

Engaging symposium: Positive psychology: Applied Research

1) Perspectives on Engaging Education: Students, teachers, schools and methods.

- 2) The 21st century learning focus on the demands for lifelong learning and lifelong learners. Times are changing fast and knowledge and skills needed today may not be sufficient for tomorrow. The field of positive education acknowledges the need to stress well-being and learning as equal important features of education focusing on personal, social and academic competences. In order to promote lifelong learning, education needs to be active, involving and engaging and it needs to be relevant, meaningful and applicable to both the students and teachers including a whole-school approach and using future-minded methods.

In this engaging symposium on perspectives on engaging education, the presenters present applied research and methods for improved practice. Each presentation will use a different perspective to promote engaging education from the perspective of the student, teacher, whole-school and a perspective on methods.

- a) From Denmark Nanna Paarup, MAPP and Director of Skolekonsulenter introduces “Student perspectives on engagement”
- b) From Denmark Dr. Mette Marie Ledertoug, Postdoc at Aarhus University introduces “The importance of teachers – knowledge, possibilities and engagement”
- c) From Switzerland PhD-student Elena Lucciarini who can give a fantastic talk on the differences between whole-school, programme based and toolbox approaches to positive education.
- d) From France Dr. Ilona Boniwell heads the International MSc in Applied Positive Psychology (I-MAPP) at Anglia Ruskin University (UK and France) and the Director of Positran introduces “Engaging methods: Using tangible tools and novel facilitation methods in positive education”

- 3) Engaging Symposium: Positive Education: Applied Research. Engagement.

A: Nanna Paarup

- a) "Student perspectives on engagement"

- b) There are many myths about boredom: It is healthy to be bored or intelligent people are never bored, or persistence is the only way forward or that creativity is ignited by boredom. When boredom becomes a companion in school and education, it has severe consequences for learning and for well-being. Individual factors such as student's attentiveness, interests, abilities, etc. counts for 26% of all school boredom, while 74% is attributed to situational factors such as teaching style, methods, content and interactions. Often boredom is identified as a personal problem, and the students do not receive the necessary help. "The most important thing is to be bored without anyone noticing in order to do well in school." Is a student quote from a 15-year student (DCUM, 2016).

This presentation will present some of the result on student boredom and their perspectives on boredom and engagement. When students and teachers do not engage in the boredom dialogue at school, according to the students, there are three things to do:

1. The students do not believe that they can afford to say aloud that they are bored because they do not want to hurt the teacher.
2. They want to appear good students in the eyes of the teacher and they are afraid that it may have a negative impact on their grades.
3. Students do not think it has any effect to articulate boredom.

(Rudbeck & Andersen, 2016)

Finally, the presenter suggests ways to decrease student boredom and increase engagement.

- c) **Nanna Paarup**, MA in Positive Psychology, Master of Science in Economics and Business Administration, process consultant and facilitator, runs www.skolekonsulenter.dk and is the author of a series of books on tools for classroom management. She does teachers training working in schools, with teachers and managers focusing on how to increase student learning and well-being. Her focus is on the development of professional learning communities, teaching, teamwork, cooperative learning etc. Nanna was part of the organising committee and facilitating the preconference PosEd in Budapest in 2018. Nanna is an editor of the Journal: *Kognition & Pædagogik* and she is constantly researching new ways to involve, engage and motivate students, teachers and staff in educational institutions.

B: Dr. Mette Marie Ledertoug

- a) "The importance of teachers – knowledge, possibilities and engagement"

- b) The success-rate of school-based interventions are highly depending of the teachers. The teachers' knowledge and their engagement as well as their context, their possibilities and their environmental support are all important elements to consider when analyzing outcome of school-based interventions.

Results and conclusions from studies will be used to demonstration teachers' knowledge, possibilities, engagement, and their importance for intervention outcome. In the first study a self-evaluation rubric is used to create autonomy, engagement and visible learning goals for teachers allowing them to self-asses their motivation and ambition in relation to the interventions in the classroom and finally to evaluate their own results. The study demonstrate surface and deep learning for the teachers effecting student learning possibilities as well as it demonstrates teacher engagement and motivation for participation in school-based interventions. In the second study, teacher surveys and interviews demonstrate the importance of the teachers' knowledge of the intervention, their engagement and their adherence to the interventions and their effect on intervention outcome. The presentation will discuss these findings and their possible perspectives for students, for teachers and for Positive Education school-based interventions.

