



SOCIOLOGY OF EDUCATION: WELLBEING AND RESILIENCE IN THE TIMES OF CRISIS

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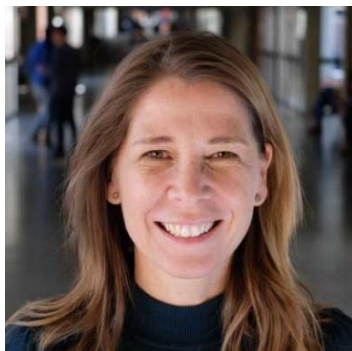
Book of abstracts



Keynote Speakers

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Dr. Aubert is Associate Professor of Sociology at the University of Barcelona. She has extensively researched successful educational actions, that is, actions that have proven to be successful in the academic, social, and emotional development of children and adolescents in a variety of contexts. Among others, she has participated in 4 projects of the European Research Framework Program, highlighting *INCLUD-ED. Strategies for inclusion and social cohesion in Europe from education* (FP6). She has been co-Editor of the scientific review *International Journal of Sociology of Education* (RISE), indexed to the Web of Science and Scopus.

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Dialogue+Science. Vulnerable groups in the debate on scientific evidence for quality education

INTRODUCTION

Taking the SDG: Quality Education as a reference from the Dialogue+Science project (FECYT, 2021-2022; <https://crea.ub.edu/dialogciencia>), we have worked to promote the debate on scientific evidence in relation to aspects such as students grouping, bullying, and school violence, family participation, educational segregation, and inclusion, etc.

THEORETICAL FRAMEWORK AND RATIONALE FOR THE STUDY

The exposure of citizens to disinformation and fake news is one of the main social problems identified by the European Commission (<https://ec.europa.eu/digital-single-market/en/tackling-online-disinformation>). Several studies (Macias & Redondo, 2012; Torras-Gomez et al., 2021) have highlighted the harmful consequences that arise when educational interventions are not based on scientific evidence or when the groups involved are not included in initiatives aimed at addressing these problems. Scientific debate and knowledge creation are increasingly based on co-creation (Roca et al., 2022; Robinson et al., 2020). To this end, it is a priority to promote science education, both informally and formally (Flecha et al., 2022; Soler & Gomez, 2020).

METHODOLOGY

This project has promoted access to scientific knowledge and the direct participation of citizens (especially vulnerable groups) in this co-creation process. These people have had access to scientific platforms where they can learn about scientific results, but they have also contributed to them by providing comments, questions, and reflections. We have been in collaboration with the Horizon 2020 project ALLINTERACT- Widening and diversifying citizen engagement in science (<https://allinteract.eu/about>), which has provided us with good scientific guidance in the implementation of the actions.

A total of 22 activities have been carried out (5 webinars, 5 Scientific Dialogical Gatherings, 6 Sciencethons, and 6 Living Labs) in which 440 people have participated, more than 420 belonging to vulnerable groups (adults with low socio-economic and academic levels, Roma and immigrant students and family members).

RESULTS

Throughout the actions carried out, there have been 8,663 accesses to the scientific platform Adhyayana (<https://socialimpactsience.org/education>), the first platform that scientifically differentiates hoaxes and evidence in education, and more than 1,700 new entries and comments have been made, which have made important contributions to the platform.

The project has promoted an active debate focused on identifying information or arguments for which there is scientific evidence, for which more evidence is needed, or which are false. Thus, the development of both skills (dialogue, reasoning, research) and knowledge (about the scientific process) has been encouraged, allowing these vulnerable groups to critically assess the information they receive in their daily activities and on which they often have to make decisions (e.g., in the schooling of children, the grouping of pupils, reception of immigrant pupils, etc.), and which contributes to supporting learners and their peers in the everyday struggles.

KEYWORDS: Dialogue, Co-creation, Scientific Evidence, Quality Education

Educatore Keynote

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Asst. prof. Adrijana Višnjić-Jevtić, PhD OMEP is an assistant professor at the Faculty of Teacher Education, University of Zagreb. Her areas of scientific interest are early childhood pedagogy, professional development of teachers and cooperation between families and educational institutions and children's rights. Adrijana is a member of the editorial board of the International Journal of Early Childhood and the Journal of Childhood, Education & Society and the founder of the Krijesnica Association of Educators, whose president she served for two terms (2008-2016) and the Croatian National Committee of the World Organization for Early Childhood Education (OMEP). Currently, she is Vice President of OMEP for European Region.

