

OXFORD EDUCATION RESEARCH SYMPOSIUM

ABSTRACTS

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Hope and Contradiction: The Practical Arts in the Educational Thought of Late Antiquity

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This paper looks at tensions arising in the educational thought of late antiquity from the conflict between assumptions regarding the low worth of practical knowledge and the contribution practical education can make to the ends thinkers assigned to learning. I specifically look at the educational writings of Augustine of Hippo, Martianus Cappella, Boethius, and Cassiodorus. All four writers adopt, to varying degrees, Platonic and Neo-Platonic assumptions regarding the superiority of abstract knowledge to knowledge of a practical and instrumental nature. They adopt the binary between learning for its own sake, and useful knowledge that Dewey believed was characteristic of Hellenistic thought (Dewey 1916: 260-1).

However, tensions emerge between this sharp separation when placed alongside fuller discussions by the four thinkers regarding the purpose and ends of education. For early Augustine, abstraction from the immediate provides the best grounds for exploration of what constitutes the good life. However within this framework, learning from the practical arts and the virtues they encapsulate may provide the grounds from which fruitful explorations of the good life may arise. Similarly, in the writings of Martianus Capella, there is always a grasping for what is practical and relevant in the curriculum despite a somewhat superficial commitment to the glories of abstraction. I speculate on the reasons for such ambiguity in defining the place of the practical arts in education and argue against instrumental/product based models of vocational education which ignore the depth and complexity of vocational education in practice.

How Can Optimal Experience, Motivation and Engagement Inform the Practice of Teaching?

Michael Everett, Academic Specialist, Michigan State University, US, and Matt Raven, Professor, Michigan State University, US

Motivation and engagement are two key constructs in a student's learning experiences. Interestingly, little research has been conducted on how intrinsic motivation and engagement relate to student learning using different various instructional and assessment techniques.

Descriptive socio-psychological measures of flow (defined here as optimal experience) during an undergraduate university leadership course were used to compare and contrast course instructional and assessment techniques. Flow theory was used to frame the study by comparing and contrasting: 1) Student demographics in an undergraduate university leadership course; 2) students with varying perceived measures of intrinsic motivation and engagement under different teaching techniques; and 3) intrinsic motivation and engagement of students with perceived instances of optimal experience using different teaching techniques. A modified Experience

Sampling Method (ESM) was used to measure student demographics, intrinsic motivation, engagement, and levels of optimal experience. Of the 28 student who participated in the study (n = 325 ESM responses), the average age was 22.5 (SD = 7.9) with 75% of students being female. Overall, student levels of intrinsic motivation were highest during guest speaker presentations, experiential learning activities, and reflecting on learning. Results also indicated a similar trend in perceived levels of engagement by students during different teaching techniques. A descriptive comparison of indicated instances of optimal experience with intrinsic motivation and engagement during different teaching techniques suggest that experiential learning activities and reflection on learning both have high levels of reported intrinsic motivation and engagement while also having high numbers of instances of optimal experiences as compared with other teaching techniques measured. Results of this study suggest that certain types of techniques used in undergraduate education are important and that experiential learning followed by reflection of that learning may provide optimal experiences where students are intrinsically motivated to learn while also being highly engaged in the learning process.

Burnished Ornamentalism: Making Sense of History, Iconography and the Visual Cultural Practices of Postcolonial Elite Schools in Globalizing Circumstances

Cameron McCarthy, Professor, University of Illinois at Urbana, US

This paper addresses the matter of the management and conservation of histories (“burnished ornamentalism”) in three school sites: in Barbados, India, and Singapore respectively. These schools form part of a 5-year, 9-country, global ethnography study of postcolonial elite schools in globalizing circumstances—a flash point of articulation between these schools and profound change. The presentation turns on this fundamental fact: that these schools, which are the products of societies marked historically by colonial and imperial encounters, are now driven forward by new energies associated with marketization, neoliberalism and globalization as these countries lurch forward unevenly towards a post-developmental era. This turn towards neoliberal

globalization has precipitated radically new needs, interests, desires, capacities and competitive logics among the middle class and upwardly-mobile young and their parents in each of these societies that then press powerfully onto these elite schools and they cultivated pasts as they reside in school anthems, flags, emblems, banners and rituals of assembly, formal dress and decorum. All of this is taking place in the glow of digitalization as these schools increasingly move online locating themselves in photo and video-sharing websites such as YouTube, Facebook and Flickr as well as websites that each individual school is creating to consecrate school heritage. After offering a vignette that illustrates the new circumstances for postcolonial elite schools as they respond to global forces, I will discuss in some detail the changing context that heightens the importance of these schools' investment in the burnishing of school image and iconography in their mediation of transnational educational markets.

