

Exposure as a method to experiencing hospitality in  
education

Susanne BUCH NIELSEN<sup>1</sup>

Ellen Louise VOLSING<sup>2</sup>

**Abstract**

There is increasing pressure for all education institutions to undergo transformation, with education needing to adapt in ways that meet the conceptual needs of our time. Reflecting this is the educators' role in the classroom. The purpose of this scoping review is to provide a comprehensive overview of relevant research regarding the emergence of different kinds of creative and innovative methods used by educators at all levels – and the links to including pedagogy. The scoping review is underpinned by the framework of Arksey & O'Malley (2005) that offers a new approach by including a consultation exercise in this sort of study that may enhance the results, making them more useful to policy makers, practitioners and service users. The results indicate that there is much indirect evidence emerging of improved academic performance and student and staff satisfaction with methodologies connected to or compared with what we call exposure methods. The literature points out that exposure is coherent to aesthetic performance such as drama and applied aesthetics may lead to practical ethics. It is evident that methodologies connected to exposure have a significant impact on people involved – both educators and students.

**Keywords:** hospitability; exposure methods; education; student wellbeing; aesthetics; creativity;

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<sup>1</sup> Associate Professor, VIA University College, Holstebro, Denmark, sbn@via.dk.

<sup>2</sup> Associate Professor, VIA University College, Holstebro, Denmark, lovo@via.dk

# Exposure as a method to experiencing hospitality in education

## Susanne BUCH NIELSEN & Ellen Louise VOLSING

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### Introduction

It is anticipated that this review is the first comprehensive review of literature and data that specifically address the intersection of exposure methods. As such, it has the capacity to be highly transferable. This scoping review provides an overview of relevant research by trying to answer the main question: *”How can exposure as an innovative and creative method – develop a more inclusive and human environment in the classroom?”*

European Institutions of education are facing increased scrutiny to improve student learning and demonstrate program effectiveness and educators share a number of challenges in relation to teaching children and young people. Even though educators have access to numerous online teaching tools, we know that teaching and learning is not all about technology. The literature tells us that one of the primary components of effective teaching is student engagement, and that engagement is critical and fundamental for learning (Barkley, 2010).

Moreover, we know a number of conditions:

- The proportion of students also in higher education institutions, who are experiencing mental health needs and social isolation, is increasing (Katie, 2015)
- The number of students leaving school before and without completing the course/education/ higher education is increasing. Dropping out enhance the risk of being unemployed and socially marginalized (EU, 2020)
- Many young people experience loneliness and alienation (Jenny Secker, 2017)
- Increased digitization and increased difficulties in distinguishing between good and poor digital contact is a challenge for many young people (EU, 2020)
- A culture of perfectionism/non-failure culture is arising, which increase the feeling of being wrong (Buchanan, 2018)
- Students change school several times through life and each change is a shift in the arena. Every shift causes a risk of being excluded (Goffman, 1959).

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The reasons for these conditions are many, but we know that educators in a broad way – across countries and across educational recognize these conditions.

We also know that teaching currently not always delivers to students in a hospitable and inclusive way. The ongoing encouragement to produce as much competence as possible at the lowest possible costs elicits critical conditions for learning processes, endangering not only the motivation of students, but also the engagement and motivation of educators themselves (A. Gørlich, 2015).

Stress is a common European problem, indicating that educators are a particularly vulnerable group (Deasy, 2015)

When educators find themselves short of time and motivation, attitudes and behavior can change in a negative way, which influences the ability to act adequate and including The Danish PhD Louise Klinge points to this in her thesis from 2017. She shows that the quality of the educator-student relation influences the student's capacity of being committed and doing progress. She also points out, that educators, who are negatively aroused, change their attitudes towards the teaching, the students and their own role. In these situations, the interactive behavior and the educators' practice and way of acting were exclusionary.

We assume that Educators need special skills to make a more hospitable environment and we believe that teachers may feel exposed to a number of feelings such as inadequacy. Psychological studies point out, that people who feel those difficulty might categorize and generalize inappropriately (Fosgerau, 2014a).

Literature also points out that educators need innovative ways to meet the cultural diversities among students and they need to encourage a culture, where doubts, uncertainties and negative emotions are natural feelings belonging into the human nature.

