# EDULEARN18 COMMITTEE AND ADVISORY BOARD

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CONFERENCE SESSIONS

ORAL SESSIONS, 2nd July 2018

Immersive Learning & Virtual Reality
Peer Learning and Teaching
21st Century Skills (1)
Students' Wellness and Wellbeing
Quality and Excellence in Teacher Training
English as a Foreign Language (1)
Mobile Learning
ICT in Education
Active Learning (1)

Virtual Reality in Education
Flipped Learning
Workplace Learning (1)
Joint and Dual Degrees
Teacher Training Experiences
Professional Development of Foreign Language Teachers
Programming and Coding Skills (1)
Technology Enhanced Learning (1)
Active and Game-Based Learning

Augmented Reality in Education
Learning by Doing & Experiential Learning
Workplace Learning (2)
University-Industry Collaboration
ICT Skills among Teachers (1)
Health Education Technologies
Programming and Coding Skills (2)
Educational Games Design
Active Learning (2)

Social Media and Social Networks in Education
Project, Problem and Inquiry-Based Learning
Entrepreneurship Education
International Collaboration Experiences
ICT Skills among Teachers (2)
Engineering Education
Learning Space Design
Digital Skills & Media Literacy
Dropout Prevention & Students’ Motivation

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Emerging Technologies in Education

Pedagogical Innovations and New Educational Trends
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Videos for Learning
Special Education (1)
Language Learning Education
Cultural Diversity & Inclusion (1)
Curriculum Design in Engineering
Learning Analytics (1)
Tutoring & Mentoring
Writing Skills and Performance

Learning Management Systems (LMS)
Serious Games
Special Education (2)
Technology Enhanced Learning (2)
Pre-Service Teacher Education
Language Learning: from ESP to EMI
Learning Analytics (2)
e-Assessment
Quality Assurance and Accreditation in Higher Education

Personalized Learning
Blended Learning
Teacher Training in Special Education
STEM Education (1)
Professional Development of Teachers
Language Learning Technologies
Informal Learning
New technologies in Assessment
Leadership and Management in Education

Massive Open Online Courses (MOOC)
Flipped Classroom
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Assessment of Student Learning (1)
Management in Higher Education

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Educating the Educators
Education and Globalization
Educational Management
Educational Software & Serious Games
Educational Trends and Best Practice Contributions
Emerging Technologies in Education
Enhancing Learning and the Undergraduate Experience
Entrepreneurship Curriculum
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Evaluation and Assessment of Student Learning
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Organizational, Legal, Policy and Financial Issues
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Professional Development of Teachers
Quality Assurance and Accreditation
Social & Digital Media in Education
Special Education & Inclusive Learning
STEM in Education
Student Support in Education
Team-Based and Collaborative Learning
Technology-Enhanced Learning
The Impact of Web Technologies on Education
Training Educational Staff
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University-Industry Cooperation
Virtual Learning Environments (VLEs)
Virtual Reality and 3D Applications
Vocational Training
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Workplace Training and Employability Issues
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3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:
1. In the “Edit” menu, choose “Search”. You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click “Load”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:
1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index you want to search, and then click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:
1. In the “Edit” menu, choose “Full Text Search”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
MEDIATION PRACTICES IN EDUCATION: INTERCULTURAL CONTEXTS OF MULTINATIONAL SIBERIA

Olga Smolyaninova

Siberian Federal University (RUSSIAN FEDERATION)

Abstract

The article proposes mediation practices in education for preventing and resolving conflicts between the actors of education process (students, teachers, parents, administrators). There are 159 nationalities live in Krasnoyarsk Territory. Therefore, the need for mediative and restorative mechanisms for preventing and resolving disputes, particularly inter-ethnic conflicts, is so urgent. The principles of implementing mediation practices in the educational space are the voluntary nature and self-determination of the parties aimed at preventing and resolving conflicts in the multicultural educational environment. In the paper the first research stage of a scientific project sponsored by the Russian Foundation for Basic Research (RFBR) No.18-013-00528 is presented. The project focuses on contributing to the use of mediation in education as well as analyzing and building up the mechanisms of preventing xenophobia and harmonizing interethnic relations. The conditions were highlighted which show a variety of educational realities at different levels of education (school, university, re-training). The research is aimed at analysis of the nature of conflicts in education considering rapid development of migration processes as well as study of the mediative educational practices for harmonization of interethnic relations.