Student Engagement and Emotional Intelligence in Higher Education: Challenges and Opportunities

Sandra Stephenson, Lecturer, Middlesex University, Dubai, UAE

Recent studies into motivation and student learning identify emotion as an “integral part of the interpersonal processes that create classroom contexts” (Meyer and Turner, in Mortiboys, 2012:2) Emotional Intelligence, defined as “the capacity for recognizing our own feelings and those of others, motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1995: *ibid*) is seen by Mortiboys as an unrecognized, third aspect of what a teacher should offer learners – in addition to the teacher’s subject expertise and knowledge of pedagogy (*ibid*: 3). This “unrecognized, third aspect” of teaching was the focus of an action research project undertaken by the author from 2015-2017. The research explored the feelings of more than 450 first-year business school students at Middlesex University, Dubai, (three cohorts, over the course of two academic years) with regard to their experience of their lecturer, and attempted to identify and share strategies for increasing student engagement using an emotionally intelligent approach. The research specifically aimed to explore ways of enhancing the lecturer’s own EQ in order to create an environment conducive to deep learning. Focused interventions included flipping from a teacher-centered to a student-centered approach, adjusting teaching goals from good student pass rates and 100% attendance to deeper learning and engaged students, and developing the qualities of an emotionally intelligent teacher. Both the qualitative and quantitative outcomes of the subsequent interventions were overwhelmingly positive, with lecture attendance increasing significantly over the period researched. Whilst expecting 100% engagement 100% of the time remains an elusive and probably idealistic goal in teaching, perhaps the most valuable outcome of this study was that adopting an EQ approach vastly improved the lecturer’s experience of, and personal attitude towards, her students as well as her own teaching practices.

Using Coursebooks for Teaching English as a Foreign Language in Primary School: Take it or Leave it

Senem Sahin, Associate Professor, Augsburg University, Germany

While the quality of English as a Foreign Language (EFL) coursebooks has improved dramatically in recent years, the process of selecting an appropriate coursebook has not become any easier for most teachers. Particularly in Germany, where publishing houses invest millions into designing a large variety of EFL coursebooks according to local considerations of federal states, this rich palette of coursebooks makes their careful selection, adaptation and supplementation more essential. Although coursebooks provide English teachers with several advantages in the classroom such as providing guidance and security, the majority of primary school English teachers in Germany still prefer teaching by means of self-designed materials instead of coursebooks. This preference leads certain difficulties for learners and teachers in subsequent school life due to heterogeneous linguistic background of pupils in English. Bearing a further fact in mind that preparing personal teaching materials for primary school context might be a laborious and time-consuming task, the teachers' arguments for their choice must be explored to optimize English coursebooks as well as English learning process of young learners. For this purpose, a semi-structured questionnaire was implemented with primary EFL teachers to investigate the factors affecting their perceptions of coursebooks in Germany. After providing a brief theoretical background about the German school system and coursebook selection, the presenter will demonstrate the results of the research project. Besides reflecting on important influencing aspects such as teaching experiences, institution, curriculum, teaching styles and learner characteristics, teachers' concrete recommendations for an effective and differentiated coursebook usage will be discussed.

Is Holistic Approach in Social Media Ads Appealing to Youth Volunteering?

