Promoting And Evaluating Creative Art-Based Projects in Intercultural Education

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Creative art-based projects and intercultural education

Many scholars have argued about the relevance of the creative art-based projects (CABP) as a mean of fostering intercultural sensitivity in education (Byram, Fleming, 1998; da Silva, Villas-Boas, 2006; Donelan, 2009; Eisner, 2002; Sinclair, Jeanneret, O’Toole, 2009; Volk, 1998).

Nevertheless, we still lack a systematic analysis of the quality and the outcomes the CABP enable to achieve.
To fill this gap, we carried out two integrated lines of research aiming:

1. to build a list of quality indicators concerning CABP in intercultural education;
2. to develop an inventory (Children Intercultural Sensitivity Inventory, CISI) to assess the efficacy of intercultural CABP.
Research line 1
Quality indicators of CABP

CABP produce “good feelings”

but

Teachers and artists usually don’t share a “common ground”

then

They need an essential “toolbox” to project and evaluate a CABP
Research context

- 3 major CABP performed in Italy
- Workshops addressed to the children aged 9-13
- Covering cultural diversity subjects by tales, dramas, and illustrations which required the children active involvement.
Research aims

- Assessment of the educational and artistic dimensions involved
- List of indicators as a mean to analyse the qualitative requirements implied by CABP
All data were transcribed and analyzed to produce a first set of indicators. Subsequently, the set was recursively revised by the research group to obtain the following list.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Context</th>
<th>Sample</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>3 CABP held in and out school</td>
<td>140 children aged 9 to 13</td>
<td>Participant observation, photo documentation, interviews with the artists involved, and extensively talking to children and teachers attending to the project</td>
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Dimensions

EDUCATIONAL

Caring
Adapting
Stimulating
Holding
Elaborating
Monitoring

ARTISTIC

Multiplying
Handling
Unbinding
Perceiving
Transforming
Merging
**Indicators**

Caring

- Setting
- Relations

Multiplying

- Perspectives
- Materials

Is the setting conveniently arranged in terms of...

- comfort
- space
- light
- instruments
- arrangement

Is the activity able to prompt different...

- ideas
- styles
- approaches
- interpretations
- solutions
Research line 2
Children Intercultural Sensitivity Inventory

Adapted from the Intercultural Development Inventory (Bennett, Hammer, 1986, 1993, 1998), CISI aims to provide an assessment of the intercultural sensitivity of students.

IDI has been largely proved to be a good predictor of intercultural sensitivity of adults, measuring the level and development of their attitudes to different cultures.

Could be the same true for children?
The CISI model

Based on a model of 3 levels of intercultural sensitivity, CISI measures the degree of achievement along a 3 stages continuum and 2 positions.

A fourth dimension (Encapsulated Marginality) enables to measure the degree of cultural integration of people.
Method

140 questionnaires

children aged 9-13

70 participated to the CABP answering the CISI before and after the event

70 didn’t participate to workshops
Outcomes: experimental group

- **Denial/Defense**
  - Before: Developmental (red), Perceived (blue)
  - After: Developmental (red), Perceived (blue)

- **Minimization**
  - Before: Developmental (red), Perceived (blue)
  - After: Developmental (red), Perceived (blue)

- **Acceptance/Adaptations**
  - Before: Developmental (red), Perceived (blue)
  - After: Developmental (red), Perceived (blue)

- **Encapsulated Marginality**
  - Before: Developmental (red), Perceived (blue)
  - After: Developmental (red), Perceived (blue)

**α = .911, p = .05**
Outcomes: control group

Denial/Defense
Minimization
Acceptance/Adaptations
Encapsulated Marginality

Before

Unresolved In transition Resolved

After

Unresolved In transition Resolved

Developmental
Perceived

α=.906 p=<.05
Open Questions

CABP Indicators
- Are the indicators valid and reliable?
- Are they able to capture the dynamic flow of CABP experience?
- Are they able to help the improvement and spread of CABP?

CISI
- Is CISI valid and reliable?
- It could be applied throughout different countries?
- Are there significant differences on the basis of age and gender?
Thank You!

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