### **Methods**

The focus of our review is the exploration of key aspects of exposure methods that influence its impact and contribute to an inclusive and human experience. To ensure that a substantial range of literature

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captured relating to the topic of interest, we posed the following initial research questions to guide the search:

How can exposure as an innovative and creative method – develop a more inclusive and human environment in the classroom?

This resulted in the following four sub-questions:

1. What methodologies improve educators/teachers' innovative and creative competences?
2. What methodology is helping educators/teachers empathize and bridging the distance between “the other” (the student) and themselves?
3. What are the educational outcomes arising from exposure methods?

### **Identifying relevant studies**

#### ***First search***

A wide definition of keywords for search terms should be adopted to glean a ‘broad coverage’ of available literature (Arksey H, O’Malley L, 2005). Key concepts and search terms develop to capture literature, related to exposure, education and international perspectives. Our librarian colleague, who is a subject specialist in literature searching, helped and supported us in all three searching stages and in writing this review. Their input was useful in the refinement of key search terms and identifying databases most likely to produce the results sought. Techniques for searching included the use of search tools such as educational subject headings and Boolean operators to narrow, widen and combine literature searches.

Following criterion for inclusion were made:

Period: 2000 – 2020

Language: English, Danish, Swedish and Norwegian

Type of Article: Original research, published in a peer review journal

Literature focus: Articles where the overwhelming theme relates to exposure methods

The linked descriptive key search terms develop to guide the search. See table 1.

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*Table 1 Key search terms*

Focus 1	Focus 2	Focus 3	Focus 4
Exposure methods	Education	Process drama	Aesthetical

The search that produces the most useful results is a “phrase search” for "process drama" in Scopus. Therefore, an analysis of this search result predicts via function “Analyze search results”.

The first part of the search process consists of initial searches for identifying search terms, and key journals within the field. The purpose is also to get a broad overview of the subject's geographical perspective; the subject perspective, types of research, and who is researching and where research conducts.

The searches performed in Scopus, Google Scholar, “The Danish Research Database”, Idunn and Nora. We choose Scopus as the database is multidisciplinary and covers content from a number of the world's leading research journals in most disciplines.

The database also includes both Embase and Pubmed, both international in the medical and healthcare fields, but differ in what journals they include. US is over-represented in Medline, while journals published in Europe are over-represented in Embase

As the search result is presented by subject with a number of findings within each field of research, such as Art & Humanities, Psychology, Nursing and Health Professions, in Scopus a broad overview of the field of study and connections between them, are provided.

In Scopus, it is also possible to extract tables and curves on citations with the opportunity to analyze and visually illustrate the context of the English-language scientific literature in the field.

For locating literature published as open access or outside the subscription-laden databases, we select Google Scholar. Google Scholar also allows for citation searches, and refers to citations in the Web of Science, which consists of all three databases: Science Citation Index, Social Sciences Citation Index and Arts & Humanities Citation Index.

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The research base and Oria present the Danish and Norwegian scientific knowledge and IDUNN, respectively, allows for a broad search in Nordic academic and research journals.

The requested databases are thus Danish, Nordic, international and interdisciplinary. To ensure the breadth of the searches, and to illuminate the field from an overall perspective rather than a professional perspective we choose this. The procedure for the searches in all the bases is the same. Initially, a broad cross-sectional search was performed. To avoid misspellings and get a broad look at the topic, one key keyword is searched at a time. The searches were done in natural language, in title / abstract, and where possible on author keyword, author abstract and the database's own keywords.

Through our searches in the other databases, we become aware of these three journals, which are pervasive in our results:

Arts Education 2000-2014

Journal of aesthetic education 2002-2016

Experimental education 2004-2020

### *Second search*

Based on the analysis in Scopus and the results of the initial searches, a new search matrix is set up for the systematic search. Finding English keywords for each of the individual areas that we identified in our initial search, we developed the search matrix. Synonyms from previous studies for each column extended the search matrix, searches in the same database performed several times and when reviewing the first results, new keywords were identified.

