International Dialogues on Education

2022, Volume 8, Special Issue
Proceedings from the 2021 Global Symposium on Education

https://idejournal.org

ISSN : 2198-5944

Editorial

Arthur K. Ellis[1]

[1]Professor of Education & Director of the Center for Global Curriculum Studies,

Seattle Pacific University, USA

The world-wide Covid-19 pandemic that began late in 2019 lasted throughout 2020 and 2021 and continues into the first half of 2022. The disruptive effects of the pandemic on formal, institutionalized education at all levels from early childhood through university, have been devastating. School closures have been the norm. Attempts to offer systematic, formal education to students at all levels have been intermittent at best and haphazard to nonexistent at worst. The long-term effects of school closures will be considerable, especially to students from economically limited environments, but also to students across the spectrum. School closures have served as a reminder that schools at all levels are, in various ways, as much places for students to spend their days in relative safety and predictability as they are places of academic learning.

The most common substitute for brick-and-mortar school institutions has been the home. Distance learning has made remote teaching and learning possible in ways hardly imagined only a few years ago. But locating students at home has proved to be a major disruption. The infrastructure of schools, which includes not merely academic instruction, but licensed adult supervision, socializing experiences ranging from sports to clubs, student government, , to meal services, day care, health care, counseling, and social services, while not perfect, is more comprehensive than any alternative setting for young people. In smaller towns especially, the school is often the single most significant locus of events.

In any crisis, opportunities present themselves. While almost no one celebrates the tragic outcomes of such a pandemic as this, disruptive events do open the door for new ways of thinking and acting. Distance learning has not merely improved but has proven so effective in certain cases that it is here to stay. The trick will be to find the appropriate balance between face-to-face learning and remote learning. It will be a fortuitous thing is schools are able to capitalize on the strengths of each while recognizing each mode's limiting factors and capabilities. With few exceptions, school learning has taken place indoors, in classrooms. That can and should change. Standardized testing has been suspended in many cases, and whether it will return to its dominant role again remains unknown. Norwegian kindergartens, which engage teachers and students primarily out of doors, are exemplars of the possible. Contagion thrives in indoor, closed settings. Outdoor learning invariably involves movement and active learning, something educational psychologists have told us for years that children need for their growth and development. School should not be the only venue in which students learn. Other agencies, including the home, will probably never replace certain of its key functions, but for reasons of convenience, cost, and suitability, there are other places to learn. As we shall see in certain articles in this edition of IDE Journal, schools at different levels have done remarkable work in different way to restructure teaching and learning.

In 1984, John Goodlad's book, *A Place Called School*, was published. For many good reasons, it became a best seller in education. The operative term in the title, place, conveyed a message loud and clear. It is a thoughtful echo of Robert Frost's epigraph from his poem, "The Death of the Hired Man": "home is that place that when you have to go there, they have to take you in." The idea of school as a place, a central place, of learning, is deeply imbedded in societies around the world. For most of us, it was and is the place we had to go to learn. To be

sure, communities have other places of learning: libraries, churches, museums, concert halls, theatres, and clubs. But in so much of today's world, you have to go there. Public or private, it is required by law.

This special issue features several articles that focus on innovative thought and action that people and institutions have mounted in response to the Covid-19 pandemic. In all cases, professional educators from different countries and at different levels and subject matter specialties take the reader through the overwhelming process of realization, acceptance, and motivation to act.

It should be said that professionals in education have in so very many cases responded as heroes in this ongoing crisis. Our authors come from Russia, Germany, Canada, Australia, China, and the United States. Their themes, however, are not provincial in any sense. Collectively, they give us a sense of a world caught off guard by a pandemic of epic proportions, as well as a positive and constructive view of what we might learn and how we might improve the future of education.

Nataliya Komarova and Tatiana Suslova investigate and document a number of issues facing immigrant children in the state schools of Russia. They point to the many acculturation hurdles such children face, ranging from language and cultural differences to availability of effective instruction and appropriate materials. The challenges are faced by parents and children, to be sure, but there is also the problem of teacher preparation in dealing with children who have recently arrived. What works in typical programs may or may not be suitable for second-language learning and the cultural adaptations teachers are expected to make in order to ensure that teaching/learning is both appealing and efficient. The problem is further complicated by the fact that immigrants come not just from one culture, but from many. They suggest a variety of

options that focus on cultural sensitivity as well as adaptive instructional designs. What is obvious is that teachers, parents, and children find themselves in a world to which none of them are accustomed.

Bianca Lange and Heike Ohlbrecht write about the tensions in Germany that have arisen over the displacement of children from school to home as a result of the Covid-19 pandemic. They remind us that while schools have been disrupted, so have homes. As schools closed, the burdens of day care, instruction, and upbringing, which schools share with the home, shifted almost exclusively to the home in unforeseen measure. Their careful inquiry in the form of surveys early on (2020) and well into the pandemic (2021) inform the reader with the disquieting information that pre-existing gender inequities were both reinforced and increased, as women have become disproportionately burdened with the many facets of childcare in the home during the pandemic.

AnnRené Joseph notes the heavy toll the Covid-19 pandemic has taken on arts classes in schools and related settings. Dance, vocal performance, theatre, and band and orchestra have been particularly curtailed to the point of near-complete shutdown and closure. The social nature of the performing arts, where deeper breathing and movement are so often required, becomes an at-risk venture in a time where air-borne particulates in closed rooms pose greater hazards of contamination and spread of the virus. She utilizes an online survey technique to gather important data from teachers of arts classes regarding their reactions and actions during times of sequester and school closures. She is particularly interested in the resilience factor, and she reports a gratifying level of optimism for the future of performing arts education in spite of the current hard times.

Kas Mazurek and Margret Winzer deconstruct key "inclusion" elements of Article 24 of the UN Convention on the Rights of Persons with Disabilities Act. Their critique of Article 24, which focuses on educational implications for Poland, Germany, and Australia, includes observations and conclusions of "inherent tensions and dialectical contradictions" between Article 24 and certain realities of school life designed to meet estimable goals. Article 24 clearly states that students with disabilities should not be discriminated against and should be able to participate in the general educational system. People of good will are found on both sides of the issue of general vs. special instruction, and the problem has been around for a while. Mazurek and Winzer offer a cogent argument that the realities of Article 24 have failed to bring about satisfactory results.

Marcus Bussey asks the question, "what can Covid teach us?" He argues passionately for a "pedagogy of presence," and asks the reader to speculate, to imagine a relational universe, one in which affective considerations assume a prominent place in the educational experience. He envisions the possibilities of a curriculum of education that finds space for such relational values as "love, intimacy, and presence." Bussey laments the fact that current technocratic practices have captured the life space of schooling, narrowing the mission at the expense of needed human emotions. His article exemplifies and encourages the idea of expansive, visionary thinking regarding the future of education, and viewing the Covid experience as a time to step back and reinvent the future of education.

Aleksei Mikhailov and Maria Burlakova describe changes that have and will be taking place at Shuya Stage University in Russia as a result of the pandemic. As they imply, sometimes it takes an outside, catastrophic event to force changes, some of which may have been needed all along. Despite the unfortunate circumstances that have arisen over the past couple of years, they

strike a clearly optimistic note regarding their university's future. They describe the forced occurrence of a social, emotional, and academic lockdown of the university. They share their experience of a quick, jerry-rigged set of adaptations to distance learning followed on by careful planning for a future in which flexible course offerings will accommodate both face-to-face and distance learning. Theirs is an intriguing case study in which administrators, instructors, and students have worked cooperatively to build a better, more sustainable delivery system, one which incorporates new technologies and emerging learning theories in ways will meet the needs of a changing student population.

Jing Xiang and Zaoxiu Fu introduce the reader to what they call a "comprehensive practical activity curriculum" for school children. The curriculum takes its place in the well-founded progressive theoretical tradition of exploration, inquiry, childhood curiosity, and problem solving. Xiang and Fu invite readers to enter a world in which children move about, inquire, create, imagine, work together, and reflect. Societal aspects of service to others and the world and protection of self, others, and the environment are emphasized. As the title suggests, value is placed on hands-on learning, processes of investigation, cooperative spirit, and building feelings of community and responsibility.

Designing the Educational Environment in the Formation of Adaptation and Integration Strategies in Children from Migrant Families

N. M. Komarova[1] and T. F. Suslova[1]

[1]Moscow State Regional University, Moscow, Russia

Abstract

This article is devoted to the study of the possibilities of educational environment design in the arrangement of the schoolwork with children from migrant families so that they could positively adapt to the conditions of school and integrate into the culture of the host country. Based on a generalization of the problems faced by migrant children, the characteristics of educational environment design models and technologies, and international experience in developing and designing electronic educational resources, designing the process of teaching and educating children from migrant families, regardless of their social status, the role and place of educational environment design, as well as the conditions and mechanisms of increasing the effectiveness of designing the educational environment of educational and training processes for children from migrant families are outlined. The reasons for the introduction of interactive methods of teaching and educating migrant children, especially during the adaptation period, are outlined. Educational environment design is considered from the position of a systematic approach to the design of the educational process, in which the content, methodology and conditions of the organization are subordinated to a single goal, and the roles of not only teachers, but also the families of migrant children, peers, other people and organizations are defined in this system.

Keywords: educational environment design, adaptation and integration strategies, migrant children, migrant families

Author Note

N. M. Komarova
T. F. Suslova
We have no known conflict of interest to disclose.
Correspondence concerning this article should be addressed to: N. M. Komarova, Candidate of Pedagogical Sciences. Associate Professor, Moscow State Regional University, Moscow, Russia. Email: nmkomarova@mail.ru

Designing the Educational Environment in the Formation of Adaptation and Integration Strategies in Children from Migrant Families

The educational system and interaction in the dyads "child from migrant families - teacher", "teacher - parent - migrant", "child from migrant families - indigenous child", "family of migrant children - family of indigenous children", etc. has great influence on the successful adaptation period of children from migrant families in the host country. We have identified, from our point of view, the most important dyads, on the success and constructiveness of relations which depend on the socialization of children from migrant families, their personal development, psychological state, potential to build their future in the host country, social, educational and later professional activity, as well as psychological and physical vitality. However, for this it is extremely important to form strategies for successful adaptation to the conditions of residence in the host country and integration into its culture and education.

The importance of forming adaptation and integration strategies in children from migrant families can be explained by:

First, the fact that today population migration is more of a global problem than a benefit. This is evidenced by the serious difficulties faced by most countries of the European Union, where a large number of illegal migrants are registered, and migrants who aspire to the United States and European countries in order to improve their lives, family life and security. Most of the migrants are families with children. This situation will continue, as evidenced in reports by the Organization for Security and Cooperation in Europe (OSCE). In particular, in most European countries it is noticed that since the beginning of the 21st century the share of children of foreign origin among students of secondary schools in such countries as Austria, Denmark, Ireland, the Netherlands, Norway, Sweden, Finland, etc. has been steadily growing. Increases are primarily due to children from immigrant families from

Asian and African countries, but for some states (for example, Ireland) there are large numbers of immigrants from Eastern European countries. The proportion of children whose primary language of instruction is not the state language is growing. Thus, in some areas of Vienna, The Hague, Amsterdam, Utrecht, Stockholm, Malmo, and other major cities already in 2007 every third student in public schools belonged to this category, and it is obvious that the past ten years have further increased the ratio in favor of children from immigrant families (Omelchenko 2018; 2019; Education: Gross Enrollment Ratio by Level of Education 2016).

The number of migrant families with children is also growing in Russia. For example, in some districts of Moscow, the number of children can reach 40% in school classes. It is true that the period of the coronavirus pandemic, which covered almost the entire world, has somewhat reduced the flow of migrants with children, but this is a temporary situation. It is also worth noting that some migrant children who come to Russia do not attend educational organizations. And although there are no open statistics on children from migrant families outside the Russian educational system, but the results of expert surveys indicate that not all children from migrant families regularly attend kindergartens and schools. Thus, a study of the problems of children without Russian citizenship conducted in 2017 in Moscow by the Migration Research Center (sample size - 529 foreign citizens with children aged 1-17 years) showed that about 15% of school-age children (among them natives of Syria, Afghanistan, Kyrgyzstan, Uzbekistan) do not attend school, while 49% of respondents whose children attend school reported overcoming several problems in getting them into school (Omelchenko, 2018: 74];

Secondly, the presence of serious problems faced by children from migrant families in the host country. On the basis of generalization of the results of researches of scientists from different countries, let us single out the problems most often mentioned in scientific

publications: 1) problems of ethno-cultural socialization and personal adaptation, difficulties of getting used to the environment where the traditions are not the same as in the native country and own family and, as a consequence, often arising states of alienation and rejection, anxiety and aggression (Artemyeva, 2014; Gulyaeva, 2010; Komarova et al., 2018; Kupriyanova, 2014; Konstantinov & Mali, 2016; Kurtz-Costes & Pungello, 2000.); 2) difficulties in communication with classmates, caused by poor knowledge of the language of the host country, violation of norms of verbal and nonverbal communication, non-compliance with rituals of behavior and interpersonal interaction, different perception of values, culture, sometimes, rejection of another culture (Artemyeva, 2014; Zheleznyakova, 2019; Nesterova, 2018; Suslova, 2014); 3) uniting into a community of representatives of their own culture or migrants like them, the reason for which is not ethnicity, but "otherness" and the construction of communication on the principle "native - alien", which is a conflictogenic factor in the educational organization (Zheleznyakova, 2019; Makarov, 2010); 4) poor educational training and mismatch of educational programs content and requirements for their mastering the receiving and the sending country. Combined with poor knowledge of the indigenous language, this leads to a decrease in cognitive and emotional activity, the formation of children from migrant families with low self-esteem, high levels of anxiety, lower levels of social status in the classroom and, as a consequence, inhibition in cognitive, mental and physical development (Batyrshina, 2018; Zheleznyakova, 2019; Kupriyanova, 2017; Molodtsova, 2013; Chiu et al., 2012; Nesterova, Suslova, 2014); 5) the formation of negative social perceptions and stereotypes about migrant children in the minds of the host society due to the difficulties encountered in integrating and engaging (as appropriate) students in the school space, which also leads to difficulties in intercultural interaction (Soldatova, 2016; Carter-Thuillier et al., 2018); 6) discrimination against children from migrant families on the basis of nationality and social status of the child, determining the

difficulties of getting used to the new environment of communication and states of aggression and increased conflict, which may determine their future in the field of labor and social relations (Gavronova, 2016; Tikhonova & Kuftiak, 2007; Carter-Thuillier et al., 2018; Rumbaut, 2005); 7) psychological stresses associated with a forced change of residence and disruption of the structure of habitual cultural and communicative, family, natural-territorial and other ties (Gritsenko & Shustova, 2004; Nesterova, 2018; Suslova, 2014; Shaposhnikova, 2012); 8) despite the socializing potential of school in the adaptation of children from migrant families, it usually chooses an assimilationist strategy, which damages their native culture, inhibits integration processes, causes not only cultural conflicts, but also conflicts between the education system and the child from migrant families (Domenech, 2010); 9) a significant number of migrants are victims of wars, ethnic conflicts and ethnic clashes, which leads to formation of posttraumatic disorders in migrant children (Soldatova, 2016; Farrada - Noli, 1996), and this in turn makes it difficult for children to enter the educational and upbringing environment of the educational organization and build constructive interpersonal relationships (Farrada - Noli, 1996); 10) fragile relationships in migrants' families, conflicts, divorces and lack of family support for children as well as social support from other significant adults (Gritsenko & Shustova, 2004; Savoskul, 2012; Smolina, 2012).

At the same time, it is important to note that most children from migrant families still connect their future with the host country, have the needs and high level of motivation to receive a decent education, and in the future, to build their professional career. "Coming to school as a representative of another, non-mainstream ethnic group, the child can quickly adapt to the features of life, behavior, the main language of the environment, preserving the family traditions of their ethnic group, winning from this in his diverse representation" (Bondyreva, 2004: 22).

Undoubtedly, a migrant child can adapt, but only when his peculiarities are accepted as an objective reality, as a due in the big common world. If adequate conditions are created for his/her integration into the educational and social space, if assistance is provided by adults and peers; if the educational organization presents a system (training and education) in which there is a place for a migrant child; if teachers and children of the main nationality in this school also accept this reality; if work with children from migrant families is carried out purposefully and constantly, rather than being spontaneous, as it is noted in some schools in Russia. And in order for this system to develop with a well-thought-out and designed structure (program), it is necessary to pay much attention to: the educational environment design as an educational and upbringing organization; the activities of teachers as the main implementers of this design, who know various educational and project technologies; building tolerant relationships of indigenous children and teenagers as actors capable of helping children from migrant families take their worthy niche in the social and educational; involvement in interaction with the subjects of the educational organization of the parents of migrant children, as significant adults on whom the quality of family, social, material and other support for children in the process of adaptation and building relationships with the world of the host country depends.

Thus, the general provision of pedagogy and psychology of formation of adaptation and integration strategies in children from migrant families should be pedagogical technologies of work with migrant children: the allocation of this category of students; the focus in work with migrant children on humanistic principles and the principles of individual, differentiated and systemic approaches; the need for intercultural adaptation and assistance in establishing and determining social status and social position; the introduction of the global theory of multicultural education and upbringing into educational programs, which, from our

point of view, is possible if the educational environment design of the school is built competently.

The Essence of Educational Environment Design

Building the educational process for the positive adaptation of children from migrant families involves the widespread introduction of information and communication technologies into the process of training and education, which, in turn, determines the search for appropriate ways, conditions, and methods of its implementation. One of the effective ways of providing effective organization of education is information and communication technologies developed within the framework of theories and models of pedagogical design that have been widely used for decades in developed countries, which make it possible to organize such an information and educational space in which students would have the opportunity to fully reveal their abilities and master the proposed material with greater effect and result.

In order not to mislead the reader, let us explain why, speaking of pedagogical design, the title of this paragraph is designated as "the essence of educational environment design". From our point of view, the concept of "educational environment design" is much broader, it includes a wide range of methods and technologies of pedagogical and psychological design, and also combines into a single system the resources of a large number of subjects of the educational process, including both specific professionals, children and their parents, and organizations, for example, institutions of additional education, culture, etc., which is most relevant for building work with migrant children during their adaptation to the conditions of school and country. Moreover, educational environment design also includes ways of managing the educational process and influencing the managed subjects by scientific justification of planning, organization and control of their activities.

Design in education is a special field that allows extrapolating methods and means of design culture to all levels of education in order to optimize them (Klimov, 2010). As a developmental aspect of educational environment design are forms and methods of development not only cognitive processes, but also socially significant personal qualities of students, as the development of social intelligence is an important basis for the success of human self-actualization in the future. In the learning process the problem of developing cognitive and personal qualities is presented in the form of specific goals: to teach to refute, define and explain concepts, to set and solve problems, to support actively new ideas of their own and others with constructive interaction in a peer group (Mikhaylova & Kostales, 2011).

Despite the fact that the research in Russian pedagogy and psychology of the problem of practical implementation of educational process design has a long history, the concept of "pedagogical design", "educational environment design" entered relatively recently in scientific and practical use but became actively used in the study of the system of training and education of children in the educational organization (we mean the use of both terms).

Considering the concept of "educational environment design", we turn to the study of the essential characteristics of pedagogical design, the methodology of which is the understanding of educational environment design, which we, as noted above, is understood more broadly and covers a large number of educational actors, the educational organization itself, its relationship with other organizations, etc., which is relevant and effective for helping children from migrant families in the process of their adaptation.

Scientists and pedagogues note a slender structure of pedagogical design methodology, developed and developed by American scientists since the middle of the last century.

It is noted that the concept "pedagogical design" is an integrative scientific branch providing the development, implementation and monitoring of information and educational

space, contributing to the formation of the subject of educational activity the level of information maturity, sufficient to ensure the independence of the individual in various spheres of life of the information society (Kurnosova, 2012).

The main goal of pedagogical design is to create and maintain an environment for the learner in which, on the basis of the most rational representation, interrelation and combination of different types of educational resources, psychologically comfortable and pedagogically reasonable development of subjects is ensured (Krechetnikov, 2005; Tokareva, 2014).

It is emphasized that pedagogical design is a systematic approach to the construction of the learning process. The main thing is that it allows you to build a unified system of learning objectives, learning material and tools available for the transfer of knowledge. At the heart of pedagogical design is the importance of course content, style and sequence of presentation of the material, as well as ways of its presentation (Belenko, 2016; Kurnosova, 2012; Mikhailova & Petrushina, 2016; Tikhomirova, 2019; Tokareva, 2014).

The role of pedagogical design methodology is fixed on the development of the most effective methods of teaching, which are aimed at mastering and transforming the educational environment that provides the solution of professionally oriented, communicative-developing and cognitive task; enhancing professional motivation; equipping with specific techniques and skills of work. Its most important feature is reproducibility at the level of the pedagogical process and pedagogical result (Belenko, 2016).

The focus of pedagogical design is on the development of interdisciplinary, integrative, project-oriented thinking of students, creation of opportunities to adapt in various project contexts demanded in the socio-professional sphere (Belenko & Isaev, 2017).

Almost all scientists and practitioners formulate the goal of pedagogical design, which is to increase the efficiency and effectiveness of learning materials, to expand

cognitive capabilities of students, to contribute to the increase in the volume and quality of information assimilated by students through both traditional educational technologies and when using electronic educational resources (the latter is given more attention when constructing pedagogical design).

As we see, when organizing training and education of children from migrant families there is a need to introduce an additional aspect of educational environment design - the design of the educational organization itself, which will allow children to interact comfortably with the educational actors (teachers, other professionals, peers, and the educational environment itself), as well as the design of other significant actors involved in the educational process, such as migrant families, cultural institutions, organizations of additional education and others, as well as diaspora organizations.

In our understanding, educational environment design is a complex system involving a large number of educational (training and educational) subjects whose activities are aimed at developing and implementing a model of environmental, educational, educational, informational and technological, teaching, motivating and helping system of relations between children from migrant families and the culture of the host society.

Thus, from our point of view, when it comes to the effectiveness of building the activities of an educational organization to form adaptation and integration strategies in children from migrant families, we should talk about the development of educational environment design as a systemic product, with a wide coverage of various technologies of the educational process.

Formation of Adaptation and Integration Strategies in Children from Migrant Families

It is obvious that the development of educational environment design for migrant students requires: monitoring to study and understand the educational resources and opportunities of the educational environment; studying the features of psychological, social

and educational development of migrant students; developing and mastering the technology of studying and taking into account the features of the mentality of students; formation of students' ability for dialogic communication; design and implementation of cross-cultural integrated courses in the educational process for migrant students; identification and justification of educational and scientific and pedagogical problems, the solution of which will contribute to more successful adaptation and integration of migrant children (Silantieva, 2007).

By revealing the theme of this section, our goal was to analyze the global experience of using technologies of educational environment design in forming adaptation and integration strategies for children from migrant families. We will focus on the most effective technologies, in particular on the technologies of developing programs and projects successfully implemented in educational organizations.

As the analysis of scientific and practice-oriented publications shows, in the current period. During development of the educational environment design the priority was given to technologies using computer technologies and virtual methods of teaching the state language, basics of history and culture, norms of behavior accepted in the host country. IT-technologies make it possible to implement the principles of adequate selection and visual presentation of teaching material and educational means; multiple reproducibility of material; activity of all subjects of the educational process - teachers, children from migrants' families, their parents who, as we noted, should be involved in this process; evaluation of the quality of learning material, success and failure rate in the process of mastering knowledge and skills.

Linguodidactic computer resources are popular in world educational practice for online training of state language and culture, computer game technologies (Baidurova & Shaposhnikova, 2002; Bogomolov & Uskova, 2004), which promote both development of

tolerance and communicative competence necessary to organize interethnic interaction and understanding in a modern multi-ethnic environment. Cultural assimilators, pioneered by American scientists and practitioners and actively used in the global educational space, can serve as an example.

We have also developed and implemented computer programs based on the methodology and technology of cultural assimilation. For example, in 2016, a Composite Situational Computer Game was developed to teach migrants "Citizenship and Compliance with Laws in the Russian Federation" or "How to Become a Law-abiding Citizen of Russia." The computer game simulates interactive interaction within the framework of specially developed scenarios, where a migrant must correctly orientate himself and give the right answer in resolving a specific situation related to legal actions on the territory of the Russian Federation. To a greater extent it is focused on adolescents and young men, as well as parents of migrant children. The program makes it possible to raise the migrant's awareness: 1) about the legal grounds for staying on the territory of the Russian Federation; 2) about the laws regulating citizenship in the Russian Federation; and 3) about legal forms of employment in Russia.

This program also allows to diagnose the current level of knowledge of migrants about the laws of the Russian Federation related to the situation of resettlement and obtaining citizenship. It provides the following functions: 1) presentation of a specific situation to be analyzed and give a correct answer; 2) game method of case study (analysis of specific situations that a migrant may encounter); 3) game space, which relieves stress during diagnosis and is well perceived by both adults and children; 4) possibility to diagnose the level of awareness of migrants about RF laws; 5) designer layouts, using character avatars, which makes training person-oriented and close to reality; 6) user-friendly interface (Nesterova & Suslova, 2015).

Another development was the computer program "Ethnocultural Navigator" (for adolescents from migrant families). The development belongs to the field of psychological correction and psychological counseling in the sphere of helping teenage children from migrant families to positively adapt to the conditions of living in Russia. The program can be used in psychosocial counseling and education for migrant parents, educators, social workers, psychologists, and representatives of ethnic and cultural centers of diasporas working with migrant children. Ethnocultural Navigator is based on the creation of a virtual script describing Russian symbols, traditions, and culture, as well as tips for migrant children to establish constructive intercultural contact and resolve conflicts in the process. Correction and expansion of knowledge about the cultural and historical traditions of the peoples of Russia and intercultural interaction can be carried out first in a virtual space with the help of the "Ethnocultural Navigator", which is a database management program; after successful assimilation and consolidation of the educational elements of the "Navigator", this material can be transferred to the real space, for example, in the structure of classes of the educational organization or psycho-corrective and psychological counseling sessions in individual or group formats (Suslova et al., 2019).

The development of the listed computer programs relies on the principles of multimodal perception: instead of complex names and words - visual images; instead of verbal descriptions - visual images of specific life situations; instead of complicated and incomprehensible for migrants verbal descriptions, searches for analogues in the native language - simple actions and visualization.

Examples of projects based on integrated and systemic approaches to the development of educational environment design can be the projects implemented in most Russian schools, such as "School - center of development of multicultural space". The peculiarity of these projects is the use of educational resources not only of the school, but

also institutions of additional education, city libraries, cultural and sports institutions, etc. The multicultural nature of the educational environment contributes to the creation of ethnic culture clubs in schools and the holding of "Days of National Culture", which have become a substantive feature of the educational environment design of the educational institution, whose goal is the successful adaptation and integration of migrant children into the conditions of the educational and social environment.

It is advisable to include in the educational environment design of the school various projects to prepare teachers to work with migrant children due to the lack and undeveloped psychological and pedagogical and methodological tools, which has been repeatedly noted by representatives of the teaching community. Such projects are already being implemented in Russian schools. For example, the project "Environment of Opportunities: Training Teachers to Work with Migrants in Schools", which is implemented both in person and remotely.

Interesting projects have also been developed in European Union countries. For example, schools in Germany successfully implement projects called "Integration of Muslims and Muslim organizations in Germany"; "Intercultural Education in Schools"; exhibition projects with the use of computer technology - "Foreigners in Germany - Germans abroad", "How to live in a multinational society?", which aim to integrate migrants into education and promote tolerant interaction between Germans and newcomers and to overcome xenophobia.

The development of different models of involvement of subjects of educational and other organizations in the process of helping migrant children during the adaptation and integration periods is also important within the framework of educational environment design. For example, the model of socio-psychological support for the process of ethno-cultural adaptation of children from migrant families. The model, on the one hand, characterizes the capabilities of the agents of ethno-cultural adaptation of migrant children based on the application of strategies and principles of integrative activities of the

educational organization, social institutions, families and diaspora organizations, and, on the other hand, the combination of resources of the mentioned organizations and migrant families acts as a condition for effective adaptation of migrant children. In this case, the joint activity of the educational organization, social institutions, diaspora organizations and family is seen as a dynamic system in the totality of its most important internal and external interactions, which are conditions, mechanisms and technologies, in order to ensure the effectiveness of socio-psychological support of the process of ethno-cultural adaptation of migrant children (Suslova et al., 2019).

Thus, one way to realize the potential of design-based learning is to rethink the traditional ways of developing curricula and their dissemination and use. It is reasonable to use more visualized computer programs that will help teachers make children's learning creative, combine educational resources, children's own potential and capabilities, and direct the latter's activities towards learning creativity (Brown, Edelson, 2003).

The characteristics of good educational environment design by American scholars include: 1) the ability to assist students in obtaining and comprehending new information; 2) informed adoption of certain or other technologies; 3) consideration of students' needs; 4) consideration of the educational environment as a holistic reality and perspective that integrates all aspects of the educational environment (What is educational environment design?, 2015).

Conditions and Mechanisms of Educational Environment Design

German scholars note that the upbringing and education of children from migrant families (intercultural upbringing and education) should not be an additional aspect of educational, social, other organization and family activities, but should be understood as a social condition and mechanism, as a permanent principle of activity (Uslucan, 2003; Ethnokulturelle Sprachcamps, 2018; Sommer, 2018).