Keywords: mediation, conflict resolution, intercultural education, multicultural environment.

1 INTRODUCTION

The Council of the European Union defines mediation as a structured process… whereby two or more parties to a dispute attempt by themselves, on a voluntary basis, to reach an agreement on the settlement of their dispute with the assistance of a mediator. Mediation is the most rapidly growing and successful Alternative Dispute Resolution (ADR) method. ADR refers to the variety of methods used as an alternative to litigation to resolve disputes and conflict (F. Steffek, 2012). According to Dr. Joan Hanafin, “…education mediation is the use of mediation to help people resolve disputes and conflict in the education sector”[2].

Learning mediation is important not only to resolve emerging conflicts, but also to prevent them, providing students with training in accordance with the principles of conflict resolution in peaceful negotiations, which develops citizens’ education, critical thinking and sense of responsibility[3]. Mediation processes can take many forms, depending not only on the nature of the conflict, but also on the role of the mediator and the style of mediation.

Jares (2002) unites various conflict situations prevailing in education into three models: technical-positivistic, hermeneutic-interpretative and critical. In the positivistic model, the conflict must be resolved, because the disagreement and personal dissatisfaction may reduce the productivity and effectiveness of organizations. In the critical model “the conflict is an integral part of a social change.” Conflict resolution is executed not only by improving communication and interpersonal relationships in multicultural groups, but also taking into account the context in which they are developed. In our study, the interethnic aspect and the context of cultural differences come first.

In Russia, the method of school mediation was developed by Scientific and Methodological Center for Mediation and Law (Autonomous Non-Profit-Organization, Moscow) for the integration of mediation technologies into the education sector. The method is based on a mediation approach, it involves positive conscious communication, which creates the basis for the prevention and effective resolution of disputes and conflicts in the educational environment. The method of school mediation allows integrating restorative practice into the education and system. The actors of school mediation services are students, teachers, social education specialists, psychologists and parents. Also, they may involve juvenile inspectors, territorial bodies officers of Ministry of Internal Affairs, social workers, children's neurologists, psychiatrists. They can work as mediators for school mediation services, provided that they completed professional training, otherwise they act as experts on certain issues.
Job training for the mediator’s profession is carried out through both the system of advanced training in a dozen of Russian mediation licensed training centers, and in the higher education, for example, at the Moscow State University of Psychology and Education (MSUPE), Southern Federal University (SFedU), School of Education, Psychology and Sociology of the Siberian Federal University (SibFU), Kazan Federal University (KFU). Universities act as educational platforms for the implementation of mediation practices in education. The role of Federal universities is particularly important in multicultural regions (southern regions of the Russian Federation, the Republic of Tatarstan, Siberian Federal District). The following mediation practices in the higher education system of the Russian Federation were considered as relevant:

- “Young mediator school” (SFedU);
- Innovative project “Mediation approach for sociocultural adaptation of overseas students” (SFedU);
- International mediation competitions “Kazan Battle-School of Conflict Resolution” (KFU);
- International conferences on mediation, including: “Multicultural regions: problems and opportunities for harmonization of interethnic relations” (SFedU), “Culture of peace and harmony as a basis for consolidation of Russian society” (KFU); “Mediation: the experience of the present. Prospects for the future”; “Specificity of ethnic migration processes on the territory of Central Siberia in the XX-XXI century: experience and prospects” (SibFU), etc.;
- Mediation Center as a separate body for conflicts and manifestations of extremism prevention (SibFU);
- International student summer school “Multicultural Mediation” (SibFU);
- Interuniversity webinars for teachers and students on mediation in higher education (“Ethno-confessional mediation in the educational work of a University”).