*Table 2 Key search terms*

Participant	Content	Context
Teacher	Exposure program	Education
Associate Professor	Exposure model	Relations
Professor	Progressive exposure methods	Feelings

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	Process drama	Aesthetes
	Aesthetes	
	Storytelling	
	Gestalt	
	Roleplay	
	Process drama	

The databases mainly contain articles from scientific journals. The EBSCO bases, which include Academic Search Premier, Cinahl, Psychinfo and Eric, aim only at the professional and new knowledge. Therefore, for the best possible scope, we choose by searching both interdisciplinary and mono-professional databases, all types of study designs. Based on our experiences and analyzes from the first search, the databases were selected, which indicates that the topic of research has the greatest connection to the humanities, social sciences and the health field. The search results from the first search also indicate that most studies are qualitative studies, which is also the reason for the topic breadth of our database selection.

The search strategy is a block strategy where all keywords are searched in one column separately, and then the results from the individual words in the column are combined with OR. The results from the searches in the individual columns are eventually combined with the AND function.

Controlled keywords assure that no matter what word the authors have used, all references that refer to this term will be included in the search. The purpose of this is to obtain as high a recall as possible, which is, the number of identified relevant studies in the search in relation to the number of relevant studies in the individual databases.

As the articles can hide under different keywords within the different subjects, search and title, we also search abstract keywords and author abstract.

Continuously we adjust and adapt the key words to the individual databases, and on single words and phrase truncation, we search on compound words. Where appropriate, the related articles feature is

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used, which is a feature that presents links to other articles reminiscent of those found in the systematic search. In connection with very large search results, such as searches across the EBSCO bases, the databases' built-in limit functions, including thesaurus term, subject and year, are used. We are aware of the risk that relevant studies may exclude, and this opportunity is therefore only used to a lesser extent.

Cross-searches across a number of databases, both broad searches (in a few blocks) and narrow searches (in all blocks) reaches the scope.

We searched by hand searching in the following journals: "Arts Education" 2000-2014; Journal of aesthetic education 2002-2016 & Experimental education 2004-2020.

### *Third search*

From the identified studies, in order to identify previous studies that are not included in the first or second search, we read the reference lists.

In order to identifying recent literature that is not included in the first two searches, we searched for citations for the most important articles. For the third search the following scientific databases identifies – Figure 1.

*Figure 1 Scientific databases*



The review of literature started in January 2020 and completed over four months, ending in May 2020.

### **Study selection**

Using the key search descriptors, we identified 46 articles. A review of the abstracts revealed numbers of articles that were irrelevant, particularly those related to exposure in natural science. There were a large number of articles removed from the search as they show up in



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five of the eight databases. We identified no relevant articles or systematic reviews in the Cochrane or Joanna Briggs databases. A further eighty articles were identified using Google Scholar; however, a significant number of these did not meet inclusion criteria.

We review each article and confirm the authors and full text versions of the 46 articles results This process provided an opportunity to identify any further additional relevant literature from a review of the reference lists of each article.

### **Data charting and collation**

The fourth stage of the scoping review framework is the charting of selected articles (Arksey H, O'Malley L, 2005). For each article, related to the author, year, and study design, study methods and a brief comment on the limitations and recommendations of the individual selected study, we develop summaries.

### **Findings**

This scoping review yielded 46 articles. Ten of them were chapters from books. Twenty articles and two books were selected. The articles and books were selected based on the criteria that they all focused on the interaction of education key actors, with a special attention on the type of interaction and relationship they establish within the school environment. The different levels of interaction can be described using a triangulation model: Teacher - student interaction; Student-teacher interaction and Students-student interaction.

In this section, we present articles, which were the focus of our initial research questions. They included articles with discussion on: types of resources utilized in exposure methods. What takes place in classrooms - in a broad meaning to develop resources, pedagogical acceptance of the innovative and experimental teaching and learning?

Of the twenty articles and two books twelve focuses on types of drama utilized in varying disciplines. These resources included; Role-Play, simulation, narrative writing and understanding, experience with metaphor. Seven articles used Art as a method of reflecting, Art used as a method to develop aesthetic understanding, Art used as poetic medicine and Art used as a medium to reflect on identity and how one defines "oneself" in the meeting with "the other human being". Two

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articles and one book differ in the level of interaction. They focus on the relationship between teacher and student in the process of exposure and not on the exposure itself.

