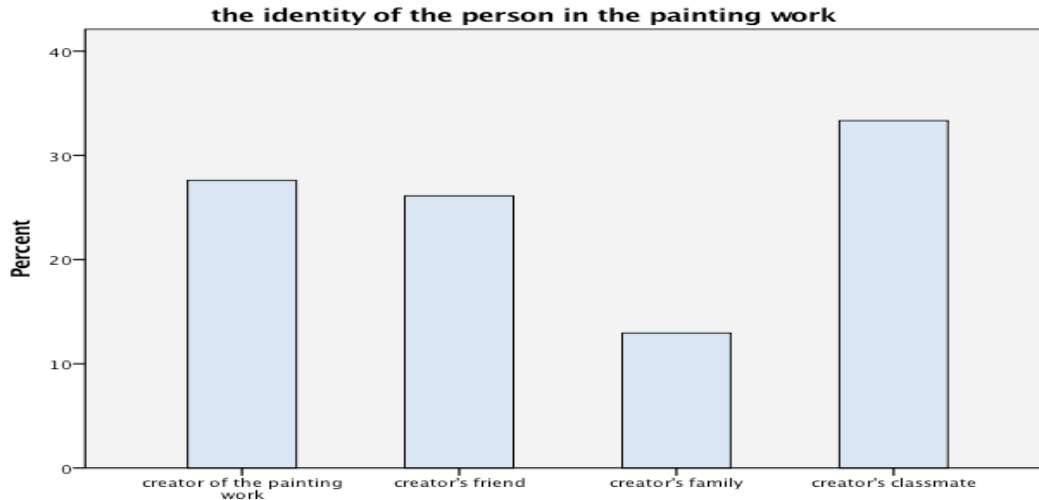


Fig.3.



4.4.2. Result of Questionnaire 1

Questionnaire 1 is mainly research the use of color in children's painting works, children's cognitive ability in pictures and children's observation. Fig. 4, Fig. 5, Fig. 6, Fig. 7, and Fig. 8 show the results of frequency analysis participating in the test. The results of Fig. 4 and Fig. 5 show that the color children like to use in their painting process is blue. The color that children dislike to use in the painting is gray. The third question in Questionnaire 1 is mainly to require the children who participate in the test to find out the missing part of a painting work. The purpose of this test is to study children's overall perception of a painting. According to the results shown in Fig. 6, 73% of the children think that people is the missing part in the picture of Question Three. There are four things, the sun, the mountains, the tree and the house in the picture. Under normal circumstances, houses and trees should have a shadow under the sunlight. But in the picture of the third question, there is only the shadow of the house but the shadow of the tree is missing. So the answer to the third question is the shadow of the tree. From the results in Fig. 6, only 14.6% of the children answered correctly. Therefore, at the age

between 7 and 13, children have weak cognitive ability in light and shadow of painting works. The fourth question of the questionnaire mainly tests children's cognitive ability and observation ability on objects. According to the results shown in Fig. 7, 89.38% of the children have a better understanding of the shape of the character. The fifth question in the questionnaire is to arrange the pictures in order. This question is mainly to test children's observation ability. Fig.8 shows that 91.93% of the children arranged the pictures correctly. Therefore, children have good observation ability at the stage between 7 and 13 years old.

Fig.4.

Fig.5.

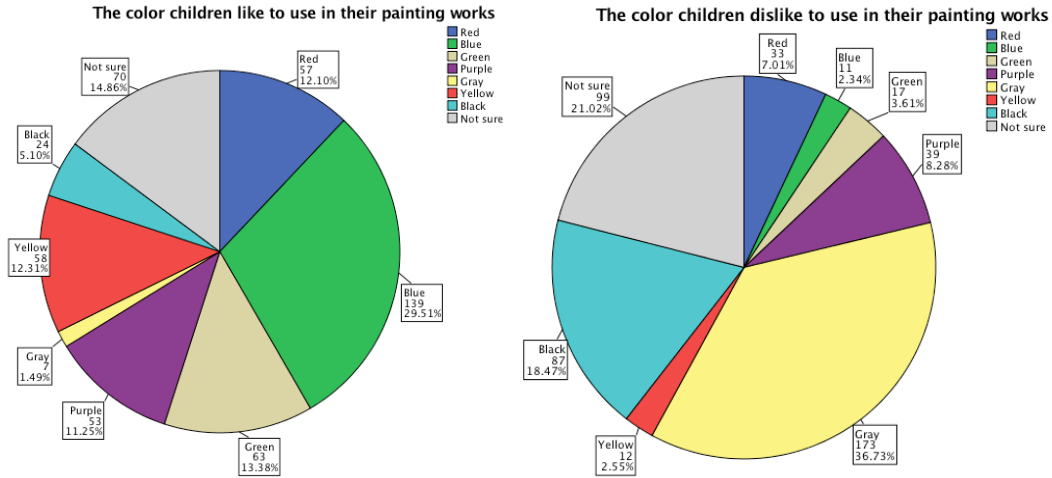


Fig.6.

