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Crossing boundaries between cultures and disciplines: Using Geography and Creative Arts to build bridges with community groups in one school.

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Abstract

In an attempt to develop tolerance and acceptance of other cultural groups, teacher educators from the University of Newcastle worked with members of the local African community and teachers from a local school to develop a Creative Arts and Geography program for young school children (aged 7-9 years). The program developed put together the research had gleaned about how attitudes and global Geographical knowledge were intertwined, together with researcher beliefs about the value of teaching Creative Arts in engaging students, to create a teaching program that would help allay fears about those who are different and perhaps counter stereotyping by addressing it before it has a chance to develop.

This project used drawings, graphic representations, simple narratives, teacher reflective logs and knowledge and attitudes surveys to monitor changes in attitudes, knowledge and understandings. All assessment tasks with the students were repeated twice, once before the intervention, once shortly after the intervention, and again three months after the intervention. Students were asked to label all material so individual and well as group changes could be tracked. Teachers, community members, university staff, and the school principal filled out reflective logs after each meeting.

The program had an immediate effect on the students' knowledge of the world, attitude to Africa and attitudes to others and some of that effect continued even after three months. It was felt that the tools used proved to be useful in assessing changes in cultural understandings and that they could be applied to a variety of projects with young children including values studies.

Keywords: Creative Arts Education, Geography Education, Cultural Understanding, Prejudice Reduction

Introduction

Educating new “citizens of the globe” by helping to provide them with an understanding of cultural, political, legal and economic structures in different parts of the world is a worthwhile activity for those school teachers who have the capacity to engage in such work (Demaine, 2004, p. 211).

We live in a globalised world where technology beams particular views of what it is to be powerful, to be safe, and to be acknowledged into a wide variety of homes, while in every day interactions people are meeting and engaging with an increased diversity of cultural groups. There is an increased impetus in schools to address issues of multicultural and intercultural education with its associated links to anti racist education, Human Rights education and global education. Living with those who perhaps look and act differently to us has become a global necessity and one that is not open to simple interpretations and solutions. In Australia there have been recent incidents that point to the need to combat racist attitudes in the Australian community. In 2005 a group of about 5000 people converged on Cronulla Beach in Sydney to ‘take back their beach’ from various Middle Eastern groups with the main target being Lebanese youth. There were many racist slogans espoused by both sides. At the University of Newcastle in the previous year there were a number of incidents of neo Nazi anti African materials distributed throughout the campus. In 2006 Tamworth (a small region city in New South Wales) the regional council refused to take part in African refugee resettlement on the grounds that they would bring crime and health problems to the community. In 2007 the Federal Immigration Minister announced that the numbers of refugees from Africa, in particular from Sudan, would be severely restricted on the basis that these refugees were involved in high levels of crime and demonstrated an inability to ‘fit in’ to Australian society, allegations that appear to be unfounded (Sydney Morning Herald, 2007). On top of these of course is a long history of inequality for Australian Aborigines. There is clearly a need to address racism in the Australian community.

Schools are an obvious site for working to build bridges between culturally diverse communities but although teachers in Australia are enthusiastic about teaching multicultural themes their lack of understanding of different ethnic groups to their own and the tendency to focus on the external attributes of cultural difference, such as food dress and songs, means that teaching approaches do not necessarily address issues of participation and power in Australian society (Hill and Allan, 2004). The Report of the National Inquiry into Racist Violence in Australia (1991) concluded that the main victims of racist violence in Australia generally were Aborigines, Asians and Muslims with little physical violence being reported in schools but many cases of verbal abuse and harassment in schools. Anti-racist programs are not common in Australian schools and research into good practice in anti-racist initiatives is even less common. National government initiatives such as Living in Harmony programs, designed to improve community relations, has had some spin off effects on schools but once again this is not well documented (Hill and Allan, 2004). There is an obvious need to address racism, Human Rights and global intercultural education within the school curriculum but some confusion lies around how best to do this both in Australia and in the wider world.