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Past researchers claim that volunteerism is an effective way to "give" services and make a difference in society. The study on marketing volunteering is not a new concept. The subject had attracted the attention of researchers long ago and this concept was transmitted to the public through different definitions. Concomitantly, the UAE's Declaration of the year 2017 as the "Year of Giving," with an emphasis on – social responsibility, volunteering, and service to the nation, inspired me to do a research in this field by linking the two contemporary subjects in marketing - social media advertisements and holistic marketing. Acknowledging the importance of inspiring the youth to engage in free-will volunteering, an observation of volunteering ads with "ad images" of exotic places and luxurious stays exposes the tendency to commercialize this sacred service. Since advertisements make a profound impact on

consumers' attitude, advertisers' responsibility too, increases to depict social and moral values in their messages. However, so far no research has come up to support these organizations with market feedback in planning holistic ads to attract volunteering among the youth. This signifies the scope of this paper. In this context, my paper aims to explore the market response to volunteering advertisements and to examine what kinds of themes/images could induce empathy among the new generation to join a free will volunteering. This study focuses on a sample of 200 teenagers (15-19 years age) randomly selected from a culturally diverse market. The survey will be instrumented with an online questionnaire forwarded through emails and WhatsApp to respondents.

The Positive Behavior of Student Changed by the Media Technology

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According to my experimental research in several years ago of which has conducted testing of behavior changed of the student by using the media technology to be the tools of treatment in the research methodology in format of cartoon animation and games, which has designed by the specific concept approach to tend the student to create the positive behavior in their mindset.

The results of the research are accepted the hypothesis at level with significance in both target groups and out of target groups in every research experimental. It is the creation of the theory of the behavioral changed into positive way towards the children mindset through the media technology. They were the efficiency tool which can be the effective by creatively especially in the world of technology.

Engaging with Linguistic Diversity in Global Cities: Arguing for 'Language Hierarchy Free' Policy and Practice in Education

Dina Mehmedbegovic, Lecturer, University College London, UK

Educators working in diverse contexts and looking to promote learning languages, as well as maintaining home languages, often encounter resistance and negativity directed towards a wide range of languages resulting in language loss at the individual level and language death at a societal level, while a small number of languages are regarded as high status languages, in demand to study and speak. This paper has two aims: first, to identify processes which result in these different attitudes to languages, which will be termed: language hierarchies and secondly: to suggest an innovative way of creating conditions for development of 'hierarchy free education policy and practice' in order to exemplify these processes the author's previous qualitative research conducted with parents, children, headteachers, lead professionals and politician in London and Cardiff is used. Hierarchy free policy and practice are promoted as a

necessary condition for sustainability of endangered languages. The second part of this paper introduces a new concept of: “Healthy Linguistic Diet” based on evidence provided by clinical studies in the field of neuroscience. A proposal for a new approach to policy and practice in education based on this concept is also outlined with the aim to eradicate language hierarchies. This section presents latest clinical research evidence which supports the argument that all stakeholders in education and wider society would benefit from a shift in attitudes and approach to bilingualism and learning other languages. The benefits at the individual and societal level are so significant that acting on this evidence is not only an educational, but also a health and moral imperative too. In the conclusion recommendations are made in terms of how this new strategy could be developed and implemented.

Why Did They Stay? Influence of Social and Cultural Capital on Student Persistence

H. Kay Banks, Assistant Professor and Assistant Dean, University of South Carolina, US

College student persistence has become an important area of research as colleges and universities strive to achieve college student success. The process of understanding student persistence means examining the student departure puzzle, a term coined by Braxton, Sullivan, and Johnson (1997). The departure puzzle has been the focus of empirical research over the past 70 years. There has been a shift in the theoretical framework around the departure puzzle towards an attempt to understand why some students persist and others do not. The puzzle, if viewed through the lens of social reproduction, emphasizes early cultural experiences, which provide the social and cultural capital used to access different social levels within society. Therefore, the purpose of this study was to examine the influence social and cultural capital has on a student’s ability to persist towards degree completion. Using a mixed-methods approach, this study examined the use of the Social and Cultural Capital Questionnaire to measure capital, combined with student narrative experiences to gauge student persistence.

This study is significant because it contributed to the growing body of literature examining student persistence through the lens of social and cultural capital. This research integrated a mixed-methods approach of quantitative and qualitative data collected at two institutions that have experienced retention issues in the last four years.

The quantitative results demonstrated the value of social capital was higher than cultural capital at both institutions. Since social capital refers to the networks and connections and individual establishes in society, qualitative analysis can explore these results further through the participants’ interviews. An analysis of the interviews from the participant’s experiences provided four themes: faculty/professors, family, self-motivation, and finances. Through the student interviews it was evident that social capital played an important role in student engagement, particularly as manifested in student-faculty interactions.