Based on the analysis of the problems faced by children from migrant families, the essential characteristics of educational environment design and the experience of educational organizations it is possible to identify conditions and mechanisms, taking into account and using which it is possible to ensure a psychologically comfortable and pedagogically sound educational environment for the development of migrant children during the adaptation period and further during their integration into the social and educational environment of the host country.

Then let us consider those conditions highlighted and described by scientists which they do not directly connect with educational environment design, but which, from our point of view, are important to consider when developing it as a process that includes analysis of the situation, choice of technology, development and implementation of teaching and education methods in order to create the most rational and comfortable environment to achieve the pedagogical task of helping children from migrant families in adaptation and integration. These can include:

1) reliance of the educational organization on the rich opportunities and powerful resource of vitality for migrant children in order to pass the process of adaptation and integration. This is due to the fact that they are more included in different aspects of the new culture (educational system, acquaintance with the culture of the host country in educational institutions, constant language practice due to intensive communication in a non-native language, opportunities for expanding social network, etc.);

2) consideration of the educational environment (volume and quality of educational services, power and intensity of educational information, design of premises, symbols and attributes of educational events and others), as constructive, creative, transformative activity of teachers, migrant children and children - representatives of the indigenous population, as well as parents - migrants and the titular population of the country.

3) formation of friendly relations and emotional well-being in the educational organization, which determines the success of the child's adaptation in general and mastery of language competence by migrant children as one of the main resources for adaptation.

4) expanding opportunities for the child to learn a new language, but also providing opportunities to use their native language. It has been proven that equal attention to both languages (mother tongue and language of the host culture) is very important for optimization of the child's adaptation process (Suárez-Orozco, Suárez-Orozco, 2001);

5) Taking into account the age specifics of migrant children, because children, in particular adolescents, more often hold and maintain cultural beliefs formed in the country of origin. These beliefs may be very different from the beliefs held by their teachers, peers, people of reference for them, and this certainly affects the way adolescents behave in the society;

6) understanding and acceptance of children's gender differences, despite the fact that a kind of "revolution" on this issue is currently taking place in the world. The role of gender is often underestimated in studies on the adaptation and integration of migrants. In most studies, gender is either not taken into account at all, or acts as a control variable in statistical analysis. Meanwhile, in relation to adaptive processes in migrant children, gender is of great importance in the study of child behavior patterns in different social contexts (family, school, etc.). Firstly, this is due to the specificity of communication and interaction style of boys and girls depending on the rules adopted in their culture of origin (Portes, Rumbaut, 2001). Second, the "rules of behavior for boys and girls" are also found in the host culture, which predetermines the child's expectations of the accepted and normative form of behavior in the child's new cultural context (Williams, Alvarez, Hauck, 2002). For example, it has been observed by many scholars from different countries that migrant boys have more unstable school adjustment rates compared to migrant girls. This statistically significant difference is

found in many ethnic groups (Brandon 1991; Faliciano, Rumbaut, 2005; Lee, 2001). In general, the factor of gender cannot be discarded in the construction of educational environment design in order to form adaptation and integration strategies in children from migrant families;

7) formation of adequate self-esteem and level of self-respect in migrant children, which contribute to motivation, thus determining the child's involvement in educational and upbringing activities, which gives an opportunity to improve their results and increase the number of achievements;

8) reliance on the migrant child's ethnic identity. Research shows that children with a clearly defined ethnic identity have higher rates of psychological well-being compared to children with an unspoken ethnic identity (Abubakar, et al., 2012). However, the migrant child often receives very contradictory "input" from significant others regarding his or her identity, which can lead to some cultural bifurcation. This process depends not only on the child himself, but also on his parents, teachers, peers, which confirms our idea about the inclusion of not only the educational institution, but also other actors in the model of educational environment design;

9) understanding and taking into account the existence of cultural distance (culture of origin and host culture). Similarity or, on the contrary, discrepancy between the culture of origin and the host culture can also affect the child's adaptation. If religion, customs, traditions, social norms and rules, and ways of life are more or less similar in both cultures, adaptation should be easy. For example, migrant children who move from China to Russia will have a completely different adaptation experience than children who migrate from Belarus to Russia. This switch between different requirements, cultural norms, transmitted by the educational organization, is not easy for the child, because it can cause a feeling of ambivalence, confusion, not understanding what is wanted from him. This bifurcation is

especially acute in a situation of significant difference between the culture of origin and the host culture, which is extremely important to consider in the model of educational environment design;

10) an important condition is the construction of educational environment design taking into account the following principles:

- "scientific", which implies the use of such techniques and methods of organizing educational material, which will be theoretically justified and tested in practice;
- clarity: the maximum number of information perception channels should be involved in the training process;
- visualization: aspects of psychology of perception and learning should be taken into account as much as possible during the planning and implementation of the educational process;
- continuity and succession, which implies ensuring the consistency of training courses, orders, rules and means of their mastering;
- comfort: students should be provided with comfortable and ergonomic perception (Krechetnikov, 2005);
- accessibility: the whole set of educational and methodological materials, aimed at migrant children, should correspond to the capabilities of their perception and understanding, and the level of complexity should be in the zone of the nearest development.

The mechanisms of educational environment design for the formation of adaptation and integration strategies in children from migrant families we include:

1) reliance on design and computer modeling technologies;

2) selection of the adaptation strategy which will be leading in building the model of educational environment design: what this model will be aimed at - integration or

assimilation. From our point of view, the most effective strategy is the integration of the child into the educational culture of the host country as a strategy in which the person psychologically responds positively to tangible socio-cultural changes. Ideally, migrant children should be integrated into both cultures: the culture of origin and the culture of the host community. Children who are more closely aligned with their culture of origin, while also responding positively to the host culture, have much more pronounced psychological well-being (Abubakar, et al., 2012);

3) social connections and social networks, that is, in this case we are talking about social support as a mechanism that plays a huge role in the development of an effective model of educational environment design when teaching and raising a migrant child. The child's social connections and networks are very important. There is nothing better, as some scholars believe, for a child's psychological well-being than support from friends, peers, and family during acculturation and migration (Suárez-Orozco, Suárez-Orozco, 2001). Dense social ties help the child to feel accepted, significant, to form a sense of belonging to both the culture of origin and the host culture;

4) attitudes towards migrants. In this case we are talking about the mechanism of understanding the subjects of the educational organization of cultural diversity, encouraging children to think of each other as individuals and not as representatives of any cultural or ethnic groups. The model of educational environment design should create a positive attitude towards migrants, which will avoid social isolation, exclusion and discrimination;

5) a powerful mechanism of educational environment design for effective training and education of migrant children is the methodology and technology of educational and social inclusion. It is known that migrant children have special educational needs associated with the situation of migration, with a change of environment, entering a new culture. If we are talking about a child who was forced to leave his/her home country (a refugee child), the

process of adaptation is aggravated by the factor of loss, stress, forced separation from the usual circle of communication (Abubakar, et al., 2012), and not taking this into account means turning the process of migrant child adaptation into a "struggle" with himself/herself and others;

6) based on the description of the previous mechanism, we can highlight another one - the development of an individual educational and educational route for a migrant child. The inclusion of an individual educational route in the educational environment design of migrant children is necessary to quickly "enter" a migrant student in the language environment in order to overcome the "lag" in the mastering of educational programs. It is advisable to develop a learning trajectory for each migrant who arrives at school, taking into account his/her capabilities and past language experience. It should be noted that with the same age of students in one case only teaching the terminology of special subjects (geometry, physics, biology, etc.) is required, while in another case a Russian language teacher and a speech therapist should be involved in geometry, physics, etc. lessons. Maximum inclusion in the language environment implies teaching in mixed classes, where both migrants and indigenous children study. It is advisable to provide additional funding for intensive (daily) short-term courses for mastering the language of the host country (Pogrebitskaya, 2016);

7) professional assistance in accompanying the adaptation of migrant children. Every child's migration experience is different and related to individual, social and economic factors that require overcoming, adjusting and adapting, so when building an educational environment design it is important to include effective practices of accompanying a migrant child, including assessment of both the child's personality and all the factors that accompany his/her individual migration journey;

8) Involvement of parents in the implementation of child support programs, because parents play a central role in the lives of their children, their attitudes and lifestyle also affect

the adaptation of the child. This is especially true for communities that unite a large number of migrant families of the same ethnic origin. Parents in these communities guide their children in different ways to adapt;

9) involvement and reliance on national diasporas. Diaspora associations are also social investors who develop the institution of legal and social protection of migrant children and families, can, using their own resources, contribute to the positive adaptation of migrant children in the educational organization and in the country as a whole. National diasporas can participate in outreach activities, mediate between the educational organization and migrant families, develop projects of national and cultural orientation, contribute to the formation of a positive image of the migrant, etc.

Conclusions

Thus, educational environment design can be considered an indispensable component of the educational system of an institution where children from migrant families study. It is important to take it into account when designing modern learning tools. Electronic educational resources built on the basis of educational environment design models can most effectively convey educational material and create conditions for its quality assimilation by children. When developing an educational environment design to help children from migrant families it is advisable to take into account curricula, the infrastructure of the organization, human capacity, the capabilities of various organizations - institutions of additional education, social and cultural institutions, national diasporas and families, as well as the specifics of educational and socio-cultural development of migrant children.

References

Abubakar, A., van de Vijver, F. J.R., Mazrui, L., Arasa, J., & Murugami, M. (2012). Ethnic identity, acculturation orientations and psychological well-being among adolescents of immigrant background in Kenya. In Garcia Coll. C. (Ed.), *The impact of immigration on children's development: Contributions to human development.* Basel: Karger. 99-121.

Artemyeva, N. V. (2014). To the Problem of Adaptation of Children of Modern Migrants to the Educational Environment (by the Example of the Udmurt Republic). *Vestnik (Herald) of Chelyabinsk State University*. 22 (351), 127-131.

Batyrshina, E. Yu. (2018). Our multicultural school. Actual problems of innovative pedagogical education. 6, 19-22.

Baidurova, L. A., Shaposhnikova, T. V. (2002). The project method in teaching students two foreign languages. *Foreign Languages at School, 1,* 5-11.

Bastian Carter-Thuillier, Victor López-Pastor, Francisco Gallardo-Fuentes and Juan Carter-Beltran (2018). Immigration and Social Inclusion: Possibilities from School and Sports. *Immigration and Development*. 191-208.

Belenko, T. V., Belenko, V. A. (2016). Pedagogical design in the information and educational environment of the university (on the example of BelGU). *Modern Science-intensive Technologies, 3,* 311-316.

Belenko, T. V., Isaev, I. F. (2017). The use of pedagogical design in the process of formation of professional motivation of students. *Bulletin of Higher School, 12,* 44-49.

Bogomolov A. N., Uskova O. A. (2004). Distance learning in RSL: An overview of domestic and foreign information technologies and methods. http://www.itlt.edu.nstu.ru/itltcourse.php

Bondyreva, S. K. (2004). Otherness in ethnic self-determination and general cultural definition. *World of Psychology, 3,* 20-24.

Brandon, P. (1991). Gender differences in young Asian Americans' educational attainment. *Sex Roles, 25*(1/2). 45-61.

Brown, M., Edelson, D.C. (2003). *Teaching As Design: Can we better understand the ways in which teachers use materials so we can better design materials to support their changes in practice? The Center for Learning Technologies in Urban Schools, a partnership among*: Chicago Public Schools, Detroit Public Schools, Northwestern University, University of Michigan, Funded by the National Science Foundation. URL: http://www.inquirium.net/people/matt/teaching_as_design-Final.pdf

Chiu, M., Pong, S., Mori, I., Chow, B. (2012). *Immigrant students' emotional and cognitive engagement at school: A multilevel analysis of students in 41 countries*. Journal of youth and adolescence. 41 (11), 1409-1425.

Domenech, E. (2010). *Etnicidad e inmigración. Hacia nuevos modos de integración en el espacioescolar.* Astrolabio. 1, 2-8.

Education: Gross Enrollment Ratio by Level of Education (2016). UNESCO Institute of Statistics. URL: http://data.uis.unesco.org/?queryid=142

Ethnokulturelle Sprachcamps: Monitoringergebnisse. (2018). http://www.rusdeutsch.eu/Nachrichten/2897

Farrada-Noli M. (1996). *Posttraumatic stress disorder and suicidal behavior in immigrates to Sweden: An epistemological, stress cultural and psychiatric study.* Stockholm. The Karolinska Institute. 94-95.

Gavronova, Y. D. (2016). Socio-psychological adaptation of children from refugee families in schools in Germany. Theoretical problems of ethnic and cross-cultural psychology.

Proceedings of the Fifth International Scientific Conference May 27-28, 2016. In 2 vols. V.

Goodyear, P. (2015). Teaching as design. *HERDSA Review of Higher Education* Vol. 2 2015. University of Sydney, Australia. URL: https://www.herdsa.org.au/system/files/HERDSARHE2015v02p27.pdf

Gritsenko. Smolensk: Publishing house of Smolensk Humanitarian University. 2, 76-79.

Gritsenko, V. V., Shustova, N. S. (2004). Socio-psychological adaptation of children of forced migrants in Russian society. *Psychological Journal, 3,* 25-33.

Gulyaeva, A. (2010). Intercultural adaptation of children of migrants. Uchitelskaya Gazeta. 32.

Zheleznyakova, E. A. (2019). Polycultural school as a new type of educational institution / *Problems of Modern Pedagogical Education, 63,* 108-111.

Omelchenko, E. A. (2019). Education of children of international migrants as a contribution to sustainable development. Vestnik RUDN. *Series: International Relations, 2,* 306-316.

Omelchenko, E. A. (2018). *Integration of migrants by means of education: Russian and world experience.* Moscow: Ethnosphere.

Klimov, V. P. Versions and principles of education design. *The functioning of the college as a unified educational-scientific-production complex: a collection of scientific materials*. Moscow: OOO "AutoPrint. 74-78.

Komarova, N. M., Suslova, T. F., Nesterova, A. A. (2018). Psychological and pedagogical support of ethno-cultural adaptation of children from migrant families in the conditions of a rural school. *Pedagogical Education and Science, 4,* 91-99.

Konstantinov, V. V., Mali, N. A. (2016). Psychological adaptation of younger schoolchildren living in Russia and forced migrants. *Internet-journal "World of Science," 4.* http://mir-nauki.com/PDF/34PDMN416.pdf

Kupriyanova, V. N. (2017). From the experience of pedagogical support of adaptation of elementary school students from families of migrants from abroad. Socio-psychological adaptation of migrants in the modern world: materials of the 2nd International scientific and practical conference / responsible editor V. V. Konstantinov. M.: Publishing house "Pero". 91-97.

Krechetnikov, K. G. (2005). Pedagogical design and its significance for the development of information educational technologies / XVI International Conference "Application of new technologies in education". Troitsk: ITO-Troitsk. http://ito.edu.ru/2005/Troitsk/2/2-0-9.html1

Kurnosova, S. A. (2012). Pedagogical design: explication of the concept. *International Journal of Experimental Education, 8,* 36-42.

Kurtz-Costes B., Pungello Elizabeth P. (2000). *Acculturation and Immigrant Children: Implications for Educators.* National Council for the Social Studies. http://www.socialstudies.org/sites/default/files/publications/se/6402/640210.html

Makarov, A. Y. (2010). Peculiarities of ethno-cultural adaptation of children of migrants in Moscow schools. *Sociological Studies, 8,* 94-101.

Mikhailova, O. B., Petrushina, L. V. (2016). Psychological and pedagogical bases of educational design in the formation of innovativeness in secondary school students. *International Research Journal, 9* (51), 94-97.

Mikhailova, O. B., Kostales A. I. (2011). Problems of intercultural adaptation of foreign students and their manifestation in adaptability strategies. Vestnik PFUR. Series: *Psychology and Pedagogy, 3,* 29-33.

Molodtsova, T. D. (2013). Children from migrant families and their adaptation in the school community. *International Journal of Experimental Education, 7,* 92-94.

Nesterova, A. A. (2018). Children encompassed by migration processes: diversity, challenges and diversification of support models. *Journal of Social Policy Research, 4,* 645-680.

Nesterova, A. A., Suslova, T. F. (2015). Constructivist and socio-psychological approaches to the study of viability and adaptation factors of migrants: monograph. Moscow: Dashkov & K Publishing and Trading Corporation.

Nesterova, A. A., Suslova, T. F. (2014). *Study families of migrants need in psychological help*. Conference on Social Science and Humanity. London. 97-108.

Pogrebitskaya, E. (2016). Adaptation of migrant children in the conditions of an educational organization. *Almanac Ethnodialogues, 2*(51). 255-264.

Portes, A., Rumbaut, R. (2001). *Legacies: the story of the immigrant second generation.* Berkeley, CA: University of California press and Russell sage foundation.

Rumbaut, R. (2005). Sites of belonging: Acculturation, discrimination, and ethnic identity among children of immigrants. *Discovering Successful Pathways in Children's Development: Mixed Methods in the Study of Childhood and Family Life* / ed. Thomas S. Weiner. Chicago: University of Chicago Press. 111-164.

Savoskul, M. S. (2012). Adaptation of Ethnic Migrants in Russian Regions. Vestnik (Herald) of Moscow State University. Series 5. *Geography, 2,* 59-64.

Shaposhnikova, T. D. (2012). To the problem of adaptation of children from migrant families in modern sociocultural space. *Elementary School, 5,* 87-91.

Silantieva, T. A. (2007). Socio-cultural adaptation of migrant children. *Bulletin of Astrakhan State Technical University, 1* (36), 209-222.

Smolina, T. L. (2012). Social support as a strategy for overcoming culture shock. *Sociosphere, 1,* 29-34.

Soldatova, G. U. (2016). Practical psychology of forced migrants: sociocultural approach and problems of adaptation. *Russia in the World Community: The Meaning Space of the Dialogue of Cultures.* Khabarovsk. Pacific State University. 481-487.

Sommer, R. (2018). *Migrationspolitik Deutschland. R. Sommer.* https://sputniknews.com/analysis/201802081061489233refugee-worker-bashes-german-refugee-policy/

Suárez-Orozco, M. (2001). Globalization, immigration and education. *Harvard Educational Review, 71*(3). 345-366.

Suslova, T. F. (2014). Migration as a psychological problem. *Modern Studies of Social Problems, 4-1* (20), 174-192.

Suslova, T. F., Nesterova, A. A., Bagdasarian, V. E., Komarova, N. M. (2020). Socio-psychological support for ethno-cultural adaptation of children from migrant families: monograph. MOSCOW: MOSCOW STATE UNIVERSITY.

Tikhonova, I. V., Kuftyak, E. V. (2007). Psychological analysis of the conditions of adaptation of migrant children. Vestnik of N. A. Nekrasov Kostroma State University, 2, 150-159.

Tikhomirova, E. (2019). 800 words about pedagogical design. http://www.trainings.ru/library/articles/?id=11059

Tokareva, A. V. (2014). Psychological design as a structural unit responsible for the formation of the environment of the educational institution. Modern pedagogical technologies. 5. 36-42.

Uslucan, H.-H. (2003). I*nterkulturalität in Erziehung und Familie: Risiken und Chancen.* https://www.liga-kind.de/fruehe/603

What is educational design? (2015). https://www.futurelearn.com/courses/educational-design/0/steps/26415&prev=search&pto=aue

Williams L. S., Alvarez S. D., Hauck K. S. (2002). My name is not Maria: Young Latinas seeking home in the Heartland. *Social Problems, 49* (4). 563-584.

Parenthood in a Crisis 2.0

Motherhood in the Tension Between Homeschooling and Home Office: A Comparison After 1 Year of the Pandemic

Bianca Lange[1] and Heike Ohlbrecht[1]

[1]Otto-von-Guericke-University Magdeburg, Faculty of Human Sciences, Department of Sociology, Germany

Abstract

The contact restrictions and closures of schools and childcare facilities in Germany in the course of the Covid 19 pandemic have presented families and parents with new challenges that have been accompanied by different (health) burdens and reinforce already existing gender differences in the division of tasks in families, especially with regard to care work. Women and mothers show themselves to be more burdened in the various dimensions of health in the course of the pandemic than men and fathers. In particular, the psychosocial dimensions of subjective health, especially the general experience of strain, stress, exhaustion and anxiety, increased again among women and mothers in the second lockdown. Reasons can be seen in a reinforcement of the unequal distribution of care work that already existed before the pandemic, as well as in a stronger mental load among women and mothers.

Keywords: pandemic, mental load, motherhood, subjective health, gender inequality

Author Note

Bianca Lange https://orcid.org/0000-0002-0448-9291
Heike Ohlbrecht https://orcid.org/0000-0003-3656-015X
We have no known conflict of interest to disclose.
Correspondence concerning this article should be addressed to: Bianca Lange, Otto-von-Guericke-University Magdeburg, Faculty of Human Sciences, Department of Sociology, Germany. Email: bianca.lange@ovgu.de

Parenthood in a crisis 2.0

Motherhood in the tension between homeschooling and home office- a comparison after one year of the pandemic

The first lockdown in Germany was decided in mid-March 2020 and lasted for around seven weeks. After the first lockdown and the first Covid 19 wave, people in Germany were initially able to look forward to a comparatively quiet summer in 2020. However, this joy was shattered by the rising numbers in the fall of 2020. The rapidly rising case numbers of the second Corona wave resulted in a renewed lockdown, which was initiated in stages in November and was initially scheduled to last until January and later until the end of March 2021. However, infection numbers rose again in the spring of 2021. The onset of the third wave of the pandemic led to a renewed lockdown decision by the German government and extended the lockdown until May 2021. In mid-May, people in Germany were thus looking back on a period of a good six months of lockdown with contact restrictions and curfews, as well as mostly closed childcare facilities, schools, and recreational activities.

More than a year has passed since the first lockdown in Germany in March 2020. The societal challenges and consequences of the pandemic at the global, as well as at the national level, have continued to be discussed in many ways since then, so in this paper we would like to take a look - using a longitudinal comparison of empirical data - at the developments that more than a year of pandemic has brought.

In Germany, gendered role models and the possibility of a retraditionalization of gender images have been discussed since the outbreak of the Covid 19 pandemic (see IAB 2020; Allmendinger 2020; Blom et al. 2020; et al.), as well as the pandemic as a "deprivation of realization opportunities" (Güney-Frahm 2021). In this context, issues of equity in the distribution of care work (keyword: mental load) in heterosexual nuclear families and the particular burden of homeschooling and other pandemic-related changes in families on women

and especially mothers are widely discussed. But inequalities between men and women and between fathers and mothers were observable even before the onset of the Covid 19 pandemic. They were evident in an unequal distribution of household and care work as well as in childcare (see Schmieder/Wrohlich 2020). Mothers, in particular, are regarded as central "unpaid welfare producers" (Dackweiler 2003: 54), since they play a decisive role in the care and health work in families as well as in community management work to a high degree.

This is where this article comes in, asking about subjective assessments of the experience of stress and the effects of the pandemic on everyday coping, especially in families. In this context, the subjectively assessed health, emotions and life satisfaction of men and women as well as fathers and mothers are surveyed in comparison before the pandemic and in the course of the first and second lockdown in Germany. The data show, in part, substantial differences between the sexes in important dimensions of subjective health, such as exhaustion, stress, experience of strain, happiness, and life satisfaction. Comparing empirical data on these dimensions from the first and second lockdown allows us to look at changes over time and to discuss effects of the pandemic on parenting in a gender comparison.

Research Status

The state of research on the impact of the pandemic on families shows, on the one hand, that men and fathers in Germany have become more involved in the household and in childcare in the wake of the pandemic. On the other hand, it shows that the amount of care work has increased for women and mothers and is significantly higher overall than for men. Our data show that subjective feelings of stress and perceptions of psychosocial emotions differ across gender (see Jellen/Ohlbrecht 2020). In essence, two basic lines of argumentation can be opened, which are conducted in Germany and are arranged in advance around the question of a possible retraditionalization of gender role images. On the one hand, the Corona pandemic, is seen as a driver of retraditionalization (cf. Allmendinger 2020), setting back gender equality

by decades, and on the other hand, the crisis is seen as an impetus for change that can drive greater participation of fathers and sees the crisis as an initiator of new gender equality opportunities (Alon et al. 2020; cf. Krohn 2020). Allmendinger (2020) warned early in the pandemic that mothers in particular could emerge as the losers due to increasing care responsibilities through, for example, homeschooling, reduced working hours, and poorer return options to the labor market. The subsequently formulated thesis of the retraditionalization of gender images in the wake of the pandemic has since been widely discussed in the academic and media spheres. The empirical findings of other national studies, such as the representative SOEP panel (Zinn et al. 2020) or the Mannheim study by Blom et al. (2020), however, do not attest to a shift in the division of labor in families to the disadvantage of women/mothers (Blom et al. 2020). Couples who had an equal division of tasks before the pandemic continued this division of tasks in the wake of the lockdown; the same was true for couples with an unequal division of labor (ibid.). Bujard et al. (2020) also failed to confirm retraditionalization, and the results showed that fathers' involvement in household chores increased (ibid.). Similar findings were shown in the evaluation of the SOEP panel, here it became clear that fathers' childcare hours have increased (Zinn et al. 2020). However, in all studies mentioned so far, it was also evident that the main burden continues to fall on women and mothers (ibid., Blom et al. 2020; Bujard et al. 2020 et al.). Thus, a multi-layered picture emerges from the state of research: figures from the Institute for Employment Research (IAB 2020) from the online survey "Living and Working in Times of Corona" show that about two-thirds of the mothers with children under 15 surveyed reported having taken care of the children mostly or completely during Corona. During the lockdown and after - the survey period was June 2020 - the ratio changed little in favor of men. The proportion of women who said they were predominantly responsible for child care fell from 66 to 63 percent (ibid.). Similarly differentiated findings are also found in the evaluations of the pairfam relationship

and family panel (Jessen et al. 2021). Here, it was also found that mothers who had found themselves in unequal distributions of care work before the pandemic found themselves even more burdened with childcare in the wake of the pandemic (Jessen et al. 2021).

Method and Sample

The data reported as follows were collected as part of a partially standardized online survey during the first and second lockdown (repeat survey) in Germany. The thematic focus of the study is, among other things, on the effects of the pandemic on the family situation, psychosocial and subjective health, the work situation, and quality of life. In addition, we are interested in gender-specific stresses. The study was conducted at two measurement time points, focusing on participants' subjective self-assessment of their perceptions before and during the pandemic, as well as comparing the first and second lockdowns longitudinally. This is a convenience sample, which comes with certain limitations: the sample is not representative and has a healthy-user bias typical of online studies (Shrank et al. 2011), as well as a high proportion of people with high educational capital. The results represent a sentiment picture of the social conditions and problem situations of the pandemic. A total of 2,797 accesses to the questionnaire were recorded for the first measurement point, and after cleaning the data, 2,009 data records could be used for the analysis (cf. Jellen/Ohlbrecht 2020). At the time of the first measurement point, 30.6% (n= 615) stated that they lived in a household with at least one child under the age of 18.

The second survey in March and April 2021 achieved a response rate of 67% and a sample size of $N = 812$ people. The goal was to survey individuals who had participated in the first survey again approximately one year later. The timing of the second survey was in March and April 2021 in the last third of the second lockdown, which lasted from November 2020 to May 2021.

Results

Subjective Health and Well-being after One Year of Corona Pandemic

In order to be able to compare the results of the second measurement period, we will first briefly discuss some of the key results of the first survey period[1]. In general, it can be stated that The Corona pandemic led to negative effects on subjective health and general life satisfaction.

The lack of contact with family members, friends and other social networks led to stress, and feelings of anxiety and loneliness were also more pronounced in the subjective self-assessment than before the pandemic. Subjective health deteriorated since the onset of the first lockdown, falling by 9 percentage points in comparison (Jellen/Ohlbrecht 2020; 2020 a). Overall stress levels were perceived to be high during the period of the first contact ban. In response to the question "Looking back on the period of the no-contact order so far, how much of a burden do you feel as a result?" 35% of respondents reported feeling a high or very high level of burden, and 40% felt a medium level of burden (Jellen/Ohlbrecht 2020). With regard to gender differences, 30% of men and 37% of women stated that they felt strongly or very strongly burdened. Mothers were particularly burdened; 44% of mothers stated that they felt strongly or very strongly burdened (ibid.).