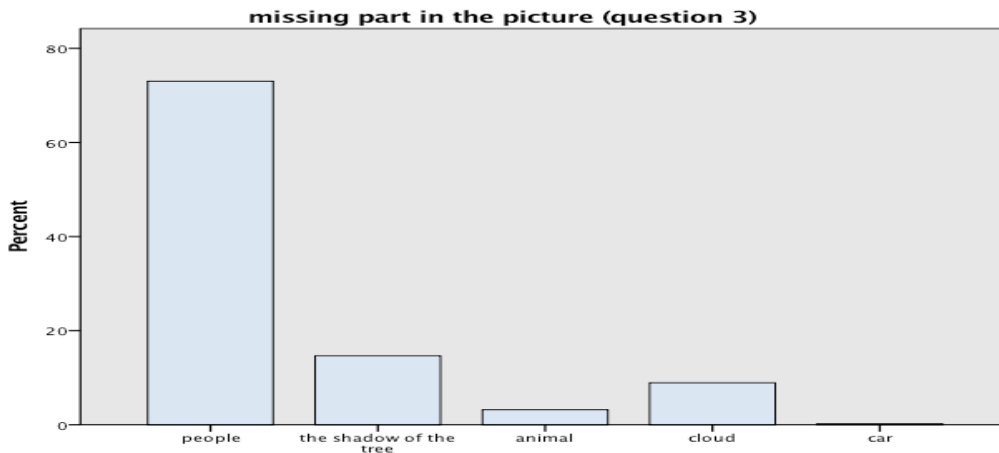


Fig.7.

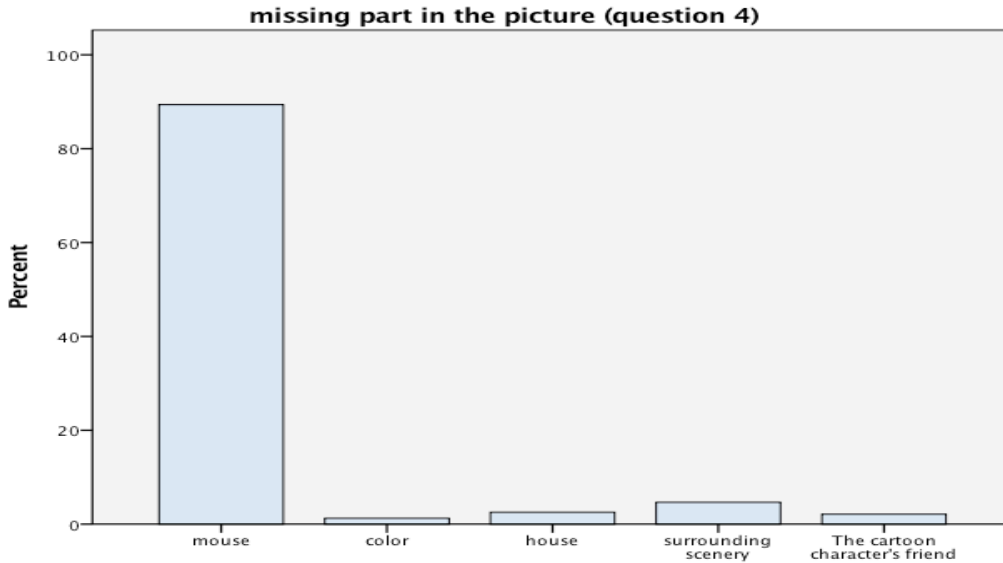
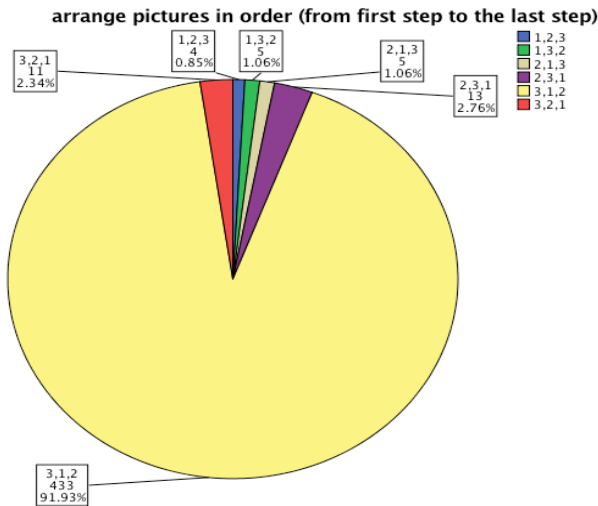


Fig.8.