Activities utilized within exposure methods included; case-based Presentations, theoretical –based Presentations, team-based discussions, panel discussions, expert-led discussions, role-plays, theater and student/teachers' presentations.

***How do we identify the exposure methods? What defines the methods in the article as exposure methods/how do we define the methodology used in the article?***

***What methodologies improve educators/teachers' innovative and creative competences?***

It is obvious that different kinds of role-play and simulation improves the competences but it is also clear that role-play needs the dramatic form. It is also important to reflect upon the participants. It seems as if the involved role-players need to be strangers to maximize the outcome. Role-play is a common method in nursing education, but it needs “to come alive”, as the Book written by Paul Heinrich illustrates. The interactions need to be so convincing that it is as if they are really happening (Study number 17: When Role-play comes alive). When Role-plays come alive might imply that participants are touched and moved emotionally and with their feelings. Studies show that the impact of Role-play are significant and participants express, that even though they feel uncomfortable with the Role-play form, they feel the change in themselves (Study number 15: Using Role Play to teach and learn aesthetics; study number 10: The Role of drama in education in counteracting bullying in Schools).

Study number 16: The pedagogy of compassion at the hearth of higher education includes a chapter: Pursuing the aim of compassionate Empathy in higher education. The chapter points out that the role of what they call ‘compassionate empathy’ is underestimated in the academic field of education in which ethical functioning and personal and professional development seems to be important.

Doctors and nurses need strong skills in moral judgment because patients often ask them for advice and guidance.

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The article discusses the difference between helping behavior and ethical behavior and argues that empathy is susceptible to bias. Too often empathy is built on the individual person. The article concludes that empathy needs deconstruction. The authors use the term empathy decalage meaning, that particular value, ethical issues and the objects of ethical attention need investigation to reconstruct into something that might be able to put in a guideline. Psychological processes as well as change of perspective mediate empathic arousal, which is necessary.

Article no 21 is a descriptive research design based on random selected semi-structured interviews. In this article care providers express themselves about the exposure of being in a long-term role-play as care receivers. Data show that participants feel vulnerable during this exposure. They feel coldness, loneliness and helplessness.

Methods known from art bring an evident impact on people involved. Film, sculpture, literature and theater are methods that bring significant knowledge. In studies, number 1 and 3 students are exposed to different impressions originating from Art. In studies 5, 19 and 20 the exposure is created by the students themselves through making of different expressions of themselves, thereby creating a window to look not only at themselves but also the other and the other looking at themselves. Narratives emerge in several articles but it is not clear how to use them in reflection and interpretation.

### ***What methodology helps educators/teachers empathize and bridging the distance between “the other” (the student) and themselves?***

It seems as if identity is a strong focus and it emerges that identity connects to empathy or the lack of this.

Aesthetics and ethics connect to each other especially concerning how “to see the other”. There is a risk that people apply their own values to the other person, and it seems as if the importance of partly recognizing oneself in the other but also daring seeing something unknown is high. Theory from philosophy and drama and Experiential methodologies such as metaphor using enhance the understanding and help to gain new insights.

### ***Discussion***

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In this section we summarize and convey our findings to provide a panoramic overview of what is currently known about the impact of the exposure methods approach and draw attention to areas, which need further investigation within the literature.

### *1. What methodologies improve educators/teachers' innovative and creative competences?*

There is strong evidence pointing out that role-play and simulation situated in a dramatic form develop competences, which are difficult to reach in the so-called traditional classroom. This kind of experiential learning improves critical skills, provides a situation for application of knowledge and stimulates higher order thinking. The role-play activities described in several articles are best suited to learning in aesthetics that is philosophical and inquiry-based. Not all teachers and students are comfortable with this approach. Still, if aesthetics is valuable, Teachers need to consider any technique that helps unlock potential learning. Role-play offers one method that actively engages students and promises to bring about meaningful understanding. Through participation in drama in education, participants are able to study human nature in all of its Manifestations. Human beings actually dramatize the world in order to comprehend how it functions and to understand the how and why of their behavior. Through the Role, it is possible to see "the other " in ourselves. Through participation in drama in education, children are able to study human nature in all of its Manifestations. Through the Role, it is possible to see "the other " in ourselves. The book: *When Role Play comes alive* (Heinrich, P., 2017) is very interesting confronting the reader with new methodologies.