To be (or to survive) - teachers' perception on the crises management

Changes in the way of working caused by the Covid-19 pandemic had an impact on the working population. In order to determine in what way, the changes were reflected in the work of teachers, their experience of working in the conditions of the pandemic was investigated. The research was conducted in June 2021, after the teachers had a year-long experience of working in changed conditions. A total of 24 teachers participated in the research, which was based on a qualitative research paradigm, in two focus groups. The participants gave their views on experiences with the closure of kindergartens, direct work with children and parents during the pandemic, and their professional development and experience of support in personal protection. The results of the research show how teachers have adapted to the closure of institutions and have achieved various forms of virtual communication with children and parents. They highlighted direct work with children as the most challenging, considering the unnatural relationship (distance) and the absence of incentives (need for disinfection). Most are satisfied with the possibilities that result from virtual forms of professional development. They are the least satisfied with the support they had during the changed working conditions, where the dissatisfaction refers to emotional support to a greater extent than material support.

Keynote Speakers

Prof. Pat Dolan - UNESCO Chair in Children, Youth and Civic Engagement, Ireland

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Prof. Dolan is joint founder and Director of the UNESCO Child and Family Research Centre and an Academic Director of the M.A. in Family Support Studies. He also contributes to the wider undergraduate and postgraduate degree programmes of the School of Political Science and Sociology as well as supervising Ph.D. candidates and Masters Dissertations in Family Support, Social Work and Community Development. Professor Pat Dolan holds the prestigious UNESCO Chair in Children, Youth and Civic Engagement, the first to be awarded in the Republic of Ireland.

Resilience through the lens of Empathy – Creating Protective Factors for Youth

While resilience during adolescence is often seen as the capacity to thrive in the face of severe adversity, it is generally only seen as being enabled through protective factors outweighing risk factors. This includes the crucial moderating factor of social support enlistment which is key to enabling youth cope in times of stress and crisis. However, the role of empathy in formal (school) and non-formal (community) contexts tends to be overlooked in terms of its key function as the 'secret sauce' in developing resiliency.

This paper explores the four key components of empathy education, including understanding and valuing it conceptually; practicing empathy in life through interactions with others: consideration of barriers to being empathic to others; and finally, taking social action by doing good for others – empathy in action. Utilising these four functions, the paper then connects empathy implementation to protective resilience factors for youth including social ecological contexts. In particular how empathy can counterbalance risk factors.

Utilising a lens of community capacity building and presence theory through intersectionality, ways that empathy shares a key space with resilience in the daily lives of young people is explored. Finally, apart from sharing messages for theory development policy and practice – a series of case examples from differing international contexts are utilised to demonstrate the key connection of social empathy and resiliency.

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Dr. Taiwo Afolabi is an interdisciplinary artistic scholar from Africa with internationally recognized expertise in research-based theatre focusing on social justice, human rights, and anti-racism education among Indigenous, immigrant, and marginalized communities. Through global theatre projects/publications, his practice-based research encompasses issues of policing, sexual health education, Sustainable Development Goals, African theatre, homelessness, immigration, and language revitalization. He is the Director of the Centre for Socially Engaged Theatre (C-SET) and is the Canada Research Chair in Socially Engaged Theatre (Tier II).

Promoting well-being among senior citizens through theatre: a case study of an applied theatre project in a care facility in Canada

Aging is understood differently across cultures (Fung, 2013). For instance, being an elderly person in Yoruba culture (Southwest, Nigeria) is regarded positively because it is synonymous with perceived wisdom and

experience (Ebingbo and Okoye, 2021). Like many epistemologies from the South, an elderly person is considered the voice of reasoning and deserves to be respected, except they prove otherwise (Selin 2021; Fung 2013). There are positive and negative myths associated with aging, such as an increase in experiential knowledge, wisdom and respect, a decrease in physical attractiveness, over-dependence on others, a decline in physical strength for everyday tasks and an inability to learn new things (Selin 2021). These stereotypes and beliefs have reinforced the creation of the care system that is contributed to the ways senior citizens are treated, which affect their well-being, particularly in Canada (Lockenhoff et al 2009). Thus, this research takes on the question: In what ways can theatre be engaged for social change and debunk stereotypes and beliefs the society has against ageism which has affected the well-being of senior citizens in Canada?

