



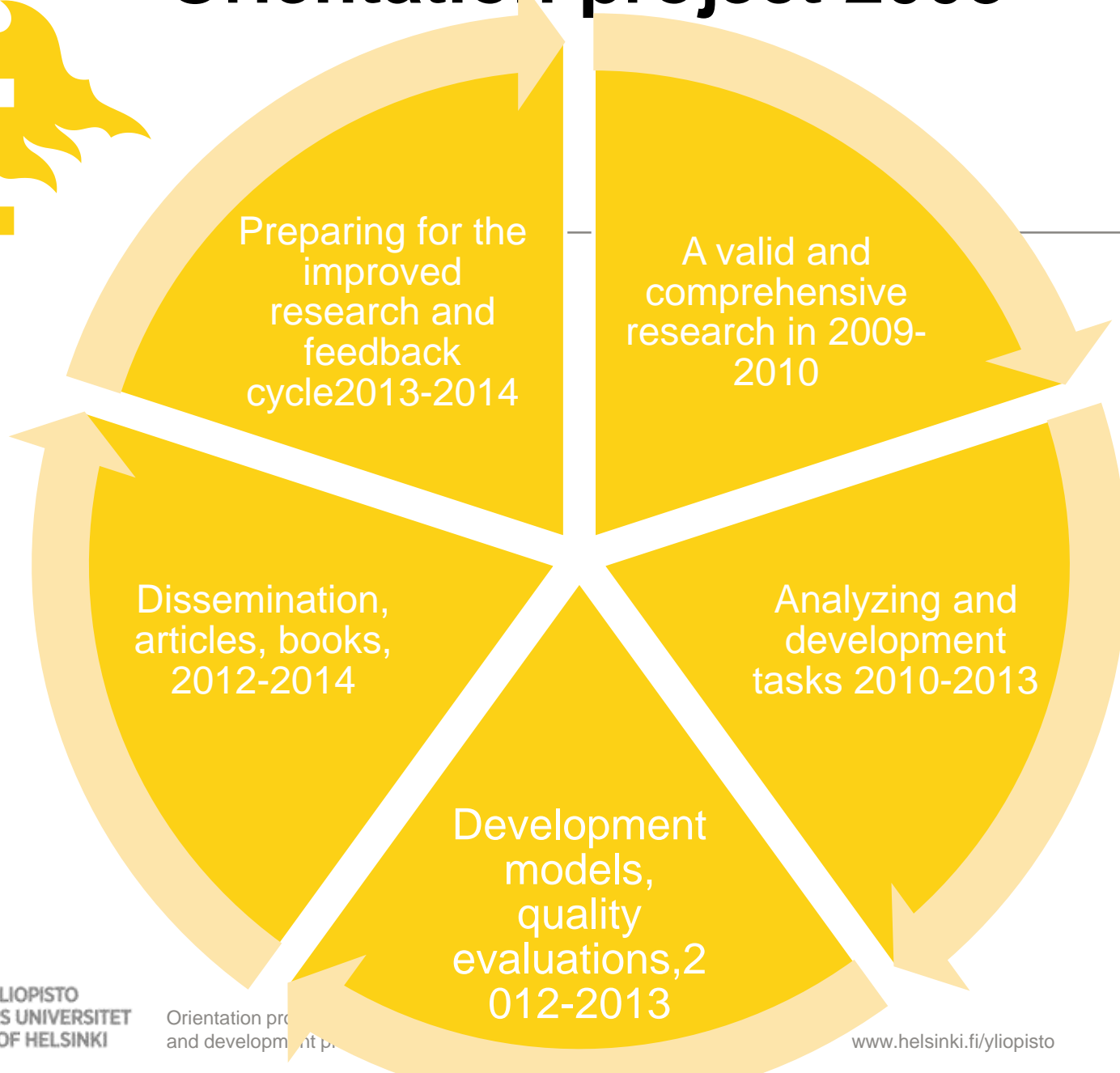
Orientation project – A longitudinal study of day care and pre-school activities

Jyrki Reunamo, University of Helsinki,
3rd September, Oslo

<http://blogs.helsinki.fi/orientate/>

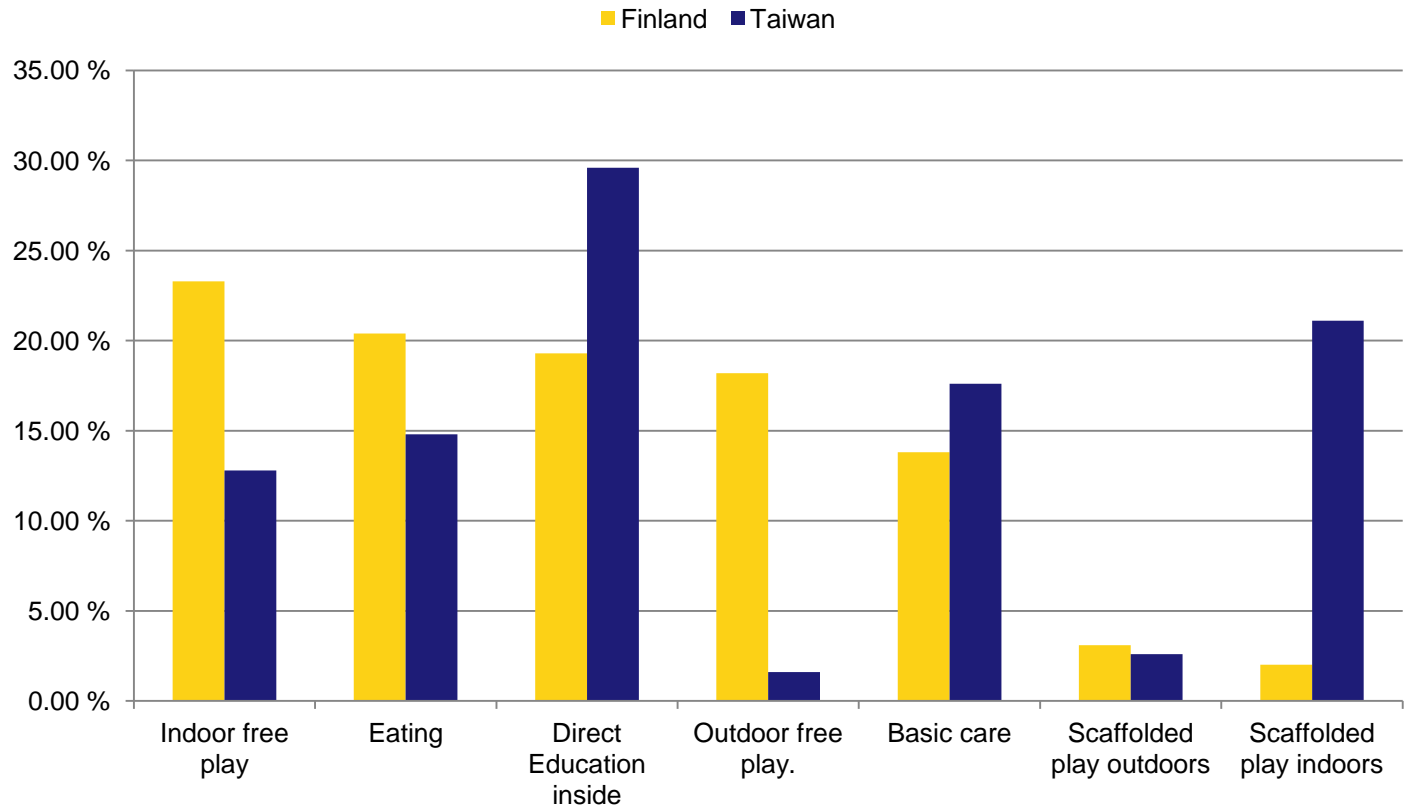
(Pictures of children omitted)