- c) **Mette Marie Ledertoug**, PhD, postdoc in Positive Education at Aarhus University, Denmark. MA in Educational Psychology and Positive Psychology and twenty years of practical experience within the field of education. Mette is focusing on engaging education combining research and knowledge of well-being, resilience and learning. She has published a series of books and articles. Mette is currently in charge of the Danish participation in the UPRIGHT- project (EU) - a resilience and well-being program for teenagers in schools. She is also part of the organising committee IPPAEd facilitating pre-conference for Pos Ed in Budapest in 2018 and was supposed to be chair of IPPAED pre-conference in Iceland 2020.

C: Elena Lucciarini

- a) From whole school, to programmes and toolbox approaches : exploring the right match for every teachers and schools
- b) How can wellbeing skills be best developed in school contexts? Through whole school approaches, environment, programmes, pedagogical materials and teacher training: there are many different possibilities that are all subject to research and extensive practice. Yet, from a perspective of a high-school teacher delivering 45-minute lessons, none of the abovementioned approaches make practical sense. Whole school approaches are hard to implement because of political and economic

reasons, as well as lack of internal expertise. In most countries around the world, explicit well-being programmes cannot be easily inserted into curricula either: teachers follow a syllabus and, in many regions, there seems to be no political will to finance such programmes or provide a dedicated space in the school week. To find an alternative way to implement positive education in the classroom, Lucciarini and Boniwell reviewed the literature on evidence based positive psychology interventions, as well as on self-chosen versus prescribed positive psychology interventions. What research, theory and the actual teaching conditions seem to show, is that brief, tailored, self-selected, evidence-based and measurable PPIs can be a powerful way of developing well-being literacy in schools. This presentation explores the theoretical framework, research and practical implications around the toolbox approach to positive education.

- c) **Elena Lucciarini** has just been awarded an MSc Distinction in Applied Positive Psychology (Anglia Ruskin) and is a PhD student in Positive Psychology (University of East London). She also has an MA in English and Philosophy (University of Geneva) and is a journalist. Elena teaches communication, classroom management to future and experienced teachers (University of Teacher Education Wallis, Saint-Maurice) and philosophy to 15–20-year-old students in Switzerland (ECCG Martigny). In the school she teaches, there is no time for wellbeing lessons in the curriculum, especially when it comes to 45-minute lessons. Therefore, Elena practices very short PPIs and mindfulness interventions at the beginning of her classes. She explores this data with the “Emotions, Wellbeing and Learning skills” research team members. For her PhD, she focuses on the impact of both self-chosen and prescribed short PPIs on teenagers’ wellbeing. With Ilona Boniwell, she is developing novel evidence-based toolbox approach material.

D: Dr. Ilona Boniwell

- a) Engaging methods: Using tangible tools and novel facilitation methods in positive education
- b) Over the past few years, the notion of a “positive intervention” has risen to prominence, as it was discovered that certain intentional actions can be effective in increasing and sustaining happiness and other positive states, as well as in reducing depression and anxiety in children and young people. Despite the evidence for their effectiveness, these interventions are not necessarily perceived as “sticky” by the actual end user, and it is often difficult to integrate these into daily functioning beyond the classroom environment. The session will focus on the emerging practice and evidence behind using more pragmatic tangible tools and facilitation methods in

positive education to effectively communicate positive psychology concepts and solutions (including emotions, strengths, pp interventions, and best self-representations) to child and teenage audiences.

- c) **Dr. Ilona Boniwell** heads the International MSc in Applied Positive Psychology (I-MAPP) at Anglia Ruskin University (UK and France). She also teaches positive leadership at l'Ecole Centrale Paris and HEC Business School (France). Dr Boniwell wrote or edited seven books and multiple scientific articles, delivered over 150 keynotes and invited presentations, founded the European Network of Positive Psychology, organised the very first European Congress of Positive Psychology and was the first vice-chair of the International Positive Psychology Association (IPPA). She is passionate about practical applications of positive psychology to coaching, business and education. She has developed multiple positive education programmes, such as SPARK Resilience, Personal Well-Being Lessons and iSTEP. Her clients have included L'Oreal, Microsoft, SNCF, EDF, Sanofi, Bull, Mars, Eric Bompard, Microsoft, BNP Paribas, Sanofi, Sodexo and many others. Nowadays, as a director of Positran, a boutique consultancy specialising in the applications of evidence-based methodologies to achieve lasting positive transformation, Ilona delivers advanced professional training in positive psychology. She has developed her own approach to positive psychology coaching and training and trained thousands of professionals around the world (in Japan, Singapore, China, Dubai, South Africa, Portugal, France and the UK). She further worked for the Government of Bhutan to develop a framework for happiness-based public policy at the request of the UN, as a member of the International Expert Working Group for the New Development Paradigm. Currently, she consults the Prime Minister's Office of Dubai around the development of the toolkit for workplace positivity and organisational well-being assessment.