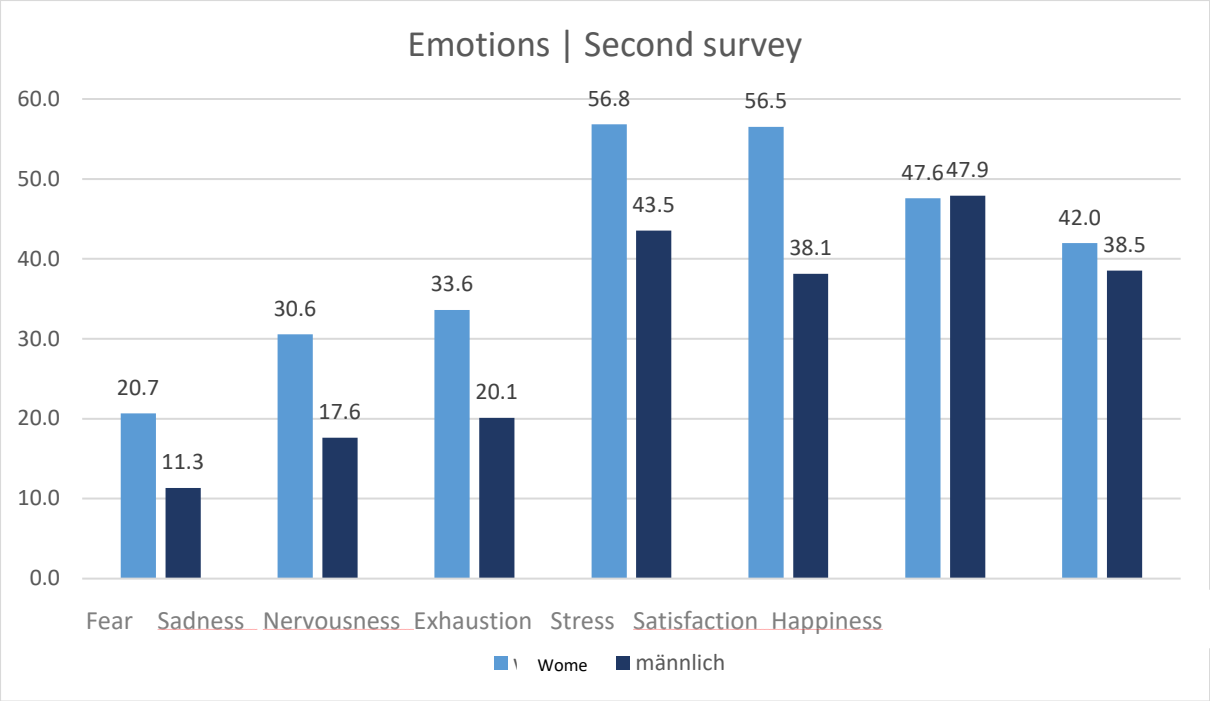
The drop in life satisfaction could already be seen in the evaluation of the first measurement point for the group of parents. It also became clear that life satisfaction among mothers fell by almost 10 percentage points more than that of fathers (ibid.). The results of the initial survey showed that regardless of age, the experience of satisfaction, serenity, happiness and security decreases. However, the experience of stress also decreases regardless of age in a direct comparison between the time before and during the contact reduction.

[1] For a deeper insight, we refer to the publication from last year in the same journal on Parenthood in a Crisis-Stress Potentials and Gender Differences of Parents During the Corona Pandemic (Jellen/Ohlbrecht 2020) mentioned above.

Turning now to the second survey in the second lockdown, a comparison of feelings and emotions as indicators of subjective health between the first and second survey time points reveals that most indicators remain at a high level after about a year of the pandemic. Changes were evident, among other things, in the occurrence of existential fears. Here, the value fell by around 3 percentage points compared with the first survey time point.

Figure 1

Question wording: How often do you currently experience the following feelings?



Note: (battery); scaling: never (1) - rarely (2) - sometimes (3) - often (4) - very often (5) - not specified; results refer to 4+5 only, data in percentages.

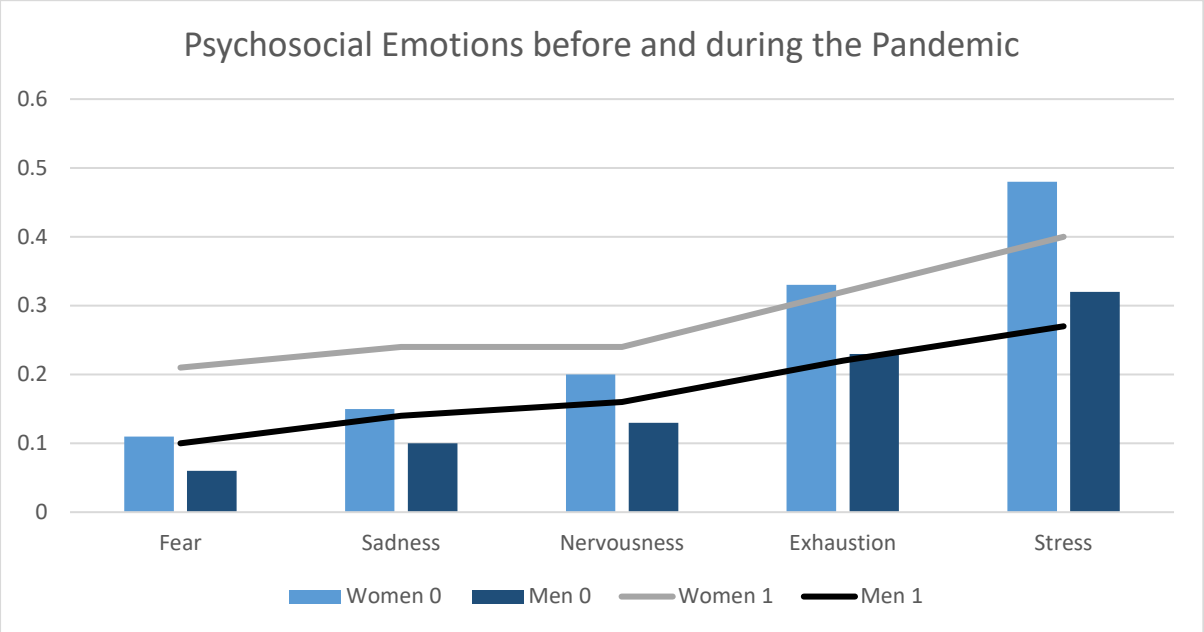
In addition, more significant changes can be seen with regard to the occurrence of exhaustion: Here, the number of those who feel strongly or very strongly stressed increased by 20 percentage points, to around 57%, compared to the information provided during the first survey. The situation is similar with regard to the occurrence of stress. At the time of the first survey, the stress experience of those persons who often or very often experienced stress

initially dropped from 43.1% to 36.2%. At the time of the second survey, there was an increase: around 52% of respondents stated that they often or very often experienced stress.

While the distribution of assessments of happiness and satisfaction is roughly equal among the sexes, the differences in anxiety, sadness, nervousness, exhaustion and stress are consistently high to the disadvantage of women. Comparing the results, it is clear that gender differences are pervasive. What is meant here is: The differences in the experience of stress and in the different occurrence of psychosocial feelings were already apparent before the start of the pandemic, even if the difference increased again slightly to the disadvantage of women at the time of the second lockdown.

Figure 2

Comparison of Feelings of Fear, Sadness, Nervousness, Exhaustion and Stress Between Men and Women



Note: Questions Women 0 and Men 0: How often did you experience the following feelings before the outbreak of the coronavirus pandemic? Questions Women 1 and Men 1: How often did you experience the following feelings after the outbreak of the coronavirus pandemic?
Reply formats: 1) never 2) rarely 3) sometimes 4) often 5) very often.
Only categories 4 and 5 are shown in the figure and have been condensed.

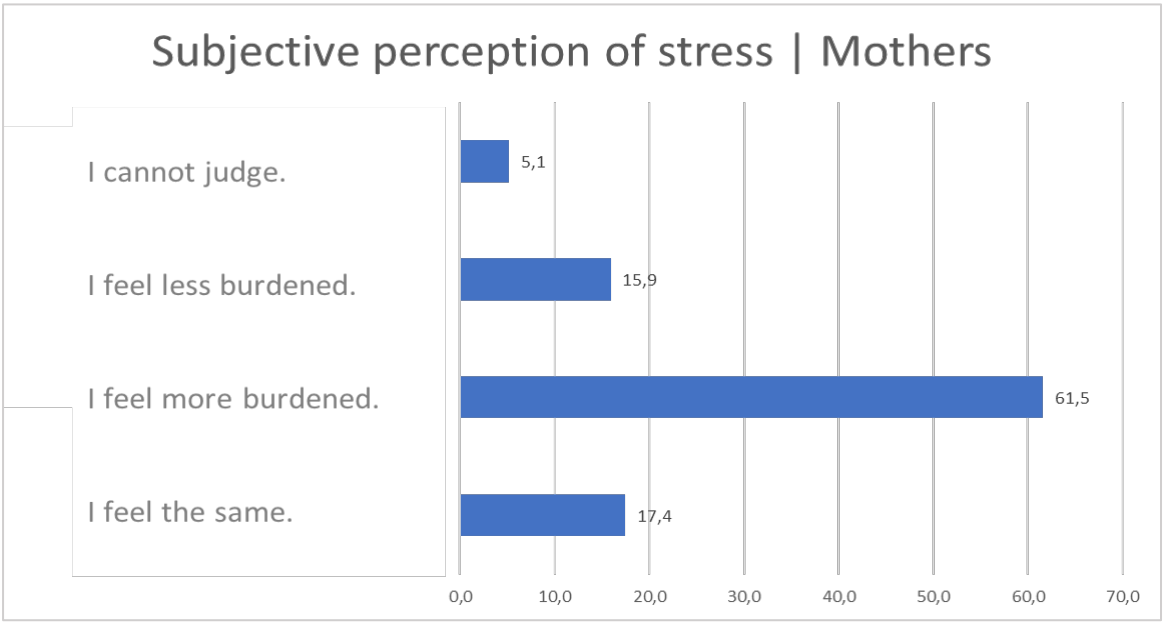
In a first conclusion, it can therefore be stated that the pre-pandemic gender differences in the dimensions of subjective health (exhaustion, stress, experience of strain, happiness, life satisfaction) tend to increase in the first lockdown and remain at a relatively high (difference) level in the second lockdown.

Women and Mothers

The results of the second measurement point illustrate gender differences with regard to the impact of the pandemic. Women are more affected in terms of reducing working hours, caring for children, caring for family members, etc., and thus more affected by the impact of the pandemic. Even before the pandemic, the production of health (health work) in families was primarily the responsibility of women and mothers.

Figure 3

Question wording: We would like to ask you to assess the following situation: The 2nd lockdown differs from the 1st lockdown in terms of my personal perception of stress.



Note: Scaling as in figure, data in percentages

The subjective stress experience of mothers and childless women is almost the same. Thus, the proportion of childless women who feel more stressed in the second contact period is 60.7% and the proportion of mothers who feel more stressed is 61.5%. It can therefore be assumed that the main burden in the domestic environment is not the compatibility of family or children and work, but that the general responsibility of women for care work, even independently of child rearing, leads to increased stress for women. Possible reasons may lie in the mental load of women and mothers, which, especially in the context of domestic care work, is often characterized by seemingly invisible stresses (cf. Cammarata 2020). The concept of mental load does not have a clear definition; in essence, it can be stated that the concept of mental load refers "either to the objective workload imposed by the task (e.g., event rate) or to the subjective ratings of the operator with regard to the demands of the task. In most theories workload refers only to the processing capacity of the operator but in some theories it also encompasses emotional and physical aspects "(Gaillard 1993: 991). In the context of domestic care work, the term mental load is understood above all as the burden of that work which is difficult to quantify and is often undertaken by women and mothers, such as keeping appointments with the pediatrician, planning shopping, arranging gifts for third parties, planning and organizing childcare or play dates, talking to teachers and educators, etc. (cf. Cammarata 2020: 1).

Parenthood, Partnership, and Stresses

It was already clear from the results of the initial survey that parents felt more burdened. The suspension of contact and homeschooling, for example, led to restrictions and changes in the organization of everyday life and the division of labor in families and partnerships (see Jellen/Ohlbrecht 2020). In the second survey, additional stress and resilience factors and effects on the family situation were recorded. Here, an equity gap between men and women becomes

apparent: just under a quarter of childless women perceive the division of labor in partnerships as unfair, compared to 8% of men. Among mothers who perceive their partnership as unfair, the rate is almost one-third.

We also used open questions as part of the data collection for the first and second measurement points. In the course of evaluating the open-ended questions of the second survey, it became clear that women and mothers do not simply want to return to the status quo before the pandemic, but would like to renegotiate the arrangement of care, relationship and family work - including the psychological burden. A free-text field allowed respondents to specify the unequal division of labor: The question read, "Yes, I feel an unequal division, specifically, I feel the following is unfair"; responses were then coded. The majority of respondents - about two-thirds - indicate that the unequal division of tasks within the partnership relates to housework (cleaning, shopping, cooking, etc.). More than 40 % refer to the general lack of division of labor in their partnership: here, a majority of women report traditional role models that lead to their having to manage the household almost alone and feeling heavily burdened by a permanent sense of responsibility. The keyword here is mental load, and again mental load, which continues to be ahead of women and places a greater burden on them - regardless of motherhood. Another question related to general stresses in the domestic context: In addition to housework, the stress caused by homeschooling, the lack of institutional childcare facilities and the lack of separation between private space, place of work and place of learning became clear.

Discussion and Conclusion

The results of the second survey period reinforce the findings of the first measurement point (Jellen/Ohlbrecht 2020) and make it clear: The negative effects of the pandemic and contact restrictions in relation to the dimensions of subjective health and well-being remain at a high level and continue to increasingly affect women and mothers.

A good year after the onset of the Covid 19 pandemic, we were able to show that the challenges of the pandemic in the area of tension between increased care work, homeschooling, and social distancing worsened the psychosocial health of women and mothers in particular. The ongoing negotiation processes in families and partnerships regarding household tasks and care work are to be highlighted as particular stressors.

It remains questionable whether this will lead to long-term consequences. At present, it cannot be conclusively clarified to what extent effects of mental load have an impact on women's and mothers' (increased) experience of stress and which factors (financial resources, time resources, role perceptions, etc.) influence the negotiation of care work in families and whether the experience of stress will return to the level of the time before the pandemic. In order to get to the bottom of these and other questions, a qualitative interview study will be conducted. Only further surveys and analysis will show how exactly the changes in health and everyday coping triggered by the crisis manifest themselves and what medium- and long-term consequences may remain.

References

Alon, T. et al. (2020): *The impact of COVID-19 on gender equality*. NBER Working Paper 26947. URL: https://www.nber.org/papers/w26947 (retrieved: 2021, October 20).

Allmendinger, J. (2020): *Zurück in alte Rollen. Corona bedroht die Geschlechtergerechtigkeit*. WZB Mitteilungen, Heft 168,06/2020. URL: https://www.ams-forschungsnetzwerk.at/downloadpub/f-23092.pdf (retrieved: 2021, June 18).

Blom et al. (2020*): Die Mannheimer Corona-Studie: Schwerpunktbericht zu Erwerbstätigkeit und Kinderbetreuung.* URL: https://www.uni-mannheim.de/gip/corona-studie/ (retrieved: 2020, September 01).

Bujard, M., et al. (2020): *Eltern während in der Corona-Krise. Zur Improvisation gezwungen.* Bundesinstitut für Bevölkerungsforschung, Wiesbaden. URL: https://www.bib.bund.de/Publikation/2020/pdf/Eltern-waehrend-der-Corona-Krise.pdf?__blob=publicationFile&v=7 (retrieved: 2021, October 20).

Cammarata, B. (2020): *Raus aus der Mental Load Falle: Wie gerechte Arbeitsteilung in der Familie gelingt*. Weinheim: Julius Beltz Verlag.

Dackweiler, R.-M. (2003): *Wohlfahrtstaatliche Geschlechterpolitik am Beispiel Österreichs.* Wiesbaden: Springer Fachmedien.

Gaillard, A. W. K. (1993): *Comparing the concepts of mental load and stress*. Ergonomics, 36:9; pp. 991-1005.

Güney-Frahm, I. (2021): *Die Pandemie als Entzug der Verwirklichungschancen. In: Sozialer Fortschritt: unabhängige Zeitschrift für Sozialpolitik* - Berlin: Duncker & Humblot, Bd. 70 (2021), Heft 5/6; pp. 259-266.

IAB (2020): *Sind Frauen die Verliererinnen der Covid-19-Pandemie?*. URL: https://www.iab-forum.de/sind-frauen-die-verliererinnen-der-covid-19-pandemie/ (retrieved: 2021, August 21).

Jellen, J.; Ohlbrecht, H. (2020): *Parenthood in a crisis - stress potentials and gender differences of parents during the Corona pandemic*. In: International dialogues on education: IDE, Bd. 7.2020; pp. 44-51.

Jessen, J., Spieß, K., Wrohlich, K. (2021): *Sorgearbeit während der Corona-Pandemie: Mütter übernehmen größeren Anteil – vor allem bei schon zuvor ungleicher Aufteilung*. DIW Wochenbericht.URL: https://www.diw.de/documents/publikationen/73/diw_01.c.812216.de/21-9-1.pdf (retrieved: 2020, October 18).

Krohn, P. (2020): *Retraditionalisierung? Care-Arbeit und Geschlechterverhältnisse in der Corona-Krise*. Aus Politik und Zeitgeschichte: APuZ. Bonn 1953. Bundeszentrale. 70. Jhg., 45/2020.

Ohlbrecht, H.; Jellen, J. (2020 a): *Unequal tensions - the effects of the coronavirus pandemic in light of subjective health and social inequality dimensions in Germany*. In: European societies - London [u.a.]: Taylor & Francis; pp. 1-18.

Schmieder, J., Wrohlich, J. (2020): *Gleichstellungspolitische Antworten auf die Arbeitsmarktwirkungen der COVID-19-Pandemie*. Deutsches Institut für Wirtschaftsforschung. URL: https://www.diw.de/documents/publikationen/73/diw_01.c.799680.de/diwkompakt_2020-154.pdf (retrieved: 2021, October 19).

Shrank, W. H., Patrick, A. R., Brookhart, M.A. (2011): *Healthy user and related biases in observational studies of preventive interventions: a primer for physicians*. J Gen Intern Med 2011; 26; pp. 546– 50.

Zinn, S., Kreyenfeld, M., Bayer, M. (2020): *Kinderbetreuung in Corona-Zeiten: Mütter tragen die Hauptlast, aber Väter holen auf*. DIW Aktuell, No. 51- 28. Juli 2020. URL: https://www.diw.de/documents/publikationen/73/diw_01.c.794303.de/diw_aktuell_51.pdf (retrieved: 2021, October 20).

Arts Education in Jeopardy

Research Reveals the Challenges and Resilience of Arts Education and Arts Educators During and Following the Pandemic

AnnRené Joseph[1]

[1]Chief Executive Officer, More Arts! LLC, USA

Abstract

The COVID-19 pandemic shut down the world and arts education. Performing arts classes across the world were labeled as deadly activities and banned for in-person instruction and experiences in schools and communities for months. Strict mandates were enforced for masking students and social distancing. Restrictions for talking, singing, playing instruments, dancing, touching, ventilation, sharing equipment and resources in visual, performing, and media arts, and group activities associated with arts education were daunting. The arts have been described as a universal language that celebrates and honors culture, diversity, ethnicity, inclusion, and individual authenticity, as well as basic education in the United States. Consequently, the impact of pandemic mandates resulted in social, emotional, and psychological trauma for those affected, as people are born to dance, sing, act, create, make music, and play—individually and collectively. How have arts educators, students, and programs survived with resilience during this unprecedented time in history?

Keywords: arts education, pandemic, dance, media arts, music, theatre, visual arts, social emotional learning (SEL)

Author Note

AnnRené Joseph https://orcid.org/0000-0002-0275-1604
I have no known conflict of interest to disclose.
Correspondence concerning this article should be addressed to: Dr. AnnRené Joseph, Chief Executive Officer, More Arts! LLC, Washington, USA. E-mail: moreartsannrene@gmail.com

Arts Education in Jeopardy—Research Reveals the Challenges and Resilience of Arts Education and Arts Educators During and Following the Pandemic

This article shares the results of the third qualitative survey, conducted by this researcher, regarding the impact of the pandemic on arts education, from May 2020 through May 2021, and entitled: *What is the future of arts education? What have we learned since spring 2020? Spring 2021 survey*, $N = 115$. This article is unique in the reporting of all ten survey questions in one, and as it was presented in a video presentation regarding the data for Seattle Pacific University's (SPU) *15th Annual Symposium: Educational Innovations around the World.* The title emulates the current state of arts education as reported in the first person and entitled *Arts Education in Jeopardy—Research Reveals the Challenges and Resilience of Arts Education and Arts Educators during and following the Pandemic* (Joseph, 2021a).

Background

Research abounds via quantitative and qualitative studies about arts education and academic achievement; albeit most were non-replicable prior to the pandemic due to research designs, costs of researchers, grants, and professional development, or inadequate research processes (Joseph, 2014, 2019). The pandemic has created additional challenges to research about the effects of arts education and how it correlates to academic and personal achievement, due to the inability to observe students and teachers with consistency and in classrooms. Education and educating in the past twenty months, including how and where one learns and who is doing the teaching is currently provided in ways thought unimaginable (Joseph, 2020a, 2020b). Ongoing and daily anecdotal evidence from first person reporting of arts educators in all five arts disciplines (dance, media arts, music, theatre, and visual arts) reports and suggests that arts education remains essential, arts education is education, arts education is a part of basic

education, and arts education can enhance most students regarding their social, emotional, physical, and academic learning; as well as, being included in Washington State and Federal laws and policies for a well-rounded education for the whole child (Office of Superintendent of Public Instruction [OSPI], 2020, 2021b).

Although arts education, by law, is considered an essential part of basic education, this survey revealed that the pandemic thrust arts education, arts educators, and access to arts education in schools in jeopardy and unlike anything in past history; whereas arts education classes, especially the performing arts (dance, music, and theatre), were some of the first classes to be discontinued, and are some of the last to be reinstated, if at all. Yet, arts education and educators were and remain resilient, persevering, determined, hopeful, creative, and dedicated to teaching their students a love of learning with and through the arts as the survey responses reveal (Joseph, 2021a, 2021b, 2021c, 2021d).

Purpose

The purpose of this article is to share the results of this third qualitative survey regarding the impact of the COVID-19 pandemic on arts education, from May 2020 through May 2021, and entitled: *What is the future of arts education? What have we learned since Spring 2020? Spring 2021 Survey.* The framework of the qualitative research study revolved around three consistent questions and concerns of arts educators pre-school through university and graduate school, and follow:

1. How do we move forward into the future in an ever-changing education landscape governed, at this time, by the pandemic?
2. How is arts education being taught?

3. How do arts educators in dance, media arts, music, theatre, and visual arts teach subject areas that thrive with "in-person" educational settings, and have been delivered for months via virtual formats and methods while in the midst of a world-wide pandemic and ever-changing mitigation requirements?

Survey Design

The ten-question survey was conducted during May 2021, receiving 115 respondents. Questions one through nine were required and all respondents answered all nine questions. Question ten was optional and answered by 56 respondents or almost half. There were seven selected responses and three constructed responses. Selected responses are reported as figures with pie charts and bar graphs and constructed responses are reported as figures with word clouds. Responses from all sectors of state, national, and international participants were voluntary, anonymous, and confidential. The Washington Art Education Association (WAEA) was the host for the survey. State and national arts organizations in dance, media arts, music, theatre, and visual arts, including higher education and arts advocacy groups were invited to participate via organizational email, personal invitations during organizational events, and through the WAEA Facebook group. National arts education leadership organizations including the State Education Agency Directors of Arts Education (SEADAE), Arts Education Partnership (AEP), as well as the Washington State arts advocacy organization ArtsEdWAshington, also invited their members to participate.

Background

This was the third survey hosted by the WAEA from May 2020-May 2021, to capture what was happening with arts education during the pandemic and in real-time. The first survey was presented at the Seattle Pacific University (SPU) International Symposium 2020 and

published in the International Dialogues on Education (IDE) Special Issue 2020, regarding the future of education (Joseph, 2020a, 2020b).

As referenced earlier, arts education is basic education in Washington State, with state and national standards for dance, media arts, music, theatre, and visual arts, performance assessments in each subject, and a part of the annual reporting of instruction and instructional opportunities for all students on state education reports (National Coalition for Core Arts Standards [NCCAS], 2014; OSPI, 2003, 2006, 2008, 2011, 2015, 2018, 2019, 2021a; Washington State Legislature [WSL], 2004/2006/2011). Further, two credits in the arts are a part of Washington State's high school graduation requirements (WSL, 2014).

Even though arts education is basic, essential, part of state and national arts education law and policy, the future of arts education remains in jeopardy, yet hopeful. Visionary plans remain in place for state of the art and world class professional development and learning for teachers of the arts, and opportunities for the federal government Elementary and Secondary School Emergency Relief (ESSER) funds to retain and enhance arts education and educators in multiple pathways that address basic education and social and emotional learning for all ages and levels of students (National Association for Music Education [NAfME], 2021).

It is noteworthy that the survey revealed that arts educators who responded remain hopeful and resilient in the face of trauma, and an unknown journey. Their persistence, willingness to adapt, creativity, flexibility, and determination to survive and even thrive, have been inspirational and socially and emotionally encouraging to their students and colleagues alike. Their honest and authentic responses, in their own words via constructive responses regarding their individual teaching and learning environments, revealed the pandemic as a crisis surrounded by opportunities known and unknown.

Historical Underpinnings for Arts Education

Students and adults learn by doing. Arts education, by nature, is the education of doing via creating, performing, presenting, producing, responding, reflecting, and connecting, and in three main strands. Those strands being arts for "art's" sake, integrated arts, and arts in the content areas – birth through life (Joseph, 2014, 2019; Edwards, 1986; Eisner, 1992; Ellis & Fouts, 2001; NCCAS, 2014). Additionally, arts education has been a subject area that is taught in person. The art student and the art educator form a relationship via an interactive process, argued by John Dewey in his many writings about education and learning as social and interactive processes; whereas the school itself is a social institution through which social reform can and should take place, and where art is taught as experience (Dewey, 1900 & 1902/1990, 1916, 1934, 1938).

Erik Erikson developed a philosophy and theory of psycho-social theory, where meaningful relationships and relevant social interactions birth through life were essential to a whole and balanced person, with childhood, school, teachers, friends, neighborhoods, achievement and accomplishment, adolescent, peers, groups, work and social life—all of which were shuttered during the pandemic yet are critical to one's well-being and development (Erikson, 1950/1963).

The CASEL model of social and emotional learning further validates Dewey, Erikson, and others in stressing the importance of how school allows people to develop in ways that will assist them in success in their personal and professional practices and areas of calling (Collaborative for Academic Social and Emotional Learning [CASEL], 2020).

Arts education naturally, authentically, and intentionally provides relationships through the artistic processes of creating, performing, presenting, producing, responding, reflecting, and

connecting—fostering relevance and rigor in learning that has lasting and life-long positive effects, as well as meaning and transfer to all cultures. Social justice, equity, diversity, and inclusion are essential elements of arts education—connecting learning around the world via dance, media arts, music, theatre, and visual arts through individual and collaborative processes and experiences. Social-emotional learning is at the heart of arts education (CASEL, 2020; Petrokubi, Bates, & Malinis, 2019)

Survey Questions

The ten survey questions follow, and will be explored and illustrated with pie charts, bar graphs, word clouds, and commentary of the 115 respondents.

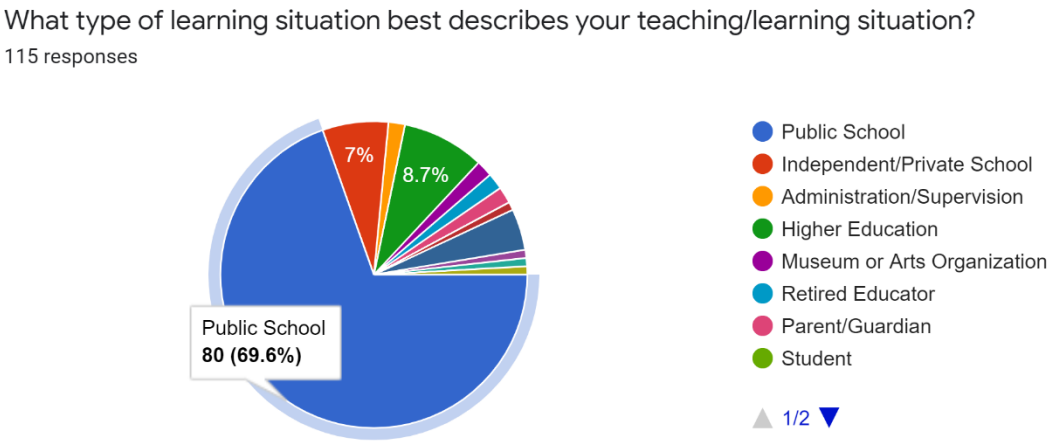
1. What type of learning situation best describes your teaching/learning situation?
2. What level of students do you work with? Or, if a student, what level are you? If you teach more than one level, which level to you most identify with?
3. What do you see (your vision) as the future of arts education? How do we move forward?
4. What role is technology playing in your teaching/learning at this time?
5. Please describe what and how you are teaching in your current teaching position? Please describe what your teaching position is expected to be next year?
6. How are you assessing your students? Please be specific to your current quarter/trimester situation/position. Check all that apply.
7. Which virtual platforms are you (or have you) been using to teach your students/children? Check all that apply and add additional choices in the 'Other' choice.
8. What are the biggest challenges you are facing during this time of online (or hybrid) learning? Check all that apply.

9. What are you doing to create and/or maintain your personal mental and physical health, as well as work and personal life balance during this past year of educational change due to the pandemic?
10. Optional Question: Is there anything else you would like to share about your teaching, arts education, and/or education in general at this time?

Question one: What type of learning situation best describes your teaching/learning situation?

Figure 1.

Pie chart describing teaching/learning situations of survey respondents



Note: N=115.