Orientation project 2008 -



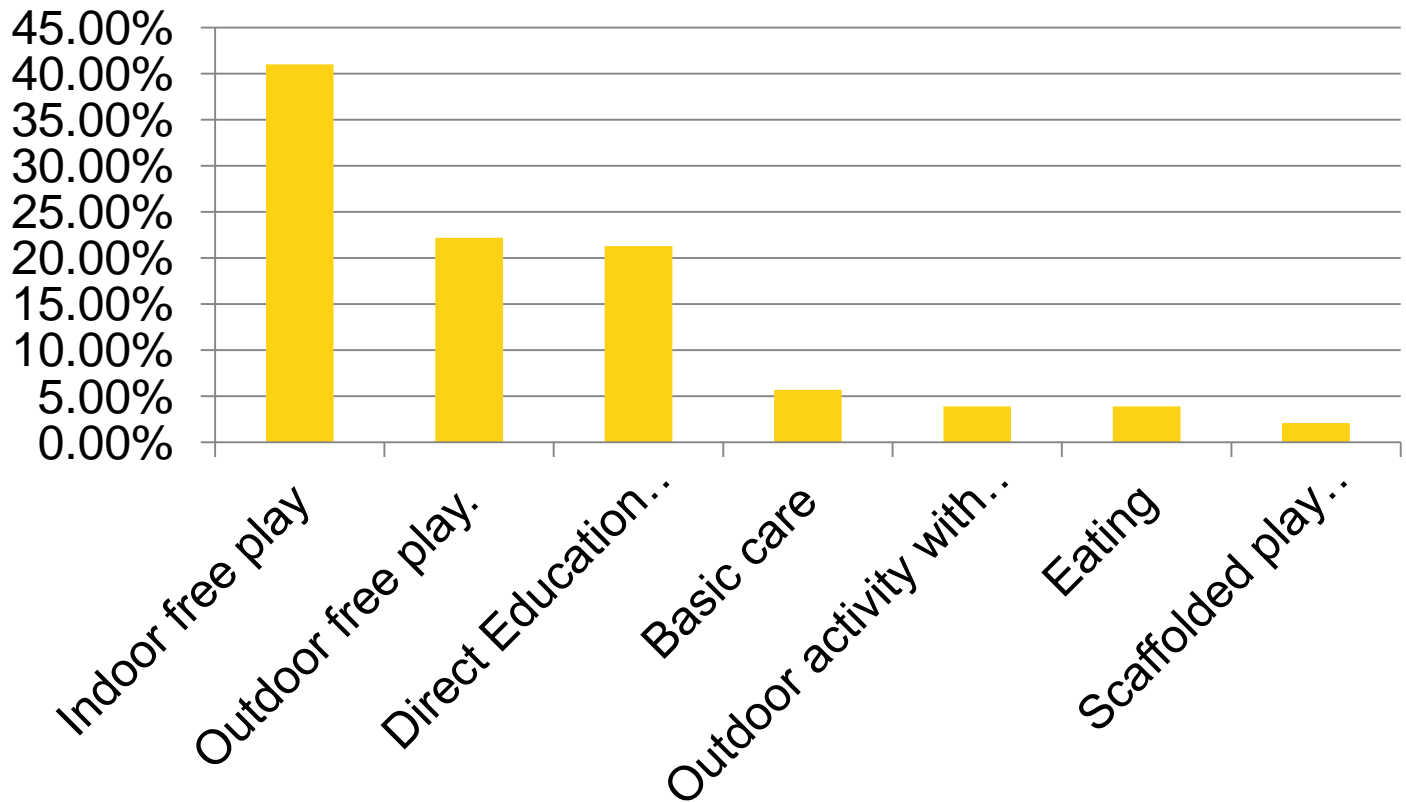


The percentages of different general activities in Finland and Taiwan



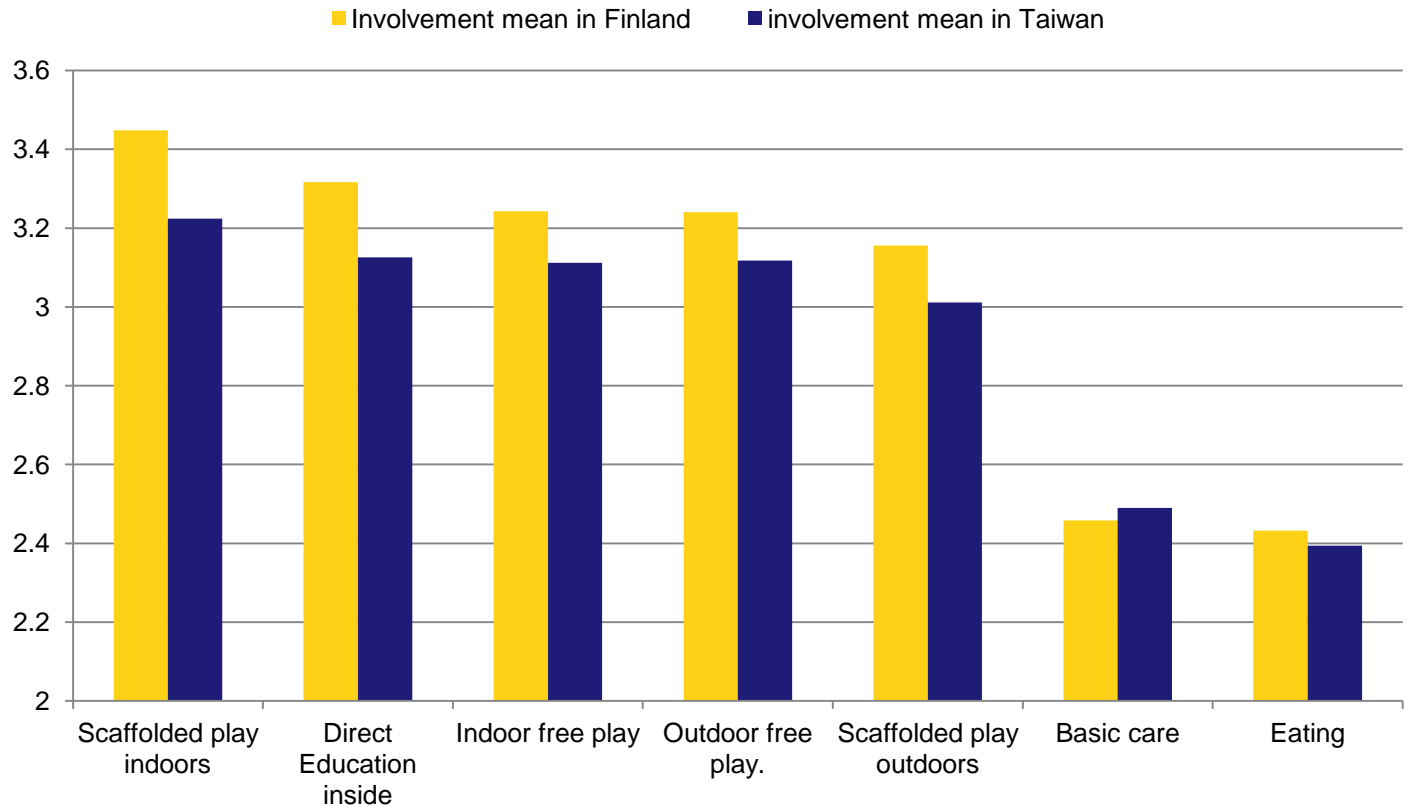


The distribution of highly involved activity in general activities between 8:00-12:00 in Finland