One of the key issues is that of coming to terms with notions of whiteness and white privilege. Teachers do not necessarily consider the institutional reproduction of racism that they are enacting in their classrooms. They do not necessarily recognise the cultural stereotypes they present in their teaching programs (Riviere, 2008). School programs that enact a colour blindness approach, where colour – as one factor associated with inequality and lack of privilege – is supposedly dealt with by treating everyone the same ignore the white privilege that is already apparent in the school before the education program begins. It is apparent in the everyday life of the whites through their inner knowledge of ‘how things are’ and through their sense of belonging and being dominant in society (Housel, 2009). However, any neat three-stage process of acknowledging privilege, demystifying it and working consensually to undo it, although seemingly straightforward are not, because aspects of white privilege and oppression are not always obvious and are difficult to make visible to teachers and students (Choules, 2008, p.289).

In the Australian context engagement with Asia and Asian - based cultural groups has been at the forefront of curriculum initiatives in this area. Being a country lying in the Asian region, and having the majority of our trading links with Asian countries, has meant there is a great incentive to do so. The Asia Education Foundation (AEF) was established in 1992, funded by the Federal government, to support and promote the study of Asia in Australian school and to develop material for teachers and students and, although quite a lot of resource material has been developed for teachers, many teachers do not know about it or how to incorporate it into their classrooms and do not perceive that it should have a high priority, lacking the motivation and enthusiasm to embrace studies of Asia. Many schools argue that by providing multicultural days or cultural food festivals they are doing all that could be expected (Council of Australian Governments, 1994). The 2006 AEF *National Statement for Engaging Young Australians with Asia in Australian Schools* claimed that there was a need to promote the understanding of the value of cultural and linguistic diversity and to contribute and benefit from such diversity with one of the key outcomes being to develop informed attitudes and values. The key focus, however, in most of these initiatives has been on improving knowledge. National government sponsored research, surveying over 7000 10 year old and 14 year old students’ knowledge and attitudes towards Asia, found that those who had made use of multiple forms of learning (often using the nationally sponsored *Access Asia* materials) including formal structured classroom teaching had a more accurate and deeper knowledge of Asia than those who have mainly been educated through informal activities such as excursions or festivals. However, the distribution of attitudes was very different from that of knowledge and understanding, indicating that growth and development in attitudes was not related to exposure to an Asia-related curriculum or to learning. This suggests that two levels of curriculum intervention are required—one at the level of attitudes and values and one at the level of knowledge and awareness (Griffin, Woods, Dulhunty, and Coates 2002). The UNESCO report, *Learning: The treasure within* (1996) argued that the central pillar of education should be *learning to live together*, and one of the commissioners on this taskforce, Kornhauser, pointed out that this involved changing from tolerant coexistence into living together in active cooperation—thus replacing tolerance with respect (pp. 55-56). This involves both knowledge and attitudes thus reinforcing the imperative to investigate curricular models that engage both, acknowledging that stereotypes and racist attitudes can develop at a very young age and so need to be addressed at a young age in our schools.

Weigand (1992) found that younger children relied on observable features such as physical features and clothing when deciding whether people were like us or not like us. He argued that attitudes to distant places were formed at the same time and probably before knowledge was gained about these places and that teachers needed to provide information and different perspectives about places if students were to gain a well rounded view of other peoples and places. Cameron et al. (2001) argued that young people under the age of seven would not have the cognitive capacities to truly exhibit prejudice although they will display ingroup favouritism towards those they perceive to be the same as them. Attitudes towards others, however, seemed to have been fixed by about the age of ten so it is the primary teacher who must work hard in this area and it seems that there is a small window of opportunity. Harrington (1998) developed a successful teaching program to eliminate stereotypes that children had already formed about Africa but argued for a systematic teaching about distant lands at an early age to counter stereotyping before it has become too entrenched in children's views. In the Australian context previous work by one of the authors (Reynolds, 2004) indicated that young Australian students (aged 6 and 10 years) have little knowledge and understanding of the wider world and were often afraid of other parts of the world. This is not a good beginning for developing respect and tolerance.

The Creative Arts have always been a good medium for exploring attitudes, feelings and emotions. The UNESCO statement on Arts Education and Multiculturalism pointed out that:

Arts education is at the heart of the construction of children. It models children's sensitivity, intellect, relationship with themselves and with each other. Arts education takes part in developing tolerance, and helps children to apprehend the multicultural society where they evolve, and which they must integrate (n.p.).