4.4.3. Result of Questionnaire 2

In order to test whether the results of the six questions in Question 2 are reliable or not and whether the children participating in the test answer the questions according to their own real situation or not. So I used the SPSS to do the reliability statistics. The reliability statistics results of the questionnaire are shown in Fig.9. According to the value of 'Cronbach's Alpha' in Fig.9, it can be seen that all the children participating in the questionnaire answered the questions according to their own real situation, and the results of the questionnaire were reliable. In order to test whether the six questions of Questionnaire 2 actually express the characteristics of each variable. Therefore, use SPSS to analyze the effectiveness. The analysis results of the questionnaire are shown in Fig. 10. According to the values of 'Kaiser-Meyer-Olkin Measure of Sampling Adequacy' in Fig.10, it can be seen that the six questions of Questionnaire 2 can express the characteristics of the variables which I research in this paper.

Fig.9.

Reliability Statistics

Cronbach's Alpha	N of Items
.916	6

Fig.10.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.917
Bartlett's Test of Approx. Chi-Square	1865.263
Sphericity df	15
Sig.	.000

In order to test whether there is a significant difference in the preference of boys and girls to create paintings and painting works in Questionnaire 2. So the Independent Samples Test was performed on the first and second questions in Questionnaire 2. Fig.11 and Fig.12 are the results of the Independent Samples Test for the first and second questions. The results of Sig. (2-tailed) for the first and second questions were <0.05 . So there is a significant difference between boys and girls in their preferences for creative paintings and paintings. From the results of Mean, girls' preferences about creating paintings and painting works are higher than boys'.

Fig.11.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Question1	boy	260	3.94	1.149	.071
	girl	211	4.28	.987	.068
Question2	boy	260	4.08	1.123	.070
	girl	211	4.27	1.005	.069

Fig.12.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
								Lower	Upper
Question1 Equal variances assumed	2.714	.100	-	469	.001	-.337	.100	-.534	-.141
			3.372						
Question1 Equal variances not assumed			-	467.493	.001	-.337	.098	-.531	-.144
			3.426						
Question2 Equal variances assumed	1.804	.180	-	469	.047	-.198	.099	-.393	-.003
			1.994						
Question2 Equal variances not assumed			-	464.488	.044	-.198	.098	-.391	-.005
			2.017						

The third and fifth questions in Questionnaire 2 are intended to research whether children of different ages have different attitudes towards showing their paintings to others. So I use multivariate test and tests between-subjects effects to analysis the third and fifth questions in Questionnaire 2. Fig.13, Fig.14 and Fig.15 are the results of data analysis for the third and fifth questions. The Fig. 14 shows that the P(Sig.) value is 0.000. According to the data analysis, $P < 0.01$, the attitude of the three groups of children in showing their paintings to their families is significantly different from the attitude of showing their paintings to others. According to the results of the tests between-subjects effects (Sig.=0.000<0.025) (Fig. 15), children of different ages have significant differences in their attitudes towards showing their paintings to others. There is also a significant difference in the attitudes of children of different ages to show their paintings to their family (Sig.=0.000<0.025).

Fig.16 is the data analysis result of the sixth question in Questionnaire 2. The result shows 42.46% of children think that color can represent children’s mood, and only 4.46% of children think that color does not represent children’s mood.

Fig.13.

Descriptive Statistics

	Age	Mean	Std. Deviation	N
Question3	7 and 8 years old	4.24	.855	34
	9 and 10 years old	3.90	.992	182
	11,12 and 13 years old	3.50	1.143	255
	Total	3.71	1.093	471
Question5	7 and 8 years old	4.76	.554	34
	9 and 10 years old	4.40	.921	182
	11,12 and 13 years old	3.88	1.302	255
	Total	4.14	1.163	471

Fig.14.

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.897	2032.299 ^b	2.000	467.000	.000
	Wilks' Lambda	.103	2032.299 ^b	2.000	467.000	.000
	Hotelling's Trace	8.704	2032.299 ^b	2.000	467.000	.000
	Roy's Largest Root	8.704	2032.299 ^b	2.000	467.000	.000
Age	Pillai's Trace	.072	8.773	4.000	936.000	.000
	Wilks' Lambda	.928	8.924 ^b	4.000	934.000	.000
	Hotelling's Trace	.078	9.074	4.000	932.000	.000
	Roy's Largest Root	.078	18.199 ^c	2.000	468.000	.000

a. Design: Intercept + age

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Fig.15

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Question3	27.480 ^a	2	13.740	12.040	.000
	Question5	42.078 ^b	2	21.039	16.573	.000
Intercept	Question3	3486.159	1	3486.159	3054.791	.000
	Question5	4381.162	1	4381.162	3451.216	.000
Age	Question3	27.480	2	13.740	12.040	.000
	Question5	42.078	2	21.039	16.573	.000
Error	Question3	534.086	468	1.141		
	Question5	594.105	468	1.269		
Total	Question3	7034.000	471			
	Question5	8726.000	471			
Corrected Total	Question3	561.567	470			
	Question5	636.183	470			

a. R Squared = .049 (Adjusted R Squared = .045)

b. R Squared = .066 (Adjusted R Squared = .062)