Conflict resolution in educational institutions by means of the mediation service were described by Russian scientists: G. Abramson, N. Apostolova, M. Boiko, E. Ivanova, S. Kalashnikova, A. Konovalov, R. Maksudov, A. Stepanishchev, C. Shamlikashvili, K. Shevelev. Concerning multicultural context of educational mediation, as properly noted by experts (C. Shamlikashvili, A. Konovalov, E. Krieger, R. Maksudov, E. Prigodich et al.) and renowned educators of the Russian Federation (Yugeny Yamburg, Shalva Amonashvili, Yefim Rachevsky, Leonid Milgram et al.), the fact that the conflict involves people of different nationalities does not make it ethnic-nature. There are permanent fights, conflicts of offense, bullying in the educational environment and usually they occur regardless of the national or ethnic origin of its parties. Sometimes a dispute between students of different nationalities is transformed into an interethnic conflict by the participants and their environment, also by the media and politicians. This can be facilitated by the previous negative experience of the parties, unfriendly images broadcasted by the media, parents and teachers. Often “national connotation” of a conflict becomes profitable at a certain political conjuncture and acquires inter-ethnic contexts which influence actors to some degrees. Anton Konovalov (2013) offers three levels of the conflict “burden” by intercultural (interethnic) contexts:

- Level One. In the everyday conflict, the parties insult each other using signs of nationality (like hair color or any other feature). That means that the participants do not have anything against a particular nationality and only mention it for insult. The work of a mediator with such a conflict has no difference from the ordinary one. The conflict situation is “cleared” from the national context and resolved like a typical case.

- Level Two. The parties of the conflict have already been victimized by the previous incidents (real or imaginary) with another national group. Therefore they feel entitled to fight back not only for a particular conflict, but tend to take a revenge for the previous suffering, feeling "the voice" of their ethnic group and speaking on its behalf against another group, whose representative they see as an opponent. In this case mediation involves the risk of escalation of the conflict. Only an adult can act as a mediator in this type of conflicts.

- Level Three. The conflict parties (one or more) are members of groups that have already formed certain ways of responding to interethnic conflicts (revenge, "shooters", violence, etc.). In this case, the conflict participants cannot assume personal responsibility, because it is rigidly connected with the opinion of the group that prescribes their behavior and reaction to a representative of another nationality. Young people can't go against the opinion of the group, as
it is risky for a teenager (not always members of the closed group may wish to leave it). In this case, mediation might be impossible.

Mediation practices in educational institutions (EI) are mainly related to the problem of tolerance, lack of teachers and students’ experience in resolving conflicts in the educational environment. The mediative practices give the chance to prevent conflicts, offenses and situations of extreme opposition, and also promote changes of habitual negative, destructive ways of communication. There is a need to protect children’s rights and to create a secure environment for them. One way to achieve this is to equip them with the tools of peaceful settlement of disputes, as well as their prevention.

1.1 School mediation practices in Russia

Anton Konovalov (2013) introduced the outcomes of a survey conducted by the research laboratory of Juvenile Technologies of the Moscow State University of Psychology and Education (MSUPE): appx. 40% of school students prefer reconciliation in case of a conflict with their peers; about 50% of high school students are interested in solving the conflict with the teacher through negotiations with the participation of an intermediary. In schools where a mediation service has been operating for a considerable period of time, the percentage of students interested in mediation has increased significantly [5]. For comparison, statistics for American schools gives 90% of children's support in the use of mediation methods of conflict resolution in the educational practice.

According to the Ministry of Education and Science data, 16 346 school mediation services were working in the education institutions on the territory of the Russian Federation in 2015. For this period, the largest number of schools operating mediation services were recorded in the Stavropol territory (91% of secondary schools), the Omsk region (84%), the Krasnoyarsk region (42 %). The most common types of conflict dealt with by school mediation services were conflicts between pupils, pupils and parents, pupils and teachers. In total 17 651 conflicts were resolved by mediation technologies in the Russian educational institutions. In 2014-2015 academic year in Russia, 23 265 education actors, including 9 311 teachers, were trained in mediation in formats of re-training and advanced professional development programs, seminars, workshops, internships; discussed the topic at conferences, webinars, presentations, master classes, round tables.