### *2. What methodology helps educators/teachers empathize and bridging the distance between "the other" (the student) and themselves?*

Educators need to be open and reflective in how they see the "other". When you are able to talk about the discourses you operate within, to name the otherness, - you are more willing to risk interacting with the other, opening the student possibility in curriculums, and in the end illuminating the richness that develop from curriculum that derives from students' identities.

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Because the curriculum affords deep reflection, we understand how our professional identity greatly influences what we choose to teach, how we teach, and how we position ourselves and our students.

Different theoretical positions make it possible to shift perspective and change from a concept of Art based on visual expressions to one based on the ethics of communicative exchange. The role of theory is not to lay down laws, but to force us to be aware of what we are doing and why we are doing it.

The concept of “aesthetic distance” needs investigation in order to maximize the changing perspective possibility.

Compassion needs a new interpretation inspired by the book: *The pedagogy of Compassion at the heart of Higher Education* (Gibbs, P., 2017). This book offers a moral notion of university education, reflects a balancing of the instrumental notion of higher education as a mode of employment training, and enhances the notion of the students' wellbeing at the core of the university mission.

### *3. What are the educational outcomes arising from exposure methods?*

Drama in Education strengthens the professional identity, improves the institutional and organizational skills, enhances the achievement of learning goals to all stakeholders – teachers and learners alike – reinforce their belief in the necessity of lifelong learning, and help developing cooperation and effective interaction in and out the school environment. Questions are arising about identity; what is the personal identity and what is the professional identity?

Anxiety levels can heighten during experiential learning mostly because of the high grade of uncertainty. Nevertheless, the presence of anxiety can initiate a caring transaction between the teacher and the student.

### *4. What do we know about the conceptual framework used for exposure?*

In article no 6 we find a frame of exposure: Teaching equates to a sharing of ideas and knowledge, and learning can generally be defined as a permanent change in behavior based on experience. With this in mind, the goal of teacher preparation courses should be not only to expose preservice teachers to the content and methods of a particular

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subject, curricula, or pedagogy, but also to provide an actual experience or involvement to some degree, whether performing a model lesson with peers or practice/teaching within a practicum setting. Students need to be fully engaged to develop a true appreciation for the course material, if not a passion for it. Deep understanding comes from Exposure is the key to teaching and learning; the reciprocal relationship between teacher and student truly enhances and measures understanding, improves dialogue, initiates new understanding and questions and ensures growth.

It also seems as if aesthetics is connected to exposure and aesthetic education models are grounded in the idea that participants need to select and identify what one sees, smells, hears and feels. Sensitive perception develops new insight and fosters imagination.

Several studies include narratives, but it is not clear what defines a narrative.

*Table 3 List of studies used in the review*

Study number & title	Author details and Year and location	Design	Outcome	What is the the exposure
<b>1: Creativity and Imagination: Tools for Teaching Artistic inquiry</b>	Karen Heid July 2008; Art Education (Alexandria US)	Case study	Experience with metaphor (understood as a figure of speech) Inspired by Levi Strauss. Enables students to generate ideas for creative expression.	The students are exposed to the impact of surrealist art.

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			Fluency, flexibility, originality and elaboration are encouraged to extend creative and imaginative thinking.	
<b>2: Nursing students' anxiety as a context for teaching/learning</b>	Terri L. Hutchinson & Heather Janiszewski March 2013; Journal of Holistic nursing	Experiential learning in the Nursing program	Student anxiety in experiential learning can be reduced by actively creating a caring transaction between teacher and student, initiated by the faculty. This transaction makes it possible to model both caring and presence and create experiential learning and caring by students. This	Faculty initiate the caring transaction mirrored by the student. Students learn mindfulness and faculty guided reflections.