Fig.16

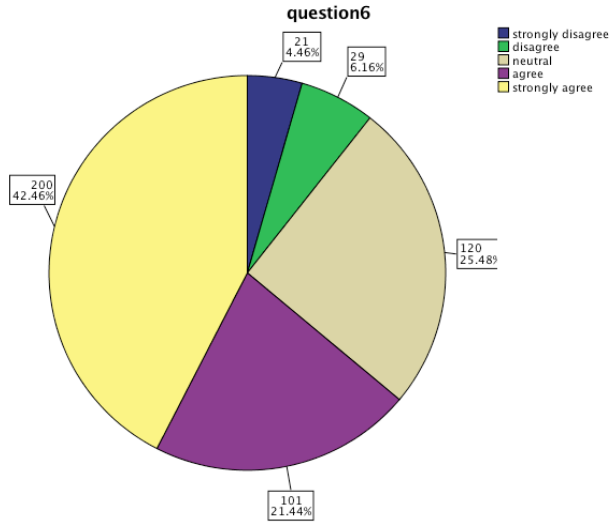


Fig.17: The content of Questionnaire 1.

Questionnaire 1

1. Which color would you like to use in your painting work? ()
 A. Red B. Blue C. Green D. Purple E. Gray F. Yellow G. Black H. Not sure

2. Which color do you dislike? ()
 A. Red B. Blue C. Green D. Purple E. Gray F. Yellow G. Black H. Not sure

3. Please find the missing part in the following picture? ()



4. Please find the missing part in the following picture? ()



5. Please arranged the following ①②③ three pictures in order (from first step to the last step) ()



Fig.18: The content of the Questionnaire 2

Questionnaire 2

Questionnaire about pupil preference in painting

1. I like painting ()
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
2. When I finish a painting work, I feel very happy and have the sense of achievement ()
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
3. I would like to show my painting works to others and share my painting concepts ()
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
4. When I am drawing, I feel depress ()
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
5. I would like to show my painting works to my parents ()
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
6. I think color can represent my mood ()
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree

5. conclusion**5.1. result**

According to the results of the children's HTP test, it can be concluded that the children between 7 and 13 years old would like to draw the things that are familiar with the children. Therefore, children's paintings reflect children's psychological status, physical status, children's family status and the relationship between the people around them. Children's teachers and parents can know children's emotions and living conditions through children's painting works. And helping children solves their troubles through painting works. When the art teacher conducts painting teaching, the art teacher can select some paintings based on the children's favorite colors according to the results of the children's color preference. By this way, children can be better attracted to learn painting and help art teachers to better complete teaching tasks. Besides, in the test of the children's cognitive ability and observation ability in Questionnaire 1, it can be seen that the child's cognitive ability to the shape of the object is strong but the cognitive ability of the light and shadow in the painting is weak. Therefore, art teachers can add some training about light and shadow when children create painting works.

According to the results of Questionnaire 2, girls are more interested in painting works than boys. In the process of teaching, art teachers can find some art works that boys like, in order to improve the interest of boys in painting. The last question in the questionnaire is that most children think that color can represent their mood, and only a small percentage of students think that color can't represent their mood. Therefore, we can combine the results of the survey on children's likes and dislikes of colors in

Questionnaire 1 to help art teachers refer to the above conclusions in the process of art teaching. In the process of teaching, we should use children's favorite colors to attract children's attention and let more students participate in art learning.

5.2. limitations and future work

First, the options for children in questions about children's performance about color have the limitation, because only the primary colors are listed in the options. However, some transitional colors, such as color hue and shade classification, are not listed in the options. And the color named after the object is also not listed in the options. So the results of the questionnaire can only prove that children like or dislike using one sort of colors. Second, in the HTP painting test children are required to paint house tree and person. The fixed painting themes may limit children's imagination. The content of children's painting works will be formatted. Besides, this paper lacks graphical analysis based on children's painting works. There is only an analysis of the picture content of children's paintings in the paper.

This paper is based on the HTP test to analysis the content of children's painting works and the children's preference while creating painting works. The conclusions of this paper will help fine art education. By using the research conclusion, the fine art teachers can give the children targeted guidance according to children's gender, age and painting habits to better achieve the purpose of teaching. In the future, I will research about the children's painting habits, children's perception of color and children's perception of the shape of objects.

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