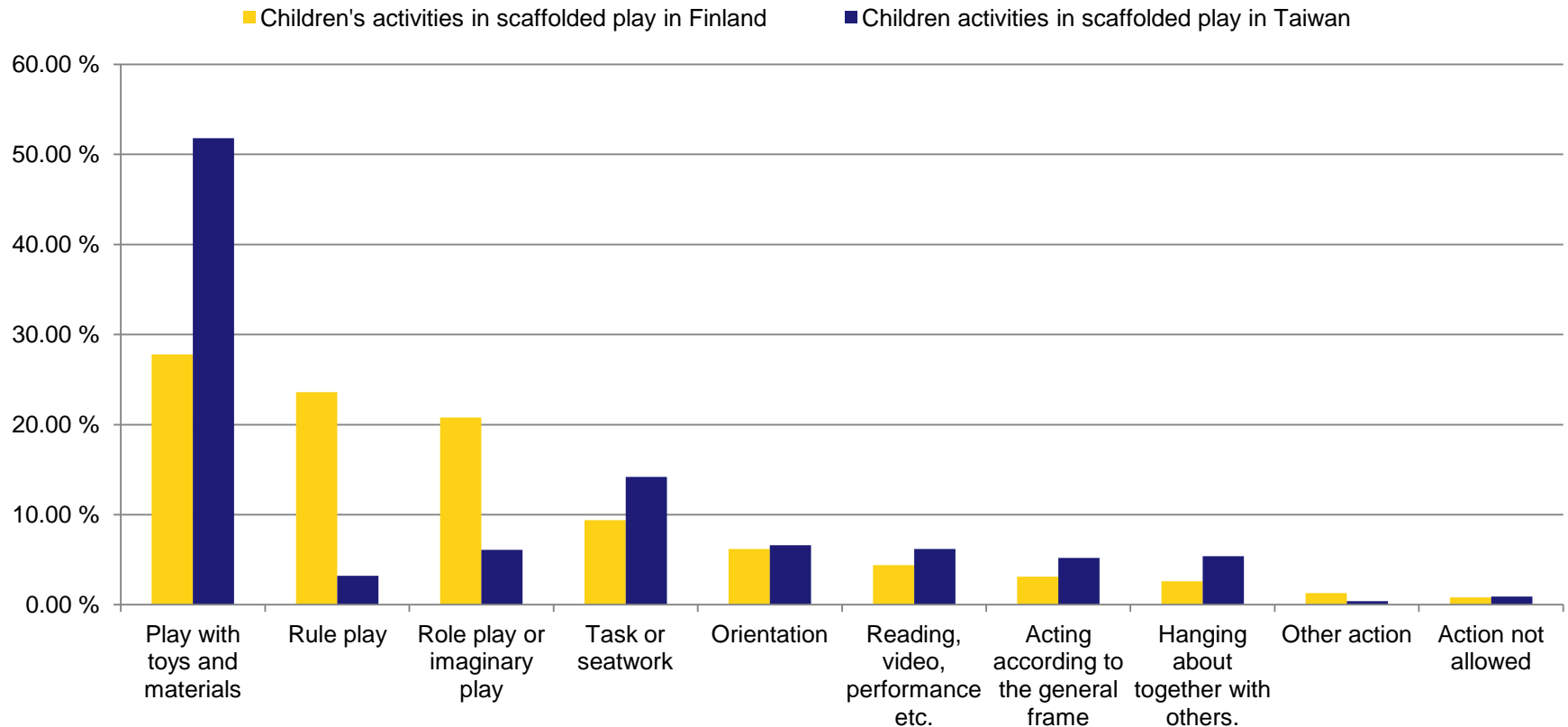


The mean of children's involvement in different activities

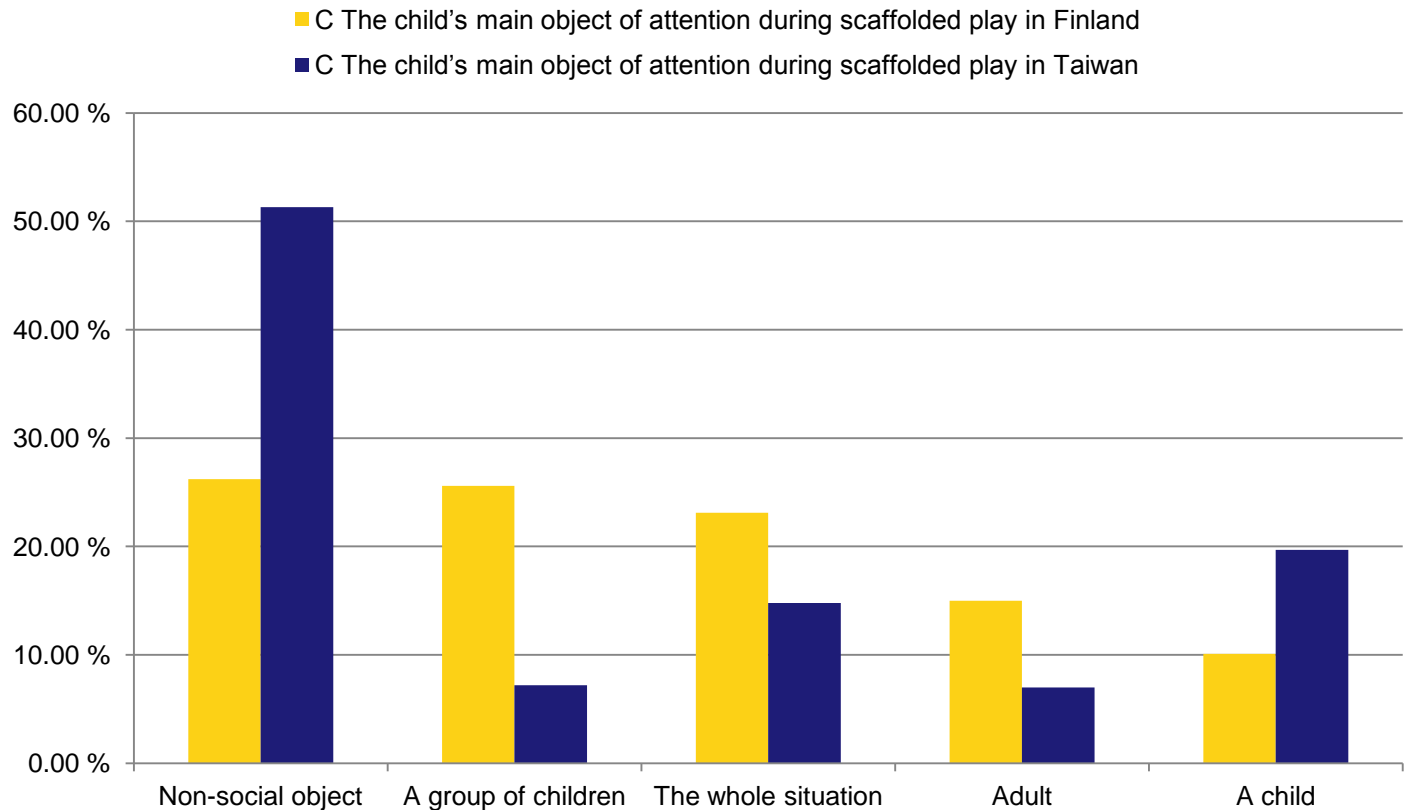




Children's activities during scaffolded play in Finland and Taiwan

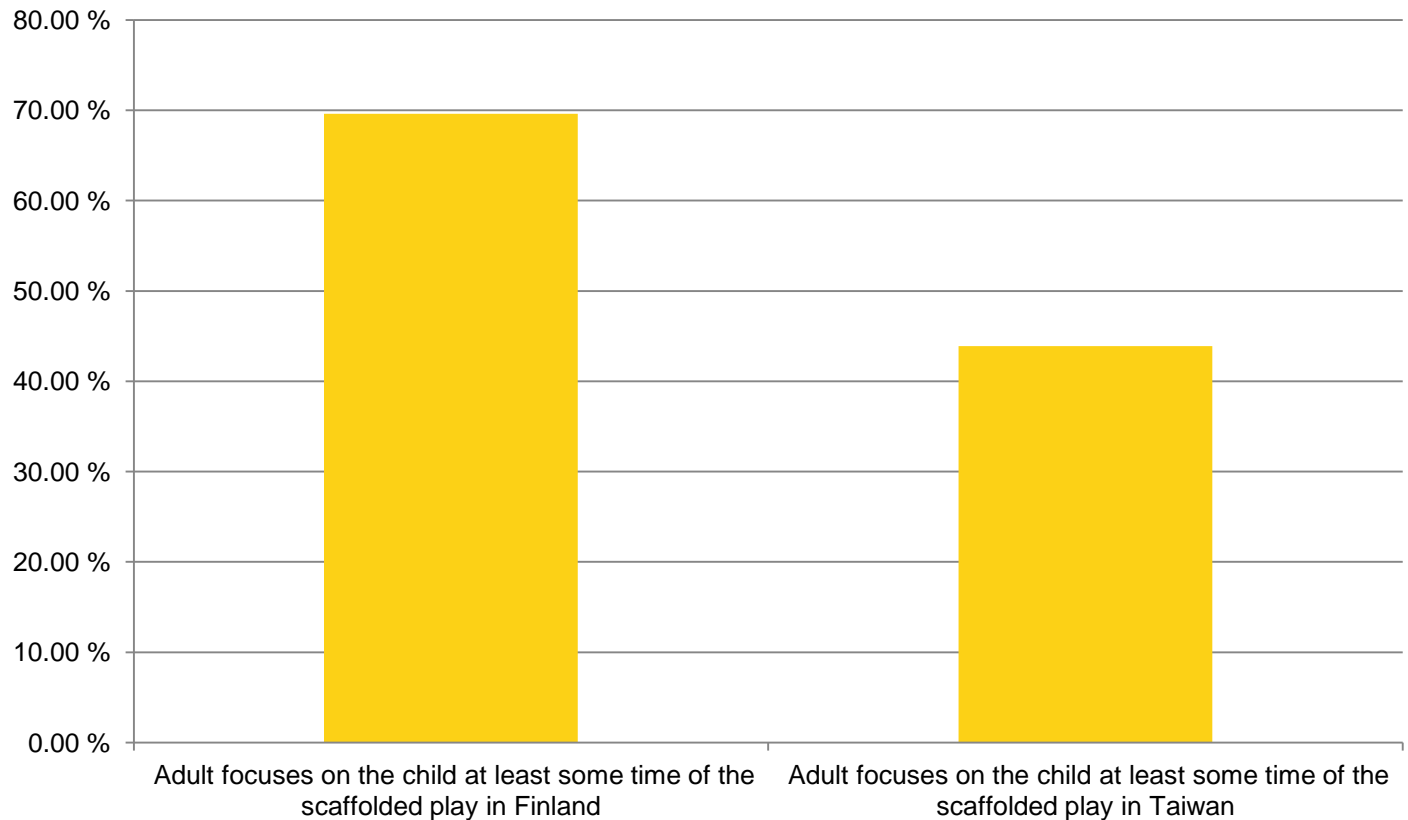


Children's main object of attention during scaffolded play in Finland and Taiwan