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			leads them to initiate self-care interventions to manage anxiety through the program and beyond.	
<b>3: Dis/ability through Artists` eyes</b>	Metcalf, Gervais, July 2005; Arts Education Dase & Griesata	Case study run by Artist in Middle school and high school grade 8-10	Using Arts ability to provoke student's thoughts. Students were engaged in reflecting writing, observation, research, analyzing their emotions, discussing art and creating something about concepts such as dis/ability. Everything was done to reflect upon their perceptions surrounding the term "the other"	The students are exposed to the impact of art, arousing feelings, thoughts, and uncertainty, bringing about self-reflection and maybe a change of perspective.



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<p><b>4: Theater of the Oppressed in an After-School Program: Middle School Students' Perspectives on Bullying and Prevention</b></p>	<p>Forum Bhukhanwal a 2014; Middle school Journal (Routledge)</p>	<p>A Program for Middle School Students</p>	<p>Educators who value humane learning environments are more likely to model care and empathy for their Students. By incorporating Boalian Theater as an ongoing component of the classroom experience, educators can engage students in a theatrical conversation that promotes empathy and perspective-taking, helping them make sense of differences and address issues of bullying</p>	<p>Forum theatre and image theatre as exposures; drama as an applied method; being in the aesthetic space;</p>
<p><b>5: Playing with</b></p>	<p>Amy Pfeiler-</p>	<p>A case study</p>	<p>Educators need to be</p>	<p>To investigat</p>

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<p><b>tensions of theory to practice: Teachers, professor and students co-constructing identity through curriculum transformation.</b></p>	<p>Wunder, Ronda Tomel 2014; Art Education</p>		<p>open and reflective in how they see “the other”. Educators need to talk about the discourses, they operate within – to name the otherness and to illuminate how students perspectives/identities can enrich the curriculum</p>	<p>e your identity through exposing yourself as a paper doll or symbolic imagery</p>
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<p><b>6. Aesthetic Education. Its place in Teachers training.</b></p>	<p>Timothy J. Frawlwy 2013; Art Education</p>	<p>Teacher training based on the Lincoln Center Institute model for aesthetic</p>	<p>The course establishes to expose students to Art; it points out that students develop their perception, insight and fosters imagination. The author defines Aesthetics as the branch of philosophical activities, which involves the critical reflection on the experience, and evaluation of Art.</p>	<p>The teacher students are exposed to different perceptual experiences and engagements through art.</p>
<p><b>7. The Aesthetic as a process of Dialogical interaction : A case of collective Art Praxis.</b></p>	<p>Margaret Meban 2009; Art Education</p>	<p>A case study</p>	<p>Through different theoretical positions authors point out that it is possible to shift from a concept of Art based on</p>	<p>To participate in intersubjective exchange. To be an active part of ‘the work of</p>

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			visual expressions to one based on the ethics of communicative exchange.	art' as opposed to looking at it.
<b>8. Live action Role Play and the development of teacher competences: Evaluation of everyday life in the classroom</b>	Margarete Imhof, Ulrike Starker & Elena Spaude 2016; Psychology learning & teaching	A pilot study built up as a simulation over 4 hours in 6 class periods in 2 days	The study prepared student teachers for the challenges of classroom management, the amount of (self-) regulation required, and the competing and conflicting Perspectives that contribute to complex problems posed by the dynamics inherent in the classroom. Communication and interaction are central. What is more, the live action role play ELC can be	The students expose themselves to the chance of failure when they play at being teachers trying to teach in a complex problem environment. The students posing as students expose themselves to the feelings of being a student on the receiving end of praise, punishment

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			taken as an example of how psychological theory can be applied in building a framework for teaching and learning.	nt or being ignored.
<b>9. Clinical Ethics as applied Aesthetics</b>	Paolo M. Cattorini 2014: The Journal of Aesthetic Education	Essay	This essay shows the philosophical roots of a “poetic medicine” and an “artistic” clinical bioethics: aesthetic education can offer tools and methods to deal with emotions, imagination, desire, and narratives, in exploring what is in the best interest of a patient.	Listen to classical music, analyzing an hermeneutic understanding of narratives and myths.
<b>10. The Role of drama in education in</b>	Mavroudis, N., & Bournelli, P. (2016).	Literature Review	Through participation in drama in education children are	DiE, Roleplay