Private Schools in Indonesia: Equality vis-à-vis Inequality

Melisa Apriyani, Postgraduate Student, University College London, UK

This paper explores equalities vis-à-vis inequalities that brought by private schools in Indonesia. Despite of the neoliberal agenda that is manifested in the private schooling, the burgeoning of both secular and religious private schools in Indonesia has been also widening access to education. The fact that various kinds of private schools in Indonesia are reaching not only the elite social classes but also the disadvantaged and ethnic minorities, it makes private schools have a distinct place in the Indonesian national education system. Furthermore, private schools have been the main provider of pre-primary, senior secondary and all level of special needs schools. Given these benefits, this article provides a fine-grained analysis and holistic understanding from global and national literatures in related field. It sought on the issues religion, sociocultural, financial ability and geographic location as potential factors of inequality which entail the pursuit of quality education as perceived by Indonesian parents. Finally, this study also informs the development of present strategies to address these issues from the political and practical spheres which require public participations.

Continuous Improvement of an Engineering Program: Is this an Achievable Accreditation Criterion?

Janusz Supernak, Professor, San Diego State University, US

This paper focuses on Continuous Improvement (CI) as the key criterion used by the Accrediting Board of Engineering and Technology (ABET) for evaluating Engineering programs world-wide. It is based on the author's first-hand experience as a long-term department chair and ABET coordinator, and examines the effectiveness of the CI criterion to achieve real program improvement over time. The paper presents some CI protocols that monitor the improvement at four levels: a) Individual Course level; b) Student Outcome level that integrates mandated contributions from relevant courses; c) Program Educational Objectives level that addresses long term aspirations of a program; and d) Department Mission level that sets the general direction of all programs accommodated within the department. It also addresses the roles and responsibilities of all the constituents: relevant faculty, students, advisory boards, alumni, etc. in this evaluation process. Both direct and indirect assessment tools are presented and their reliability examined. The main research question posed in this paper is formulated as follows: Is the CI a reasonable and achievable goal? The answer to that question is a resounding YES. However, the actual effectiveness of the CI mechanism is based on the proper methodology of its design, data collection, periodic assessment procedures, and a feedback mechanism that examines whether the previously introduced improvement works over a longer period of time. Examples of results of CI efforts for the Civil Engineering program at San Diego State University

over the last two decades prove that the proper execution of the CI mechanism brings real progress that is achievable and sustainable. Previously weak program elements like oral and verbal communication – a key tool in any successful engineering practice – went through significant improvement over time. CI is always possible – even for an already strong program.

Reflections on and Strategies of Mentoring for Reflective Practice: A Special Focus on Online Mentoring in Hungary

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This paper outlines initial findings from a research project on Hungarian mentor teachers' conceptualizations and strategies of mentoring pre-service teachers for reflective practice. These findings will be integrated in the survey design of a large-scale study scheduled for 2017-18 involving approximately 250 Hungarian teachers. This particular study was conducted with the aim to explore the qualitatively different ways in which Hungarian mentor teachers conceive of mentoring for reflective practice and also how they translate this into actual mentoring strategies for handling time and being effectively reflective. The large-scale research project aims to map the existing strategies and conceptualizations, based on which recommendations for an online mentoring community of practice will be formulated. We interviewed 10 senior mentor teachers (n=10) who are certified mentors at Hungarian primary and secondary schools. The transcripts were analysed using a phenomenographic approach. Since previous empirical studies of online mentoring in teacher training (Fletcher, 2012; Pachler & Redondo, 2012) reinforce the different implications for the mentors' strategies, we asked mentors about how digital tools are or could be embedded in their mentoring practice. We found agreement among mentors about the importance of digital tools as reflective media; however, the narratives of different mentoring aspects clearly highlighted the conceptual diversity regarding time and relatively flexible perceptions of its necessity, sufficiency, and the integration of digital technology in this environment as a resolution. The conception and interpretation of digital technology diffuse mainly according to the mentoring experience, digital literacy and computer skills. Mentors thus do not have formal opportunities to learn to include online mentoring strategies in their practices. This is also reflected in the policy review we conducted in the Hungarian context, pre-service teacher training and mentor training are not supported formally by any digital learning frameworks.