1.2 The school mediation practices in the Krasnoyarsk region

According to the official data, 498 mediation services operated in the urban and rural schools of the Krasnoyarsk territory in 2015, which is more than 42% of the total number, and it was planned to increase to 60% by 2018 [6]. For the previous two academic years about three thousand (2 862) requests for mediation were received at schools and almost two thousand (1 915) were completed in categories of cases: "juveniles crimes and socially dangerous acts", "family conflicts", "conflict situations in educational institutions" and others. Conducting mediation procedures allowed to resolve 80% of conflict situations at the educational institutions. In addition, as results of mediation procedures in educational organizations, 9 criminal cases were terminated.

Festivals of school mediation services are held annually in Krasnoyarsk region. Their purpose is to popularize the technology of school mediation among teachers and students of the region, as well as to involve school teams in a common educational space of the academic community for the exchange of experience and summarizing the outcomes of school mediation services. In 2017 the Festival was attended by about 400 people from 11 cities and 14 suburbs of the region, 62 school teams: 69 teachers and 190 students. The audience consisted of EI directors, educational work specialists, social workers, psychologists, educators, territorial education bodies officers, orphans teachers and boarding staff, methodists of regional education departments. The festival included trainings and workshops for teachers and a business game “New Continent: Clash of Worlds” for students, in which the problems of intercultural mediation were raised [7].

Innovations in mediation practices development in the Krasnoyarsk region include both the system of information and methodological support of educational mediation. The following significant events are organized: Festival of school mediation services; seminars for school mediators supervision, School Mediators Club (students), a Partnership project “Conflicts at school: a constructive response by the educational process actors”,Externship programme “Integration of school mediation method in the educational environment”, etc. In 2018 the first Master's program “Mediation in Education” will be started at the School of Education, Psychology and Sociology of Siberian Federal University (SEPS SibFU). Elena Engurazova, Director of Krasnoyarsk Information and Methodological Center of the Krasnoyarsk Education Department, notes that the Master's program graduates will be in demand for
implementation of the priority plan of National Strategy for Children (2012)[9]. The professional sphere of the future mediators is the coordination of the processes of socialization and integration of the educational process actors, as well as the intercultural communication building. R.G. Barinov, the Head of the Governor public relations Department of the region said, “mediators will implement the priority directions of the state national policy in the Krasnoyarsk territory, carry out preventive work with young people and adolescents on the formation of interethnic tolerance, prevention of nationalism, xenophobia and extremism, as well as mediation assistance to students, migrants, their families in matters of socialization and integration into the socio-cultural environment of the Krasnoyarsk territory” [11]. Migrant community is a special population category in the Krasnoyarsk territory, which requires involvement of the mediators. Moreover, as noted by R. G. Rafikov (2016), it is not only labour migrants, but also kids (non-Russian speakers), secondary schools, colleges and University students, who came to Krasnoyarsk from the overseas and need assistance in the socio-cultural adaptation and integration. A special role is played by social institutions established in the region, including: “House of Peoples Friendship”, “Center for social adaptation and integration of migrants”, National and cultural autonomies of the peoples of Central Asia and the Caucasus, which provide information support to immigrants (Armenians, Azerbaijanis, Kirghiz, Tajiks, Uzbeks), assistance in employment (Uzbeks, Kirghiz) and in the settlements organization of residence (Uzbeks).

2 METHODOLOGY

The study was initiated to identify the conditions for implementing mediation practices in the field of education to resolve conflicts, including intercultural ones. The gnoseological aspect of this problem is the lack of awareness about the impact of existing mediation services in schools and universities of the Krasnoyarsk region, as the available quantitative data do not reflect the qualitative characteristics of the studied object. At the first stage of the experiment, three main research questions were formulated. The first question is the analysis of interethnic relations in the system of education of multicultural region with emphasis on the demand for mediation practices. The second question is what internal educational problems need to be solved to harmonize interethnic relations? The third question - what are the deficiencies of the multicultural education system and intra-school interethnic communications which can be solved by means of mediation services?