The educators focus on the child at least some of the time at scaffolded play in Finland and Taiwan



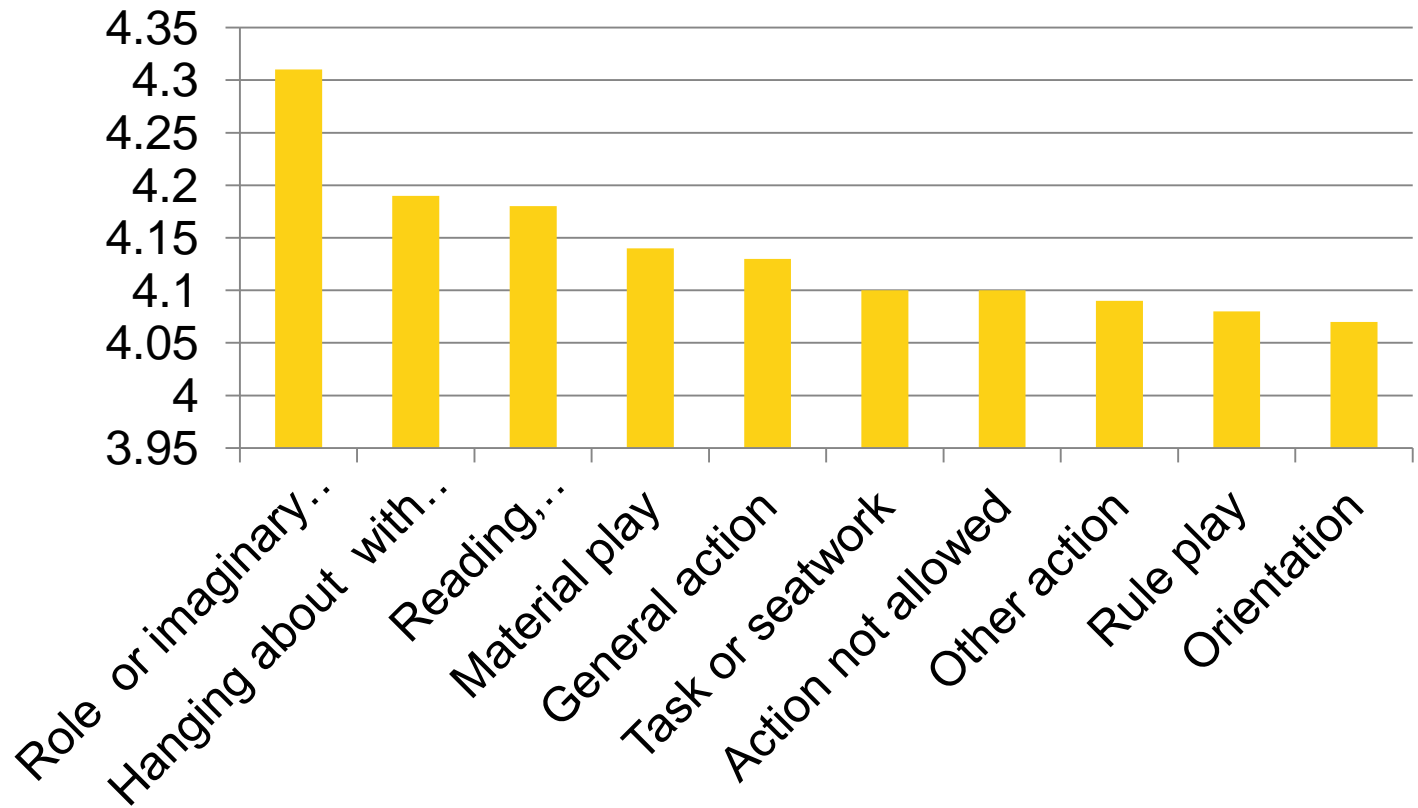


How to start a scaffolded process with children?

The process described above cannot be replicated; it is a unique shared process between children and adults. The educators could not make a similar process next year. If the children do have a real impact on the process they will be more involved and the process will change. The development task is to describe different ways to get the evolving process going. How can we get the children involved in a scaffolded process? One or several cases of successful and not successful examples would help. The cases can last anytime between one day and one year.