The Management of Racial Integration in Public Secondary Schools in South Africa

Lloyd Conley, Associate Professor, North West University, South Africa, and Shantha Naidoo, Teacher, University of Johannesburg, South Africa

Racism in education still occurs world-wide and is manifested in every continent. Internationally individuals range from accepting racial discrimination as a way of life to outright rejecting it and

defining it as criminal. In Europe, extreme racist groups have gained more and more acceptability in countries like France, Germany, and Austria. In the United Kingdom, despite having a vibrant diversity of people from different countries, racism is still too common. South Africa like these European countries, share a legacy of deep rooted oppression and racial inequality particularly in education. This qualitative study explored the management and governance of racial integration in public secondary schools in Gauteng, South Africa. Despite the desegregation of schools in 1994, researchers are doubtful as to whether attempts at providing an equitable education for learners with racially diverse backgrounds, interests and abilities are successful. This dilemma manifests itself in the findings which showed that racial integration was not evident in the sample schools, rather there was heightened racial conflict and racial incidences. The researchers emphasize some primary points that are significant in the educational context. Firstly, the fact that many school policies are not in line with South Africa's Constitution which advocates racial equality and social justice. Secondly, post democracy brought about challenges for educators to cope with racial inclusivity and management of racial conflict. Thirdly, the curriculum needs to accommodate the diverse needs of learners. Lastly, educators need to be trained to manage the dynamics of conflicting interrelationships between learners, learners and educators and between educators. Based on the findings leadership should be sensitive when integrating different races in a school, not to compromise on the principles of equality and social justice. The study suggests that this goal could be achieved by way of developing an intervention programme.

Palestinian-Israeli Teachers Teaching on the 'Other' Side

Wurud Jayusi, Lecturer, Beit Berl Academic College, Israel

The present study seeks to contribute to a better understanding of the experiences that minority teachers undergo when teaching at majority schools. More specifically, we focus on the experiences of Palestinian-Israeli teachers working in state secular schools serving mostly the Jewish population of Israel, a country involved in what has been defined in the literature as an intractable conflict. The analysis of fifteen interviews conducted presents a rich and complex picture of these teachers' experiences at the schools. Findings indicate that Palestinian-Israeli teachers start working in State Hebrew schools because of a paucity of job opportunities in the Arab-sector schools. They continue to work in State Hebrew schools and experience great satisfaction. For the most part, interviewees reported having positive experiences when working with students, their parents, and the school faculty. Participants expressed the belief that their work helps reduce prejudice and increases mutual understanding among the groups in conflict. The descriptions suggest that the majority of the teachers found the induction process supportive and valuable and their participation in the school setting beneficial for them and for the host

community. It is suggested that stakeholders should strengthen efforts to recruit and retain these teachers, through strong administrative support. The current research adds to the present knowledge on the potential contribution of minority teachers working in mainstream majority schools by offering insights on how minority teachers conceive their job in such schools and by describing teachers' activities, reported as undertaken in an attempt to facilitate intercultural dialogue and prejudice reduction. By uncovering some of the difficulties they encountered, we learn about their needs, in terms of professional training as well as the provisions that need to be institutionally undertaken to facilitate their work.

Single Sex vs. Co-Educational High Schools: Performance of Jamaican Adolescents

Across School Types in the Sciences, Arts and Social Sciences

Joan Spencer-Ernandez, Lecturer, University of the West Indies, Jamaica

Using a longitudinal methodology, this study examines gender-based performance across single-sex and coeducational traditional secondary schools in Jamaica, while controlling for the effects of school type and past performance in primary school. The findings indicate that school type is not the major factor influencing student performance at the secondary level. Students' performance at the primary level, as indicated by their exit examination, the Grade Six Achievement Test (GSAT) scores, is the major predictor of success in secondary school. We conclude that greater emphasis should be placed on improving students' literacy and numeracy skills at the primary level to have them performing at a standard which will ensure that regardless of the type of school they enter at the secondary level, they will be able to perform satisfactorily.