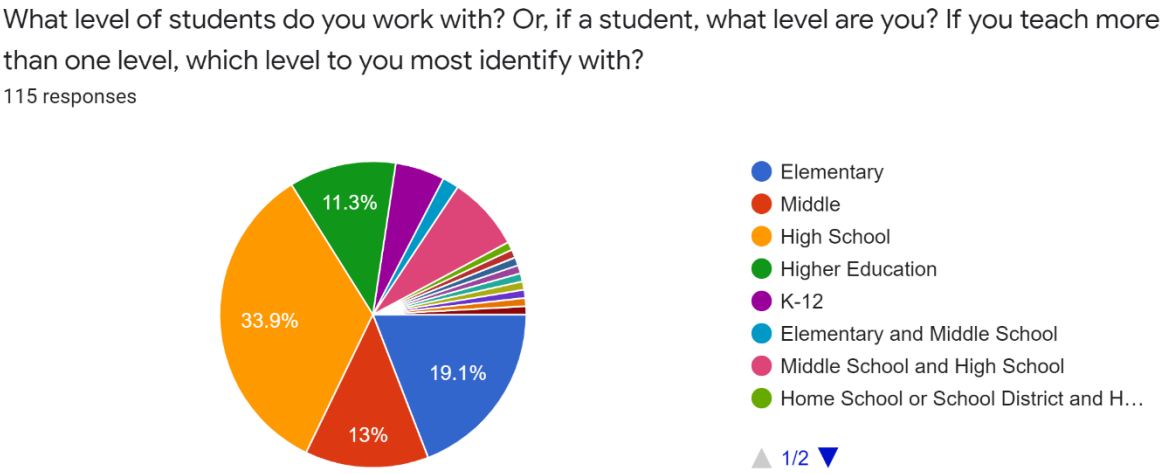
This pie chart illustrates that public school teachers represented 69.6% of those responding or *n*=80 respondents. An *n*=10 respondents were from higher education, followed by an *n*=8 for independent or private school, *n*=5 for teaching artists, and an *n*=2 participants or less

accounted for the remaining categories of museum or arts organization, administration or supervision, retired educator, and parent or guardian.

Question two: What level of students do you work with? Or, if a student, what level are you? If you teach more than one level, which level to you most identify with?

Figure 2.

Pie chart describing grade levels taught of the survey respondents



Note: N=115.

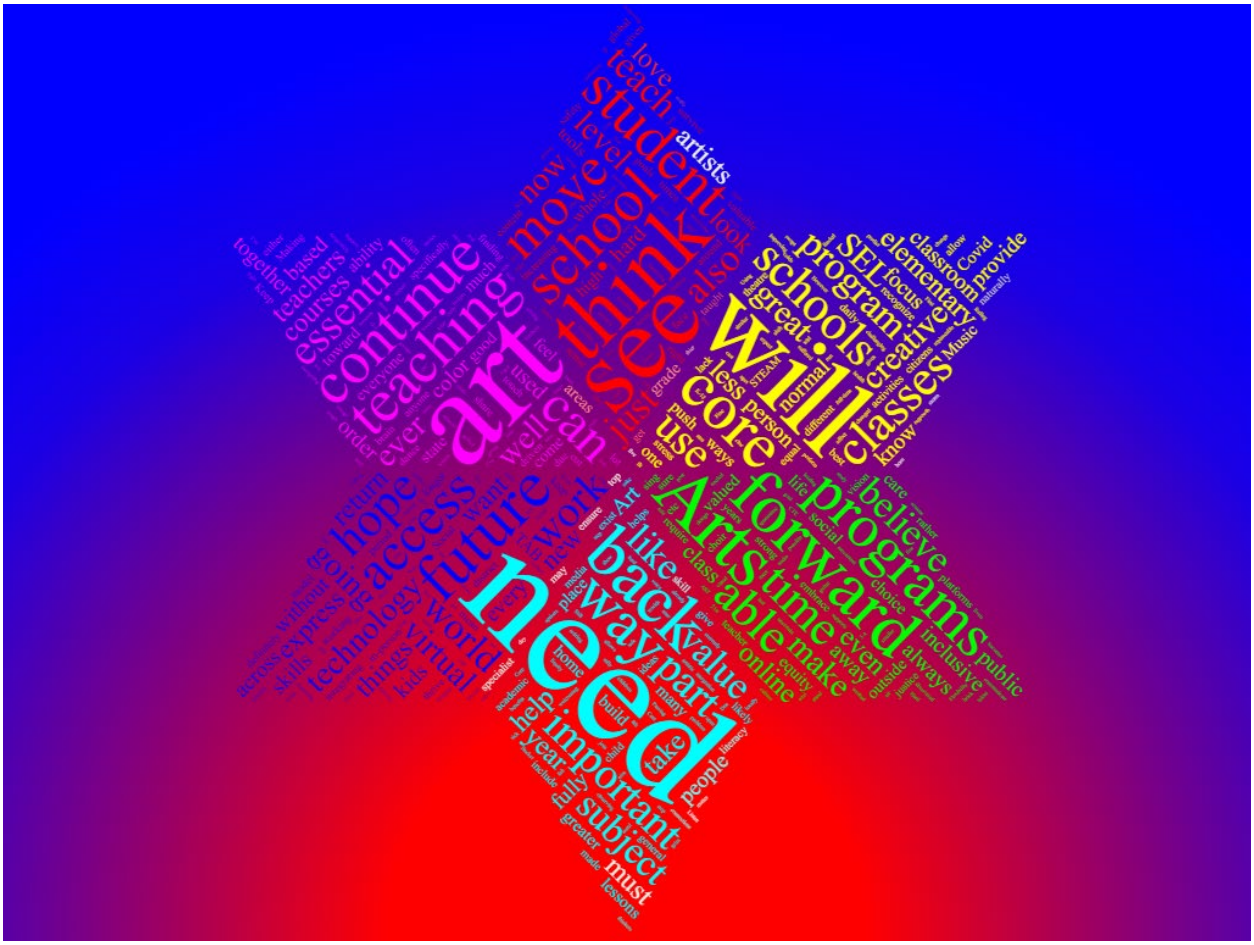
Many educators teach more than one level, and this question asked them to select the level they most identified with. The respondent numbers are reported here to identify the percentages, further illustrating the traditional and alternative grade level combinations that are current assignments for educators. High school teachers represented 33.9% or *n*=39, followed by elementary at 19.1% or *n*=22. Middle school teachers represented 13% or *n*=15, followed by higher education at 11.3% or *n*=13. Combination grade levels included *n*=9 for middle and high school combined and *n*=7 for kindergarten through grade twelve (senior in high school). An *n*=2

or less for nine constructed response answers described their positions as: elementary and middle school; middle, high school and adults; pre-school; pre-school through graduate school and adult education and professional development; home school; adults with developmental disabilities; pre-school through fifth grade; community; pre-school through graduate school consultant.

Question three: What do you see (your vision) as the future of arts education? How do we move forward?

Figure 3.

Word cloud illustrating what and how respondents envisioned and predicted arts education in the future



Note: N=115.

Question three was the first constructed response on the survey, and one of the most illuminating to read, as all 115 respondents provided some sort of reply and vision—some being long, and others being a sentence or two, and how the respondent envisioned and predicted moving forward. Responses were all over the spectrum, some positive, and others negative—and it appears to many respondents that arts education is in jeopardy and at stake. The larger the word appears in a word cloud means that it was written more often. This word cloud highlights that respondents overwhelmingly felt that arts classes will remain an important and needed essential subject area for all students, and that arts education will survive—arts for "art's" sake, integrating the arts, arts in the content areas or interdisciplinary arts, and arts as social and emotional learning (SEL) and therapy to help students overcome the known and unknown trauma that the pandemic thrust upon education and schools (Edwards, 1986; Eisner, 1992; Ellis & Fouts, 2001; OSPI, 2021b).

There is hope and belief for the future of arts education as education moves forward. There is an acute awareness that things have changed, and that arts education is important, essential, needed, and a therapeutic strategy that is essential to teach, heal, and enhance students, educators, education, and parents as they move through this crisis and into opportunity. Private, public, homeschool, incarcerated, home-hospital, and students in alternative learning settings experienced arts education during the pandemic, and it was reported as a favorite time of learning by many if not most of these students by their parents, teachers, administration, and personally, and illustrated in this word cloud. A survey respondent wrote regarding their vision for arts education moving forward:

> I see the future of art education as a staple and essential part of education. Due to the pandemic, we were told to include more SEL strategies, which is inherent in art. To be

> reflective and use your individual experiences became more apparent. Virtual students responded better to choice based activities and independent learning. Moving forward, I believe art education is going to swing more towards a TAB/ SEL (direction where students can use their own practice as a form of therapy. (respondent to survey question #3, May 2021). *(Note: TAB = Teaching Artistic Behaviors, and SEL = Social Emotional Learning).*

All 100 of the 115 responses that could be anonymously and confidentiality reported are printed in two separate articles in two separate issues of *Splatter Magazine* (Joseph, 2021c, 2021d). One hundred personal vision statements regarding the future of arts education provided qualitative evidence of the challenges and resilience of these arts educators across all grade levels, in their own words, and as priceless first-person voluntary data. Arts for "art's" sake (dance, media arts, music, theatre, visual arts); integrating the arts together, and art education in the other core content areas, as well as social emotional learning were referenced often in the vision. Figure 3 illustrates these visions via word size, as the larger the words are in the picture reflects the number of times respondents wrote the word.

Social emotional learning (SEL) is clearly seen in Figure 3. The CASEL social emotional learning framework includes five key interconnected areas, which are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, with all being taught from childhood to adulthood and across diverse cultural contexts (CASEL, 2020; OSPI, 2021b).

These are also skills that are inherent in teaching and learning in and through the arts and evidenced via the artistic processes of creating, performing, presenting, producing, responding (reflecting), and connecting (NCCAS, 2014). Further, these five areas, are evidenced by the

relationships that students form with their arts educators in each arts discipline (dance, media arts, music, theatre, visual arts). Students self-select those arts courses of their interests and talents as they advance through the grade levels and into personal and professional experiences in the arts. They further utilize the arts as ways to communicate effectively via dancing, singing, playing instruments, creating via visual arts media, utilizing media arts platforms, making music, and playing. Positive relationships with educators is essential to most learning. This occurs over time and multiple years of positive educational and personal interactions with the same arts teacher and in the same arts discipline, grade school through college and graduate school (Dewey, 1934, 1938; Erikson 1950/1963).

Social emotional learning (SEL) in the arts may be referred to as art therapy. Art therapy occurs naturally and intentionally by what and how the arts subjects and arts educators teach life and learning through experience and learning by doing (Dewey, 1916, 1934). The expectation is that all learners will have opportunity to experience dance, media arts, music, theatre, and visual arts and learning by doing every year of their school career; many experiencing these five arts subject areas in the elementary school and as exploratory courses in the middle and high school years and self-selecting one or more arts disciplines to experience on a daily and yearly basis (WSL, 2004/2006/2011, 2014).

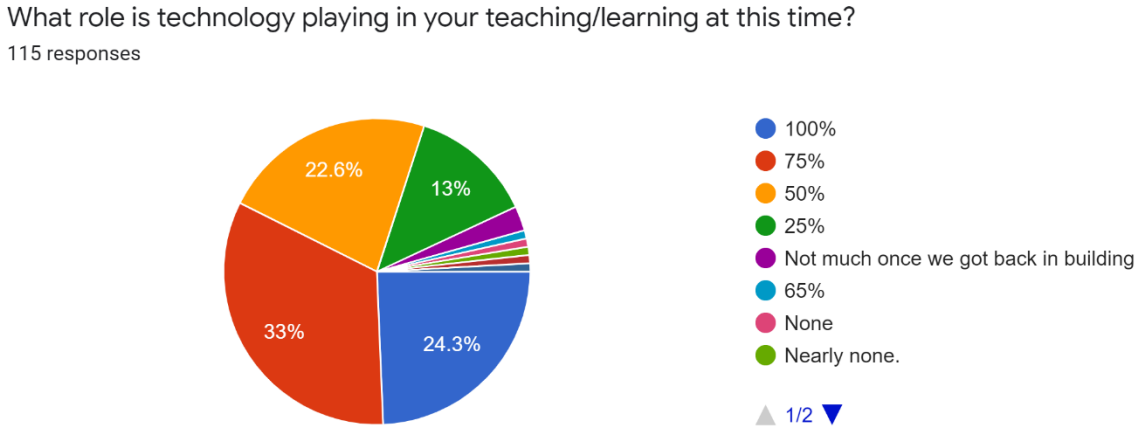
Question four: What role is technology playing in your teaching/learning at this time?

The responses on this pie chart (Fig. 4) indicate that approximately 25% of the *N*=115 respondents used technology 100% of the time *n*=38. Over half of all respondents *n*=66 were using some form of newer technology 75% of the time. An *n*=92 of *N*=115 respondents were using technology at least 50% of the time in May of 2021 as an integral tool to enhance their

teaching and learning strategies with their students. This was a huge change in one year from May 2020-May 2021.

Figure 4.

Pie chart describing the role technology is playing in teaching/learning



Note: N=115.

Yet, the inequities in technology equipment, accessibility, connectivity, and specifically local school and district mandates and restrictions, produced a myriad of new equity, access, and inclusion issues, grade school through graduate school (Gillis & Krull, 2020).

> A survey respondent wrote regarding technology issues:
>
> Technology is used as a teaching tool but is limited as a learning tool due to budget and facility constraints. I would love to utilize VR (virtual reality) in my practice, but still have to fight to get students Wi-Fi access as the school restricts access to staff and requires students to use data plans which creates an equitably issue. (respondent to survey question #4, May 2021).

Question five: Please describe what and how you are teaching in your current teaching position? Please describe what your teaching position is expected to be next year?

Figure 5.

Word cloud illustrating what and how respondents are teaching in their current teaching positions and what they expected to teach in the coming school year

Note: N=115.

Question five was the second constructed response in the survey. This colorful word cloud captures that teachers were teaching the arts —dance, music, theatre, visual arts, band, piano, choir, general music, singing, guitar, orchestra —in person and online learning and more. The larger the word appears in a word cloud means that it was written often.

Most respondents were teaching in their same position prior to the pandemic and were still assigned to those positions either in person, hybrid, or remotely. Hope is visualized and expected in the authentic responses of *N*=115 respondents. Teachers want to teach the arts.

Following are seven survey respondent narratives about their current teaching position in spring 2021, and their current teaching position in fall 2021.

> **Response One.** This school year was completely virtual until April. While virtual, I created an asynchronous video lesson that was assigned on Mondays, with an accompanying activity (worksheet, video assignment, etc.). Now that we have transitioned to hybrid, I do the same asynchronous lesson because I do not teach students in my classroom in person. I am not allowed to push in to homerooms, either. In the remaining weeks of school, I will have one 30-minute Zoom session with each class, to see them "live". Most of my responsibilities now that we are back at school are supervision based--hallway monitoring, arrival and dismissal duties, recess duty. I am hopeful that next year I will see my students in-person, regularly. I will likely push in to classrooms if that is allowed. We have been given no guidance about what school will look like next year, as of this point. (respondent to survey question #5, May 2021).

> **Response Two.** I am not able to do what choral directors are most used to doing...teach ensemble singing and performance. I have done 'some' virtual choir recordings and am currently working with students on how they can best design and implement their own personal practice regime. It is a common misconception that music students know how to practice. They don't. They need a structured 'template' in order to develop a routine that will ultimately grow their musicianship. Next year, God

willing, we will once again be able to prepare ensemble music with students in the same room at the same time. That said, the process will be slow. The rebuilding of numbers will take more time than our individual and collective patience will allow. But it is the work that needs to be done. (respondent to survey question #5, May 2021).

Response Three. I am currently teaching middle and high school choir to students in a hybrid situation. Each class is broken up into online students and in-person students; the in-person students are further broken into AM/PM sections. I teach simultaneously to in-person and remote students in the morning, and just to in-person students in the afternoon. We are able to sing for up to 30 minutes at a time while social distancing and wearing KN95s. My largest in-person class is 12 students, and my smallest is 2 students. At this point, our school district is planning for a "normal" schedule next year - all students back in building for a 7-period day. (respondent to survey question #5, May 2021).

Response Four. I was required to teach from my classroom all year, unless I needed to take a leave of absence for a valid heath risk - which I opted not to do. We have been in person with students since Jan. teaching hybrid with simultaneous Zooms 5 days a week. Now, most of our kids are back 5 days a week, 3 feet apart and one class I still have simultaneous Zoom for remote learners. Next year, as in years past, we have more students wanting to take art than we have room for so - we are finally adding another class with another teacher who will teach one class. I will have 10 sections of 30 kids over the course of the school year. (respondent to survey question #5, May 2021).

Response Five. I teach general art for 7/8 grade students. This year, I have taught remote/virtual, all virtual, hybrid of virtual and face to face, and now we are having to do remote and face to face. I haven't gotten to teach all my usual lessons. I have to stick to materials that a student may have at home in order to complete a project in the event that they are sent back to remote because of contact tracing. Next year, I know that there will be at least a remote option for students and possibly a virtual class one period a day. (respondent to survey question #5, May 2021).

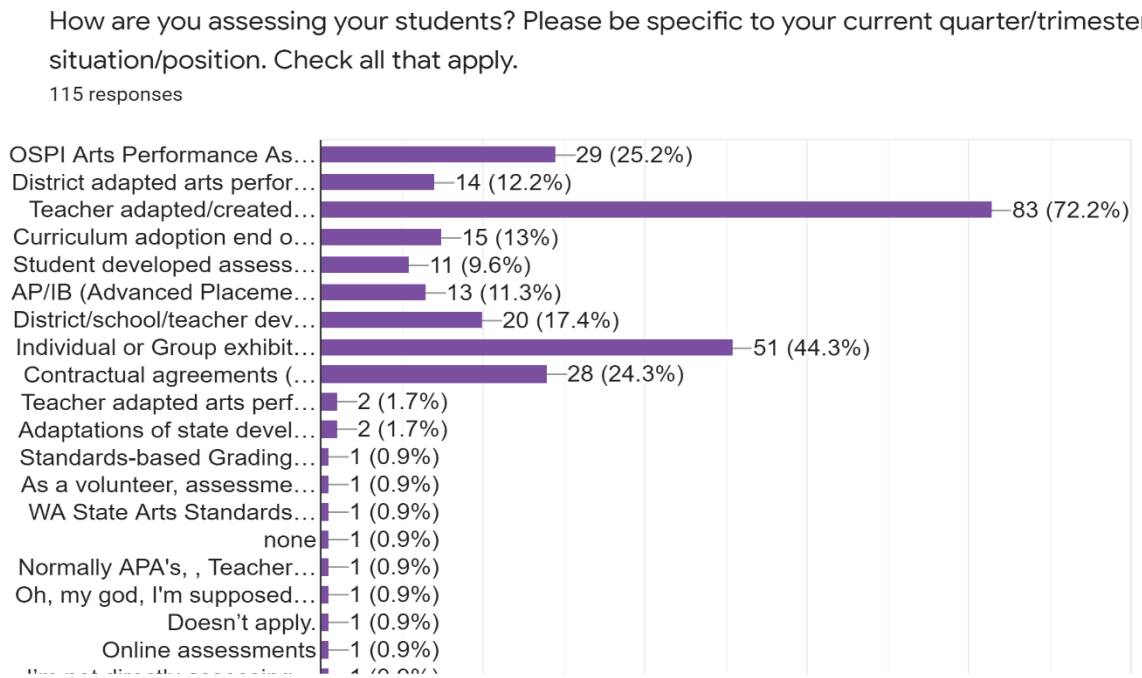
Response Six. I teach choir, guitar & piano and have classes that are 100% virtual as well as hybrid classes that involve concurrent instruction. There are students in the hybrid classes that are full virtual, so I never get to see them in person and it is difficult to connect with them in the same meaningful way as the students that are in person. Classes are offered twice a week: Students come in person once a week and attend class virtually the other day, except the full virtual students who attend both days remote. (respondent to survey question #5, May 2021).

Response Seven. What - 5 classes of entirely mixed abilities and entirely mixed grades. The way I make it work, is abandon prior skill tracks by grade level, and assert everyone to progress rhythmically - literally drumming. Sadly, a significant portion 1/3 of our students will quit music for next year. My teaching position next year is expected to return to normal, 2 classes of 6th grade entry band, 2 periods of 7th grade intermediate band and 1 period of 8th grade advanced band with 0-hour jazz band. (respondent to survey question #5, May 2021).

Question six: How are you assessing your students? Please be specific to current quarter/trimester situation/position. Check all that apply.

Figure 6.

Bar graph illustrating how respondents are assessing their students in arts education



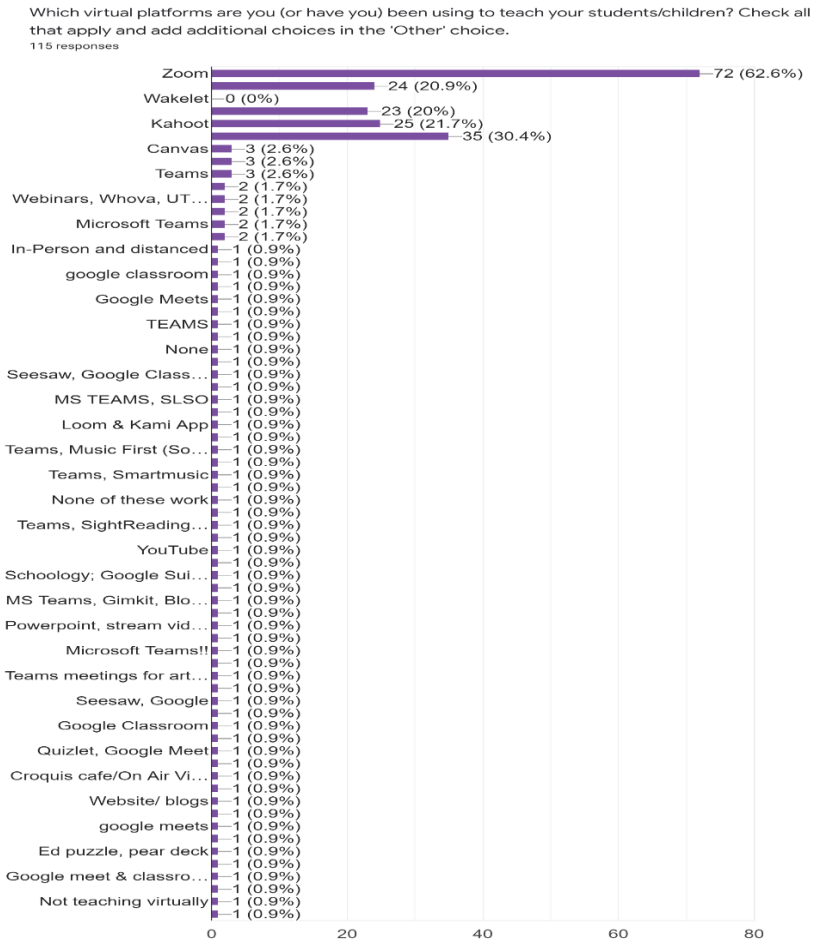
Note: N=115.

Question six validated what is known anecdotally; whereas the majority of teachers create and adapt their own type of assessments for their students at 72.2% with an *n*=83 of *N*=115. And, approximately 25% with an *n*=29 of *N*=115 arts educators utilize the Washington State Arts Formative Performance Assessments (APAs) created from 2003-2008 as summative performance assessments that became formative performance assessments (OSPI, 2003, 2006, 2008, 2011, 2015, 2018, 2019, 2021a; WSL, 2004/2006/2011). The main categories that were selected regarding student assessment in the arts are clearly visible in the bar graph of Figure 6.

Question seven: Which virtual platforms are you (or have you) been using to teach your students/children? Check all that apply and add additional choices in the 'Other' choice.

Figure 7.

Bar graph illustrating which virtual platforms are being utilized by respondents



Note: N=115.

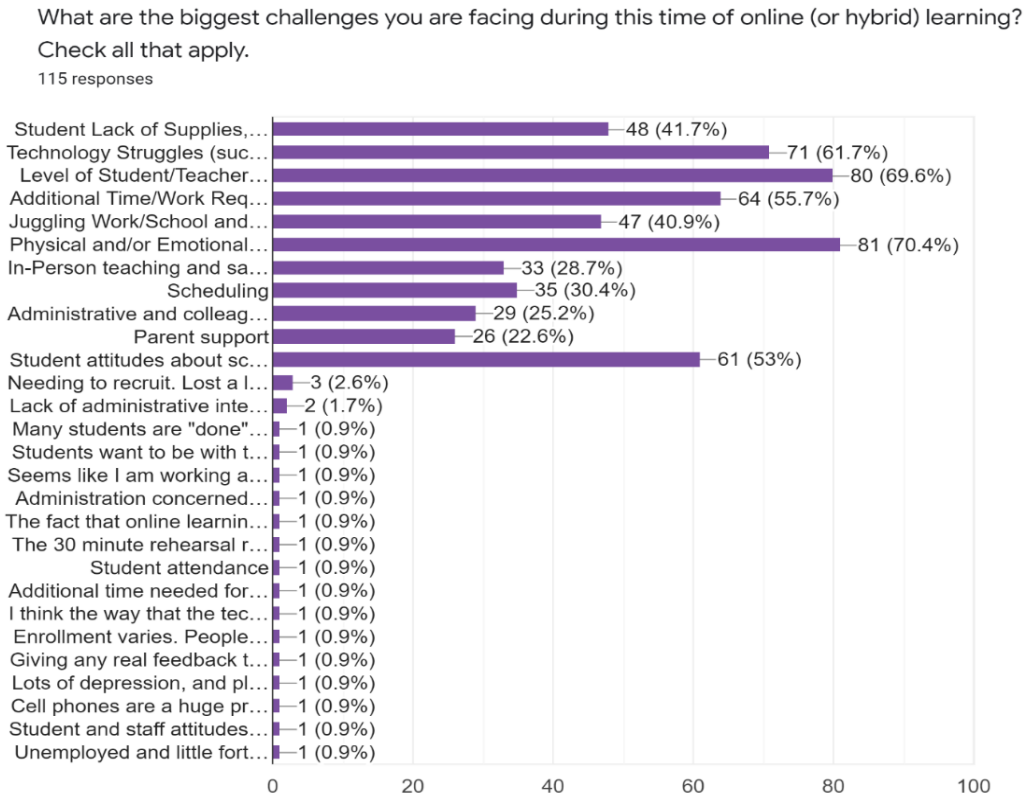
Question seven was one that allowed respondents to check all that apply and to list virtual platforms they were utilizing to teach. This list is an exhaustive list and contains programs and platforms that became a part of teaching and learning in the last year—many still being unknown to most. This bar graph further illustrates the most utilized virtual platforms during the past year by survey respondents N=115. *Zoom* remains the main platform of those responding on this

survey, followed by *Flipgrid*, *Kahoot*, *Padlet*, and *Nearpod*. The pandemic brought these platforms to the forefront for teaching and learning and for connecting with students, teachers, parents, and colleagues.

Question eight: What are the biggest challenges you are facing during this time of online (or hybrid) learning? Check all that apply.

Figure 8.

Bar graph describing the biggest challenges respondents faced during the pandemic with online and hybrid learning



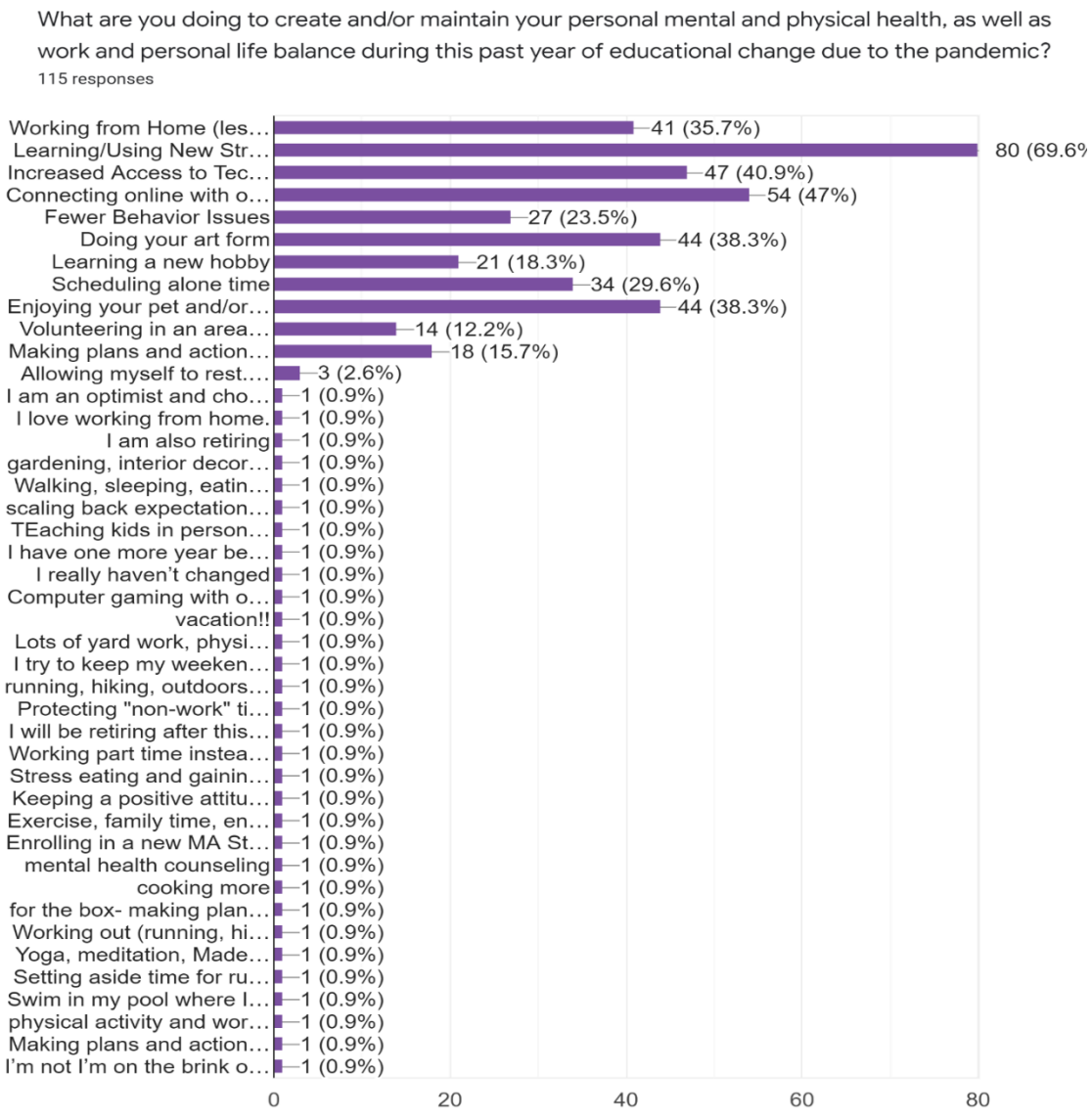
Note: N=115.

