SUPPORT FOR EDUCATIONAL DEVELOPMENT DIALOGUE

by **Carina Ostenfeldt,** Project Manager responsible for the concept

- Causing all of the educational situations* to grow for all who are involved by rigging the social and physical situation to enable learning and personal development to take place among visiting participants as well as museum staff.
- Supporting children, adolescent and adult visitors in the process of joining in and creating a meaningful coherence for their visit regardless of their starting point (sense of coherence).
- Finding joy and support in being able to help colleagues and visitors in developing the operation.

   *Educational situations are defined as activities that are based on mediation. That is, situations in which there is dialogue and social interplay and where we can jointly address a question, subject or dilemma, or a challenge. By means of the dialogue and the encounter, thinking, skills and opportunities of fulfilling one's life-project are enhanced for the child or adult visitor as well as for the museum staff who are involved. Thus, educational situations can be presented by the educational programme as such as well as by exhibitions or in a rehabilitation process; for example, as in the case of the project committee's learning experiences during its operations. It is useful to try to define what we understand by an educational situation and to list the criteria.

FUNCTIONS OF THE MODEL

- Documentation
- Dialogue of Process and Experience
- Results and Quality Criteria

PERSPECTIVE AND IDEATIONAL – BACKGROUND
A philosophy of accessibility – the salutogenic museum

- UN Convention on the Rights of the Child
- Salutogenic perspective
- Socio-cultural approach to learning and personal development

1 DOCUMENTATION

Contents: Headings describing Content, Process, Result and Development Opportunities.
Aims: To document educational programmes, educational processes, results and development opportunities in dealing with different educational situations.

2 DIALOGUE OF PROCESS & EXPERIENCE

Contents: Questions that support dialogue and planning, carrying out and developing educational situations in accordance with the definition above.
Aims: Defining an educational situation and the relevant criteria. Creating, in every educational situation, a downpour of "golden moments" for all the participants regardless of their functional abilities through dialogue/conversation and continual documentation based on the needs of the group and the programme.

3 RESULTS & QUALITY CRITERIA

Contents: Questions that promote discussion of results, explorative strategies, challenges and prospective aspects.
Aims: Establishing and developing a perspective based on a philosophy of accessibility, with appropriate goals and results. Producing a common platform and jointly developing criteria for quality and developmental tasks.
Through: Dialogue/discussion and continual documentation of the fundamental idea behind the concept and its promotion.
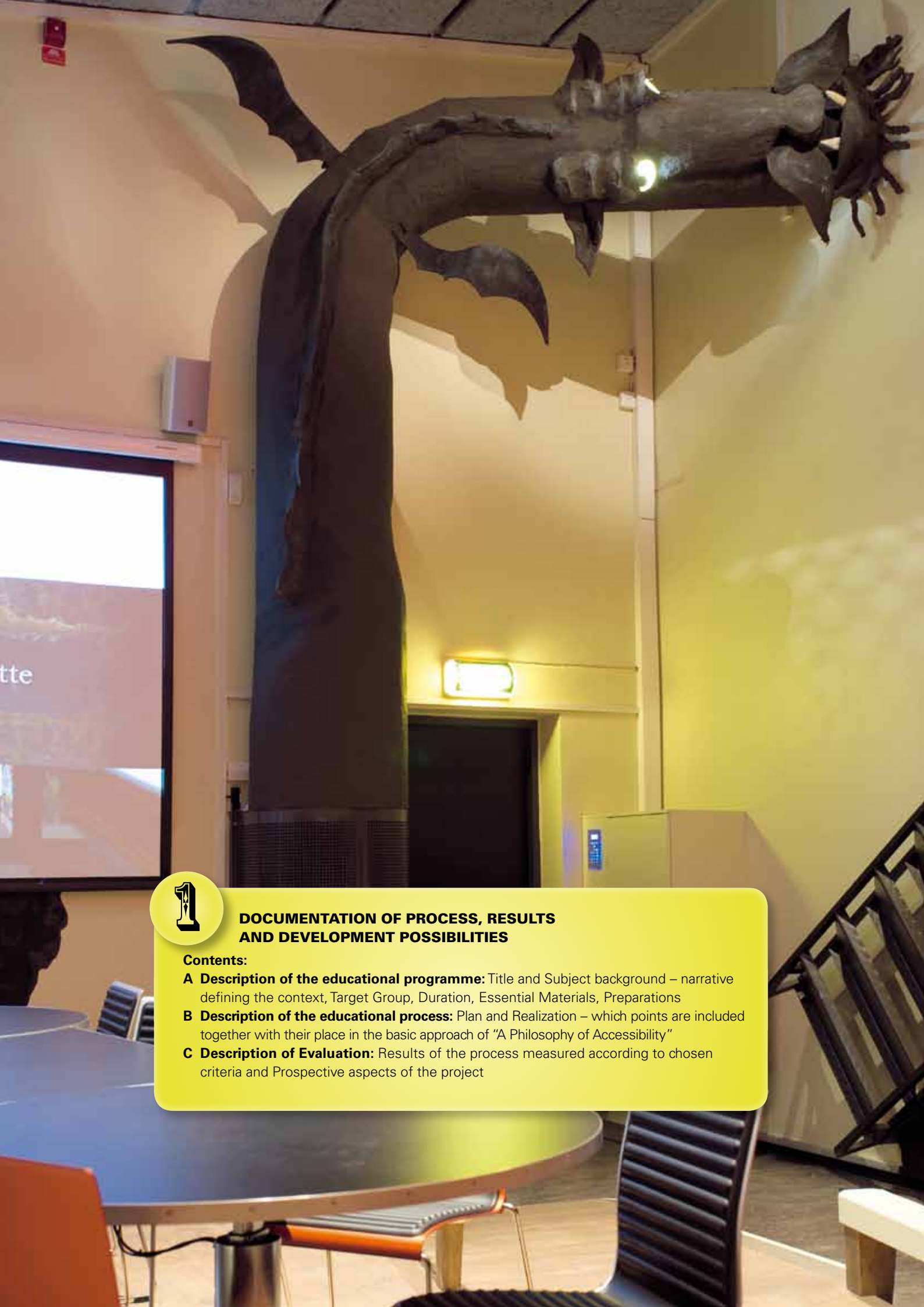
1 DOCUMENTATION OF PROCESS, RESULTS AND DEVELOPMENT POSSIBILITIES

