

生涯発達と生涯教育の国際講演会：京都大学とウィーン大学の共同研究
Kyoto-Vienna International Lectures: Life-Span Development and Life Long Learning
京都大学 GCOE 「心が活きる教育のための国際拠点」プロジェクト
第4回グローバルCOE 主催講演会

2008年3月17日(月)

13:30 - 16:00

- ・講演者 Christiane Spiel 氏(ウィーン大学教授・ヨーロッパ発達心理学会会長・教育心理学)
- ・講演題目 Promoting positive youth development: The ViSC social competence program to prevent bullying at school
- ・講演者 Georg Spiel 氏(Klagenfurt 総合病院・神経精神医学・医師)
- ・講演題目 Social psychiatric Services for Adolescents and Young Adults

京都大学百周年時計台記念館・国際交流ホール
京都市左京区吉田本町
企画者 やまだようこ(京都大学大学院教育学研究科・教授)
通訳 戸田有一(大阪教育大学・准教授)

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3月17日(月) 13:30-14:30

- ・講演者 Christiane Spiel 氏(ウィーン大学・教育心理学・教授、ヨーロッパ発達心理学会会長)
- ・講演題目 Promoting positive youth development
: The ViSC social competence program to prevent bullying at school
- ・講演概要

In the last years many programs with the aim to reduce or prevent aggressive behaviour have been developed. The majority of these programs applied a fixed set of components and strategies independently of the group dynamics in the respective school classes. However, within a sample of 86 single school classes (1910 pupils, grades 4 to 9) we found a tremendous variability in prevalence rates for bullying ranging from 54.5% to 0% bullies (mean = 12.3%) and for victims ranging from 41 % to 0% (mean 10%) per class. The Vienna Social Competence Training (ViSC) systematically takes into account differences between school classes. The training is based on social information theory (Crick & Dodge, 1996) and results of research on bullying as a group process (Salmivalli et al, 1996). The two main principles are behavioural enrichment and participation. In the first pilot phase of ViSC we applied a summative evaluation model using a cohort-sequence design. Results showed higher democracy in the two training classes (9th and 10th grades) and lower perceived aggression than in the control classes. In the second pilot phase we also applied a formative evaluation. Trainers and pupils (4 classes; grades 6 and 8) were asked to assess the training components. In addition, students were asked to describe what they have learned during the training. Analyses show that behavioural enrichment was very effectively implemented, and that students liked the interactive components of the training most. Integration of the ViSC program in a national strategy for violence prevention will be discussed.

【略歴】

ウィーン大学心理学部長。教育心理学と評価研究学科教授。心理学部の創立学部長、ヨーロッパ発達心理学会会長、DeGEval 会長。ハノーバー大学評議員。オーストリア連邦政府教育省と共同プロジェクト多数。研究テーマは、発達心理学・教育心理学・評価の境界領域。いじめ、多文化の学校での統合的実践、生涯学習、推論能力の評価、変化の測定、評価、教育システムの品質管理など。

【最近の主要業績】

Atria, M., Strohmeier, D. & Spiel, C. (2007). The relevance of the school class as social unit for the prevalence of bullying and victimization. *European Journal of Developmental Psychology, 4* (4), 372-387.

Glück, J. & Spiel, C. (2007). Using Item Response Models to Analyze Change: Advantages and Limitations. In A. D. Ong & M. H. M. van Dulmen (Eds.), *Oxford Handbook of Methods in Positive Psychology* (pp. 349-361). Oxford: Oxford University Press.

Strohmeier, D. & Spiel, C. (2007). Immigrant Children in Austria: Aggressive Behavior and Friendship Patterns in Multicultural School Classes. J. E. Zins, M. J. Elias & C. A. Maher (Eds.), *Bullying, Victimization, and Peer Harassment. A Handbook of Prevention and Intervention* (pp. 103-120). New York: Haworth Press.

3月17日(月) 15:00-16:00

- ・ 講演者 Georg Spiel 氏 (Klagenfurt 総合病院・神経精神医学・医師)
- ・ 講演題目 Social psychiatric Services for Adolescents and Young Adults
- ・ 講演概要

Since 1996, the association pro mente: kinder jugend familie (Pmkijufa) makes efforts into establishing social psychiatric, outpatient services. Pmkijufa started with two residential homes, followed by prevocational trainings targeting a vocational integration after the course. This program proved helpful for adolescents with moderate handicaps, whereas clients with severe mental disorders (e.g. psychosis and affective disorders) couldn't be supported adequately, because rapid vocational integration is not a realistic aim for all clients. According to our experience, Pmkijufa made efforts to develop and provide different vocational services, bridging the broad transition from hospital based programs to the first labor market step-by-step. On this note, day-care and work therapy were established as well as apprenticeship, and transitional employment. By now a rehabilitative continuum is established. In the meantime, also the residential offers were fully developed to a sociotherapeutic step-by-step-model. Smooth and bidirectional transitions among all these modules are crucial. Since the year 2000, specialized crisis-intervention programs could be developed and provide necessary backing to the residential and vocational institution. Over the time, the necessity of early diagnostic and interventions becomes evident. Therefore we made efforts to establish local ambulatories for children and their parents, offering medical and Clinical psychological diagnostic work up and treatment, functional therapies, psychotherapies and family-oriented social work. Beyond all these high structured, therapeutic offers, pmkijufa is also busy in the field of primary prevention: for example carrying out a youth-centre or health-promotion in schools.

ABSTRACT

So far, psychology in the field of education and learning lacks an integrative and compelling model or framework that would allow for systematic representations of activities

within the discipline and incorporate the lifespan perspective. The paper presents the thematic conceptualization of "Bildung-Psychology". The German term "Bildung", which has no precise equivalent in English, encompasses the broad area of education and learning, but has however implications beyond this field in its meaning. Bildung-Psychology is systematically structured with a strong focus on lifelong learning and the process from basic principles and research to evidence-based practice. Bildung-Psychology anchors its issues and activities within a structural model along three dimensions: (a) the chronological lifelong educational career of an individual, (b) the activities in the discipline, and (c) the levels of these activities (microlevel, mesolevel, macrolevel). To illustrate the theoretical approach of Bildung-Psychology, examples from the fields of promotion of self-regulated learning are presented. In addition, the significance of Bildung-Psychology and its place within science and application are discussed.