This bar graph further illustrates and clarifies the biggest challenges. Respondents could check all that apply on this question as well as write in their own responses to the question. Noteworthy is the correlation between the *Level of Student/Teacher Engagement*, *Participation and Communication* at *n*=80 and how the aspect of teaching online has resulted in the *Physical and/or Emotional Exhaustion/Fatigue* of all respondents at *n*=81. These issues were reported as trauma, depression, and despair by respondents. *Technology Struggles* such as learning new programs/platforms, increased requirements involving technology, connectivity/access issues, follows the level of student teacher engagement and physical and emotional exhaustion and fatigue, due to the additional time and work required for everything resulting in an *n*=71. These challenges have resulted in *Additional Time/Work Requirements* with an *n*=64, correlating closely with *Negative Student Attitudes about School and Learning* with an *n*=61.

A survey respondent wrote, "The pandemic has caused traumas for all of us, that is yet to be fully realized. Our students are authentically honest when describing what remote learning has been and continues to be for them – personally" (respondent to survey question #8, May 2021).

Question nine: What are you doing to create and/or maintain your personal mental and physical health, as well as work and personal life balance during this past year of educational change due to the pandemic?

Figure 9.



Note: N=115.

Question nine was another question developed from the two previous surveys, allowing respondents to select all that applied that had been referenced in the two preceding surveys, as well as to add more. Respondents revealed that some of the challenges shared in the first two surveys were now considered positives and opportunities—such as the opportunity to gain experience new strategies, increased access to technology, connecting with other arts educators from around the state and nation and world to share ideas, doing their art, enjoying their pets, learning new hobbies, and working remotely and from home were all considered areas that assisted in maintaining balance in the midst of crisis and uncertainty (Joseph, 2020d, 2021d). The top eleven responses of the *N*=115, in order, follow with the full narrative of each selection. An interesting correlation was revealed with respondents ranking enjoying or acquiring a pet with as much joy as doing their particular art form. Respondents were able to select and construct responses for this question.

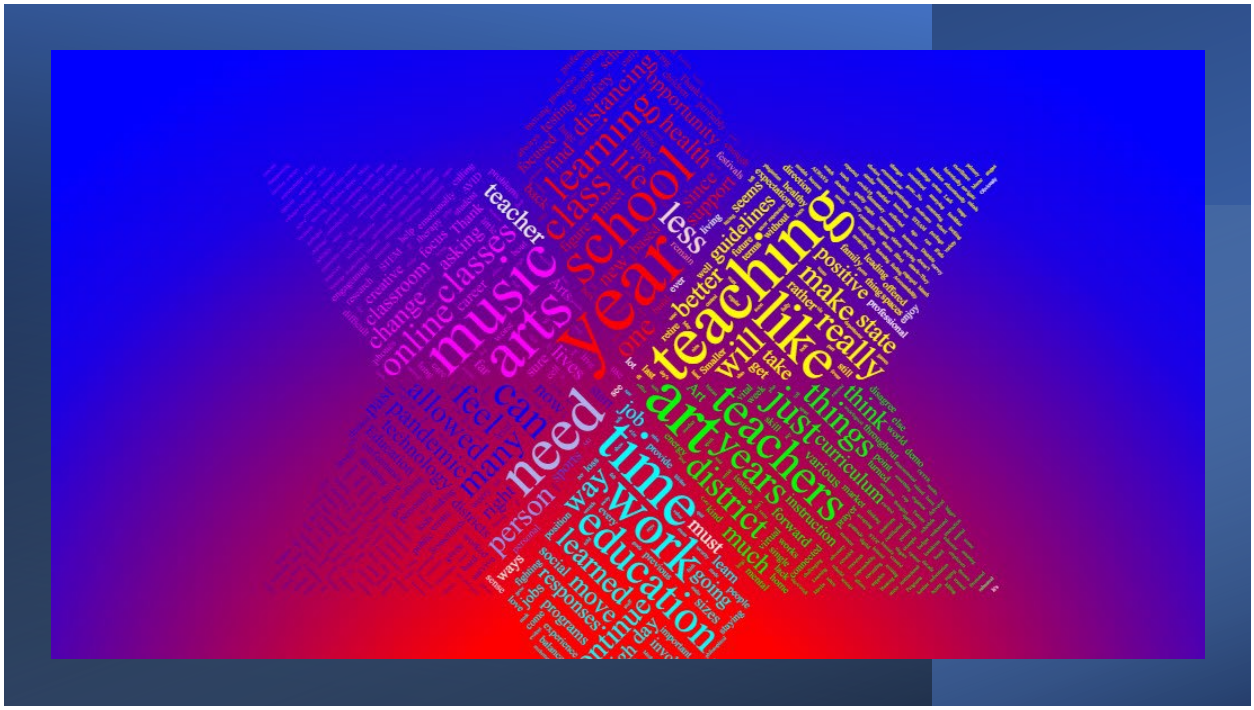
1. Learning/Using New Strategies, Programs, Resources *n*=80 and 69.6%
2. Connecting online with other arts educators from around the state and country through virtual workshops, meetings, social media *n*=54 and 47%
3. Increased Access to Technology (district provided devices to students, teachers, parents) *n*=47 and 40.9%
4. Doing your art form *n*=44 and 38.3%
5. Enjoying your pet and/or acquired a pet *n*=44 and 38.3%
6. Working from Home (less travel, more time with family, comfort, etc.) *n*=41 and 35.7%
7. Scheduling alone time *n*=34 and 29.6%

8. Fewer Behavior Issues *n*=27 and 23.5%
9. Learning a new hobby *n*=21 and 18.3%
10. Making plans and actions to change career or move *n*=18 and 15.7%
11. Volunteering in an area of interest or talents *n*=14 and 12.2%

Question ten: Optional question: Is there anything else you would like to share about your teaching, arts education, and/or education in general at this time?

Figure 10.

Word cloud illustrating anything else that respondents wished to share in their own words regarding their educational experience during the pandemic



Note: *n*=56.

Question ten was optional and garnered an *n*=56 or almost half of the *N*=115 total survey respondents. Respondents shared their feelings in this question, and it was an opportunity for

them to vent with honesty and authenticity, as you can see from this word cloud. Those words that are larger were written many times in the responses indicating that the arts are alive and well, in spite of the circumstances, frustration, and ever evolving mandates and mitigating requirements. Crisis and opportunity abound in this word cloud and in the narrative responses. Four of the respondent responses follow and provide sampling of evidence of the personal impact the pandemic has produced on educators and arts education.

> **Response One.** It has been the most difficult time of our lives (both professionally and personally). I have found that exercising/modeling compassion, patience, and being respectful of others has been good for many people. I have never spoken so much about mental health in my life, and find that although our lives are turned upside-down, there are some flowers growing in the ashes. It is the greatest period of change we've ever experienced in our lives, so we need to be kind to ourselves and continue to grow and move forward.
>
> **Response Two.** I was hopeful this pandemic would encourage us to fix the problems of our current educational system (too early of a start time for teens, class sizes are too large, too much focus on testing and not enough focus on building relationships with students, etc.) There were SO many ways we could have reimagined things to resolve these problems that have "always been there." But our district seems to just be going back to "the way things have always been done" prior to school shutting down. It's very disappointing...
>
> **Response Three**. Every single thing I've done in the last year I've not been trained for and had to figure out on my own. There is very little that we did pre-COVID that works during the pandemic. The expectations for excellence and performance are still

high, so having to do things like figure out how to put on a virtual concert and do all the video and audio editing has been killing me. It's like being thrown into a raging sea with a bunch of lumber and expected to build your boat to survive.

Response Four. I have relied less on curriculum and more on my intuition to meet students where they are in their hearts and minds as we navigate this unprecedented time historically, emotionally, and educationally. We've had so many expectations heaped on us with some amazing support mixed in with blame for not being there for our students/families. Sometimes people forget we educators are in the same boat as everyone else in terms of risk factors during this time.

Summary

In summary, the responses suggest a perception that arts education is in jeopardy, at stake, and ancillary in many schools and districts, if offered at all. The responses further reveal that there is hope and opportunity in the midst of the crisis with arts education as a key strategy for teaching and learning with most, if not all students. Arts education and the unlimited possibilities underlying creativity that is foundational in the artistic processes of creating, performing, presenting, producing, responding, reflecting, and connecting (NCCAS, 2014) has embraced the new ways of teaching and learning virtually, and in hybrid formats – synchronously and asynchronously. Arts educators have helped to lead the way, in many instances, embracing learning opportunities for needed and necessary changes in education involving individual relationship with students and capitalizing on their interests in the arts subject areas of dance, media arts, music, theatre, and visual arts.

Conclusion

The 115 respondents of the qualitative survey agreed upon the necessity for arts education for all learners as basic education, and part of a well-rounded education for the whole child. Arts education was reported as a favorite subject for what the arts teach and for how they can involve and benefit most students in ways that are healthy for life and living—cognitively, emotionally, physically, mentally, psychologically, and academically.

Arts education was reported as essential learning to be offered in four strands that encompass and enhance students across the entire educational spectrum—arts for "art's" sake, integrating the five arts disciplines, interdisciplinary arts or arts integration in the other core content areas, and arts as social and emotional learning strategies; whereas students utilize the arts disciplines to communicate their health and wellness.

Arts education is in jeopardy. This qualitative research suggests a perception that arts education is needed for all learners as well as the challenges facing arts education and arts educators—in their own words. The future of arts education is and remains ripe with possibility given its emphasis on creativity and the artistic processes experienced and inherent in arts education that remain essential, basic, and necessary skills for life and living in this ever-changing world landscape.

References

Joseph, A. (2014). *The effects of creative dramatics on vocabulary achievement of fourth grade students in a language arts classroom: an empirical study*. *The Effects of Creative Dramatics on Vocabulary Achievement of Fourth Grade Students in a Language Arts Classroom: An Empirical Study (spu.edu)*

Joseph, A. (2019). Arts and academic achievement—Empirical evidence for arts realities in United States education law and around the world. In *International Dialogues on Education: Past and Present IDE-Online Journal, 6*(2), 164-198. *Arts and Academic Achievement—Empirical Evidence for Arts Realities in United States Education Law and Around the World – IDE Journal (ide-journal.org)*

Joseph, A. (2020a, July 13-14). *The future of arts education: What is the future of arts education?* Seattle Pacific University (SPU). 14th Annual Symposium: Educational Innovations around the World in the Wake of the COVID-19 Epidemic of 2020, Seattle, WA, United States. *URL: http://repository.ukrida.ac.id/bitstream/123456789/849/2/B.III.3.a.2%20Global%20Symposium%20Program%20-%20Educational%20Innovations%20-%20Ira%20Rasikawati%20-%20pp.%204%20%26%2011.pdf* (pp. 5, 10, 14).

Joseph, A. (2020b). What is the future of arts education in the midst of a pandemic? It's essential, virtual, and hybrid for now! In *International Dialogues on Education: Special Issue, 7*(2). *What is the Future of Arts Education in the Midst of a Pandemic? It's Essential, Virtual, and Hybrid for Now! – IDE Journal (ide-journal.org)* and *EJ1278483.pdf (ed.gov)*

Joseph, A. (2021a, August 5–6). *Arts education in jeopardy—Research reveals the challenges and resilience of Arts education and Arts educators during and following the pandemic* [Conference presentation]. Seattle Pacific University (SPU) 2021. 15th Annual Symposium: Educational Innovations around the World, Seattle, WA, United States. *URL: https://drive.google.com/file/d/1-YwyNMDzAEMYF3dk8IGWGbcxa3h8R1bw/view?usp=sharing*

Joseph, A. (2021b). The future of arts education is essential, evolving, and 'at stake'! (What the research reveals…). In *Splatter Magazine, 7*(2), pp. 19-24. *splatter_winter_issue_2021_finalized.pdf (waeaboard.net)*

Joseph, A. (2021c). The future of arts education is evolving: Moving forward after a Pandemic – A vision in their own words…Part 1. In *Splatter Magazine, 7*(4), pp. 27-35. *Splatter Summer Issue 2021 (adobe.com)*

Joseph, A. (2021d). The future of arts education is evolving: Moving forward after a Pandemic – A vision in their own words…Part 2. In *Splatter Magazine, 8*(1), pp. 34-41. *Splatter Fall Conference Issue 2021 (adobe.com)*

Collaborative for Academic Social and Emotional Learning (CASEL). (2020). *Equity & Social and Emotional Learning: A Cultural Analysis. How Does SEL Support Educational Equity and Excellence? - CASEL*

Dewey, J. (1900 & 1902/1990). *The school and society. The child and the curriculum.* Chicago, IL: The University of Chicago.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education.* New York, NY: McMillan.

Dewey, J. (1934). *Art as experience*. New York, NY: Perigee.

Dewey, J. (1938). *Experience & education.* New York, NY: Touchstone.

Edwards, B. (1986). *Drawing on the artist within.* New York, NY: Fireside.

Eisner, E. W. (1992). The misunderstood roles of art in human development. In *Phi Delta Kappan, 73*(8), pp. 591-595.

Ellis, A. K. & Fouts, J. T. (2001). Interdisciplinary curriculum: The research base. In *Music Educators Journal, 87*(5), pp. 22-68.

Erikson, E. H. (1950/1963). *Childhood and society* (2nd ed.). New York, NY: W.W. Norton.

National Association for Music Education (NAfME). (2021). *ESSER funding toolkit 2021—COVID relief funding in the music classroom.* In *ESSER-Funding-Toolkit-2021NAFME.pdf*

Gillis, A., & Krull, L. M. (2020). COVID-19 remote learning transition in spring 2020: Class structures, student perceptions, and inequality in college courses. In *Teaching Sociology, 48*(4), 283-299. *COVID-19 Remote Learning Transition in Spring 2020: Class Structures, Student Perceptions, and Inequality in College Courses (sagepub.com)*

National Coalition for Core Arts Standards (NCCAS). (2014). In *National Core Arts Standards (NCAS)*. *Home | National Core Arts Standards (nationalartsstandards.org)*

Office of Superintendent of Public Instruction (OSPI, 2003, 2006, 2008, 2011, 2015, 2018, 2019). *OSPI-developed performance assessments for the arts (formerly classroom-based performance assessments [CBPAs]).* *Performance Assessments for the Arts | OSPI (www.k12.wa.us)*

Office of Superintendent of Public Instruction (2020). *The arts are essential*. *THE ARTS ARE ESSENTIAL (www.k12.wa.us)*

Office of Superintendent of Public Instruction (OSPI). (2021a). *2020-21 Instruction & Assessment Reporting Requirements: Requirements Assessments in The Arts, Health and Physical Education, and Social Studies.* Assessment Reporting Requirements (www.k12.wa.us)

Office of Superintendent of Public Instruction (OSPI, 2021b, September). *Connecting the arts to social emotional learning.* Connecting the Arts to Social Emotional Learning (www.k12.wa.us)

Petrokubi, J., Bates, L., & Malinis, C. (2019, February 15). *SEL and equity: Current issues and considerations.* Education Northwest. Appendix M SEL Equity Paper.pdf

Washington State Legislature. (2004/2006/2011). *Essential academic learning requirements and assessments—Verification reports.* RCW 28A.230.095: Essential academic learning requirements and assessments—Verification reports. (wa.gov)

Washington State Legislature. (2014). *State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.* WAC 180-51-068:

Appendix A

Survey Questions

1. What type of learning situation best describes your teaching/learning situation?
2. What level of students do you work with? Or, if a student, what level are you? If you teach more than one level, which level to you most identify with?
3. What do you see (your vision) as the future of arts education? How do we move forward?
4. What role is technology playing in your teaching/learning at this time?
5. Please describe what and how you are teaching in your current teaching position? Please describe what your teaching position is expected to be next year?
6. How are you assessing your students? Please be specific to your current quarter/trimester situation/position. Check all that apply.
7. Which virtual platforms are you (or have you) been using to teach your students/children? Check all that apply and add additional choices in the 'Other' choice.
8. What are the biggest challenges you are facing during this time of online (or hybrid) learning? Check all that apply.
9. What are you doing to create and/or maintain your personal mental and physical health, as well as work and personal life balance during this past year of educational change due to the pandemic?
10. Optional Question: Is there anything else you would like to share about your teaching, arts education, and/or education in general at this time?

Joseph, A. (2021). *What is the future of arts education? What have we learned since spring 2020? Spring 2021 survey.* [Data set]. Unpublished.

Retelling Inclusive Schooling: The UN's CRPD Committee in Selected Countries

Kas Mazurek[1] and Margret Winzer[1]

[1]University of Lethbridge, Lethbridge, Alberta, Canada

Abstract

This paper targets the principle of full inclusion as articulated by Article 24 of the Convention on the Rights of Persons with Disabilities and General Comment #4 through an analysis of the CRPD Committee's Concluding Observations for Poland, Germany, and Australia. We find inherent tensions and dialectical contradictions between the ideals of full inclusion embodied in Article 24 and the reluctance of the State Parties to meet the targets. To date, the obligations entailed by Article 24 have failed to retrofit education systems.

Keywords: inclusive schooling, educational placement, United Nations CRPD

Author Note

Kas Mazurek https://orcid.org/0000-0002-1527-8385
Margaret Winzer https://orcid.org/0000-0001-6051-2436
We have no known conflict of interest to disclose.
Correspondence concerning this article should be addressed to: Margret Winzer, Professor Emerita, University of Lethbridge, Lethbridge, Alberta, Canada. Email: margret.winzer@uleth.ca

Retelling Inclusive Schooling: The UN's CRPD Committee in Selected Countries

Over the past three decades, we have approached various aspects of the theoretical and practical bases and rationales of inclusive schooling for students with disabilities. The present paper builds on our interest in a series of instruments generated by the United Nations and its agencies: UNESCO's 1994 Salamanca Statement, Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD; UN, 2006), and General Comment #4 (UN, 2016; henceforth GC4). The practicalities of inclusive schooling detailed in these documents is undergirded and informed by the politics of educational placement, simply defined as students' school addresses. In other words, whether students with disabilities are placed with their peers in general classrooms in compliance with inclusive schooling or in the segregated settings typical of special education.

As a broad descriptor, inclusive schooling refers to initiatives to open general education to many, but not necessarily all, students with disabilities. It is distinguished from today's popular sentiment, full inclusion, portrayed by the trope 'All means all,' and denoted as all students with disabilities at all grade levels accommodated in general classrooms for their entire education careers to the exclusion of all other possible educational arrangements. Fully inclusive education environments are the major principle of Article 24 and the major aim of the CRPD Committee.

Educational placement functions as the theoretical and practical organizing construct of this paper. We use the placement issue as the basis for an analysis of a sample of Concluding Observations relevant to Article 24 produced by the CRPD Committee as the end point of the review process of individual State Parties (Note 1). Our information is chiefly drawn from readily accessible English language sources, particularly the Concluding Observations themselves, input from disabled persons' organizations (DPOs), and government documentation.

To date, only scant research has explicitly approached the Concluding Observations for Article 24. Notwithstanding, their messages carry considerable weight. Although placement issues are central to Article 24 and GC4, these texts tend to focus on the 'what' and the 'why' of inclusive schooling. They do not indicate how states can ensure what Byrne (2019) describes as a "rights-compliant transition from segregated to inclusive education" (p. 1), nor are the processes to achieve the goal of quality education in general systems specified. The Concluding Observations constitute at least part of the missing 'how' of inclusive schooling. Their concerns and recommendations not only serve as global norms and objectives but set out blueprints on how to get from one point to another and therefore move policy and practice forward.

Australia, Germany, and Poland are the spaces for the study. The selection is not random. We are familiar with developments in these jurisdictions through previous research (Baran & Winzer, 2017; Winzer & Mazurek, 2010) and through professional ties with experts from the field of special education and allied areas in each country. And, important to the overall purpose of this paper, each State Party has ratified the CRPD and, at varied degrees and levels, incorporated the treaty through its domestic legislation, policy, and programs. In terms of Concluding Observations, each country has received at least one review from the CRPD Committee.

The main argument that anchors this paper reiterates a common theme in our research. That is, despite the obvious benefits of inclusive schooling for many students with disabilities, the quest for fully inclusive education environments is, at best, problematic, probably impossible. We use the Concluding Observations for Article 24 in our selected countries as the departure point to argue that, despite the press by international organizations to elevate full inclusion to the governing ideology, it remains an advocacy priority, stalled at the level of discourse.

Overview of UN Documentation

The Concluding Observations do not stand alone. Rather, they form part of long chains of events and documents from the UN and its agencies as they increasingly orchestrate a normative understanding of what inclusive education should be. To provide context for the Concluding Observations, we touch on what are arguably the most important narratives in the creation and diffusion of the precepts and practices of inclusive schooling on the global stage.

- The Convention on the Rights of Persons with Disabilities (UN, 2006) provides a clear expression of international visions of rights for persons with disabilities, broadly described in the text as "those who have long-term physical, mental, intellectual or sensory impairments" (Article 1). As of July, 2021, 182 of the UN's 193 member states had ratified the CRPD and committed themselves to meeting its targets.
- Article 24 of the CRPD demands that State Parties address the right to education and implement inclusion in the general system for students with disabilities as part of that right.

implement

- To conform to the UN monitoring process, each of its ten major human rights conventions has an attached committee that essentially tracks progress and conformity to the prescribed goals in ratifying countries. The CRPD Committee consists of independent experts from the area of international human rights elected by their State Parties for four-year terms; persons with disabilities are prominent members. Among its many functions, the Committee undertakes a complicated monitoring cycle to evaluate the legislative, judicial, policy, and associated measures that ratifying countries pursue in compliance with the CRPD.

- The review cycle typically includes four different steps and associated documents. It begins with a report submitted by a country within two years of the date of ratification, and then every four years following, often supplemented by shadow reports from interested parties such as DPOs. The Committee then evaluates the reports and returns general observations and a list of arising issues; third, the State Party replies to the list of issues. Finally, a set of Concluding Observations is issued for each substantive article of the CRPD (Articles 5 to 30).
- The CRPD Committee has produced seven General Comments that clarify and elaborate on complex and challenging rights found in the treaty, respond to pervasive areas of concern, and set out the Committee's views on the content and scope of the obligations of State Parties to different articles. In August of 2016, the Committee issued General Comment #4 as a formal guidance instrument on the meaning and scope of Article 24.
- The 2030 Agenda for Sustainable Development, adopted by the UN and member states in 2015, aims to galvanize efforts to promote sustainable development, decrease global inequalities, and realize universal quality education. It is not uncommon for the CRPD Committee to preface its recommendations to States by suggesting that the Concluding Observations be read in line with General Comment #4 and the Sustainable Development Goals (SDGs).

Notes on National Contexts

The differences between the histories and socio-political circumstances of Poland, Germany, and Australia are both substantial and obvious. Australia is a constitutional monarchy with a federal division of powers. The provision of schooling in the six states and two territories is a state responsibility, although the Commonwealth (federal) government influences education decisions through funding and federal disability legislation. The Republic of Poland belongs to the block of post-Communist European countries; it lives under a parliamentary and cabinet

government system. Education is overseen by the Ministry of National Education. According to its Constitution, Germany is a federal parliamentary republic of 16 states (Lander), each with its own ministry of education and state autonomy regarding educational matters. (Note 2).

Scholarship and practice from the United States and the United Kingdom played leading roles in creating the content and contours of the inclusive space and propelling the ideals into public and pedagogical discourses. Poland, Germany, and Australia were borrowers, far from the vanguard and relatively late entries onto the inclusive landscape. Importantly, however, each signed the Salamanca Statement and took steps to meet its demand to provide "equal access to education to every category of disabled person as an integral part of the education system" (UNSCO, 1994b, p. 4). Since then, they show a common impulse toward the educational inclusion of those with disabilities and have developed unique legislation, regulations, policies, and approaches.

In Poland, commitments to wider mainstream access for those with disabilities rode the tide of social, political, economic, and education change that accompanied the transition from the Soviet to a democratic system. The modern reiteration of special education that began in 1991 introduced new legislation: it authorized students with disabilities to learn in the mainstream but also provided for education in special schools. Three major organizational forms are currently available: inclusive classes, integrated classes, and special education (Baran & Winzer, 2017). Germany saw a wide expansion of schools to cater to eleven groups of disability during the 1960s; the national supply of special schools peaked in 1999 (Graumann & Algermissen, 2011; Powell, 2009). The Australian states and territories developed a complex of categorical special schools catering to most disabilities. Today, three systems are officially recognized: general

regular schools, support classes in regular schools, and special schools (Boyle & Anderson, 2020).

When the CRPD opened for ratification in July of 2008, Australia was among the original signatories. Germany ratified in February, 2009; Poland was the 121st nation to ratify in September of 2012. Ratification created a strong dynamic toward system change. Special education came under considerable attack, separate settings were dismantled, and special schools either closed or repurposed. For example, North-Rhine Westphalia, Germany's largest and most populous state, aggressively tried to implement full inclusion policy and pursued the closure of special schools (Anastasiou et al., 2020). Mounting numbers of students with disabilities were drawn into the orbit of general education environments. Entrich (2020), supported by Buchner and colleagues (2020), reported an increase in the proportion of students with disabilities in inclusive settings between 2008 and 2018 in many countries. Greater inclusion matched increasing numbers declared as requiring special support. Slee (2018) harnessed research showing that the prevalence of formal assignment of children to categories of special needs, especially in the area of behavior disorders, increased globally. In Germany, identification grew from 6 % in 2009 to 7.4 % in 2018; in the above-mentioned North-Rhine Westphalia, the number of students with social-emotional problems has grown dramatically (Ahrbeck & Felder, 2020; Anastasiou et al., 2020). Relative to special placements, the Australian government released a fact sheet in 2020 showing a 35 % growth in the number of students with disabilities attending special schools (AAIE, 2020).

CRPD Committee's Concluding Observations

Most current versions of inclusive schooling accommodate many, but not all students with disabilities in general classrooms. Dependent on needs, special education settings are routinely

employed. In contrast, Article 24 favors fully inclusive systems in which all students with disabilities, regardless of type and depth of needs, are accommodated in general classrooms. GC4's rigorous and substantive interpretation of Article 24 expands the core rights. At a minimum, it insists on full inclusion as a human right and key to maintaining norms of non-discrimination; forbids States to deny education to disabled children; requires them to include all pupils without exception in general education; and attempts to refashion domestic education policy by persuading sites with established special education systems to move to fully inclusive systems. General Comment #4 consistently interprets Article 24 to mean mainstream educational environments and undertakes to delegitimize special education. The text stresses its commitment to "ending segregation within educational settings" and insists that "Full inclusion is not compatible with two systems of education: mainstream and special/segregated education systems." Special education is indicted as an inferior and discriminatory education system; special schools are educationally bankrupt because students are "isolated from their peers and receive an inferior quality of education" (UN-CRPD, 2016, paras. 3, 39, 12).

It is against this backdrop of beliefs and commitments that the CRPD Committee produces its reviews of individual State Parties. The final step, the Concluding Observations, tend to be brief and succinct, typically patterned in three parts. First, praise for strategies and innovations that comply with the prescribed goals of the CRPD; second, areas of concern related to stalled development, inaction, or disputes; third, recommendations, including requests and urgings, for improving performance in areas of concern. Since the establishment of the CRPD Committee in 2008, its first review in 2011 (Spain), and until July of 2021, 94 countries and the European Union have completed a full cycle of monitoring, reporting, and review. For the countries of interest here, the CRPD Committee completed the first review cycle of Germany in 2015, Poland

in 2018. In 2013, and again in 2019, Australia appeared before the Committee for its initial and then periodic review. (Note 3).

Since 2009, general education in Germany has been increasingly open to students with disabilities (German Institute, 2015). The 16 states collectively signaled a shift of perspective toward inclusive education in 2011 with the formulation of Inclusive school education for children and young persons with disabilities (UN-CRPD, 2015a). Pockets of inclusive education have developed in some German states; some have amended their education acts to encompass inclusion. Advocates for full inclusion have stepped forward to demand the abolition of special schools and any special setting within general education. Still, as the German Institute for Human Rights, the national monitoring body for the CRPD in Germany complains, "A number of lander clearly refuse to see inclusion as a restructuring task, firmly adhering to the double structure of regular schools and special-needs schools" (German Institute, 2015, para. 132).