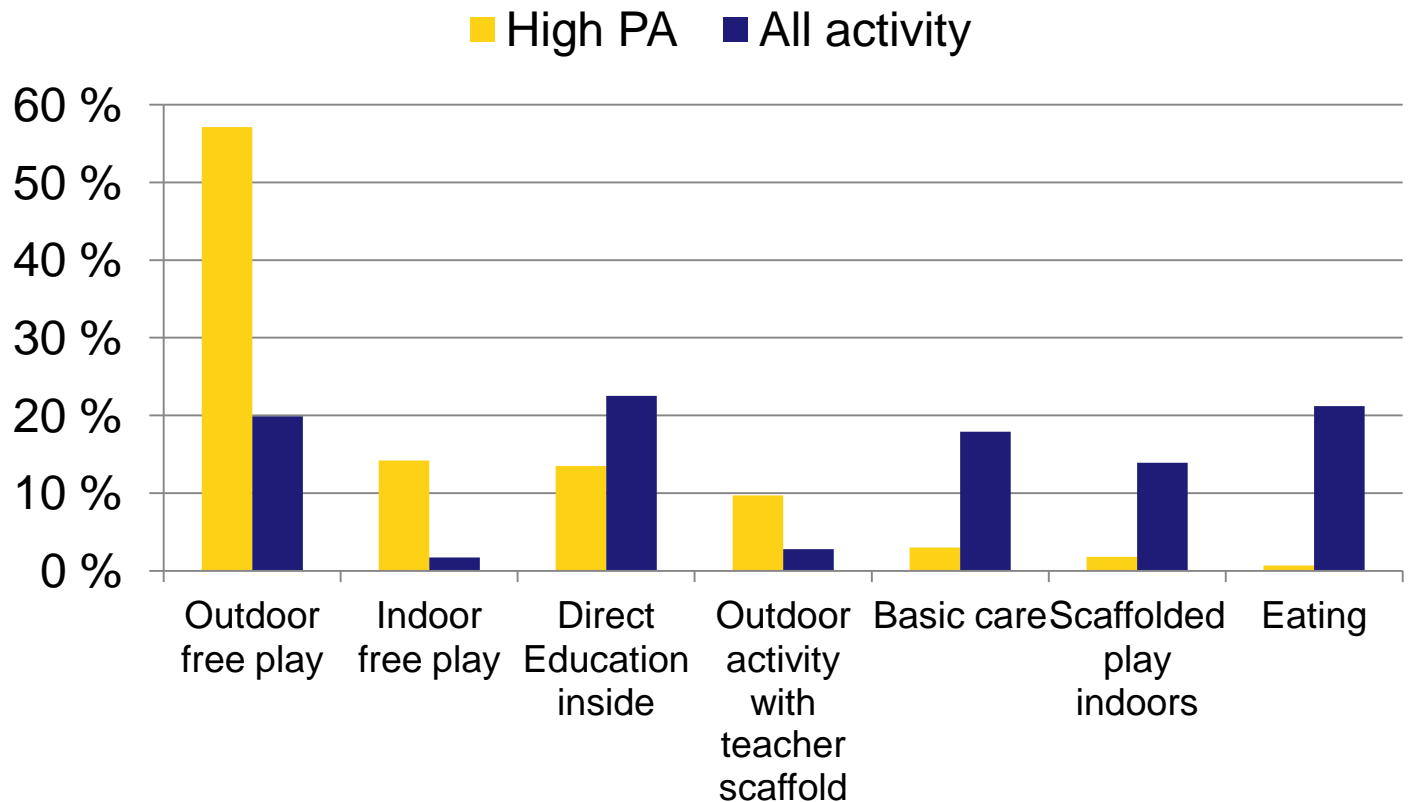


The mean value of children's creativity in pretend play in different children's activities.