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<p><b>counteracting bullying in Schools</b></p>	<p>Cogent Education. Greece</p>		<p>able to study human nature in all of its Manifestations. Human beings actually dramatize the world in order to comprehend how it functions and to understand the how and why of their behavior. Through the Role, it is possible to see “the other” in ourselves. Drama in education as a basic component of an anti-bullying campaign has the capacity to confront ethical and social issues such as bullying in schools.</p>	
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<p><b>11. Teachers professional competences: what has Drama in Education to offer? An empirical study in Greece.</b></p>	<p>Papavassiliou – Alexiou &amp; Zourna C. 2016; Professional Development in Education.</p>	<p>A Qualitative study examining how the training in and use of Drama in Education (DiE) affects the development of teachers' professional skill</p>	<p>DiE has strengthened teachers professional identity, improved their instructional and organizational skills, enhanced the achievement of learning goals for all stakeholders – teachers and learners alike – reinforced their belief in the necessity of lifelong learning, and helped them develop cooperation and effective interaction in and out of the school environment</p>	<p>The teachers expose themselves to the contingency of working with DiE.</p>
<p><b>12. Drama and theater in teaching foreign</b></p>	<p>Dubrac, A. L., Landure, C., Picard, N., &amp; Terrier, L. ,</p>	<p>Applied Drama: The article is divided into two</p>	<p>The article shows that learning is a holistic and memorable</p>	<p>To expose oneself to the contingent and</p>

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<p><b>languages for professional purposes.</b></p>	<p>2021. Recherche et Pratiques Pédagogiques en Langues de Spécialité (RPPLS)– Cahiers de l’APLIUT. .</p>	<p>parts. A description of drama in language teaching in general and the topic of drama in teaching languages for vocational/ special purposes. Report on a teaching experience; drama production.</p>	<p>possibility and improves learners' social and personal competences. Teachers need to be familiar and comfortable with drama. Not all teachers feel at ease with employing drama in the classroom, there are constraints of time and space and not every teacher feels confident to use a method they have not been trained in.</p>	<p>unforeseen. Drama as an applied technique to express feelings, to express difficult areas, drama as a safe environment to explore language, to explore the hidden possibilities.</p>
<p><b>13. Theoretical support and other considerations in using simulated clients to</b></p>	<p>Brian C. Duckham, Hsin-Hsin Huang &amp; Kathleen Tunney 2013; Smith College Studies in</p>	<p>Article built on literature.</p>	<p>Psychodynamic (drawn from D. W. Winnicott and M. Klein) and Bowenian theories help explain the reason that</p>	<p>Roleplay</p>



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<p><b>educate social workers.</b></p>	<p>social works.</p>		<p>using simulated clients in training social workers is preferable to student-to-student role-play. Furthermore, these theories help elucidate the developmental challenges that students and simulated clients face in the role-play experience</p>	
<p><b>14. Applied Theater and Mixed-Status Families: A Collaborative Self-Study with Teacher Education Candidates</b></p>	<p>Erin T. Miller, Beth Murray &amp; Spencer Salas 2019; Studying Teacher education</p>	<p>Article presenting a narrative workshop.</p>	<p>The blending of self-study with arts-based pedagogies was a purposeful effort to expand students' and their own professional subjectivities by disrupting xenophobic and racialized</p>	<p>Roleplay, drama games and technics fx. Teacher-in-role, Machines, mantle of expert. Making life-size drawings.</p>

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			public discourse about national borders using play-based strategies to foster risk and generativity	
<b>15. Using Role Play to teach and learn aesthetics</b>	Bradford B. Venable 1998 -2015 publish online; Art Education	An article	The role-play activities described here are best suited to learning in aesthetics that is philosophical and inquiry-based. Not all teachers and students are comfortable with this approach. Still, if aesthetics is valuable, Teachers need to consider any technique that helps unlock potential learning. Role play offers one method that actively	Roleplay