Data from Germany indicate that the enrolment of students with disabilities in inclusive classes gradually rose from 12 % in 2008 to 28 % in 2012-2013, to 40 % in 2018. By the 2018-2019 school year, 42.3 % of all students with disabilities were in inclusive settings At the same time, the number of special schools decreased (Ahrbeck & Felder, 2020; Anastasiou et al., 2020; Buchner et al., 2020; German Institute, 2015). However, at the time of the CRPD Committee review in 2015, almost all the states maintained separate special complexes and most students with disabilities were taught in special schools and special classes. According to the CRPD Committee, Germany misses the goal of inclusion. The Concluding Observations expressed concern "that the State Party has an education system where the majority of students with disabilities attend segregated special needs schools" (UN-CRPD, 2015b).

Apanel (2013) characterized the Polish system as "partly about integration, but also partly about segregation" (p. 59). Although the numbers accommodated in the general system rose from almost 40 % in 2008 to 57 % in 2018 (Buchner et al., 2020), many students still attend special schools. Segregated education is regularly employed for those with severe intellectual, multiple, and physical disabilities (Baran & Winzer, 2017; Valeena & Kulesza, 2016). Education statistics also show the clear trend for students to move from inclusive placements to special schools as they increase in age. For example, the transition from primary to secondary school for students with intellectual disabilities often leads to relocation from general to special education (Baran & Winzer, 2017; Zadrozny & Silny, 2015). As we revisit below, the CRPD Committee's response to Poland took particular issue with "The fact that the majority of students with disabilities, particularly with moderate and severe disabilities, are educated in segregated education settings" (UN-CRPD, 2018).

The reviews in 2013 and again in 2019 obliged Australia to disclose its disability policies and progress toward the goals of Article 24. The 2019 set of Concluding Observations echoed multiple areas of concern first aired in 2013 and clearly revealed the Committee's frustration with Australia's failure to address most of the issues. One Committee member chided that not much had changed as "many of the issues raised in 2013 and communicated in the then Concluding Observations are the same issues that civil society has brought to our attention 6 years later in 2019" (AAIE, 2019, p. 5). An abiding concern for the Committee surrounded the insufficient harmonization of the legislative domestic framework with the Convention: in education, for example, Australia's enabling legislation, the Disability Standards for Education (Australian Attorney, 2006) does not fully comply with Article 24 and General Comment #4. Other deep concerns focused on insufficient funding for inclusive education in Australian

mainstream schools, the alarming growth of the numbers of students with disabilities in special placements, the growing rate and extent of segregation, a significant trend toward students attending special schools and away from mainstream schools, the tendency of local schools to turn away students because of disability, and the secondary school completion rates of those with disabilities at about half that of their peers (AAIE, 2019; ADPO, 2019; UN-CRPD, 2013, 2019).

Recommendation and Responses

As we noted, few scholarly offerings have yet explicitly examined the Concluding Observations for Article 24. In a seminal study, Bronagh Byrne (2019) found that 69 % of 72 sets of Concluding Observations focused on education placement; only limited attention was directed toward issues such as teacher training (38 %) and lack of reasonable accommodations (24 %). Byrne also pointed to disagreements between the CRPD Committee and local agents. Below, we present examples of Committee recommendations and individual country responses that illustrate a similar bent toward placement and, to a greater or lesser extent, fractious interactions between State Party and Committee.

The CRPD Committee prompted Germany to develop "a national strategy, action plan, timeline and targets to provide access to a high quality inclusive education system across all Lander." It also recommended that Germany "scale down segregated schools to facilitate inclusion" and allow students to attend general education schools if that is their choice (UN-CRPD, 2015b). Yet, notes the German Institute (2015), the German states "do not interpret the aim of an inclusive system as meaning that segregated special education institutions should be called into question as such" (para. 130). Bernd Ahrbeck and colleagues (2018) explain that "Germany is not willing to follow the normative interpretation of the UN-CRPD." Instead, it has

turned to the reservations allowable under CRPD guidelines and "will continue to pursue a scheme that includes institutional differentiation and special schools" (p. 4).

The education placement of students with disabilities in Poland is largely contingent on the type and depth of disability, the age of the student, and budget considerations. Students with severe and profound disabilities are dissuaded from general placements and regularly excluded (Baran & Winzer, 2017; Valeena & Kulesza, 2016). It is noteworthy that the Committee's Concluding Observations to Poland suggested providing support measures for schools and teachers to advance inclusive education for students with moderate and severe disabilities because the diversity of impairment is barely acknowledged in the documents discussed here. The Salamanca Statement suggested that "Special attention should be paid to the needs of children and youth with severe and multiple disabilities" (UNESCO, 1994, p. 18). After that, the CRPD accounts for sensory disabilities (deaf, blind, and deaf blind) but does not reference other types or severity of impairment. Decisions taken during CRPD negotiations opposed and rejected terminology such as severe or multiple impairment lest it create a hierarchy within the disability community and undermine the solidarity between people with different impairments (Lawson & Beckett, 2020). GC4 mentions sensory impairments but virtually ignores other conditions. Save for the Polish case, there is an absence of reference to children with severe and profound needs in the Concluding Observations (Byrne, 2019).

Not every vested interest agrees with the Committee's recommendations. Some Polish parent organizations claim that children with severe and multiple disabilities require the support and education of special facilities because public schools do not provide any of the right conditions for growth (Baran & Winzer, 2017). Polish studies show that teachers have a high

level of acceptance for the inclusion of students with milder forms of disability; the level of acceptance drops for those with sensory and significant disabilities (Ralic et al., 2019).

Australia's interactions with the CRPD Committee are notably extended and acrimonious. The flavor is clearly expressed in a background paper on the content and scope of the right to education in Australia prepared by the Australian government in 2019 to assist a Royal Commission with its enquiries into violence, abuse, neglect, and exploitation of people with disabilities (McCallum, 2020). The tangle of arguments laid out in the paper rely on the drafting history of Article 24 and the Australian government's own interpretation of the text.

In 2019, the CRPD Committee expressly stated that the Concluding Observations for Australia should be read in line with GC4 and target 4.5 of the SDGs that call for inclusive and quality education for all. Nevertheless, Australia dismisses GC4; it sees it as a useful source of guidance on Article 24 but "not a legally binding source of State Parties obligations on the right to education" (McCallum, 2020, para 4). It follows that Australia very often announces views quite divergent from those expressed in GC4; in response, the CRPD Committee seriously disputes the directions on inclusive schooling taken by the Australian government.

Article 24's ambivalence about special education along with its omission of the term in the text opens the way for contradicting interpretations. The Australian government argues that "the ordinary meaning of the terms of Article 24 does not support a view that specialist schools are prohibited under Article 24 "(McCallum, 2020, para. 18). It does not agree that the continued use of segregated education constitutes a violation of Article 24. Rather, segregation is a modality within an educationally appropriate system and a State Party can meet its obligations to Article 24 through an education system that allows for funding for different education modalities (McCallum, 2020).

During the negotiations for Article 24, one of the most intensely debated issues centered on school choice; that is, whether students could choose inclusive education or segregated placements. Of course, Article 24's preference for inclusive schooling essentially rendered school choice moot as does GC4's contention that as inclusive schooling is a fundamental human right of all learners, parental responsibilities in school choice are subordinate to the rights of a child to an inclusive education. (The disparity with the recommendations to Germany mentioned above are beyond the scope of this paper). Based on its interpretation of Article 24, Australia asked that the Committee "clarify that State Parties may offer education through specialist classes or schools" (ADPO, 2019). The government highlighted the liberty of parents to choose either education in a segregated setting or inclusive education. It simultaneously takes the view that special placements are part of "a range of education options" to "ensure that the best interests of the student are a primary consideration." There may be times, the government argues, when specialist classes are more efficient in fulfilling State Parties obligations under the Convention than the general education system (McCallum, 2020, para 24).

To the CRPD Committee, Australia's interpretation of Article 24 that allows for the use of both mainstream schools and specialist schools "stands in stark contrast to what this Committee has consistently defined inclusive education to mean" (AAIE, 2019, p. 4). It rejected any notions that inclusive education can involve parents' choice between general and special education (AAIC, 2019). It insists that segregated education is not an option or a question of parental choice "akin to enrolling a child in a faith-based school or a school with a particular educational philosophy" (McCallum, 2020, p. 121). Rather, segregated schooling is an indefensible and inferior discriminatory placement.

Discussion

This paper examined the CRPD Committee's Concluding Observations for Poland, Germany, and Australia. While each of these countries approaches inclusive schooling differently, all demonstrate growing fidelity to the principles of broader access for students with disabilities. When it comes to the principles of full inclusion expressed in Article 24, however, the CRPD Committee and individual State Parties stand on opposite sides of an ideological fault line in significant and important ways. The former promotes the ideals of full inclusion; the countries support school organizations ingrained within an ideology that sustains segregated placements as the norm for many students with disabilities.

From Australia, Boyle and Anderson (2020) point out that "Inclusive education has been at the forefront of educational policy for more than a quarter of a century," but go on to say that "the nation's education system is more segregated and exclusive than ever before" (p. 2). Others speak to the "systematic failure of the general education system to ensure access and inclusion of every Australian student" (AAIE, 2020, p. 5). Over the past decade, the segregation of students with disabilities has increased significantly with a shift toward students attending special schools and away from mainstream placements (ADPO, 2019). There are also reports of significant increases in the rates of home schooling, particularly for autistic students (AAIE, 2020). Not surprisingly, the CRPD Committee notes that "the trend of inclusion seems to be in decline" in Australia (AAIE, 2019, p. 3).

The gap between the vision of inclusive schooling variously embraced by the CRPD Committee and the Australian government appears large and unyielding. In fact, one DPO points to "the significant evidence of systematic failure and substantive non-compliance by Australian governments with Article 24 of the CRPD" (AAIE, 2019, p. 2). The government's idiosyncratic

interpretations of Article 24 joined to its contestation of GC4 spill over to influence, at the very least, debates about restructuring, parent rights and school choice, and the status of special education in national policy.

Across Europe, most states have not conducted the necessary structural reforms to achieve fully inclusive systems (Buchner et al., 2020); at the same time, countries are finding it difficult to reduce the number of disabled students in special schools (de Beco, 2018). Development is noticeably slow and halting in Germany. Despite some movement toward inclusive schooling across the 16 states, Germany seems unready to shift course toward fully inclusive settings. For example, the percentage of students in special schools in relation to the total number of school-age students has not changed since 2007 which led the German Institute to complain that there is little evidence of progress in 10 years (Anastasiou et al., 2020). The call for inclusive education in Germany is contradicted by a complex of factors, starting with the double structure of a stratified and highly differentiated system of education and well-resourced systems of special schooling. Segregated placements remain the primary school address for many students. Allocation to special schools continues to grow, especially rapidly in Eastern Germany. As do special schools themselves: in the small Saarland state, two new special schools for students with social-emotional needs have opened recently (Anastasiou et al., 2020; Powell et al., 2016).

Compared to Australia and Germany, references to the Polish situation are promising. Writers mention that Poland has developed a "pro-inclusive education policy over the course of the last 30 years" (Buchner et al., 2020, p.13) and that inclusive education is "becoming a priority among the activities of the modern school and educational system in Poland" (Zyta et al., 2017, p. 249). Others, however, amass data to "clearly show that the right to inclusive education exists only in theory" (Zadrozny & Silny, 2015). Full inclusion is more aspiration than reality:

legislation and popular sentiment have codified a trend toward education in the mainstream but weakening the separate spaces occupied by general and special education is slow. Inclusive education in Poland is not conceptualized around the premise of all children: general education remains resistant to accommodating the participation and inclusion of those with significant disabilities.

Taken together, the Committee's recommendations and the individual responses of State Parties indicate a continuing, and even mounting, lack of coherent interplay between the globally legislated Article 24 and local willingness to endorse and commit to the vision of fully inclusive environments. The selected countries employ the principles and lexicon of inclusive schooling at the level of policy making, and system change to facilitate inclusive environments has accelerated in each country. But all stop far short of undertaking the systematic national education reforms necessary to comply with the principles, norms, and rules articulated by Article 24. Policy makers seem comfortable with slowly increasing the capacity of schools to support the participation of those with disabilities whilst maintaining robust systems of special education.

Although we used only three countries as a base, an emerging body of work supports the view that our selected countries are more the norm than the exception (e.g., Kauffman & Hornby, 2020; UNESCO, 2018; Winzer & Mazurek, 2017, 2019). Worldwide, the obligations entailed by Article 24 face substantive non-compliance by individual governments. In fact, the text of GC4 is replete with complaints about accountability, compliance, and enforcement. As examples, many countries do not take their pledges in earnest. They fail to understand or implement the human rights model of disability, misunderstand the nature and advantages of inclusive education, and are non-compliant with the treaty (UN-CRPD, 2016, para. 4).

A stark gap exists between the CRPD's aspirational text and the realities on the ground. In Many countries retain a strong focus on specialized separate education for students with disabilities. The demand for non-inclusive settings has grown, segregated programs thrive, and predictions of special education's demise seem premature. Inclusive schooling remains embedded within the paradigm of special education; traditional mechanisms remain doggedly in place in barely changed school systems. Some countries have become less inclusive in recent years; others see a marked backlash against inclusive schooling. 'All means all' has not expanded at the expected rhythm. Most countries retain multitrack systems; the fully inclusive systems promoted by the Article 24 and the CRPD Committee are rare to non-existent (Boyle & Anderson, 2020; Winzer & Mazurek, 2017, 2019).

Postscript

This paper hinged on a single argument. We hold that, despite the press toward full inclusion in countries with in-place complexes of special education, the fulfilment of Article 24 is problematic, if not impossible. The argument centered on the Concluding Observations produced by the CRPD Committee for Article 24 that variously praise, critique, and guide State Parties. The concerns and specific recommendations for improvement embedded in the Observations provide insight into educational priorities, policies, and hoped-for practices in inclusive schooling as visualized by the international community. Just as critically, they illuminate the contested perspectives concerning both the desirability and feasibility of the inclusive agenda and foreground the reluctance of many countries to commit to fully inclusive practices.

Overall, the findings in this small study indicate a huge gap between the official recognition of full inclusion in the form of Article 24 and the actual situation on the ground. The

standards demanded by CRPD ratification entail a large degree of commitment and action by States. It is likely that many jurisdictions will struggle to fulfill even the bare essentials and that significant shortcomings in placement will persist. We conclude that the key orthodoxy of fully inclusive schooling may prove impossible to operationalize at this time, or perhaps at any time.

Notes

Note 1. The term, State Parties as used in international law refers to jurisdictions that have ratified the treaty and agree to follow its parameters subject to certain conditions.

Note 2. It is important to mention two issues related to the European Union (EU). First, after the EU joined the CRPD negotiations as a regional organization, it was involved in the drafting history of Article 24 and became the first ever supranational organization to sign and ratify an international human rights treaty. The CRPD Committee's Concluding Observations for the European Union, issued in October of 2015, were almost solely concerned "that in different European Union member States, many boys and girls, and adults with disabilities cannot access inclusive, quality education in line with the Convention" (UN-CRPD, 2015c). Second, Germany and Poland must act in concordance with EU rules that hold inclusive schooling as accepted policy orthodoxy. For example, the European Disability Strategy of 2010 outlines the EU's commitments to implementing the CRPD.

Note 3. The rights explicated by the CRPD are "indivisible, interrelated and interconnected" (Preamble). Because the general principles (Articles 1 to 4) inform each substantive article (Articles 5 to 30) that, of themselves, intersect, the CRPD Committee's Concluding Observation intermesh with other articles. While this paper spotlights Article 24, important related concerns and recommendations are specifically found in Article 7 (Children with disabilities), Article 8

(Awareness raising), Article 9 (Accessibility), Article 16 (Freedom for exploitation, violence, and abuse), and Article 23 (Home and family).

References

Ahrbeck, B., & Felder, M. (2020). Analysis of barriers to inclusive schools in Germany: Why special education is necessary and not evil. Education Sciences, 20, online. doi.org/10.3390/educsc/10120358

Ahrbeck, B., Felder, M., & Schneiders, K. (2018). Lessons from educational reform in Germany: One school may not fit all. Journal of International Special Needs Education, 21, 23-33. doi:org/10/9782/17-00036

Apanel, D. (2013). Integrated education in contemporary Poland. JAASEP. http://www.naset.org/3779.0.html

Australian Alliance for Inclusive Education, All Means All Organization (AAIE) (2019, September 29). Committee on the Rights of Persons with Disabilities releases Concluding Observations- Australia. https://allmeansall.org.au/committee-rights-persons-disabilities-releases-concluding-observations

Anastasiou, D, Felder, M., De Miranda Correia, L., Shemanov, A., Zweers, I., & Ahrbeck, B. (2020, January). The impact of Article 24 of the CRPD on special and inclusive education in Germany, Portugal, the Russian Federation and Netherlands. In J.M. Kauffman (Ed.) On educational inclusion: Meanings, history, issues and international perspectives. New York: Rutledge. [Preprint copy, Research Gate].

Australian Attorney General's Department (2006). Disability Standards for Education 2005 plus notes. Sydney: Australian Attorney General.

Australian Disabled People's Organisations (ADPO) (2019). Disability rights now: Australian civil society report to the United Nations Committee on the Rights of Persons with Disabilities.

https://tbinternet.ohchr.org/Treaties/CRPD/SharedDocuments/AUS/INT-CRPD-CSS-AUS-35639_E.pdf

Baran, J. & Winzer, M. (2017). Democratizing education: A case study of inclusive schooling for students with special needs in Poland. *Education and Society*, 35, 5-21. https://doi.org/10.7459/es/35.2.02

Boyle, C. & Anderson, J. (2020). The justification for inclusive education in Australia. Prospects, 49, 2-3-217. https://doi.org/10.1007/S11125-020-09494-x

Byrne, B. (2019). How inclusive is the right to education? An assessment of the UN Convention on the Rights of Persons with Disabilities concluding observations. International Journal of Inclusive Education, 23, on-line. https://doi.org/10.1080/13603116.2019.1651411

Buchner, T., Shevlin, M., Donovan, M.A., Gercke, M., Goff, H., Siska, J., Janyskova, K., Smogorzewska, J., Szumski, G., Vlachou, A., Demo, H., Feyerer, E., & Corby, D. (2020). Same progress for all? Inclusive education, the United Nations Convention on the Rights of Persons with Disabilities and students with intellectual disability in European countries. Journal of Policy and Practice in Intellectual Disabilities, 17, 1-16. https://doi.org/10.1111/ippi.12368

de Beco, G. (2018). The right to inclusive education: Why is there so much opposition to its implementation? In International Journal of Law in Context, 143, 396-414. https://doi.org/10.1017/S174455231.7000532

Entrich, S.R. (2020) . Understanding cross-national differences in inclusive education coverage: An empirical analysis. IAFOR Journal of Inclusive Education, 9, 21-40. https://doi.org/10.22492/ije.9.1.02

German Institute for Human Rights, National Monitoring Body for the UN Convention on the Rights of Persons with Disabilities (2015, March). Parallel report to the UN Committee on the Rights of Persons with Disabilities in the context of the examination of the Initial Report of Germany under Article 35 of the UN Convention on the Rights of Persons with Disabilities. German Institute for Human Rights.

Graumann, O. & Algermissen, U. (2011) Special education from an international perspective: The case of Germany. In M. Winzer & K. Mazurek (Eds.) International practices in special education: Debates and challenges. (pp. 103-121). Washington, DC: Gallaudet University Press.

Kauffman, J.M. & Hornby, G. (2020). Inclusive vision versus special education reality. Education Sciences, 10, online. doi:3390/educsci.10090258

Lawson, A., & Beckett, A.E. (2020). The social and human rights models of disability: Toward a complementarity thesis. International Journal of Human Rights. 25, 348-379. https://doi.org/10.1080/13642987.2020.178353

McCallum, R. (2020). Research report: Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. The United Nations Convention on the Rights of Persons with Disabilities, an assessment of Australia's level of compliance. Canberra: Australian Government.

Powell, J.J. (2009). To segregate or to separate: Special education expansion and divergence in the United States and Germany. Comparative Education Review, 53, 161-187. jstor.org/stable/10.1086/597816

Powell, J., Edelstein, B., & Blanck, J.M. (2016). Awareness-raising: Legitimization or backlash? Effects of the UN Convention on the Rights of Persons with Disabilities on education

systems in Germany. Globalisation, Societies and Education, 14, 227-250. https://doi.org/10.1080/14767724.2014.98.2076

Ralic, A., Cvitkovic, D., Zyta, A., & Cwirynkalo, K. (2019). The quality of inclusive education from the perspective of teachers in Poland and Croatia. Hrvatska revija za rehabilitacijska istrazivanja, 56, 1-29. https://doi.org/10.1080/03050068.2019.1657699

Slee, R. (2018). Defining the scope of inclusive education: Think piece prepared for the 2020 Global Education Monitoring Report Inclusion and Education 2. www.researchg.net/publication/330741940

United Nations (2006). Convention on the Rights of Persons with Disabilities and Optional Protocol. www.un.org/disabilities/document/convention/convoptprot-e-pdf

United Nations, Committee on the Rights of Persons with Disabilities (2013, 2-13 September 29). Concluding Observations on the initial report of Australia. CRPD/C/AUS/CO/1

United Nations, Committee on the Rights of Persons with Disabilities (2015a, January 15). List of issues in relation to the initial report of Germany. CRPD/C/DEU/Q/1/Add1

United Nations, Committee on the Rights of Persons with Disabilities (2015b, May 13). Concluding Observations on the initial report of Germany. CRPD/C/DEU/CO/1

United Nations, Committee on the Rights of Persons with Disabilities (2015c, 2 October). Concluding Observations on the initial report of the European Union. CRPD/C/EU/CO/1.

United Nations, Committee on the Rights of Persons with Disabilities (2016). General comment #4 Article 24: Right to inclusive education. Geneva: United Nations. htpp://www.ohchr.org/UN/HRBodies/CRPD/GC.asps

United Nations, Committee on the Rights of Persons with Disabilities (2018, 29 October). Concluding Observations on the initial report of Poland. CRPD/C/POL/Co/1

United Nations, Committee on the Rights of Persons with Disabilities (2019). Concluding Observations on the combined second and third report of Australia. http://docstore.ohchr.org/Selfservices/FilesHandler.ashx?enc=6

UNESCO (1994). Final report: World conference on special needs education: Access and quality. Salamanca, Spain: UNESCO. unesdoc.unesco.org/images/0009/000984/098427.eo.pdf

UNESCO (2018). Concept note for the 2020 Global Education Monitoring Report on Inclusion. Paris: UNESCO. www.gedclearinghouse/org/sites/default/files/resources/190167

Valeena, R. & Kulesza, E. (2016). Education for persons with special needs: Polish and Russian experience. International Journal of Environmental and Science Education, 11, 1619-1629. https://doi.org/10.12973/ijise.2016.367a

Winzer, M. & Mazurek, K. (2010). Different spaces, different places: An analysis of the inclusive reform for students with disabilities in the United States and Germany. *World Studies in Education*, 11, 49-68. https://doi.org/10.7549/wse/11.2.04

Winzer, M. & Mazurek, K. (2017). The Convention on the Rights of Persons with Disabilities: Reconstructing disability to reimagine education. In M. Hughes & E. Talbott (Eds.) *Handbook of research on diversity in special education* (pp. 3-22) New York: John Wiley.

Winzer, M. & Mazurek, K. (2019). UN Convention on the Rights of Persons with Disabilities: A critique of Article 24: Precedents, polarized paradigms, flawed contingencies. *World Studies in Education, 20,* 5-22. https://doi.org/10.7459/wse/20.2.0

Zadrozny, J. & Silny, M. (2015). Alternative report on the implementation of the UN Convention on the Rights of Persons with Disabilities. Warsaw: KSK Foundation.

Zyta, A., Byra, S., & Cwirynkalo, K. (2017). Education of children and youth with disabilities in Poland and the UN Convention on the Rights of Persons with Disabilities. Hrvatska Revija za Rehabilitacijska Istrazivanja 53, 244-251. hrri.erf.hr/up-content/uploads/2020/04/Zyta_Byra_Cwirynkalo_Education_of_children_abd_youth_with_disabilities_in Poland.pdf

What Can Covid Teach Us? An Essay

Marcus Bussey[1]

[1]University of the Sunshine Coast, Australia

This essay opens with an assertion in the first person. I choose to open this way as this paper is a personal statement on how I see Covid-19 (henceforth Covid) impacting on educational delivery, and also on what I call the 'pedagogical imagination'. The paper comes at a time when many lines of intellectual, cultural and personal inquiry are converging on a reading of the world, technology, education, consciousness and human action as coterminous in and across space and time. Such convergence is captured in Figure 1 below, and reminds us that the linear, temporal compass of modernity is exclusive, violent and totally inadequate when the world, and its viral messenger Covid, comes knocking on the doors of our luxurious but fragile mansion. This is an exciting, challenging and potentially overwhelming moment in human self-understanding. Now to the assertion.

Human beings are pattern makers. In turn, culture is the cumulative result of generations of such patterning. Patterning enables meaning which is narrative in nature and contains the logics that hold the world, any given reality, together. Understanding this helps me see our world and the role of education in it as a process of ongoing meaning making. Patterning is meaning making in this case. We can see that this patterning is linked to our agency (or lack thereof) and the way in which technology has enabled us to generate and even impose patterns that confirm our pattern biases as both collectives and individuals. In

the language of Yuval Harari these patterns sustain 'imagined orders' (2015). Or, if we go back some years, they are complicit in the 'imagined communities' of national identity that Benedict Anderson identified (1983). Patterning is at the heart of myth, science, education, religion, cities, institutions and most certainly, our understanding of nature. We give it voice and form in curriculum and the educational domains this fascinating bête-noire speaks to. Pinar et al. (2000) map the tribes of curricular association, the pattern groupings I am thinking of, in their magnum opus Understanding Curriculum. The dynamic associations and qualities of patterning bring to mind Foucault's potent phrase 'dangerous coagulations' that Bernadette Baker and her colleagues spoke to in their thinking about education (Baker & Heyning, 2004).

Inter-Being

The point of the above assertion and its set of clauses is that when thinking about what Covid can teach us, it is not enough to look to the technocratic system responses to the pandemic. That is getting copious attention but for me, it misses the point of what we can learn as educators about how formal education – pedagogy in particular – is entering a whole new territory. The territory of what Charles Eisenstein, drawing on the Buddhist monk and scholar Thich Nhat Hanh, has called 'inter-being' (Eisenstein, 2018; Hạnh, 1988). Covid has an immediacy that climate change, a deeper symptom of this 'inter-being', has not been able to convey. Technocratic patterning is, of course, increasing its hold on the human imagination and is certainly offering a way forward but not challenging the root cause of the Covid dilemma. It is side-stepping the fact that despite technology's capacity to facilitate 'inter-being', as in the relational processes of life, it remains a prisoner of the linear and reductionist worldview that has led to a break down in relational awareness (Mozzini-Alister & Mayo, 2021).

Covid challenges us as educators to think, see, imagine beyond the given boundaries of discipline and short term, managerialist institutional priorities which lack an integrated futures perspective. Following Baker, who challenges education's enslavement by the nation state, we need to accept that:

> Education's strategies and issues spring from beyond the bounded territoriality of each specific nation-state while the advent of new and irreducible cultural sources of subjectivity especially for children and youth and urgent problems such as eco-disaster produce notions of belonging and responsibility that may include, exceed, and/or reject the symbolic work of union that flag and anthem were thought to achieve. (2009, p. 25)

This 'symbolic work', the work of imagination and association within the cage of a specified given nationalist, technocratic and functional identity is what Covid challenges. This point brings me back to the patterning work of culture and its pedagogic implications. Covid invites thinking about the implications of 'inter-being', the patterning processes that lay bare the layered and interwoven nature of reality. This invitation, for many, has been a 'poison chalice' as evidenced by the rebellions against masks, vaccines, lockdowns and border closures. Yet all such restrictions speak to the recognition that viruses are contagious; that they do not respect borders and furthermore that they creatively 'hack' systems – both natural and social – to leverage their reach. Yet behind this capacity of the virus to hack systems lies the arena of moral and ethical consciousness. The pedagogical implications of this consciousness have been little explored.

Re-Balancing

Covid, as a perfect storm, lays bare the embeddedness of humanity in a dynamic and relational universe. To teach to such a realisation, to follow it epistemological and ontological logic brings into play the pedagogical imagination. The implications are many but clearly,

this points to the end of a dominant pattern. Using the conceptual framework offered by Eisenstein we can see that Covid ends one hegemonic story whilst spawning a range of new narratives. As hard as it may seem, Covid invites us to love more and embrace a new mythos, that of inter-being. Eisenstein frames it this way:

> A shift in mythology is more than a cognitive shift…The name I like to use for the new story is Thich Nhat Hanh's term 'interbeing'… Interbeing must be more than a philosophical concept if anything is going to change. It must be a way of seeing, a way of being, a strategic principle, and most of all a felt reality… When we restore the internal ecosystem, the fullness of our capacity to feel and to love, only then will there be hope of restoring the outer… the ecological crisis is asking for a revolution of love. (2018, pp. 9-11)

What Eisenstein is speaking to here is a re-balancing of relationship. Pedagogically, this re-balancing takes the form of trans-disciplinarity as a way of furthering a new vision of human presence and action on a planet under stress. Yet it is more than this. It involves a new way of encountering the new, the uncertain and the unknown. The dominant default in such cases is fear. But what if it were love? The 'love' Eisenstein is speaking to is both strategic and felt. To love means to step into relationship. To educate for this is what I have called, following the Indian philosopher Prabhat Rainjan Sarkar (1982), Neohumanism (Bussey, 2000, 2006, 2010). Just as Humanism offered a new 'map' for humanity emerging from the Medieval period, I see Neohumanism offering a new 'map' for a humanity no longer standing in isolation or opposition to the Cosmos. Covid has triggered a 'Neohumanist moment' which has long been brewing as the world descends into climate and existential crisis. Covid challenges business as usual and the cultural practices that continue to destroy the natural infrastructure that supports our amazing civilisation. In short, it invites a rethinking of the

possibilities of relationship, the neohumanistic consciousness of the possibilities inherent in the subject's correspondence with the cosmos (Sarkar, 1997).