Gelineau, (2004) argued that the Creative Arts assists young children learn about cultures other than their own because the Arts helps illuminate customs and traditions and assists students to see the things that are universal about cultures. She calls it learning about the universality of the human spirit. Howard Gardner and Elliot Eisner offer some explanation of how this happens and why this happens more in the Creative Arts area of the curriculum. Gardner argued that the Creative Arts represent alternative forms of intelligence than verbal and mathematical intelligences which are emphasised in schools. Eisner argued that the Arts provide opportunities for other senses—auditory and tactile sources—to be brought to the representation of ideas and feelings (Efland, 2002). In other words they offer alternate approaches to learning and knowing based on the use of different senses than what is usually valued in schools. The Arts better engage the imagination than other modes of knowing and allow us to reconstruct social reality in a different way. Efland argues that thinking and feeling are not separate entities but are intertwined and the Creative Arts assist in this intertwining. There is also the notion that because of the diversity of approaches to the Arts the student is exposed to difference and can accept it more in an Arts environment:

Art education exposes the individual to a wide variety of aesthetic tastes, providing the opportunity to broaden horizons, to develop an informed tolerance, and to respond constructively to the aesthetic decisions of others (Allen, 1993, p 9).

It was decided to put together the research gleaned about how attitudes and global geographical knowledge were intertwined with the researchers' beliefs about the value of teaching Creative Arts to create a teaching program that would help allay fears about those who are different and perhaps counter stereotyping by addressing it before it has a chance to develop. The intention was to ascertain whether what we tried to do could provide some guidance for other researchers in promising approaches through curriculum to counter stereotyping and then perhaps racist attitudes in young children. We were border crossing (Giroux, 1992) in multiple ways – cross discipline, cross cultural, cross pedagogy, and cross white privilege. We were also trying to ascertain whether particular assessment items would prove to be more useful with young children in view of the absence of such tools.

Our Program

A group of teacher educators at the University of Newcastle brainstormed ways in which it was hoped to help reduce some of the tensions that were apparent at the time in our community. It was decided to work with the African community because issues associated with the African community were current in the press and they were a very small minority and a very obvious one in our very Anglo-centric community simply because of the colour of their skin. A funding proposal and an ethics application, and contacted a number of community organisations to make links with the appropriate groups. The researchers spoke to various community representatives, both of the various African groups, as well as community groups associated with enhancing cultural liaison generally. Resources that had been developed to enhance community partnerships in other regions with emphasis on African communities were collated. The intention was to link the teaching of the geography of Africa (see Pickering, 2007, for argument that unless students had a close personal relationship with particular countries they studied they tended to stereotype them), the emotional pull associated with the teaching of the Creative Arts (Black (2000) argued for the need for the use of art, music and language to make connections to children's everyday lives if they are to learn the geography of the world) and the values and emotions that develop as part of a participatory project (see Dadds, 2008, for the argument that the practitioner research process enables the growth of empathy and the enhancement of interpersonal understanding and compassion) in this study. The aim of the project was to engage—this involving much more than knowing, awareness, knowing about, or learning about. The aim of the study was to counter views that see diversity as a deficit and something to be overcome (Cochran-Smith, 2004). Having experience as partners in action learning it was hoped that the project would be participatory but we also had our skills as teachers and as curriculum developers to bring to the table and we wanted that to be taken into account as well.

Methodology of the Study

The university staff worked with the school teachers and members of the African community and the community multicultural liaison representatives to develop a program of geographic knowledge, music, dance art and drama to be used with 60 students (aged 7-9 years) for 6 hours of activities over 3 different sessions. All teaching sessions offered the students the opportunity to interact with members of the university teaching staff, the members of the African community and the school teachers in formal and informal sessions. All sessions began with some simple place

geography knowledge, some personal insights from one of the African community members about particular geographic locations and then activities from all areas of the Arts. All the Arts activities had an African theme and were based on actual African music, art etc. These were continually linked back to their geographic origins via mapping work, photographs, artefacts and personal narratives. The emphasis in the teaching was on engagement, not lectures or telling, but getting involved and so an informal approach was taken in all aspects where communication, and interaction was enhanced between all groups.

All assessment tasks with the students were repeated twice, once before the intervention, once shortly after the intervention, and again three months after the intervention. Students were asked to label all material so individual and well as group changes could be tracked. Teachers, community members, university staff, and the school principal filled out reflective logs after each meeting. This project used drawings, graphic representations, simple narratives, teacher reflective logs and knowledge and attitudes surveys to monitor changes in attitudes, knowledge and understandings. One of the key focuses of the study was to examine the effectiveness of the assessment tools with a student population of this age. If these tools proved to be useful in assessing changes in cultural understandings then they can be applied to a variety of projects with young children including values studies. A brief overview of the assessment tasks follows.