Contents:

A **Description of the educational programme:** Title and Subject background – narrative defining the context, Target Group, Duration, Essential Materials, Preparations

B **Description of the educational process:** Plan and Realization – which points are included together with their place in the basic approach of "A Philosophy of Accessibility"

C **Description of Evaluation:** Results of the process measured according to chosen criteria and Prospective aspects of the project

2 PROCESS AND EXPERIENCE DIALOGUE

Starting point: Strengthen the sense of Coherence and Mediated Learning and Development.
Based on the concepts of Aaron Antonovsky and Lev Vygotsky

Comprehensibility (Cognitive)

Concerned with understanding and tangibility. That information is experienced as structured and clear.
That there is predictability about fundamental aspects like what one will be participating in; what one's task is; what is to be achieved; and how we are going to do this.
What does this mean to you and/or to the visitor to your operation or task? What is needed to create this?

How are we or how can we and our operation become attentive to the children's/visitors' framework of references, needs and functional abilities? How can we facilitate comprehensibility?

Manageability (Subjective)

Having access to the resources necessary for managing/dealing with a situation/task. What are these resources? Are they available? How accessible is the situation? What does this mean to you and/or to the visitor to your operation or task? What is needed to create this?

How do we and our operation act supportively with regard to what cannot be actually managed, what needs to be learnt; i.e. the cognitive conflicts than arise? How does mediation work and how do we and our operation interact in these situations?

Meaningfulness (Emotional)

Stimulating motivation is a matter of: Is it worthwhile to make a commitment and investment in your and other people's time/lives?
Why should you do this?
Participation activates the inner engine.

What does this mean to you and/or to the visitor to your operation or task? What is needed to create this?
How do we and our operations promote participation; i.e. how do they make it possible for people to programme their own development? What do children/visitors want from their visit and from what they experience with us?

By:

- Organizing the social situation and interaction in our programme of activities for example.
- Directing operations such as educational programmes, working methodologies and son on towards development zones.

- A clear framework and predictability
- Retrospective summaries – where are we in the process/situation

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- Self knowledge – how do I function as an educator/colleague and so on? What different ways of learning and being are on offer here?

- Outer structure – including space, materials and planning strategies. What is available, what can be created and what is needed?

By:

- Supporting the capacity to plan, begin, carry out and end a task. What do we/the child/the visitor need to succeed with this task?

- Knowledge – teaching specific skills. Providing mental tools, i.e. thoughts, terms and concepts.
- Systematize the material and content that one is working with.

- Balancing stress by working with coping strategies. Practising perseverance and remaining in the task.

- Self-regulation by mirroring and talking about emotions and the situation help to generate understanding of one's own behaviour and of how this can influence the situation.
- Focussing on and dealing with difficulties by pointing to resources and capacities of the individual and the group.
- Scaffolding – transferring responsibility for the task/assignment to the child/visitor/colleague themselves.

By:

- Create adequate goals as well as challenges. Start with everyday notions and experiences – for example, tasks should be reminiscent of something known.
- Explorative strategies and behaviours. What leads on, offers discoveries and so on?

- Facilitate the bridging process by embracing the world of the child/ working group/ visitor. How might this be achieved? Produce examples.

- Level of importance – based on what has been defined as important just now? What is interesting and attractive? How would you/we act then?

- Internalization – a process that gives an inner structure, like models and language.
- Providing hope and faith in the future by looking forwards/prospective approaches.
- Empowerment – own power.

Successes, disappointments, difficulties

- What worked and why?
- What did not work, what can we do differently?

Retrospective summary – new and earlier experiences

- What made the work/strategy doable?
- Which solutions worked?
- What can we learn from this?

Generalization and future perspectives?

- What has been meaningful?
- What is the challenge of the next step?
- What experiences and solutions generated enjoyment, interest and hope?

QUALITY CRITERIA – Have the following been present? Add your own criteria

UN Convention on the Rights of the Child:
Best-for-the-child perspective and Child's right to life and development

Salutogenic factors and mediated learning:
Comprehensibility? – Experience of structure, order, clarity

Accessibility: Broad, inclusive and democratic solutions

UN Convention on the Rights of the Child: The child's right to have its rights provided, §31 and §23

Salutogenic factors and mediated learning: Manageable? – Experiences of resources and hope of managing situations

Accessibility: Multifunctionality and Functional development

UN Convention on the Rights of the Child: The child's right to have influence

Salutogenic factors and mediated learning:
Meaningfulness? – Experience of participation and context

Accessibility: Liberating solutions

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