De-centred Ego!

This emergent awareness begins a rapid dissolution of ego-centredness—this "creative destruction" Peter Senge et al. point out is a symptom of our time of flux and change (2004, p. 84). Richard Tarnas explains that this awareness senses a 'synthetic correspondence' of micro with macro in which:

> the universe [is recognized as] a fundamentally and irreducibly interconnected whole, informed by creative intelligence and pervaded by patterns of meaning and order that extend through every level, and that are expressed through a constant correspondence between astronomical events and human events. (2006, p. 77)

Furthermore, this folded awareness creates a new ethical field of critical action where:

> The self and world are inescapably interconnected. The self doesn't react to a reality outside, nor does it create something new in isolation—rather, like the seed of a tree, it becomes the gateway for the coming into being of a new world. (Senge, 2004, p. 92)

This in turn invites a new critical relationship to knowledge, knowledge production and education. Critique in this context is rich, and relational. Drawing on deep traditions of resistance and creative inversion it is also spiritual (Bussey, 2006; Giri, 2016). It aims to free us a little more each day from the powerful forces that frame and valorise any given 'real' (Foucault, 2002). This is key to understanding what we can learn from Covid. Firstly, we must take on board that our education system to date has been about mastery and control over our human subjectivities. Secondly, this biopolitical drive has distorted our relationship to curiosity and the world around us leading us to conflate learning with information management. Thirdly, the end result is that education has been impoverished as control fails

to understand love and the relational. So, this brings us to the insight so eloquently framed by Stefanie Fishel that:

> The planet demands more from us than the unexamined ideas of human mastery over nature that shut out other kinds of relations with both ourselves and other beings. (2017, p. 1)

Covid as Angel of History

Covid can thus be reframed as a messenger from planet Earth! In a sense, turning Walter Benjamin on his head (1969, p. 257), Covid is the revitalised face of the 'angel of history'[1]! In the guise of both angel and storm from paradise (yes, I am mixing metaphors), Covid invites us to think of education as a relational process that 'awakens the dead', shaking up our pedagogical imaginations and turning our eyes from the 'wreckage' of the past, to futures beyond what Phoebe Tickell and her colleagues, who penned the 'Moral Imaginations Manifesto'[2], term the 'great flattening'. This invites that critical consciousness that is aware of relationship, the relational as a theoretical and applied source of inspiration and also 'education on behalf' of futures to come. Such visions of futures to come are immanent to our present (Bussey, 2009), yet suppressed by the dominant technocratic hegemonic discourse (Milojević, 2005). Yet, if we listen to the Angel amongst us, we will be able, as Benjamin notes, to grasp "the constellation which [our] own era has formed with a definite earlier one" (1969, p.263).

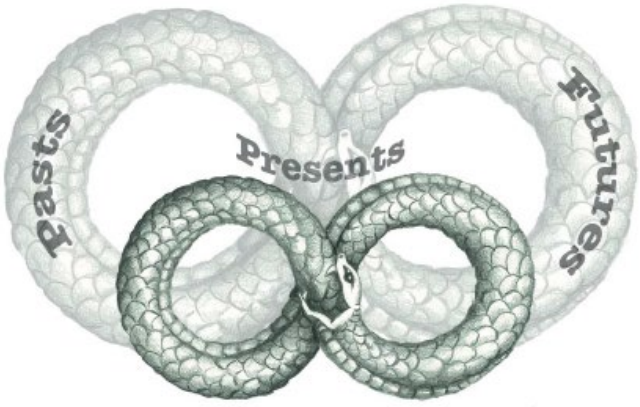
[1] See Benjamin: *"This is how one pictures the angel of history. His face is turned toward the past. Where we perceive a chain of events, he sees one single catastrophe which keeps piling wreckage upon wreckage and hurls it in front of his feet. The angel would like to stay, awaken the dead, and make whole what has been smashed. But a storm is blowing from Paradise; it has got caught in his wings with such violence that the angel can no longer close them. The storm irresistibly propels him into the future to which his back is turned, while the pile of debris before him grows skyward. This storm is what we call progress" Page 257.*

[2] See https://medium.com/moral-imaginations/a-manifesto-for-moral-imagination-dbf62f0cb7aa

This folded temporal quality is important to embrace, as the present is not a singular, nor are our pasts and futures. Acting on this we become creative traditionalist who take what enables from our pasts and cast these elements, reframed in our presents into the futures we seek to enable. This understanding I have termed, 'creative traditionalism' – the crafting/surfacing of new narratives from traditions that have preceded our current presents (Bussey, 2015, 2021). Drawing on the work of Cornel West, we can find in traditions elements that can enable new futures (1999, p. 171). Figure 1 captures this process through the metaphor of the Worm Ouroboros.

Figure 1.

Folded Time



There is a constant messaging across all three spaces: pasts, presents and futures. The indigenous worldview has at its heart an awareness of this messaging (Harjo, 2019; Yunkaporta, 2019). This temporal insight in turn, invites (that word again) a new epistemology of presence. The sense of temporal simultaneity that John and Angela Lederach speak to (2010, p. 9). One in which 'waiting' makes as much sense as 'doing'. Monica Gagliano sums this insight up beautifully:

> I thought I had been waiting for something to happen, and instead I was learning to wait without waiting… as we relaxed in the belly of the unknown and handed ourselves over to life, what if we discovered a surprising clarity to see what is truly happening and what needs to be done? By dropping our obsession for controlling life, the whole fiction about 'being unsafe' drops too. (2018, p. 85; 87)

This new epistemology of presence also reconfigures agency and the curriculum that fosters it. In this space the singular becomes multiple as times past, present and future contain the multiple, allowing as Sawyer and Norris note, for "a curriculum of the self, a pedagogy of subjectivity" (2021, p. x) that is not closed but shaped via engagement with the many voices, the human, non-human and viral, that share this extended field. Here the 'Angel Covid' stands as a teacher, challenging us laggard students to actually do the learning that matters, the learning to love that relationship demands. This is a new patterning of awareness that has been present all along, as noted above, but suppressed.

Education on Behalf Of…

When we engage with folded time, the educational terrain shifts. Education is no longer banking for a singular future, that old pattern, it is dancing with multiple futures: engaging fractal futures; linking patterning to preferred futures. This linking involves creative engagement with our pasts and a return to the present as a folded space in which both pasts and futures interact. To teach on behalf of, is to teach in an open space when knowledges rub up against one another, where the provisional, uncertain and opaque become elements in the drive to learn. Thus, a pedagogy of presence invites in enabling traditions, but is not prisoner of them. It involves what Cynthia Dillard terms (re)membering (2012). To (re)member is to act on behalf of, teach on behalf of past and future generations that include not just the marginalised human antecedents/descendants but also the more than human that Timothy Morton embraces (2017). Dillard makes it explicit that this is a form of spiritual work.

Locating her work in the liberative struggle to reclaim and (re)member African American agency she speaks to both the diasporic and marginalised wounds of past generations. She also speaks to and on behalf of those to come. She clearly recognises that such (re)membering entails an embracing of folded time:

> For many researchers of color, embracing an ethic that opens to spirit is fundamental to the nature of learning, teaching, and by extension, research…And if we assume as I do that the knowledge, wisdom, and ways of our ancestors are a central and present part of everything that has existed, is existing, and will exist in what we call the future, then teaching and research must also undertake an often unnamed, unrecognized, unarticulated and forgotten task that is important for individuals who yearn to understand ways of being and knowing that have been marginalized in the world and in formal education. Simply put, we must learn to (re)member the things that we've learned to forget. (2012, p.4)

Covid is here to open up spaces for enacting the 'often unnamed, unrecognized, unarticulated and forgotten task' of education on behalf of the marginalised. This means reaffirming tradition, allowing rather than enforcing learning and doing the inner work that new patterning calls for. This inner work is essential! One of the things about presence is that we must be able to be still, to sit with, share and contemplate. I of course, am stretching Dillard's intention to include as presencing with the planet and all of humankind, as Morton understands this state (2017).

Conclusion

The educational environment has been reeling from the impact of Covid, and technologies have certainly been a godsend but should not be thought of as the 'silver bullet'. Nor should they be used as a means of surveillance and social control (Giroux, 2021). What we can learn from Covid is that control is illusory. Relationship on the other hand is 'easy'.

Thus, we need to find new ways to educate, to pattern curriculum that is meaningful and open ended. The inner work of course is needed, but we also need to forge new systems within which learning becomes a calling forth, a liberating process. Covid can sound the death nell for a system of educating that has failed to address the relational and maintained the illusion that the world of knowledge is a world 'out there' and that we are knowing subjects divorced from the known. Here I am imagining intimate futures that call forth an intimate relationship with the known (Bussey, 2020). Such a vision is worth striving for. Love, as bell hooks reminds us, is what 'enhances life's joy' (2001, p. 140). Certainly, this is worth educating for. Covid indeed has made this patently clear. The virus has been teaching us to rethink our priorities. I hope we will listen and find collective pathways to futures beyond fear and insecurity. These things do not serve us.

References

Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. London & New York: Verso books.

Baker, B. (2009). Western World-Forming? Animal Magnetism, Curriculum History, and the Social Projects of Modernity. In B. Baker (Ed.), *New Curriculum History* (pp. 25-68). Rotterdam: Sense Publishers.

Baker, B., and Heyning, Katharina E (Ed.) (2004). *Dangerous Coagulations? The Uses of Foucault in the Study of Education.* New York: Peter Lang.

Benjamin, W. (1969). *Illuminations: Edited and with an Introduction by Hannah Arendt* (H. Zohn, Trans.). New York: Schocken Books.

Bussey, M. (2000). Critical Spirituality: Neo Humanism as Method. *Journal of Futures Studies, 5*(2), 21-35.

Bussey, M. (2006). Neohumanism: Critical Spirituality, Tantra and Education. In S. Inayatullah, Bussey, M., & Milojevic, I (Ed.), *Neohumanist Educational Futures: Liberating the Pedagogical Intellect* (pp. 80-95). Taipei, Taiwan: Tamkang University Press.

Bussey, M. (2009). Six Shamanic Concepts: Exploring the *Between* in Futures Work. *foresight, 11*(2), 29-42.

Bussey, M. (2010). Education for Liberation. In J. Karlyle, and Towsey, Michael (Ed.), *Understanding Prout: Essays on Sustainability and Transformation* (Vol. 1, pp. 77-104). Maleny, Australia: Proutist Universal.

Bussey, M. (2015). Heritage Futures: Thow Kwang Dragon Kiln and Creative Traditionalism in Singapore. In M. Butcher (Ed.), *An Angel By the Water: Essays in Honour of Dennis Reginald O'Hoy* (pp. 128-140). Kennington, Vic: Holland Press.

Bussey, M. (2020). 'We shall rise': Intimate theory and embodied dissent. In J. R. Clammer, Chakravorty, Meera., Bussey, Marcus., and Banerjee, Tanmayee (Ed.), *Dynamics of Dissent: Theorizing Movements for Inclusive Futures* (pp. 137-153). New York: Routledge.

Bussey, M. (2021). Precarity and Beyond: A Reflection on the work of Richard Slaughter. *Futures : the journal of policy, planning and futures studies, 132*, 102798. doi:10.1016/j.futures.2021.102798

Dillard, C. B. (2012). *Learning to (Re)member the Things We've Learned to Forget: Endarkened Feminism, Spirituality, and the Sacred Nature of Research and Teaching*. New York: Peter Lang.

Eisenstein, C. (2018). *Climate: A New Story*. Berkeley CA: North Atlantic Books.

Fishel, S. R. (2017). *The microbial state: global thriving and the body politic*. Minnesota, Minneapolis: University of Minnesota Press.

Foucault, M. (2002). What is Critique? In D. Ingram (Ed.), *The Political* (pp. 191-211). Oxford: Blackwell.

Gagliano, M. (2018). *Thus Spoke the Plant: A Remarkable Journey of Groundbreaking Scientific Discoveries and Personal Encounters with Plants*. Berkeley, CA: North Atlantic Books.

Giri, A. K. (2016). Spiritual Pragmatism: New Pathways of Transformation for the Posthuman. In *Critical posthumanism and planetary futures* (pp. 225-242): Springer.

Giroux, H. A. (2021). The Covid-19 Pandemic Is Exposing the Plague of Neoliberalism 1. In *Collaborative Futures in Qualitative Inquiry* (pp. 16-27): Routledge.

Hạnh, T. N. (1988). *The Heart of Understanding: Commentaries on the Prajnaparamita Heart Sutra*. Berkeley, CA: Parallax Press.

Harari, Y. N. (2015). *Sapiens: a brief history of humankind* (First U.S. edition. ed.). New York, NY: Harper.

Harjo, L. (2019). *Spiral to the Stars: Mvskoke Tools of Futurity*. Tucson: University of Arizona Press.

Hooks, B. (2001). *All about love: new visions* (1st Perennial ed. ed.). New York: Perennial.

Lederach, J. P., and Lederach, Angela Jill. (2010). *When Blood and Bones Cry Out: Journeys Through the Soundscape of Healing and Reconciliation*. Brisbane: University of Queensland Press.

Milojević, I. (2005). *Educational Futures: Dominant and Contesting Visions*. London & New York: Routledge.

Morton, T. (2017). *Humankind: Solidarity with non-human people*. London & New York: Verso Books.

Mozzini-Alister, C., & Mayo, L. J. J. o. F. S. (2021). Going Viral in Covid-19: Abstraction of Self and Desire for Omnipresence. 26(1), 49-60.

Pinar, W. F., Reynolds, W. M., Slattery, P. & Taubman, P. M. (2000). *Understanding Curriculum: An Introduction to the Study of Historical and Contemporary Curriculum Discourses*. New York: Peter Lang.

Sarkar, P. R. (1982). *The Liberation of Intellect: Neohumanism*. Calcutta: Ananda Marga Publications.

Sarkar, P. R. (1997). *Subhasita Samgraha* (Vol. 24). Calcutta: Ananda Marga Publications.

Sawyer, R. D., and Norris, Joe. (2021). Foreword: Duoethnography as Critique and Hope. In T. A. Fowler, and Allen, Willow Samara (Ed.), *Duoethnographic Encounters: Opening Spaces for Difficult Dialogues in Times of Uncertainty* (pp. vii-xii). New York: Dio

Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2004). *Presence: Exploring Profound Change in People, Organizations, and Society*. New York: A Currency Book.

Tarnas, R. (2006). *Cosmos and Psyche: Intimations of a New World View*. New York: Viking.

West, C. (1999). *The Cornel West Reader*. New York: Basic Civitas Books.

Yunkaporta, T. (2019). *Sand Talk: How Indigenous Thinking Can Save the World*. Melbourne: Text Publishing.

Author Note

Marcus Bussey https://orcid.org/0000-0002-9686-1854
I have no known conflict of interest to disclose.
Correspondence concerning this article should be addressed to: Marcus Bussey, University of the Sunshine Coast, Australia. Email: mbussey@usc.edu.au

Post-Covid-19 Teacher Training: The Trends That Are to Stay

Aleksei Mikhailov[1] and Mariya Burlakova[1]

[1]Shuya Affiliated Branch, Ivanovo State University, Shuya, Russia

Abstract

The COVID-19 pandemic has had a significant impact on Shuya University. For a year, the students had to do all their academic work online, which has turned out to be both intellectual and emotional lockdown for them. Now that the students are back at the campus, there has been a significant fall in the students' motivation to study and a rise in the withdrawals from the courses. The escape into the Internet and the absence of face-to-face communication with peers and professors have disorientated the students and have had an impact on their academic integrity. Yet, the crisis has showed some positive implications that result from revealing the potential of virtual learning environments with new methods of interactions between students and teachers and changing the overall way of governing the university. The authors present an overview of a few "new-normal" academic trends that emerged after the pandemic outbreak and seem to have set in at the provincial Russian university in the city of Shuya.

Keywords: trends, teacher training institution, post-Covid education

Author Note

Alexey Mikhailov
Mariya Burlakova https://orcid.org/0000-0001-8619-5627
We have no known conflict of interest to disclose.
Correspondence concerning this article should be addressed to: Dr. Alexey Mikhailov, President of Shuya Affiliated Branch of Ivanovo State University. Email: rektorat@mail.ru

Post-Covid-19 Teacher Training: The Trends That Are to Stay

The outbreak of the COVID-19 pandemic has put Shuya University under great pressure. During the lockdown, the staff had to quickly adapt their educational offer to an online format. This crisis has forced everyone to quickly change their ways of working and their environments, dramatically shaking up the community in general. Also, this situation has brought to light the weaker points of the curriculum, a rigidity with which the university staff had to be confronted. As a result, some changes have been effected as a consequence of the lockdown.

Education and Learning

Trend 1. Before the coronavirus pandemic, Shuya University had been following the standard traditional teaching style, and digital education had been an additional, even minor, means of instructing students. After the coronavirus outbreak, the students were forced to do all their academic work online. It didn't come easy because most faculty members and many students had poor digital skills. But the situation has improved over the past year: now digital teaching and learning is a daily routine for both university professors and students. So, the first trend that has set in for many months to come is that the university staff are now far more digitally capable, and more virtual training sessions have been offered recently to assist them in sustaining online formats and methods of learning.

Of course, there are more things to be done, for example, providing the necessary access to digital tools and pieces of equipment to the freshmen who have come from low-income family backgrounds or maintaining training sessions for prospective teachers, including ClassDojo, Google Classroom, Schoology, WizIQ Moodle, and spring. It is obvious that there will be differences among the education provided by teachers with high digital skills and others that lack training or adaptability. But generally, the university has

moved on from the emergency distant learning and teaching format to more or less fully embracing online education.

Trend 2. A second trend embraces the academic innovations that were introduced last year and are likely to become part of the university routine in the future. The first innovation is the three modes of digital learning. One is the distant mode, that makes it possible for students to study at their own convenient time within the time frame set by the professor. The second is the so-called synchronic mode, which is attending a lecture or a seminar by the means of a videoconference. The third is the combined form of both the distant and the synchronic modes. The students can choose the mode that suits them best. We believe that it helps ameliorate the inequality coming from the students' different backgrounds, because some students do not have even mobile internet, while the wealthy ones enjoy attending the lectures from home. Another innovation is a new course, titled "Methods of Blended Learning," that has been most successful recently and will be in demand further on. It is clear that hybrid teaching (online for some students and face-to-face for others) and blended education (online content plus rotation system for on-site activities) will be in place for at least two more academic years.

Trend 3. The third trend addresses the emotional and mental conditions of staff members and students. The outbreak of the pandemic has resulted in mandatory isolation and quarantine, and the main psychological impact to date involves elevated rates of fear, uncertainty, worry and concern in the students and the faculty members. The intellectual and emotional lockdown has resulted in alienation of many students who are now struggling having to communicate with peers and teachers. The teacher's job requires great communication skills and a positive outlook, so it is becoming more evident now that we will have to deal with the aftereffect so that our students will gain needed skills to help school children overcome the learning crisis. Students affected by the pandemic and the lockdown

will need counselling and academic support for many months to come. Yet one thing is not in doubt: the emotional experience of the staff and the students will be the starting point. Necessary attention will be given to the role of emotions and to the affective dimension of teaching and learning.

Trend 4. The fourth trend is the shift towards the development of students' soft-skills. The pandemic has made it clear that a teacher needs to be able to meet a range of challenges beyond academic learning. Emphasis is needed on life-long learning, effective planning, open-mindedness, getting and giving feedback, and self-coaching . It is very important for a teacher to carefully analyse student strengths and weaknesses and concentrate on education design.

Education design embraces a vision of education and learning which is oriented toward innovation in the maintenance of the educational environment. The teacher's pedagogical culture is understood as a specific field in the theory of education where it is possible to extend the patterns of the design culture into pedagogics. The extension is meant to make the process of students' vocational training more efficient and to advance their readiness to work in the current global conditions of the social and cultural unrest. Soft skills training is a fundamental method, used to perfect the pedagogical culture at Shuya University, which includes the development of various skills of team-building, productive negotiation, conflict resolution techniques, and creativity, as well as promotion of attitudes emphasizing life-long learning and the skills of positive adaptation to changing environments. Prospective teachers' advanced soft-skills competencies help upgrade and improve their proficiency level. And, the most up-to-date soft skills that a modern university teacher ought to be developing are as follows:

- skills of productive communication;
- skills of efficient team-building and team management;

- skills of evaluation of innovation in education;
- critical and systematic thinking;
- self-management;
- time-management;
- emotional intelligence;
- leadership;
- persuasion and reasoning;
- goal orientation.

Soft skills development is a complex process, and, to achieve that, teachers need to be equipped with ways and means of integrating soft skills into the fabric of traditional subject-specific academic growth and development. To promote attitudes of life-long learning, effective life planning, open-mindedness, daily study of profession-oriented resources, getting and giving feedback, networking, self-coaching. Meeting this challenge is a current focus in teacher education at Shuya University.

The University Management

For the past year, the Shuya University administration has been confronted with hard decisions, especially given the decision to close buildings for safety and security reasons. Faculty members have had to be provided with additional tools and new working methods. Another challenge was the plan to reopen, considering the new security distancing measures. Now, there are all sorts of special provisions on security in place, i.e., the indicators for access and exit via dedicated points at campus and building sites, physical distancing measures, hands hygiene, access regulation, and time slots, and these provisions are likely to continue in the future.

Trend 5. Timely and accurate communication with the university community has become very important. The enrolment campaign 2020 was done online, and it was a tough one. This year enrolment has been of mixed character, to say the least. Students have had a

choice of applying either in person or online. Many students came to the university to apply in person, but the option to send application letters and pass entrance exams online proved popular as well. The reasons were various: people lived far from the University or had financial difficulties and could not pay for several train trips to and from their hometown, or they found it more convenient to do it from home. This was not convenient for the university, but given the situation, the administration concentrated on the support of the prospective students. It seems that it is likely that a hybrid enrolment pattern will continue to be an option.

Trend 6. The lockdown changed people's lifestyle, and significant numbers of students now are working part-time "without leaving home," given the convenience of the Internet. The result appears to have been a significant decline in: 1) certain students' motivation to study and 2) a rise in withdrawals from courses. The comfort and isolation of home removes them from the academic atmosphere of university life. This is an issue the university will certainly have to address.

So far, the expenses of security and safety provisions have been immense. However, time is still needed to determine the aspects of the university life that have been severely affected from the campus closure and the lack of international students. The University has been forced to cutback certain faculty members because of the economic losses sustained over the past year. Keeping students actively engaged in learning and maintaining faculty well-being are large and pressing concerns.

Trend 7. Another negative trend is that of student escapism into the Internet. The absence of face-to-face communication with peers and professors appears to have had negative effects on students. There is for some the feeling that it is nice to be in the digital world, especially for those for whom social interactions are often disturbing. And if the world is changing in ways they are unsure of, they would prefer to be in the safety of their own

digital reality for the time being. It is a worrying trend, that might have lasting negative impacts. An attendant concern is abuse of the rules of internet safety which can put both them and their families at risk. Online communication ethics is a related concern that will have to be addressed and probably taught formally.

It is worth mentioning, however, that despite these negative trends, there are a few things on the plus side. Given the numbers of resignations in school faculties, employment prospects for university graduates are greatly improved. Another optimistic trend is the rising percentage of students involved in volunteer work, a phenomenon which was not the case a few years ago.

General Conclusions

In conclusion, it is safe to say that the past year was a challenge. The university had to adapt swiftly and decisively to the new realities of the pandemic. A lot of "good old things" had to be left behind, and a "new normal" in academic life with a different understanding of the role of teachers, students, and technology in education has emerged. At this point, we believe that the new normal is more effective, more equitable, and more inclusive than that of pre-pandemic times. We have been forced to provide a safe and academically sound transition to the changing times for a new generation of students. It is certain that this crisis will be remembered as a moment of redesign, a remodelled, and we hope, a better teacher education process at Shuya University. In spite of the many tragic aspects of this pandemic, there are reasons to think that our response and pursuit of the achievement of excellence in teacher training and research at Shuya University will usher in a new era of excellence.

Children's Key Competencies: An Introduction to Its Theoretical Constructs, Impact, and Formation through the Comprehensive Practical Activity Curriculum

Jing Xiang[1] and Zaoxiu Fu[1]

[1]Jiangxi Normal University, China

Abstract

The comprehensive practical activity curriculum can be said to be created to cater to children's curiosity and nature of exploration. Through the creation of problem situations, children are guided not only to explore what the world is, but also to pay close attention to what the world will be and cultivate children's key competencies in the real process of exploring and experiencing the world by following the behaviors of participation, reflection, service, protection and improvement of the world, such as humanistic connotation and scientific spirit, responsibility consciousness and feelings of family and country.

Keywords: comprehensive, practice, experience, children, competency

Author Note

Jing Xiang https://orcid.org/0000-0002-6800-7212
Zaoxiu Fu
We have no known conflicts of interest to disclose.
Jing Xiang, Associate Professor and Doctor of Jiangxi Normal University, is in charge of the 2016 major project of the Thirteenth Five-Year Plan of Education Science Research of Jiangxi province: A Study of the Idea Origins and Practical Path of the Comprehensive Practical Activity Curriculum in Elementary Schools. Project No. 16ZD009.
Zaoxiu Fu, Postgraduate of the Education School, Jiangxi Normal University, is in charge of a project sponsored by Graduate Innovation Fund Project of Jiangxi Provincial Department of Education, Results Unit Jiangxi Normal University: Research on the Implementation Path of Comprehensive Practical Activity Curriculum in Primary School. Project Number: YC2020-S148.
Correspondence concerning this article should be addressed to: Dr. Jing Xiang, Associate Professor and Doctor of Jiangxi Normal University, China. Email: xiangjing2016@126.com

Children's Key Competencies: An Introduction to Its Theoretical Constructs, Impact, and Formation through the Comprehensive Practical Activity Curriculum

In 1918, the publication of Franklin Bobbitt's (2017) *Curriculum* marked the birth of curriculum as a specialized research field. The curriculum revolves around the interaction of the four elements of teachers, children, teaching materials, and the environment to form an organic "ecosystem" (Schwab, J.J,1973) to explore the world. And in the four elements, teachers and children are the most vivid, profound, subtle and complex interactive subjects, which also shows that children have played an important position on the date of the birth of the curriculum.

As we all know, the links between regions and countries are becoming closer, more interdependent and more complex, and in the era of increasing uncertainty, the rapid development of science and technology has led to the continuous update of knowledge and presents a trend of rapid changes, forcing education to reduce the transmission and storage of knowledge as much as possible so that children can seek the method of acquiring knowledge in the process of curriculum integration, that is, learning to learn. Children can learn about animals and plants in the vast nature, in the fields, in the streets, in the countryside, in the workshop, in the rivers even lakes, and learning to do in the process of making their own decisions and assuming their duties in a real social classroom. In order to realize the sustainable development of human beings in the increasingly interdependent world, it is necessary to regard unity as a common value of human beings and regard education and knowledge as global common good (UNESCO, 2017), so as to enhance the sense of responsibility for each other (UNESCO, 1996). In the face of a complex and changeable global development model, it is essential to recognize common core values, but also to recognize the diversity of our society. Due to the existence of diversity of culture and world outlook, the concept of human well-being presents such a diversified definition. Therefore, the current international regulations and policies formed by subjective factors and background factors are not complete and sufficient for children to "learn to be" (UNESCO, 1996). So as to learn to change in making rational choices and solving practical problems in the face of unpredictable complex situations. This is

both the essence of comprehensive practical activity curriculum and our appeal to children's key competencies.

Theoretical Background

From the end of the 18th century to the beginning of the 19th century, Rousseau (1985), the Enlightenment thinker of France in the 18th century, Pestalozzi (1992), the Swiss democratic educator, and Herbart (1936), the German educator, were deeply influenced by the European Enlightenment at that time. They were committed to freeing people's spiritual needs from the ignorance, superstition, and blind obedience of the Middle Ages, advocating the glory of reason to shine on people's minds, especially emphasizing the intrinsic correlation between nature and human beings and giving absolute significance to the particularity of each specific educational practice. They actively advocated the curriculum implementation and children's training in the understanding and interaction of nature and specific practice situations, and also presented the original ideas and practical demands on curriculum integration. From the end of the 19th century to the beginning of the 20th century, American progressive educators Dewey (2005), and reformists such as Theodore Brameld (1976), met the needs of industrialization and social democratization. Influenced by the rapid development of experimental science, they advocated that the purpose of education was to cultivate children to adapt to the needs of modern society and have the ability to transform nature and society, starting from children's own experience and children's life, supported by Dewey's pragmatism philosophy, adhering to the nature of children's freedom independent of adults, giving children natural education to comply with the concept of free nature.