Mapping of the world - students were asked to do a hand drawn map of the world. As this can be quite onerous there was a time limit given of ten minutes so that the main features of the world, as perceived by the students, was elicited. Maps were scanned and compared for change over the three periods of time.

Listing of all the places in the world that the student knows. A 10 minute time limit was imposed so as to ensure key places in student consciousness are retrieved. Places indicated by each student were coded and compared individually as well as across groups and with studies previously undertaken to ascertain the number of places known and where in the world these places were in a manner indicated in previous studies by Wiegand (1991) and Reynolds (2004). Simple descriptive analyses were compiled including most countries known, least countries known, gender differences, areas of the world where countries are unknown, and how these numbers changed over time.

Like/dislike narratives. Students wrote five places in the world that they liked and five places in the world that they disliked and wrote or drew why they answered this way. Answers were compared after the three assessment tasks to see if there had been any change. This procedure followed that established by Reynolds (2004).

Analysis of attitude scale: A simple attitude scale adapted from one previously formulated by Griffin, Woods, Dulhunty and Coates (2002) and prepared for the Asian Education Foundation was used. The attitude scale comprised 23 items with simple yes/no responses required. The study used a simple analysis using paired T tests to compare the three schools and three separate interventions.

Teacher, community and university researcher reflective logs. All participants were encouraged to keep a reflective log of their impressions as the project progressed. These logs were scaffolded to allow participants to reflect on the practicalities of the project, the long term and overarching goals of the project and the personal (including emotional) dimensions of the project. These were collected at set intervals to enhance ongoing critical discussion of how the project progressed and to allow changes, particularly to the teaching program, if necessary. These logs were based on scaffolded reflective logs presented and developed in Reynolds and Grushka (2002); Ferguson-Patrick, McCormack and Reynolds (2006); Grushka, Hinde-McLeod, and Reynolds (2005).

The study, although initiated by the university members, sought to involve all participants in the process and product of the study. It was intended for the study to be transformational in developing new learning, leading to new action and new visions of what is possible as a cycle of reflective practice (Lewin, 1946). The actual implementation involved a participatory approach to action research in that all become participants in working through the project and its outcomes. It was not participatory action research in the pure form espoused by Kemmis and Taggart (2000). After all the university researchers cannot reject the initial monopoly over the project's inception and development and scrutinisation of the results to some extent apart from the other participants, although results and expectations for the future have been and will continue to be discussed with all in the group.

Results

Reflective Logs

The participants' reflective logs indicated initial tensions associated with establishing the areas of teaching. The African community members were unaware of the student-centred pedagogic style of teaching in Australian schools and saw their role to give mini lectures on how life was and is in Africa. They were wary of being involved as a support person because they saw themselves as experts on their own countries (of course!). The university staff wanted initially to focus on one African country to ensure that cultural diversity in Africa was recognised (we wanted to focus on Sudan and not generate assumptions, very common in school children, that all Africa is the same). The activities that we used also needed to be appropriate for state curriculum requirements and the age of the students. After a series of meetings and lots of email communication we worked out a program that all groups were happy about and we adapted as we went along. It could be said that all groups became more trusting of each other and so the engagement grew between us all. After the three sessions comment made below were representative of all involved.

African community member 3

Main point passed across was that it did not matter which country you came from in Africa - North South, East, West. All in all, we are one people with the same passion irrespective of ethnic backgrounds.

I enjoyed every visit made at the school. It showed the interest and openness of the children to learn about other cultures different from their own. Would like future involvement in other projects to come. Thank you !!

African community member 1

The exercise was really educative and at the end of the day, there was evidence that students had gained knowledge from the activities that were carried out.

The most important thing was that the interaction between the students and the participants with an African background was achieved.

African community member 2

Everything went very well – though the format of the program is rather vague. No problems – everything was wonderful. Students were very involved and interested Very gratifying experience which I would love to repeat.

I would like to see the program repeated and expanded because of its initial success.

University teacher 1

Students very comfortable with activities and interaction with African community members.

Teachers very grateful – reported that students and parents had expressed great interest in the project.

Great collegiality with all contributors

University teacher 2

Was great – I felt we had really done it. Students were talking and engaging with people –asking questions and learning language.