Theoretical Framework

This study engages structural functionalism as its theoretical framework. Structural functionalism conceives society as a complex and nuanced system with different parts essential to work together to promote solidarity and stability (Talcott 1977; DeRosso 2012). In structural functionalism, social change is regarded as an adaptive response to some tensions within the complex social system (Urry 2000; Gingrich 1999). Theatre supports the fact that society is an integrated whole where all parts are interconnected (Freebody et al, 2018). It offers the possibility to create space to imagine ways that different institutions can work together to maintain stability and the well-being of its members (Afolabi, 2018). In the context of this study, theatre articulates the need to examine the state and conditions of senior citizens holistically.

Rationale for the Study

The quality of care for senior citizens in Canada is poor, with rising costs in caregiving and many times inaccessible because of the long waitlist (Canadian Health Coalition 2021; Canadian Medical Association Report 2021). There are funding cuts, staff shortages and a lack of specific standards in some provinces. Many seniors prefer home care due to its convenience, economic value and less reliance on the system (Liew 2022). There is a high rate of dementia in Canada with poor treatment, and Canada is not equipped to handle rising rates of dementia (Jones 2022; DeLaire, 2022; World Alzheimer Report 2022). These issues impact the health and well-being of many senior citizens in the country.

Methodology

This research is guided by storytelling within Applied Theatre as Research (ATAR) in a community-based participatory methodological framework. ATAR is “an act of political and cultural resistance that creates, through the fictional frame, a set of propositions that are co-constructed, analyzed and then re-presented to communities as a method of creating new knowledge and forging social change’ (O’Connor and Anderson, 2015, p. 49).

Preliminary Result

Cultural and social norms and values play critical roles in ageism, “prejudice by one age group toward other age groups” (Butler, 1969, p. 243) is a factor responsible for the poor treatment of seniors in many Canada. Playfulness has some health values for different age cadres, including senior citizens, and promoting the health and well-being of senior citizens involves examining every aspect of society.

Keywords: aging, ageism, applied theatre, senior citizens, and well-being

Dr. Mark Brennan - Penn State University, USA



Dr. Mark Brennan is the UNESCO Chair for Community, Leadership, and Youth Development and Professor of Leadership and Community Development at the Pennsylvania State University. Dr. Brennan's teaching, research, writing, and program development concentrates on the role of community and leadership development in the youth, community, and rural development process. In this context, much of his work has focused on community action, youth development, locally based natural resource management, economic development, and social justice. He is co-founder of the Global Network of UNESCO Chairs on Children, Youth, and Community.

Jamison Malcolm - Penn State University, USA



Jamison Malcolm is a Doctoral Student in Applied Youth, Family and Community Education. He currently works at the Department of Agricultural and Extension Education, Pennsylvania State University. Jamison does research in Pedagogic Theory and Educational Leadership.

Empowering Communities to Overcome Crises

Our local societies are continuously facing crises brought on by natural conditions (disease, earthquakes, hurricanes, flooding) and manmade conditions (impacts of climate change, war, economic collapses). All lead to the massive displacement of populations and the need for immediate assistance.

Crisis mitigation typically follows a very structured and staged pathway with predictable steps, most often delivered through government or extralocal entities. In recent years, considerable attention has been placed on the role of the community in crisis mitigation and on the importance of local knowledge, action, participation, and control in determining the nature of crisis response. When crises do occur, citizen groups and coordinated efforts of local volunteers can respond to lessen the impacts and "build back better." However, rarely is the true role of community considered – to alleviate suffering at all levels in times of crisis and beyond.