At the same time, World UNESCO held a conference to discuss comprehensive issues of disciplines. In the early 1970s, UNESCO carried out some comprehensive scientific research projects and published related series of research results in the *Education Prospect* magazine. After the 1980s, the International Education Conference continued to discuss the integration of courses until the 40th International Education Conference clearly pointed out in the Final Report that "In order to meet the challenges of the modern world, the curriculum should be less centered on this or that subject, but more comprehensive and interdisciplinary courses should be designed" (UNESCO Institute for Education, 1996), and emphasized that games are an

educational method for organizing a happy and happy childhood and a preparation for future life. Course facts also shifted from emphasizing subject content to emphasizing the experience and experience of learners; from emphasizing goals and plans to emphasizing the value of the process itself; from emphasizing the single factor of teaching materials to emphasizing the integration of the four elements of teachers, children, teaching materials, and environment; from emphasizing only the explicit curriculum to emphasizing both the explicit curriculum and the implicit curriculum; from emphasizing only the school curriculum to emphasizing the integration of the school curriculum and the external curriculum (Hua Zhang, 2001). Curriculum research methods have also changed from quantitative research to qualitative research. Since qualitative research originates from the influence of art, humanities, and social theories, and due to the recognition of researchers' self-worth and the respect for the personality and uniqueness of the research subject, the arbitrariness of majority and objectivity (Hua Zhang, 2001, p.421) in quantitative research is made up, forming a complementary humanistic research paradigm and scientific research paradigm dominated by value research, and the corresponding "humanistic spirit" and " scientific spirit" (Research Group on Core Competencies and Values, 2016) are integrated into the value orientation of curriculum research. In the process of integration, it is found that when children are playing, they are motivated to continue to complete an activity due to their spiritual focus on the game process. That is to say, the use of game teaching and the creation of practical activities can enable children to complete a certain teaching task and curriculum implementation without any obstacles and receive a positive exercise. It is this positive exercise that helps children gain the power to do what they thought was impossible, and then gain the confidence and courage to complete other things. In the process, parents and teachers only need to give necessary help, guidance or participate in activities. This confidence and courage is the strength of the growing children gifted by game activities and comprehensive practical activity courses and can also be regarded as the value and significance of practical activities courses for children.

The two poles of existential phenomenology represented by Pinar (2003) and critical curriculum theory represented by Apple (2000), the conceptual reconstruction movement that emerged in the 1980s, challenged the behavioral tendency in curriculum development,

enhanced the significance of individual existence and promoted human liberation by criticizing the hidden ideology in curriculum. It embodies the concept of irrational humanism curriculum philosophy, embodies the holism and natural organic theory (Pinar, 2003) advocated by the reconstructionist curriculum paradigm, abandons the binary opposition between subject and object, humans and nature and takes a holistic and organic view of the relationship between humans and nature. As constructors of knowledge, human beings are both creators and transmitters of culture, they are constructing and transmitting knowledge based on existential philosophy, phenomenology and radical psychoanalysis, and drawing on interrelated humanistic disciplines such as sociology, anthropology, and political philosophy for their conceptual reconstruction (Pinar, 2003; Apple, 2008). Fundamentally, the theme of conceptual reconstruction is not conclusive and can only be identified and constructed through continuous discussion and research by participants. Only when we truly participate in the construction and improvement of our selves and our research can we give a definition of continuous conceptual reconstruction, whereby conceptual reconstruction is intended to clarify the dialectical relationship between the knower, the ongoing cognition, and the known. The concept reconstruction of curriculum means rethinking and describing the actual experience of curriculum, revealing the real experience hidden by the concept structure in the process of curriculum description. It can be said that the concept reconstruction of curriculum is a kind of "reflexive scrutiny" (Hua Zhang, 2000, p.138) and also a process of self-knowledge exploration. Through autobiography, we can restore the vividness and immediacy of the actual experience of life (curriculum). The re-statement analysis of the experience explained by us is essentially the return of learners' inner voice and the significance of educational experience based on this. Therefore, as learners, children are the curriculum center of subjectivity generation, the process of curriculum concept reconstruction is the process of constructing self and constructing subjective life experience.

In the 1990s, educators, entrepreneurs, and curriculum evaluation experts all over the world increasingly realized that the ability to learn and solve problems with applied knowledge was more important than simple memory and knowledge accumulation learning. According to brain science research, "the more integrated the knowledge is, the easier to learn" (Qiquan

Zhong, 2002). It shows that the construction of comprehensive courses enables students to carry out knowledge or information processing and integration in a certain connection. Compared with fragmentary knowledge accumulation, it is more suitable for the operation mechanism of the brain, and it is also an excellent way to obtain knowledge. People are increasingly aware that knowledge is not a fixed truth but a process of continuous creation and re-creation with the development of society. What is more, the world problems such as environment, climate change, international relations, medical ethics and virus transmission cannot be solved by a single discipline, a region or a country. These problems are not only concerned by children, but also related to the physical and mental health and future fate of each child. It is also possible to access and process diverse and up-to-date information due to the rapid development of electronic media and communication technologies, which makes it difficult for children to distinguish which specific subject category any particular information belongs to.

Therefore, the curriculum reform in various countries and regions tends to change to project-based learning, service-learning, comprehensive learning, and so on. One of the classic forms of project-based learning is Dewey's "active occupations" (Dewey, 1916), through "replaying some kind of works in social life or parallel activities" (Hua Zhang, 2009, p98), where children cultivate their insight and ability to solve problems through social experiences. Richards (2005) put forward "natural and social learning" and actively put it into practice. Kilpatrick (1918) clearly put forward the concept of "design teaching method" and extended the scope of design to four aspects including determination of purpose, formulation of plans, plan execution, and judgment (Kilpatrick, 1925). China promulgated the Community Service Law in 1990, which stipulates that students can obtain corresponding credits for providing services required by their communities. Service learning not only helps students to use and strengthen existing skills, but also helps them to better understand the curriculum content, fully understand the importance of discipline and enhance civic responsibility (Edwards et al., 2001).

As for comprehensive learning, for example, Japanese basic education sets up a special "comprehensive learning time" (Qiquan Zhong, Hua Zhang, 2002, p.121) in the curriculum system. The specific comprehensive learning period provides children with guaranteed time

for interdisciplinary and comprehensive learning. Comprehensive learning is beneficial to the cultivation of children's survival ability and adapts to the future society marked by informatization and internationalization. Curriculum reform in Taiwan focuses on the cultivation of students' initiative and pays special attention to students' ability to solve problems. The Hong Kong Special Administrative Region takes lifelong learning and whole-person development as its curriculum concept and aims to make students learn to learn as the overall educational goal. Entering the 21st century, the United States proposed 21st century skills, Japan emphasized 21st century capabilities, Australia recognized General capabilities, and Hong Kong, China focused on Generic Skills and key competencies（JianLiu, RuiWei, ShengLiu, XiaLiu, Xiangtan Fang &Youyi Chen, 2016). Recognized by mainland China and Taiwan district, key competencies is used in *Key Competencies for a Successful Life and a Well-Functioning Society* by the Organization for Economic Cooperation and Development, and the European Council and the European Commission jointly issued Key Competencies for a Changing World (Hongqi Chu, 2016). The reports all reflect that curriculum understanding has undergone a new turn in the 21st century, which is complex, changeable, and more uncertain. It also expresses the expectations of different countries, regions and organizations for the future citizens of education and training.

Key Competencies Contained in the Curriculum of Comprehensive Practical Activities

Competency is the transcendence and integration of knowledge, skills, and attitudes. It is a set of behaviors that can be observed, taught, learned, and measured (Mirabile, 1997). In other words, competency is the sum of a series of behaviors necessary to complete a work and the behavior performance directly determines the behavior effect. Individuals seek survival and development in practice by behavior, which means that the essence of human beings is determined by their practice or behavior patterns. This requires that the fundamental task of education be to improve children's behavior ability, that is, practical competency. Thus, practical competency is a person's ability to act is the most important core competency of children. The comprehensive practical activity curriculum is not "preaching, teaching, and solving puzzles" (YuHan, Tang Dynasty) in the traditional sense. It is a process in which children use comprehensive knowledge, skills and experience to explore the real world under

the guidance of teachers or parents. Its core is "based on the direct experience of the students, connecting students' own life and social life, focusing on the comprehensive application of knowledge and skills to solve problems in unknown areas, and a practical course that reflects the value of experience and life to the development of students" (Hua Zhang, 2007). If it is said that comprehensive, inquiry, practice, and experience are the key words of comprehensive practical activity curriculum, then comprehensive, inquiry, practice, experience, and practical competency have reached a high degree of agreement. They are the key words contained in the comprehensive practical activity curriculum. The comprehensive practical activity curriculum uses the integration of multi-disciplinary knowledge, experience, and practice to interpret the practical ability of children as future citizens to deal with problem-solving in uncertain and complex situations.

(1) Comprehensive

Comprehensive can be interpreted as the process of solving practical problems by the comprehensive application of two or more subjects in the humanities knowledge discipline composed of literature, history, and philosophy and the scientific knowledge discipline such as mathematics, science, and chemistry. In the process, knowledge, skills, and attitudes are also integrated. The literature, history, philosophy and the basic education in the fields of humanities correspond to the courses of Chinese, foreign languages, art, history, politics, and philosophy. The courses of natural science such as mathematics, science, and chemistry are not only reasoning, deduction, demonstration, and logic, but also permeated with scientific history and humanism. Each course has a certain value orientation and is knowledge oriented. The implementation of subject-based courses objectively only allows students to remember those scattered knowledge and information fragments and separates the integrity of humanistic knowledge and feelings. Only by breaking through the boundaries between disciplines and integrating the knowledge of disciplines, that is, students' practical experience of the humanistic knowledge they master, such as solving a comprehensive problem, can humanistic knowledge be transformed into the attitude towards human cognition. The Core Competencies and Values for Chinese Students' Development pointed out that "the key is to have a people-oriented awareness, respect and maintain human dignity and value; be able to care about

people's survival, development, and happiness..." (Research Group on Core Competencies and Values, 2016) and then a broader humanistic understanding, considering comprehensive practice activity courses that enable children to develop humanistic feelings of respecting individuals and caring for the world based on multi-disciplinary humanism. The comprehensive practical activity curriculum advocates the integration of artistic knowledge, skill training, love for beauty, and pursuit of poetry to cultivate children's aesthetic taste. The key competencies of humanistic heritage are constructed by humanistic accumulation, humanistic sentiment, and aesthetic appeal.

(2) Inquiry

Inquiry comprises the activities or processes of questioning, thinking, discussing, analyzing, synthesizing, judging, and reasoning about problems that have no ready solutions. It is the process of solving problems. In order to solve the problem, we must think about it, and the thinking that starts from questioning is the key to inquiry. In this way, the inquiry competency in the comprehensive practical activity curriculum is embodied in the core competencies of critical thinking and questioning, solving problems, and rational thinking. The Core Competencies and Values for Chinese Students' Development pointed out that "the value standards, thinking styles and behaviors formed by students in learning, understanding, and applying scientific knowledge and skills, including rational thinking, critical questioning, and the courage to explore, are the basic points, that is scientific spirit" (Research Group on Core Competencies and Values, 2016). The comprehensive practical activity curriculum interprets the cultivation of children's scientific spirit through the process of problem creation, rational thinking, and critical questioning.

Rational thinking is a way of thinking based on evidence and logical reasoning. In the overall vision of human cognition, it is not difficult to find that rational thinking is reflected in both scientific thinking and the argumentation process of humanities. There may be neither an answer nor a ready-made solution to the problems created by the course of comprehensive practical activities. Only by relying on students' knowledge and existing experience can they consciously find evidence and consciously observe, compare, analyze, synthesize, abstract, and summarize the phenomena and problems until the problem is solved. Students consciously

examine the unknown problems, seek evidence, and rationally analyze evidence until the problem is solved. In general, the comprehensive practical activity curriculum focuses on the awareness of evidence and logical analysis to cultivate children's rational thinking, which lays a solid foundation for the development of children's scientific competency; critical questioning is a kind of thinking attitude that criticizes and questions existing knowledge and experience. Since it based on rational thinking, children will naturally consider the mystery of the world and will not unconditionally accept adult experience and authoritative conclusions, but rather will try to explore unknown comprehensive problems in order to crack the mystery of the world and explore the root causes and logical process behind the authoritative conclusion, highlighting their independence. The comprehensive practical activity curriculum has built a stage for children to understand the world, examine others and liberate themselves, which contains the qualities pursued by modern people such as independence, equality, and liberation (Qingchang Liu, 2017). It also means that critical questioning is the key to the cultivation of scientific spirit, and it shows that scientific spirit and humanistic appeal are fundamentally connected. Problem creation refers to the comprehensive practical activity course, which is mainly centered on the problem and follows the problem-solving learning mode of the American empirical research tradition. It follows the method of Dewey's reflective thinking to solve the problem. It is implemented in the order of "discovering the problem – determining the theme – putting forward the hypothesis – setting the plan – verifying the hypothesis – summarizing" (Dewey, 2004). It aims at organizing course learning from students' autonomous discovery of the problem to independent thinking and seeking solutions to the problem. Many of the problems that students encounter and seek out involve modern issues such as international understanding, environmental pollution, information flooding, physical and mental health, and ethics, which are complex problems that are difficult to find answers or solutions for and are most likely to be impossible for children to deal with. Do not try to find definitive answers and countermeasures, but start from the perspective of exploring the problem, feel the process of exploration and personal experience and, in the process, the once complicated and difficult questions gradually become clear and solved in turn to become part

of childrens' knowledge and experience, and then "internally and substantively connect the individual child with the external world" (Tiefang Liu, 2004).

(3) Practice

The form of human existence in some ways is behavior. Expressing children's competencies from the perspective of behavior is conducive to decomposing a large behavior goal into several small behavior steps, making the cultivation of core competencies feasible. The integrated practical activity curriculum provides at least two practical paths for children to explore the world. First, children who enter nature or society perceive the real world through observation and listening. This perception needs to start with people and things that children already know, that is, to combine new topics and experiences with the purpose pursued by an activity rather than just putting strange things in front of children. Because only when children use natural materials, tools and various types of energy, that is, use things and perceptions to control their bodies, coordinate various activities to complete continuous tasks (Dewey, 2008) can children think about the interrelationship between practical activities and perceptions and the goals to be achieved. Perception through reflection evolves into perception and knowledge. After refined and thoughtful expression of knowledge, it becomes children's description of the world, that is, what is the world. This kind of practice path returns the world to the world through the eyes of children, and each person and everything in the world is as it is. Through the world expressed by children, it returns the world to the truth and the children's personalities. It is itself the value appeal of the comprehensive practical activity curriculum. Second, children who have already had doubts about nature and the real world, such as why the flowers turn red, why do whales commit suicide collectively, what is the impact of the Second World War on the world and so on, have been clear about the research topic through data search and literature research. After teachers' guidance and on-the-spot investigation to determine the research topic, they return to field visits, interviews, listen and survey all information related to research questions in detail. Based on the analysis and collation of actual data, a detailed research plan is formulated, and possible problem hypotheses are proposed. Carry out the research according to the predetermined plan, decompose a phased task and subject problems and periodically verify or modify assumptions until the problem is solved. This is a way to explore the world in

the process of practicing the world. It systematically and delicately implements Dewey's empirical philosophy and promotes "reflective thinking" (John Dewey, 2004) in the practice of progressive education to try to answer the question what will happen to the world.

(4) Experience

That is, the interaction between people and the environment, including people actively acting on the environment and the results of people acting on the environment in turn affect people themselves (John Dewey, 1990). From this point of view, the experience between children and the environment is gained through the "reflective thinking" (John Dewey, 2004) of the individual being aware of the internal connection between the active effect on the environment and the result of this effect. The experience here includes both the experience of the subject and the experience from the environment. Although all education and everything depends on the existing experience, but not all experience has a certain educational value, but depends on the experience has two properties : one is reflected in those obvious, easy to judge and affect the individual after the direct experience ; the influence of another characteristic is not reflected in the appearance, but through the educator's creation of experiences that neither tires students but also arouse them to actively participate in activities, which is enough to trigger students' desire for the future. This kind of experience has more educational value than appropriate experience directly obtained. As a result, the comprehensive practical activity curriculum removed the fence between schools, families and society, opened the line between disciplines, faced the life situation, and selected from a variety of practical experience those who can enrich later experience and have creative continuity of experience, or transfer competency (Hongqi Chu, 2016). The application of transferable competencies to different social fields and occupational fields is bound to be the core competencies for children to achieve successful life and build a sound society in a rapidly changing environment in the future. If continuity is regarded as a principle of experience, it means that each experience has adopted something from past experience and changed the nature of future experience in some way (John Dewey, 2004). The interaction between individuals living in a certain living situation and all kinds of things around them and others is seen as another principle of experience. The two principles of continuity and interaction are regarded as the longitude and latitude of

experience. The existence of continuity makes some things in the previous situation to be transmitted to the later situation, while the interaction helps various situations to occur one after another and be related to each other. The combination of continuity and interaction is a measure of the educational significance and value of experience (John Dewey, 1956).

Comprehensive Practical Activity Curriculum Endows Children with Key Competencies

The comprehensive practical activity curriculum that emphasizes the sense of inquiry and contains comprehensive, practical and experience literacy is divided into the factual form aimed at exploring what is the world and what will the world be like based on the value of the course.

What Is the World?

Exploring the factual form of what is the world, the comprehensive practical activity course essentially seeks what is the world in the mind of children. This type of comprehensive course explores deterministic knowledge and conclusions, as well as open issues in the vast world. It guides and helps children observe the earth, sky, mountains, rivers, flowers, birds and trees in nature, lightning, thunder, and other things with pure eyes. Natural phenomena such as fog, moonlight and wind; use dexterous hands to touch the withered flower stamens, the process of raising silkworms and other ecological changes; use pure emotion to perceive what is friendship, what is patriotism and other human social life. This type of comprehensive curriculum also revolves around the daily life composed of people's clothing, food, housing, and transportation as educational resources. It not only brings the life world into the content of school curriculum, but also facilitates children to consciously connect subject knowledge with daily life, and use the subject knowledge to participate, explore and serve the society.

Its value lies in that children directly explore and experience the real world around them with the help of relevant knowledge, constantly reflect on the similarities and differences between the world I see and the views of the others, follow the logic of the subject to explore and verify what the world is in the process of dynamic changes of subject knowledge and the real world, and on this basis, generate emotions and actions to improve the world. The implementation of this kind of comprehensive practical activity curriculum does not follow a

linear fixed order and tries to breed humanistic connotation and scientific spirit in the process of nonlinear and dynamic interaction in the state of cross integration of different age stages, development status, cognitive style and subject characteristics of children. Each class starts with "necessary knowledge, experience and problem preparation for teachers and students before class" (Hua Zhang,2007). The end of a class often indicates the starting point rather than the end of a problem. Through the "problem consciousness stimulated and accumulated in the classroom, they are led to extracurricular activities and to active exploration and thinking of the world" (Tiefang Liu, 2004). Comprehensive practical activity curriculum bridge separation between subject knowledge and the real world, so that children can not only reflect on real life, but also participate in and explore the world. In the process of interpreting perseverance and ability, vision and creation, humanistic connotation and scientific spirit, children observe, touch and perceive the world is the world in children's heart.

(2) What Will Happen to the World?

In the comprehensive practical activity curriculum that explores the value form of the global ethical issue of what will happen to the world, the value orientation of such comprehensive curriculum is that people exist in the world and the world is also in the hearts of the people. People live together with the world they live in. People have the courage to repair the damaged world and improve it. At the same time, people have the courage to protect the world that has not been destroyed (Hua Zhang, 2007). The purpose of the curriculum should not only guide children to explore the multiple values provided by nature for human beings, but also enable them to profoundly understand the reality that nature is closely related to human beings. For an overall ecosystem, each individual integrates into the whole that exists before us with its own unique richness and finds itself through connection between each other. The more profound the connection with the other, the more truly it can confirm its unique existence. It is necessary to guide children to take into account and recognize the free value of nature, to adhere to inquiry ethics with compassion, intolerance, compassion and pity for all things in the world, to foster humanistic care in the overall grasp of nature, society and self, and to interpret responsibility and mission in the process of cultivating active learners as responsible citizens and achieving responsible life.

Children not only believe that the world will be better, but also believe that I and my companions can take responsibility for this. The form of curriculum is to guide children to explore and experience the truth of the world through participation, reflection, service, protection and improvement of the world. In the process of exploring the real world, establish the relationship between self, knowledge and the world, and then enhance the creative consciousness and creative ability in solving real problems. The implementation process of the course is the initiation of responsibility awareness in children's participation in governance of river pollution and exploration of the root cause of haze, which are aimed at repairing the damaged world. To reflect on such ethical issues as the legality of euthanasia and how people of different backgrounds and beliefs can coexist peacefully, change the thinking mode of either/or and gradually form an objective and rational view of the complex world, learn to accept and tolerate people of different beliefs and viewpoints and learn to cooperate while seeking common ground while putting aside differences. Serve in SOS Children's Villages and Elderly Homes and other activities aimed at making the world a better place to develop compassion for others and care for the weak; Protect Shanghai Shikumen, Badaling Great Wall, Xi An Terracotta Army and other undestroyed Historic sites to understand the collective memory of the nation and the country, to form self-identity and national identity; Participate in the revision of school rules and regulations and the improvement of curriculum reform to fulfill the mission of active learners.

Conclusion

The 21st century is an era of knowledge economy globalization and information-ization. Social changes and social conditions present complex, changeable, interdependent and competitive coexistence. The characteristics of great uncertainty have forced education to pay attention to the cultivation of children's competency in order to form a sense of responsibility for themselves and a sense of mission in the country and the world in an increasingly interconnected and interdependent world. Elementary education can realize the integration of children's knowledge, skills and attitudes, that is, the development of literacy through two types of courses and comprehensive practical activities. The difference between comprehensive practical activity curriculum and subject curriculum does not lie in the different ways of

learning but in the different contents to be studied and the problems to be solved. Subject curriculum focuses on the acquisition of knowledge, and in the 21st century, which emphasizes children's literacy, it is more dependent on the integration of natural science and social science knowledge and principles than ever before. If knowledge is imparted in the form of spoon-feeding, instilling and rote, it is bound to "cannot be organized into the children's existing experience, this knowledge becomes pure words, that is, purely stimulating, meaningless" (John Dewey,1990, P.205). Furthermore, physical proximity to certain things and processes of children does not mean that they are in line with children's needs, interests or experience. Although some things are far away from the status and age, they may be a matter of concern to a child from the emotional and rational point of view and may be part of his point of view (John Dewey,2004). Therefore, by creating problem situations through comprehensive practical activity courses, subject knowledge becomes part of children's needs, interests or experience, and pure knowledge evolves into things that children care about, which can become a component of his views and thoughts. Moreover, "what people learn without thinking from childhood will affect his whole life" (Karl Theodor Jaspers, 1991). In this way, it seems that what kind of literacy children can form depends on what he learns without thinking in the curriculum, so as to provide a solid foundation for the generation of core literacy. Just as curriculum facts and curriculum value cannot be separated, the two types of comprehensive practical activity courses that explore what is the world and what will happen to the world are also closely linked. The comprehensive practical activity curriculum of fact form starts from exploring what is the world, and then extends to the question of the value of the world based on understanding the nature of the world. The comprehensive practical activity curriculum of value form believes that the process of improving the world is the process of encountering the essence of the world. The two types of courses explore what is the world and then how will the world enlighten and complement each other, and then invest in the behavior of perfecting the world. The core competencies of the comprehensive practical activity curriculum for children are embodied in the process of solving the problem. Experience stepping into reality, discovering problems, investigating and questioning, reflecting on actions, continuous

improvement is the cycle of experiencing, problems, action and reflection (HuaZhang, 2009). It refines the migrating competency to deal with the rapidly changing environment in the future.

The development of children's key competencies requires practice and tempering, according to the children's own rhythm, adhere to their own perseverance. Because both humanistic heritage and scientific literacy are built by long persistence. Just like, the growth of a tree must experience ten years of sunshine and rain, the advent of a century-old brand requires decades of precipitation, and a heritage of ingenuity needs the persistence of several generations... It is the process of exploring every problem and topic created by the comprehensive practical activity curriculum to cultivate the courage and strength for children to deal with complex problems in the future.

References

Apple, M.W. (2000). *Ideology and Curriculum.* Shanghai (China): the East China Normal University press.

Apple, M.W. (2008). *The Voice of the Oppressed*. Shanghai (China): the East China Normal University press.

Bobbitt, J. F. (Writer), & Xin Liu (translator) (2017). *Curriculum*. Beijing (China): Educational Science Press.

Brameld, T. . (1976). The teacher as world citizen: a scenario of the 21st century.

Dewey, J. (1956). *The Child and the Curriculum and The School and Society*. Chicago (USA): The University of Chicago Press.

Dewey, J. (2004). *How We Think*. Beijing (China): People 's Education Press.

Dewey, J. (1990). *Democracy and Education*. Beijing (China): People 's Education Press, 205.

Dewey, J. (2008). *Dewey Educational Papers (Volume. 5)* Beijing (China): People 's Education Press, 291.

Dewey, J. . (1916). *Democracy and education*. Journal of Education, 84(1 (2087)), 5-6. https://doi.org/10.2307/20630843

Edwards, B. , Mooney, L. , & Heald, C. . (2001). *Who is being served? the impact of student volunteering on local community organizations*. Nonprofit & Voluntary Sector Quarterly, 30(3), 444-461. https://doi.org/10.1177/0899764001303003

Herbart, J.F. (1936). Allgemeine Padagogik. Shanghai (China):The Commercial Press.

Hongqi Chu. (2016). *The International Vision of Core literacy and China's position——The Improvement of the National Quality and the Transformation of Education Goals in China in the 21st Century*. In Educational Research.Volume.11.pp.8-18.

Hongqi Chu. (2016). The Concept and Essence of Key Competencies. In Journal of East China Normal University (Educational Sciences) (01),1-3. doi:10.16382/j.cnki.1000-5560.2016.01.001.

Hua Zhang. (2007). *Let Children Explore Life Freely——Also on the Essence of Comprehensive Practical Activity Curriculum*. In Global Education Outlook. Volume 4.

Hua Zhang (2000). *Curriculum and Pedagogics*. Shanghai (China): Shanghai Education Press.

Hua Zhang (2000). Empirical Curriculum Theory. Shanghai (China): Shanghai Education Press, p.138.

Hua Zhang. (2009). *Research on Comprehensive Practical Activity Curriculum*. Shanghai (China): Shanghai Science and Technology Education Press.

Jaspers, K.T. (Writer), & Jin Zou (translator) (1991). *What is Education*. Beijing (China): Sanlian Bookstore, p.54.

JianLiu, RuiWei, ShengLiu, XiaLiu, Xiangtan Fang &Youyi Chen. (2016). *Facing the Future: Research Design of "Global Experience of Core Literacy Education in the 21st Century"*. In Journal of East China Normal University (Educational Sciences). Volume 3,17-21.

Kilpatrick, W. H. . (1918). *The Project Method*. Teachers College Record.

Kilpatrick, W. H. . (1925). *Foundations of Method - Informal Talks on Teaching*. Macmillan. https://doi.org/10.2307/995470

Knoll, M. (1997). *The project method: its vocational education origin and international development*. Journal of Industrial Teacher Education, 34(3), 59-80.

Mirabile, R. J. (1997). *Everything you wanted to know about competency modeling*. In Training & Development.Volume.8.

Pestalozzi, J.H. (1992). *Selected Works of Pestalozzi on Education*. Beijing (China): People 's Education Press.

Pinar, W.F. (2003). *Understanding Curriculum*. Volume I. Beijing (China): Educational Science Press.

Pinar, W.F. (2003). *Understanding Curriculum*. Volume II. Beijing (China): Educational Science Press.

Qingchang Liu. (2017). *Humanistic Background and Scientific Spirit——Reflections Based on Core Competencies and Values for Chinese Students' Development*. In Research in Educational Development. Volume 4,35-41.

Qiquan Zhong. (Editor)& Hua Zhang. (Editor). (2002). *Research on the Trend of World Curriculum Reform*. Beijing (China): Beijing Normal University Press, p121.1207.

Research Group on Core Competencies and Values. (2016). *Core Competencies and Values for Chinese Students' Development*. Beijing (China): In Journal of The Chinese Society of Education. Volume10,1-3.

Rousseau, J.J. (1985). *Emile* (Volume I). Beijing (China): People 's Education Press.

Rousseau, J.J. (1985). *Emile* (Volume II). Beijing (China): People 's Education Press.

Richards, C. R.(2005).*The function of hand work in the school* . Teachers College Record, 1(5): 249-259.

Schwab, J.J.(1973). *The Practical3: Translation into Curriculum*. Chicago (USA): In the School Review. Volume 81. Issue 4. 501-522.

Tiefang Liu. (2004). *Rye Education*. Shanghai (China): the East China Normal University press, 42-45.

UNESCO. (2017). *Rethinking Education. Towards a global common good?* Beijing (China): Educational Science Press, p.69.

UNESCO. (1996). *Learning: the treasure within*. Beijing (China): Educational Science Press.

UNESCO Institute for Education. (1996). *The Final Report of the International Education Conference on the Comprehensive Curriculum*. Guangdong (China): in A Compilation of Comprehensive Curriculum Research Materials for Ordinary High Schools of the Guangdong Department of Education, p.183.

UNESCO. (1996). *Learning to Be*. Beijing (China): Educational Science Press, p.75.

Xiangming Chen. (2000). *Qualitative Research in Social Sciences*. Beijing (China): Educational Science Press.