The teachers from all backgrounds felt that they had made an impact on student understandings and empathy with African communities and they enjoyed the experience. They also learned from each other.

Results of student assessment – Mapping before and after

	Before Activities		Immediately after Activities		3 months after Activities	
Outline of African continent, or South Africa included within map	YES 19	NO 33	YES 42	NO 6	YES 30	NO 18
Outline of Africa demonstrates reasonable correspondence with geographical shape of continent	YES 2	NO 50	YES 17	NO 31	YES 11	No 37
Correctly spells 'Africa'	YES 12	NO 40	YES 30	NO 18	YES 19	NO 29
Indicates Africa as a continent comprising many countries	YES 1	NO 51	YES 5	NO 43	YES 5	NO 43
Locates African continent in southern hemisphere	YES 5	NO 44	YES 19	NO 24	YES 9	NO 35
Locates African continent due west of Australia	YES 6	NO 45	YES 26	NO 22	YES 16	NO 32
Locates African continent with approximate global accuracy in relation to another countries (not including Australia) continents, or other geographical conventions (equator, ocean etc.)	YES 2	NO 50	YES 7	NO 41	YES 3	NO 45
Identifies by name one or more African countries, other than Egypt on the map.	YES 0	NO 52	YES 4	NO 43	YES 2	NO 46

Table 1: Examination of student maps at three different periods of time.

Students were asked to draw freehand maps of the world. It can be seen that Africa appeared on the maps much more consistently and more accurately after we had spent time in that classroom. Although it was disappointing to see a drop away of responses after three months the result was predicted, underlining the need for all teaching of knowledge to be reinforced and revised – a well known teaching phenomenon. Nevertheless we had good success in ensuring Africa and its constituent countries became part of the global knowledge of these children. It was not only knowledge of African that improved. For many children their knowledge of the shapes of other continents and countries, and geographic conventions had also improved.

Results of student assessment - Knowledge of countries before and after

Students were asked to list all the countries they knew in the world on three different occasions. The actual numbers of countries mentioned actually decreased over time but not significantly (184 countries mentioned in 1st survey, 154 mentioned in survey 2 and 167 mentioned in survey 3). Africa definitely increased in the lists (from 3 in survey 1, to 21 in survey 2 and did not diminish after 3 months) but the individual countries of Africa only appeared occasionally. We had hoped that increased exposure to map reading would have increased their knowledge of the world generally (not just knowledge of Africa) and although this appeared to be the case from examining the increased details in the maps drawn, the number of countries from the world written down did not increase but in fact decreased. There were a couple of things that could have influenced this, one being the fact that the students grew tired of the amount of time devoted to each test.

Results of student assessment - Like/dislike drawings

Students were asked to list countries liked and disliked and to explain, either pictorially or by use of narrative, why they felt that way. Immediately after the first intervention Africa began to appear on the lists of places liked.

	Before	After	After 3 Months
Africa	6	5	2
Africa including Egypt	13	11	6
Most Common	15 (China)	12 (Bali)	16 (China)
Total listed	117	68	100

Table 2: Countries students don't like

	Before	After	After 3 Months
Africa	12	25	13
Africa including Egypt	21	33	17
Most Common	13 (America – more if Hawaii is included)	13 (America – more if Hawaii is included)	10 (America – more if Hawaii is included)
Total Listed	152	183	185

Table 3: Countries students do like

After the first intervention Africa appeared much more frequently on the lists of countries liked and was less apparent on the list of countries disliked. After the total intervention students had reverted to their original position about Africa being liked but their dislike of Africa had dissipated even more. By examining some of their drawings we do know that what influences children of this age to dislike areas of the

world is the perception of war, bombings, a climate that does not seem inviting (some children hate the deserts, some the cold), poverty, and unusual food. Much of it is obviously influenced by the media. Many of these details are the subject of further study but what can be seen is that children disliked less numbers of countries, liked more countries and definitely thought more of Africa than previously indicated.

Results of student assessment - Attitudes before and after interventions

The students completed a simple survey by ticking agree or disagree to a set of items. This survey was read to them, individual item by individual item, to assist with literacy disparities and also to assist with items that were inversely weighted. This survey was based on and adapted from Griffin, P.; Woods, K.; Dulhunty, M. and Coates, H. (2002). *Australian Students' Knowledge and Understanding of Asia*. Canberra: Commonwealth of Australia. It consisted of five sub scales that were linked to attitude domains identified by Krathwohl, Bloom and Masia (1964). A number of items were removed from the results and analysis was recalibrated because the items were found to load across a number of sub scales for this cohort of students.