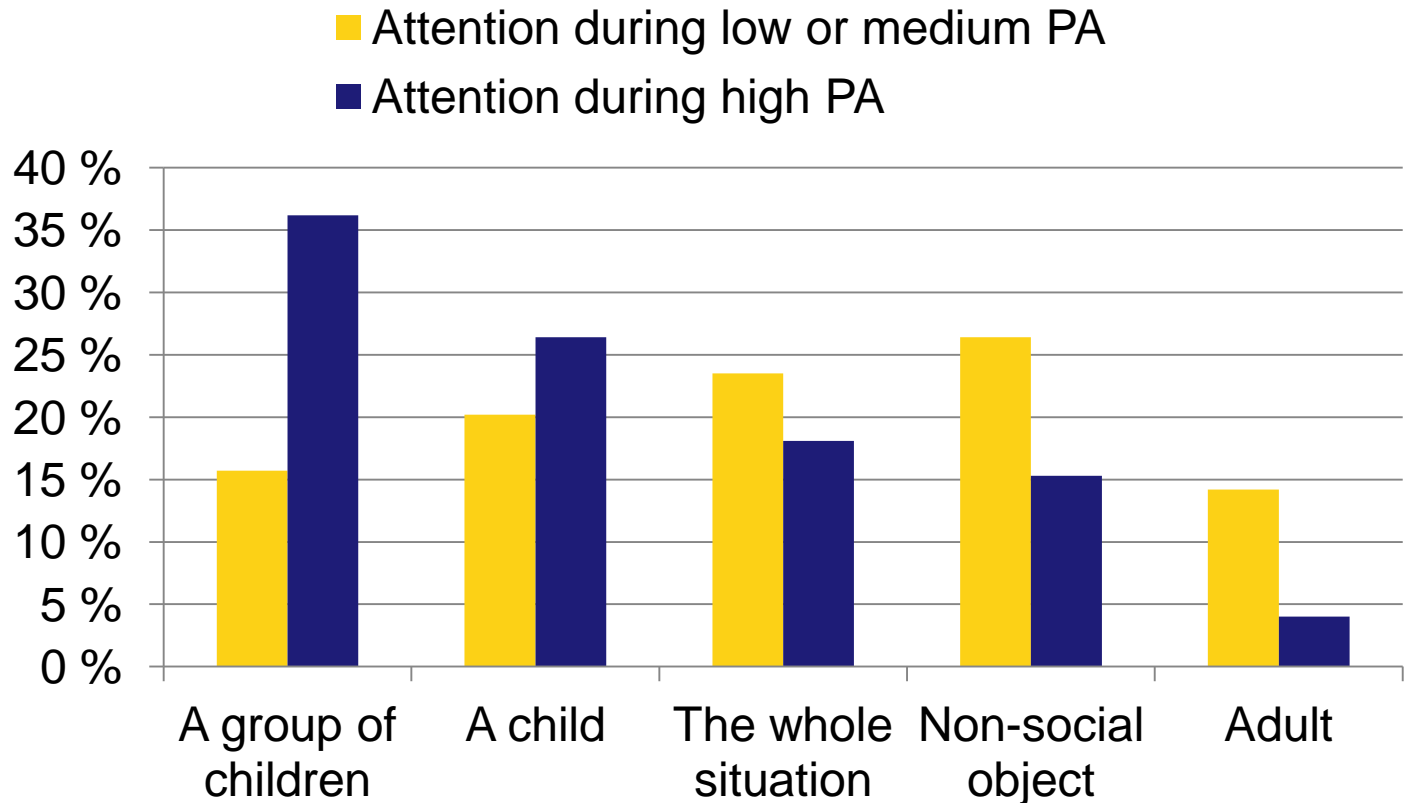


The percentage of high PA in daily activities in comparison to all daily activity between 8:00 am and 12:00



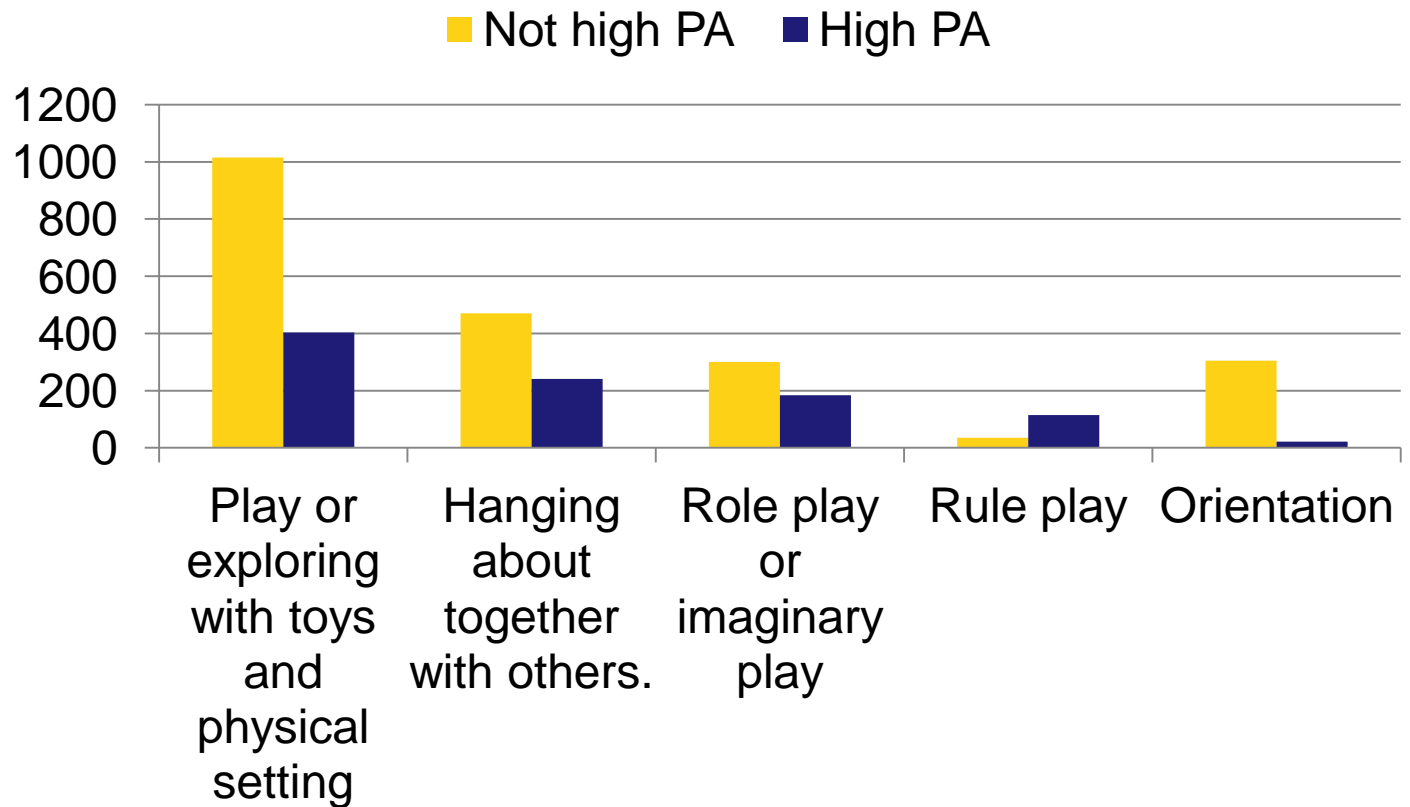


Children's different objects of attention during low/medium PA and high PA activities



