

Abstracts from ARIADNE

Art is good for adaptation

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Abstract

The text takes under scrutiny what happens during adaptation to a new cultural environment. The first part looks at the threats, challenges inherent in the situation, but also the opportunities for personal and professional growth that unfold in the experience. The second part looks at what are the psychological processes mobilized during the transition process, which eventually determine whether to what extent the transition will really become an occasion for development. The final third part looks at how this process can be helped through training, and what is the potential of art in such trainings.

Keywords: cross-cultural adaptation, psychological adjustment, socio-cultural adaptation, dialogical self, motivation

Bob and the Tribe

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ABSTRACT

Drama in Education can be a [medium](#), using imagined [story](#) as a tool to examine shared experiences and helping to change perspectives through a dramatic framework and its constructivist pedagogy. This article argues that drama can be a powerful tool for developing intercultural competence and helping in adaptation. Referring on the acculturation model of Berry and the constructivist pedagogy theory of Arthur L. Dirks which describes the pedagogy of drama in education, the article suggests the connection between the process of adaptation and the approach of constructivists. The article includes a practical example of how educational drama can foster intercultural awareness and a sensitivity to emotions, moods, attitudes and identities trough the presentation of a drama in education lesson, called „Bob”.

Keywords: drama in education, constructivist pedagogy, intercultural competence, adaptation.

About the uses of Art as a medium for human growth.

Part I

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Abstract

In this paper we will show how art has been used as an adaptative tool in human development and also for human growth and interaction with the World and others.

In a second part we will show how artists have used the process of art for social purposes and personal relief and how the artistic process can be used as a medium for social interaction.

In a third part we will show how art process can enable facilitators, artists and art therapist to improve psicho social conditions for migrants offering them tools for observation and assessment.

Keywords

Art. Growth. Human development. Migrants. Social Inclusion.

Untold Stories (case study)

Momentum Arts

Abstract

Untold Stories was a three year diversity project funded by the Heritage Lottery fund and supported by other key partners and funders including Cambridge City Council. The project ran from 2005 to 2008 and was managed by Momentum Arts. Untold Stories sought to highlight and celebrating their lives, histories and experiences.

'Story of my life?' The contents and functions of reminiscing

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(Article proposed by Momentum)

Abstract

In this paper we address three interconnected issues arising from the question: ‘how to support reminiscing?’ The first issue examines why people reminisce, looking at the functions it serves both for the individual and the social group. The second issue relates to the types of stories people recollect and share, which may sometimes be difficult or distressing events in their lives and how to deal with these. This connects to the third issue examining the process of choosing materials such as photographs and artifacts to stimulate people to recollect and recount their personal stories. Our contributions to the workshop will be of interest to a wide range of researchers engaged in developing reminiscence systems, broadly defined, as we (i) draw on our experience with groups of younger and older adults from various ethnic and cultural backgrounds to address these three issues and (ii) offer suggestions arising from this work for how to deal with them.

Keywords

Life course, defining events, narratives, emotion.

Between and betwixt: theatrical space and reality

Osmosis

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ABSTRACT

Theatre is under study as it affects a group of people. This hypothesis gives us information about the participants, about their relationship with the theatre and its impact on everyday life and the meaning it has for them. That means that theories should be built on data, so to ensure their properness and their workability. In this article, information is given about Theatre of the Oppressed and its techniques. Then, follows a text for the pedagogy of empowerment. The analysis continues on Beeman’s separation for theatrical species: the content of the presentation, the public’s role-participation or viewing, the performer’s role.

Keywords: forum theatre, theatre of the oppressed, pedagogy of empowerment, social anthropology, critical pedagogy, interculturality, conflict, multicultural education