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			Engages students and promises to bring about meaningful understanding .	
<b>16. The Pedagogy of Compassion at the Hearth of Higher Education</b>	Paul Gibbs 2017; Springer	Book	This book presents a variety of views on compassion and compassionate empathy. It offers a moral notion of university education, reflects a balancing of the instrumentalization of higher education as a mode of employment training, and enhances the notion of the students' wellbeing at the core of the university mission.	Being aware of the students well being all over/feeling at home

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<p><b>17. When Role-Play comes alive</b>  <b>A theory and practice</b></p>	<p>Paul Heinrich  2018;  Palgrave;  macmillan</p>	<p>Book</p>	<p>This book harnesses the theory and practice of dramatic arts for the applied use in communication education. It introduces readers how to use educational role-play; arguing that complete immersion is crucial to successful learning. The author introduces “aesthetic distance” understood as the ability to transform and perceive situations in new ways.</p>	<p>Roleplay</p>
<p><b>18. Learning and unlearning dignity in care: Experienci</b></p>		<p>Mixed method - questionnaires survey and focus group interviews.</p>	<p>The study shows that dignity is important in both nurse education and post education</p>	<p>The students conclude that role-playing, although they hate</p>

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<p><b>al and experimental educational approaches.</b></p>			<p>training. The students concluded that there are transformative potential in learning around dignity. Dignity in care must be continually addressed or else it will disappear.</p>	<p>it, has the highest potential of making them change perspective and create empathy. Second comes patient experiences and case studies.</p>
<p><b>19. Arts-based learning in vocational education</b></p>				<p>Creating a painting of tree specific symbols signifying different aspects of the person's life; the paintings were made with intervals during the course.</p>
<p><b>20. The significance of SELF-</b></p>	<p>Joan Armon, P. Bruce Uhrmacher</p>			<p>Making self-portraits</p>

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<p><b>PORTRAITS: Making connections through Monotype Prints in Letras y Arte</b></p>	<p>and Tony Ortega. 2009, Art Education. Denver, Colorado.</p>			<p>and autobiographies. Receiving response from and recognition of the other.</p>
<p><b>21. An explorative study of healthcare providers posing as simulated care receivers in a 'care-ethical' lab</b></p>	<p>Vanlaere, L., Timmerman, M., Stevens, M., &amp; Gastmans, C., 2012 An explorative study of experiences of healthcare providers posing as simulated care receivers in a 'care-ethical' lab. Nursing Ethics</p>	<p>Descriptive research design based on random selected semi-structured interviews.</p>	<p>The study shows how experiential learning, through long time role-playing, specifically targets the empathic abilities of care providers.</p>	<p>The exposure is bodily being set in the care receivers' position for an extensive period of time. Actually, feeling pain, coldness and helplessness.</p>
<p><b>22. Situated teaching improves empathy learning of the students in</b></p>				<p>Role-play</p>

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<b>a BSN program: A quasi-experimental study</b>				
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### **Conclusion**

Exposure connects with Aesthetics and aesthetics relates closely to ethics. Applied aesthetics is a kind of practical ethics and emerges in education disguised in different exposures, where both the student and the teacher see themselves and each other in a new way.

Simulation, Role-play, drama and experiential learning lead to embodied ways of knowing how active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavors in a multitude of settings inside and outside of the classroom. It is evident that these methodologies bring new insights.

Aesthetics play an important role in education and contain the branch of philosophical activities, which involves the critical reflection on experience, and evaluation of art. However, it also implicates a cultural and participatory engagement, which can apply to involvement not only with artefacts but also with human relations.

Questions are arising about identity: what is the personal identity and what is the professional identity? The individual people`s concept of ability and disability depends upon the experience, based on personal, psychical, mental and emotional knowledge. People need challenges and one way to challenge someone is to engage them in reflective writing, observation, research, analyzing their emotions, discussing art and other human expressions and creating something about concepts such as dis/ability. Aesthetic distance is an interesting frame or concept. It may be the link transferring and transforming the teachers to walk new ways.

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## Acknowledgements

This article was supported with the financial assistance of the European Union (Erasmus + Programme), through the project “*Ethical Mobile Laboratory*”, Ref. 2019-1-DK01-KA203-060266. The contents of this document are under the sole responsibility of the authors and under no circumstances can be considered as reflecting the position of the European Union.

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