

The purpose of this research:

Validation of the 'Creation Axis Model' as a diagnostic and therapeutic tool.

## a. **Construct Validity;**

1. We shall compare by **convergent technique**, the two populations (Palestinian and Israeli) pupils and prove that a creation axis exists in the artistic work of both children.

Through this we shall prove that the creation axis is culture, language and socio-economically independent.

2. We shall compare two groups: Palestinian/Israeli (P/I) ‘problematic’ pupils and Palestinian/Israeli (P/I) ‘normal’ pupils. Through this **divergent technique** we intend to prove that there is a significant difference between the behavior profile of the ‘problematic’ P/I pupils and. the ‘normal’ P/I pupils.

**b. Predictive Validity;** We intend to prove that by experiencing **continuously** the creation-axis model, the creation-axis profile of the ‘problematic’ P/I pupils, will be changed ‘for the better’ in the sense that it will be similar to the creation-axis profile of the ‘normal’ P/I pupils.

**c. Content Validity;** we will mix instructors to obtain content validity of 70% agreement on the creation-axis profiles, obtained by the observations on the pupil’s artistic work.

We will also test **the Reliability of the creation-axis model.**

We will expect an inter-judges reliability coefficient of approximately 70% agreement among instructors (who participated in the training-workshop) on a sample of creation-axis observation-reports to prove the existence of six significant and different sequences of stages along the creation axis.

## **Assumptions:**

1. There is no difference between the creation axis of Palestinian and Israeli ‘problematic’ pupils or Palestinian and Israeli ‘normal’ pupils.
2. There is a difference in the stage-sequence profile of the creation-axis among P/I ‘problematic’ pupils and P/I ‘normal’ pupils.
3. After being diagnosed on the creation axis model, those ‘problematic’ P/I pupils who went through an artistic experiential intervention on the creation axis, will display similarity in the creation-axis profiles of the ‘normal’ P/I pupils.

## **Variables:**

### **Independent variables:**

- 1. Pupils origin**
- 2. 'Problematic' / 'normal'**
- 3. Teacher's evaluations**

### **Dependent variables:**

- 1. Profiles of creation axis - Before**
- 2. Profiles of creation axis - After**

**Subjects Target Population: 11-12 years old Palestinian and Israeli pupils who were pre-evaluated by their teachers and diagnosed as 'normal' or 'problematic.'**

**Sample Population: We will sample randomly 25 pupils for four cell:**

- 1. Palestinian 'problematic' pupils**
- 2. Israeli 'problematic' pupils**
- 3. Palestinian 'normal' pupils**
- 4. Israeli 'normal' pupils**

## **Research Design:**

**The 2x2 experiment design enables us analyze the main differences between ‘problematic’ and ‘normal’ pupils among the Palestinian and Israeli participants.**

**An experimental design of pre-test and post test**

<b>Palestinian</b>	<b>Israeli</b>	
<b>1</b>	<b>2</b>	<b>Problematic</b>
<b>3</b>	<b>4</b>	<b>Normal</b>

**Tools;** 1. Teacher Evaluation Questionnaire  
2. The ‘Creation-Axis’ Profile Sheet.

## **Procedure:**

- 1) Teachers will fill-up a report on child's learning accomplishments
- 2) Pupils will be divided randomly into four sample groups (Palestinian/Israeli children with no learning problems, Palestinian/Israeli children with learning problems according to teacher's evaluations.
- 3) Each child participating in the research will be characterized on the 'creation axis' by means of observations on his/her creative activities.
- 4) Each child will participate at school in a twice-a-week creative arts group sessions where intervention will be made on his/her 'creative axis'.
- 5) Each child's "creation-axis" will be diagnosed after the intervention

## **Time Schedule and Workplan:**

- Nov. - Dec. 1998;**
- 1. Interviewing student candidates to act as research-instructors**
  - 2. Finding research-assistants in Palestinian/Israeli universities**
  - 3. Setting rooms for art studios and buying art materials**
  - 4. Finding Palestinian and Israeli sites for the research**
  - 5. Three day intensive workshop to qualify the instructors-team**
- Jan. - Feb. 1999;** 1. **Pre-observing the creation axis “before-profiles” of sample.**
- March-June 1999;** **Intervention (2 hr. twice a week for all four groups)**
- July;** **creation axis “after profiles” sheets to all groups**
- August 1999;** **Analysis of outcomes and conclusions**
- Jan. 2000;** **Exhibition**
- Elaborating and publishing results.**