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A Dynamic Interactive Model of Resilience for Education

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Today:

Background

Theoretical Context

Development of DIMoR

Discussion

Questions/Comments?
Theoretical context: The 4 waves

Wave 1: Shared understanding of concept of resilience.

Wave 2: Processes involved in developing resilience.

Wave 3: Interventions and the potential of those around the child to help develop resilience.

Wave 4: The notion of resilience as a dynamic process.

Masten, 2015
Theoretical Underpinnings

- Brigid, Wassell & Gilligan (1999): Risk and protective factors alongside vulnerability/resilience dimension
- Bronfenbrenner (1979): Bio-Ecological Model
- Ungar (2013): Social-Ecological Model
- Downes (2017): Spatial relations and individual agency
Moving towards a dynamic interactive model of resilience

Synthesis of seminal theory

Complexity Theory (Morin, 2018)

Individual within a system and acting on the system
Based on the assessing and promoting resilience in vulnerable children, Brigid, Wassell and Gilligan, (1999)
Nested systems presented as a web representing their interconnectivity

Based on the ideas of Bronfenbrenner’s (1979) bioecological systems model
The dynamic interactive model of resilience (DIMoR)
DIMoR in AR
Example application: Using DIMoR as a framework for the assessment and feedback process

For more detail on example:
While the focus on interactivity is not new, the DIMoR acknowledges that individual agency - itself a complex system - has to navigate contexts that are also complex adaptive systems.
Conclusion

DIMoR offers the opportunity to consider a proactive approach to the development of resilience within education. Resilience is not ‘caused’ by support systems or one-off interventions, rather it is the emergent property of the dynamic interactions of all these complex systems over time.

DIMoR posits therefore, that resilience is not an individual trait, but a responsive characteristic which changes shape and structure within its own risk-protective, vulnerability-invulnerability framework as a result of interactions with the surrounding systems that, crucially, it is a part of not apart from.

See more in our forthcoming book:

ahmed Shafi, A., Hatley, J., Middleton, T., Millican, R. and Templeton, S Resilience for Education and Beyond Switzerland: Springer

Due for release late 2020.
References


Morin, E (2008) Introduction to the Complete Thought, Gedisa: Barcelona

Comments and Questions?