This approach to crisis mitigation is not to suggest that local, regional, and government responses are irrelevant or ineffective. Quite the contrary. Nonetheless, in all crisis settings, resources and capabilities are spread thin. Effective community capacity can help bridge this gap. Further, the reality is that in the immediate lead up to and direct aftermath of crises, a community-based approach is incredibly important and effective, as local residents are in all sense the first responders. This capacity frees structural resources and enhances responses from official entities, thereby maximizing local response and resiliency.

It is logical that the local community should be the part of the first line of defense in preparing and responding in the event of crisis. Residents and local groups are in a position to best identify their immediate needs, coordinate preparations, supplement official response efforts, implement emergency response programs, and contribute to local decision making for future events. Similarly, communities can provide a sense of connection, and decrease the isolation and abandonment that is often felt among residents in times of crisis. Such capacity for providing these community-based services does not always exist but can be cultivated and facilitated through local community development initiatives.

This plenary presentation will explore the theoretical and research literature around community, community development, and collective responses to crisis. It will also highlight current debates around effective

community engagement and partnerships with formal response structures. Lastly evidence from practice will be presented to highlight examples of active, engaged communities that have navigated crisis mitigation. From these, implications for programs, policy, and future research will be presented.

Prof. Marthinus Stander Conradie - University of the Free State, South Africa

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Marthinus Stander Conradie holds a PhD in critical discourse analysis and inferential pragmatics from the University of the Free State (South Africa), where he is currently employed at the Department of English. His research interests are grounded in discourse analysis and critical race theory, which he has applied to examine everyday political argumentation, the construction of race and racism as well as whiteness. His publications include analyses of South African students' online discussions of personal experiences of racial discrimination and micro-aggressions on university campuses, citizens' online deliberations via asynchronous news forums, as well as media depictions of Africa in print advertising.

Permission to share what they think about racism: Tutors reflect on encounters with students

Introduction

Impelled by critical race theory, the principal aim of this study is to trace the discourses emerging from individual interviews with university Tutors as they reflect on their pedagogic experiences with first-year students. Specifically, these Tutors reflect on their responsibility to familiarise students with conceptualisations of racism as structural, in the context of an introductory module in literary studies.

Methodology

Relying on individual interviews as a method of data collection, and on established discourse analytic frameworks, this study maps the meaning-making practices that Tutors mobilise to explore the obstacles and successes that characterise their interactions with students. A discourse analysis of individual interviews can contribute to CRT given that these Tutors engage small groups of students in a pedagogic context designed to stimulate active learning about racism.

Results

The results focus on the observation that all Tutors devoted considerable time discussing an unforeseen measure of reluctance from students racialised as black during discussions of systemic racism. The psychoanalytic concept mentalisation is used to explore how Tutors engage different modes of mentalisation as they account for this observation. Using this same concept, attention is also devoted to Tutors' capacity to reflect on their own intersectional positionality.

Keywords

Critical race theory, systemic racism, university students, higher education, literary studies.

Plenary Sessions

Prof. Darrick Smith

Educational Leadership University of San Francisco, USA



Darrick Smith is currently an Associate Professor of Educational Leadership in San Francisco, California. Dr. Smith's course load includes requirements for the completion of the Educational Doctorate as well as the California Administrative Credential. Dr. Smith's pathway has led him to consult with a number of colleges and school districts addressing equity concerns in the areas of policy, pedagogy, and leadership. His research interests are culturally responsive discipline practices; equity in the community colleges; critical pedagogy; transformative leadership, and education for social justice.

Anti-wellbeing professional culture at community college. A case study from US

Introduction

In the United States over 40% of undergraduate college students attend community colleges- two- year institutions that focus on basic skills instruction, career and technical education, and transferring students to four-year institutions. "Metro" College students from historically marginalized identity groups are 10-20% more likely than their East Asian-American and White-American counterparts to say their educational goal is completing a 2- or 4-year degree. Yet, these same groups transfer to 4-year colleges at rates that are 19-21% lower than these same groups, even six years after they enrolled. The purpose of this study was to identify and understand key phenomena that contribute to significant equity gaps in the completion data for Metro College. Concerns are specifically located in the realm of racial inequity and matriculation disparities by group that have historically plagued the American higher education system. By identifying critical challenges to communication and accountability the researcher hopes to shed light on the ways in which increased levels of collegiality and Fidelity to institutional protocols can, at the very least, reduce a need for employee and student adaptation in pursuit of academic success.