Before vs Immediately After	T	Df	Sig (2 tailed)
Subscale 1 (Avoidance)	2.153	48	.036 *
Subscale 2 (Receiving)	.190	46	.850
Subscale 3 (Responding)	-1.065	41	.293
Subscale 4 (Valuing)	-3.086	42	.004*
Subscale 5 (Organisation)	-4.658	32	.000*

Before vs After 3 months	T	df	Sig (2 tailed)
Subscale 1 (Avoidance)	1.909	41	.063
Subscale 2 (Receiving)	1.879	42	.067
Subscale 3 (Responding)	.260	39	.797
Subscale 4 (Valuing)	-1.964	41	.056 (close)
Subscale 5 (Organisation)	-6.682	35	.000*

Table 4: Attitude Survey results: Before, Immediately after and After 3 months

The Cronback Alpha assessment of reliability for this survey was scored at .285 which is not as reliable as we would have liked but still allows some general trends to be discerned and to be seen as valid generalisations.

It can be seen that immediately after the intervention there was a change in attitude by students in relation to subscale one, four, and five. After three months there was still change in subscale five. Their responses were positively changed after the intervention in areas such as the fun associated with learning about Africa, how going to Africa would be fun and so on (subscale 1) and then responses to the idea that we can learn from foreigners (subscale 4) and that they would not avoid foreigners, and would not call these foreigners names (subscale 5). As can be seen from the results the changes that occurred immediately after the intervention dropped away after 3 months but the students were still respectful of foreigners and agreed that they would not call foreigners names or avoid them – a significant change from before we visited the school. This is a gratifying result for all our efforts.

Subscales two and three were more about preparedness to listen to African ideas and a number of the items referred to the value of learning about Africa and the helpfulness of learning about Africa. These young students were not interested in these sorts of approaches to learning – that is they seemed to be too young to see learning as instrumental to something else. Their reactions were more pragmatic.

Sub Scale description (Griffin, P.; Woods, K.; Dulhunty, M. and Coates, H., 2002)

Subscale 1 Avoidance: Reject contacts and value of Africa; denies importance and even existence, does not want to listen; avoids contact. Negative reaction and avoidance of African culture and people.

Subscale 2 Receiving: Willing to listen; shows awareness of importance; some sensitivity to social issues; accepts differences of race and culture; attends to the classroom activities; personal response to Africa as an entity; willingness to receive information and to participate in basic activities related to Africa

Subscale 3 Responding Completes assigned projects; participates in group discussion about Africa; completes practical work and assignments; volunteers for some routine tasks; shows surface interest in learning. Recognises possible benefits linked to learning about Africa; and importance of Africa as well as the possible differences related to a lack of involvement

Subscale 4 Valuing Demonstrates belief in learning about Africa; appreciates African art or music; appreciates the role of Africa in everyday life; shows concern for the welfare of Africa; demonstrates commitment to social and cultural improvement. Can see benefits; has a positive approach to learning about Africa; personal involvement and caring approach emerging.

Subscale 5 Organisation Organises behaviour around beliefs; recognises the need for balance between freedom and responsibility; accepts responsibility for own behaviour in relation to African cultural awareness; understands and accepts own strengths and limitations in understanding; formulates life plan in harmony with African interests and beliefs.

Conclusion

There was obvious success in what was hoped to achieve. There is enough evidence in the reflective logs to indicate increased interest and excitement from lecturers and African community members to indicate that each group had a renewed faith in each other. There is no doubt that there was an immediate effect on the students' knowledge of the world, attitude to Africa and attitudes to others and some of that effect continued even after three months. Students felt more positive toward more places in the world, were conscious of more places in the world, were more conscious of Africa and were more positive in their attitudes to Africa. The students were more open to other peoples. The researchers would like to think that the reason why the program was successful was because the geographic knowledge provided an anchor of awareness, a visual knowledge of place, for these students. Then was added the affective element by providing the emotional outlook and enjoyment of the Creative Arts to build on this knowledge of Africa and at the same time introduced people from that region as an adjunct to this so that it becomes seamlessly a study of all aspects - an integrated approach that would not have succeeded so well without all elements. Some students experienced changes in their attitudes and these changes were long term - surely enough reason to keep doing this.

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