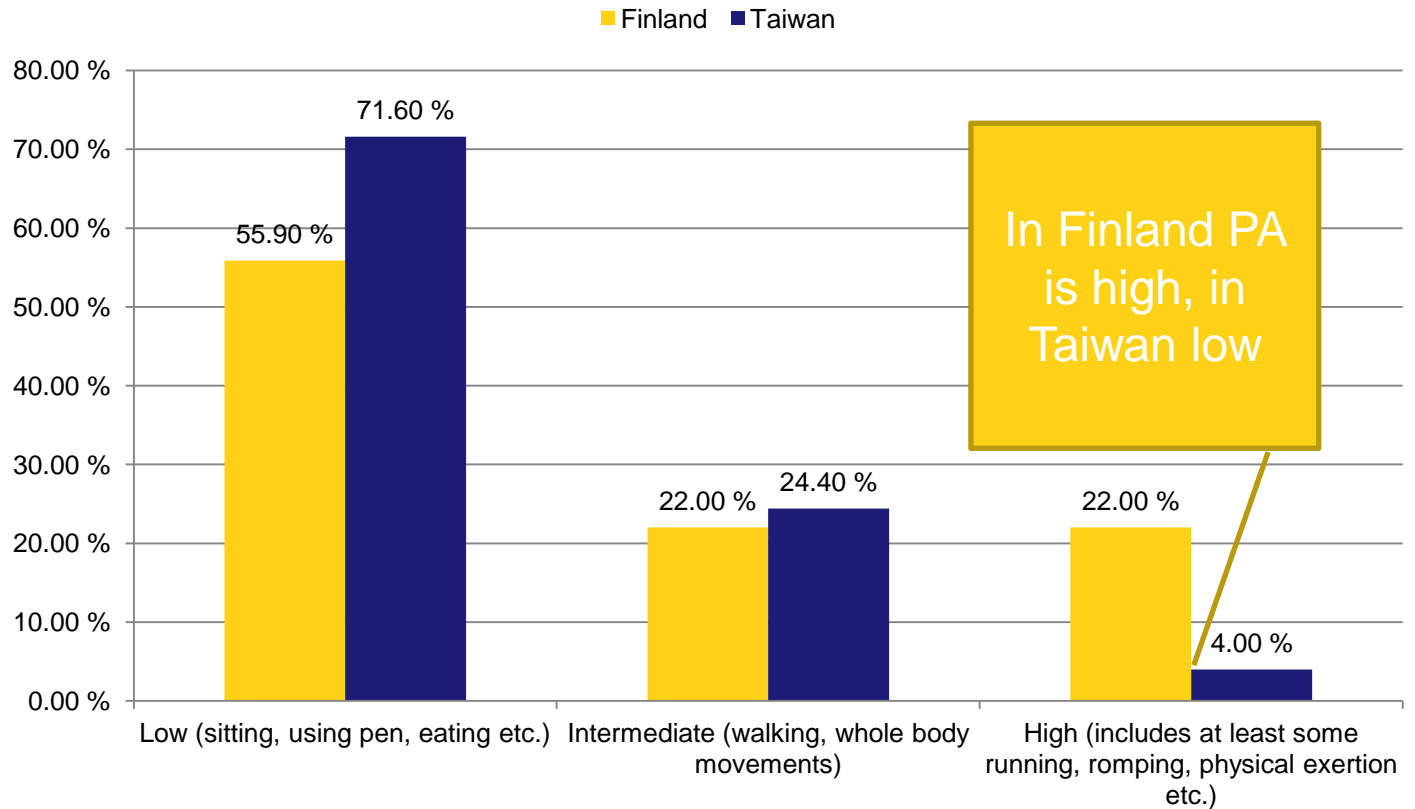


Children's different objects of attention during low/medium PA and high PA activities outdoors



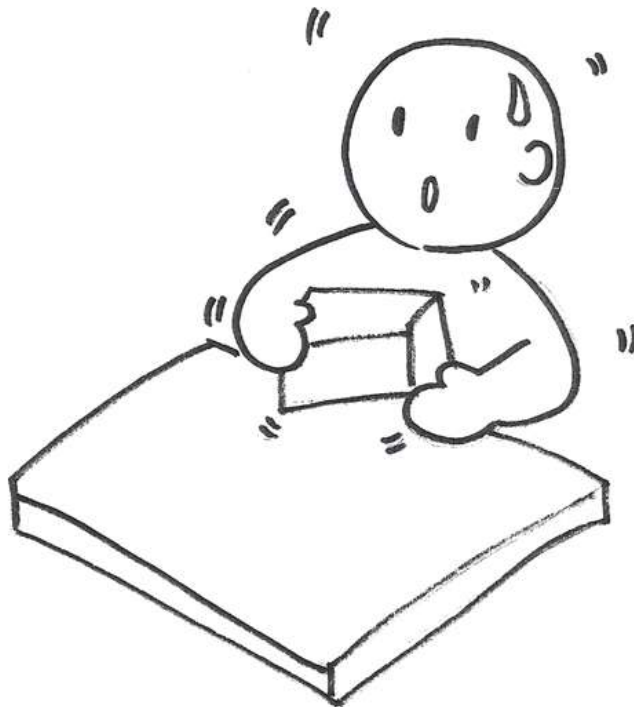


PA during material play during direct education





Your work is ruined and you fail, what do you do?







The plan for scientific conduct of Orientation project 2013 -





A longitudinal study of day care and pre-school activities

2015 A similar quantitative observation at the same time

Conducted in Denmark, Finland, Iceland, Norway and Sweden.

Observed items: Day care activities, Children's activities, children's objects of attention, children's physical activity, children's involvement, emotions and educators' activities.

Systematic sampling every four minutes in a group of children, observing all activities including eating, basic care, direct education, free & scaffolded play indoors, free and scaffolded play outdoors.



Practical organization

4-day obs. training in autumn 2014

Obs. in Jan-May 2015:

1 researcher from each country observes five groups (1 week) in each country, 1 day in 1 group = 25 groups total in 5 countries

The observation takes place in the capital, with 3-5-year-old children between 8-12 hours.

Each country's observer: select 25 random groups for obs., organizes permits for obs., organizes info for educators.

Per observer: 1 weeks obs./5 countries = 5×5 groups = 25×60 obs.

Altogether: 25 day of obs. ($25 \times 60 = 1500$ obs./country)

Data input for 1500 obs. = 1 day

1 month for reporting



Research in practice in Nordic countries

1 researcher/country

Observation training in autumn 2014

25 random selected groups

1 day observation in one group in 2015

= 1 month of observation

Country comparison in autumn 2015

(Learning environment evaluation)



Research costs per country

1 week obs. training = 3000 €

Organizing info & parent permits for 25 groups = 3000€

5 weeks obs. in 5 Nordic countries = 15000 €

Data input for 1500 (25 x 60) obs. (1 day) = 600€

Reporting 1 month = 15000€

Travelling & misc. 3000€

Altogether = 40000€



Data collection

Observation, child interview, child evaluation and learning environment evaluation in Finland, Taiwan and Hong Kong in 2015

Observation only in other Nordic countries 2015

2020 additional data in all countries with:

- Observation

- Child interviews

- Child evaluations

- Learning environment evaluations.



How can the presentations be followed up in work shops?

Presenting the observation instructions & observed items

Discussion about the requirements of sampling and resources for observation

Observation training

Data merging

Dissemination



Info on Orientation project

Project blog

<http://blogs.helsinki.fi/orientate/development-tasks/>

The Scientific Products of the Orientation project

<http://blogs.helsinki.fi/orientate/products/the-scientific-products-of-the-apu-project/>

Research news

<http://blogs.helsinki.fi/orientate/category/research/>