Critiquing Cross-Cultural Framing of Culturally and Linguistically Diverse Family-Professional Communications in Special Education

Sumin Mullins, Graduate Student, University of Kansas, US

I propose to conduct a content analysis on the studies of culturally and linguistically diverse (CLD) family-special education professional communications in the U.S. aimed at producing a critical literature review. In the review, I identify the following theoretical and methodological convention that appears dogmatically unquestioned: Studies tend to adopt macroanalytic approaches to culture when examining microcontents of CLD family-professional communications. This convention describes commonly shared cross-cultural frameworks that establish three parameters within the literature. First, CLD family-professional communications are viewed as cultural activities through the lens of cultural studies – predominantly cultural-historical activity theory. On this view, communications are culturally and historically situated and socially mediated processes between social actors from different cultural communities. Second, CLD family-professional communications are interpreted by Bourdieu's sociocultural

arguments. This approach addresses how differences in the communicative repertoires and resources of individuals produce cultural mismatches and communicative misunderstandings between CLD families and special education professionals. Third, CLD family–professional communications are categorized by an interactional worldview that regards culture as a static characteristic of groups such as race, ethnicity, or class. This approach ascribes levels of acculturation or enculturation to CLD families as primary determinants of their communication with special education professionals. Given the analysis, two major issues in the literature have emerged: 1) the limitations of a cross-cultural framing, which emphasizes individual changes instead of collective transformations and 2) the subordination of language to culture, which undermines subjects of language. In discussion and conclusion, I argue for introducing the capabilities approach and theories of institutionalized injustice to replace the cross-cultural arguments in the literature. In addition, I argue for the promotion of linguistic approaches and analyses in order to shed new light on the neglected language matters of CLD family-special education professional communications that are under-described and under-represented by given cultural arguments.

Transformative and Culturally Response Mathematics and Science Education Informed by an Understanding of Worldviews

Althea Hylton-Lindsay, Associate Professor, William Paterson University of New Jersey, US

The focus of my current research addresses the following: What is true culturally responsive teaching? How do we make the training and teaching of future mathematics and science teachers culturally responsive and transformative? This presentation will redefine culturally responsive teaching; examine how an understanding of different worldviews can inform teaching; and how transformative mathematics and science teaching will positively affect education worldwide.

My goal is to change the way educators prepare teacher candidates to meaningfully meet the needs of a diverse student population. The term culturally responsive teaching has been influencing teacher preparation. No amount of “surface level” culturally responsive teaching can fully meet the needs of the growing diversity in the student population. What is true culturally responsive teaching? Why is it imperative to go deeper?

Culturally responsive teaching must go beyond acknowledging different cultures, knowing the different holidays, and knowing the “supposedly” different foods. Culturally responsive teaching must be infused with an understanding of the various worldviews, and how they influence teaching, leaning, and understanding. This presentation will redefine culturally responsive teaching, while proposing links between understanding different worldviews and teaching strategies. This information and commitment will positively affect mathematics and science

teaching and learning, and begin the process of transformative education. This presentation will also provide practical ideas for transformative mathematics and science teaching. This will include teaching in a manner that transforms students from learning mathematics and science to becoming mathematicians and scientists, and from being a student to being a teacher.

From Civil Identity to Interethnic Cooperation of Students

Irina Dolinina, Professor, Perm National Research Polytechnic University, Russia

In modern conditions, interethnic interaction between citizens of the Russian Federation is of particular importance. Interethnic interaction creates opportunities for rapprochement of cultures, expansion of communicative space, enriching people's way of life with new knowledge, technologies, ideas. However, we also see a loss of life guidelines - the trend of identity crisis. The relevance of the research is related to the need for a methodology for the formation of a culture of interethnic interaction between students, a deeper understanding of universal and civic values, and methods of socialization based on humanism in a consumer society. The problem of transforming universal human values into the basis of society's morals and the norm of interpersonal and interethnic interaction of its members has acquired a priority today.

In our theory and practice of forming a culture of interethnic interaction between students of a technical university, the main principles are: ethnoculturalism, empathy, interculturality and tolerance. Signs of intercultural competence are: openness and impartiality, cultural and national identity, social responsibility, safety culture and risk-oriented thinking.

The methods of socio-civic cooperation in education developed by us give a positive dynamics of the formation of the personality traits of students - the ability and readiness for interethnic interaction.