Keywords: Equity, Completion, Dysfunction, Toxicity.

Research Questions

1. What social, systemic, or pedagogical barriers to completion exist for historically marginalized students at Metro College?
2. How do staff, faculty, and administrators describe their experience with completion efforts at Metro College
3. How do Metro College staff, faculty, and administrators suggest completion efforts be improved at Metro College

Theoretical Framework

Utilizing an organizational systems approach the researcher seeks to specifically target dynamics of organizational dysfunction (Carroll, 2016; Kahn & Rouse, 2021; Van Fleet & Griffin, 2006). Special attention will be paid to particular research on organizational behavior and associated forms of toxicity (Gabriel, 2005; Walker & Watkins, 2020). Through this lens the researcher seeks to identify employee coping mechanisms, alternative behaviors, and "auxiliary routines" (Kahn & Rouse, 2021) that may contribute to any institutional dysfunction, and in doing so, serve as a hinderance to student matriculation and completion.

Methodology

This is a qualitative study. All data will be coded, indexed, and analyzed in order to identify significant themes regarding systems efficiency and organizational behavior in accordance with the principles in embedded in grounded theory (Charmaz, 2006; Corbin & Strauss, 2015; Glaser & Strauss, 1967). Using an ethnographic interview method (Skinner, 2013; Westby, 1990), interviews are to be conducted with 50 faculty, staff, and administrators in 60-90 minute intervals.

Preliminary Results: Data suggests that there are severe structural flaws in the institution regarding issues of communication and supervision. Collected materials point to significant policy shifts during collective bargaining agreements and changes in executive leadership. Particular changes have led to an absence of supervision and management practices regarding faculty performance and standards of collegiality. Such instability is assumed by staff, administrators, and faculty to have led to alternative and auxiliary coping mechanisms manifested by students and employees alike. Data suggests that such issues can explain significant institutional problems that directly impact student matriculation.



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Lieve Bradt is a Professor of Social Pedagogy at the Department of Social Work and Social Pedagogy at Ghent University. She teaches social pedagogy on the Master's programme of both Social Work and Educational Sciences and Social Welfare Studies on the Bachelor's programme of Educational Sciences. Her research is mainly focused on processes of social inclusion and exclusion of young people and the educational mandate of pedagogical and social work practices.



Prof. Rudi Roose

Ghent University, Belgium

Rudi Roose is currently a Professor of Social Work at Ghent University, at the Department of Social Work and Social Pedagogy. He has studied Educational sciences and Criminology. Before he joined the university, he worked with people with disabilities and in a child protection unit, both as a care worker and as a manager. He teaches amongst others social work theories and youth care. His research is focused on the question how social practitioners can develop social just practices in a context driven by managerial ideas.

Lessons learned. Research findings from the EU-funded project EDUCATORE: End of Disaster Undoing Crisis: Active Tutors Open to Reflective Education

The project aims at building resilience, reflexivity and supporting the emotional needs of teachers and learners to foster social inclusion and combat adverse effects of isolation and strain during COVID-19 pandemic. We applied for this project because we believe we can contribute to making a difference in the situation of teachers and learners, by strengthening resilience, reinforcing competencies for a (post)crisis context, and supporting the well-being of teachers and learners, which importance is now at the forefront of the educational processes and support services. Using CAWI and online surveys, as well as in-person events to collect observations and reflections from participants, we have gathered evidence of the challenges faced by students and learners and how facing these challenges can be supported in order to foster well-being and resilience. We used a mixed-method approach, mapping the needs and the proposed solutions, that we tested during training events. The overall findings suggest that self-awareness, self-reflection, and empathy may contribute to the building of resilience and well-being in the face of a crisis. Moreover, maintaining a sense of community, meaningful social relations, and learning relaxation techniques and coping mechanisms are the set of skills enhancing the overall feeling of hope and coping with difficulties.