The following research methods were used:

- content analysis of scientific and methodical materials, educational programs of Krasnoyarsk multinational schools, analysis of education and mediation regulations in the region;
- expert interviews with directors of schools and specialists working in the field of mediation in Krasnoyarsk;
- analysis of monitoring data and sociological studies of public opinion of University students of Krasnoyarsk region on various aspects.

The basis of the study is the methodology of comparative research. It is carried out through problem-oriented, critically-oriented, constructively-oriented comparative analysis.

3 RESULTS

At the first stage of the study, conducted with the support of the Russian Foundation for Basic Research (RFBR): No 18-013-00528, outcomes of a sociological survey were analyzed on attitudes and aspects of interethnic relations of students from five universities of the Krasnoyarsk territory (R. G. Rafikov (2017). Students of Krasnoyarsk universities are immersed in a multi-ethnic environment of the region (there are 159 nationalities in the Krasnoyarsk territory). More than 75% of respondents said that there are foreigners among their friends or relatives. At the same time, more than a half of the respondents are indifferent to living in a multi-ethnic region, only 19% of respondents are rather dissatisfied with the fact. There were different opinions of respondents on the state of interethnic relations in Russia: a third of students rated them quite positively, the other third – "rather negatively" and the last third had no definite opinion. The level of unfriendly attitude of Krasnoyarsk University students to other nationalities (ethnic groups) is app. 20%[12]. The objects of the maximum social distance are the representatives of China, as well as the peoples of Central Asia and the Caucasus. In general, the attitudes of students towards other nationalities are predominantly tolerant, which was obtained in our previous studies on the TEMPUS ALLMEET project (2014-2017)[13]. However, in the
youth environment there are people who are radical against representatives of other nationalities (about 65% of respondents met such people). This result confirms the relevance of the introduction of mediation practices in the educational environment of the multicultural region for the organization of preventive work on interethnic conflicts among students; prevention of xenophobia and manifestations of hostility and intolerance.

The analysis of expert opinions of the leading teachers of educational institutions on the problems of multicultural educational environment in the region allowed to identify the following deficiencies that can be solved using the resources of mediation practices and consolidation of the efforts of various organizations and agencies involved in educational mediation in the multicultural field:

- The absence of native speakers, who could initially establish communication, if some of migrant children do not speak Russian at all;
- Low communicative competence of most teachers in building contacts with representatives of different ethnic groups and interaction with parents of foreign students;
- Shortages in teachers’ awareness about the peculiarities of culture and customs of other ethnic groups;
- Building a system of work with the teaching staff in the field of education and training of students-representatives of other ethnic groups;
- School administrations generally have an interest in having a well-functioning mediation service in the school, but they are overloaded with paper reporting that affects the actual quality of the services.
- At times, the administration does not interfere with the work of the mediation service, but does not provide any assistance (financial support to the training of school mediators).

According to the survey, only one third of school principals participating in the survey are willing to specify in-school issues that need to be addressed for harmonization of interethnic relations. To create a favorable interethnic climate at schools they offer "to rebuild the work with parents, in particular with the parents of migrant children; to enable students to participate in various multicultural events and celebrations, to build tolerant attitude to representatives of other ethnic groups; to develop the intercultural competence of teachers in the field of building productive interethnic communication; to master the mediative technologies of solving multiethnic conflicts in the student and parent communities" [12].

4 CONCLUSIONS

During the study the following significant elements for implementing mediation in Siberian education were highlighted:

At the school level: popularization and expansion of the school mediators network to schools of Siberia; advanced training of school teachers.

At the HEIs: creating an initiative platform for the development of meditative practices among young people; training of specialists in the SibFU International network Master Programme "Mediation in Education"; consulting services on the basis of the Mediation Center of the Law School of the SibFU; scientific research on the issues and perspectives of mediation in education.

The Krasnoyarsk region has developed an effective practice of using mediation technologies, based on extensive experience, scientific and methodological support, cooperation of educational organizations with local authorities and non-profit organizations. The systematic introduction of school mediation methods in the Krasnoyarsk region has become one of the essential factors for reducing ethnic conflicts in educational institutions and building productive communication in the multicultural environment of the region.

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