

「學生自發性學習」  
國際學術研討會  
Agency and Learning

會議手冊

主辦單位：國家教育研究院 課程及教學研究中心

時 間：2013 年 05 月 14 日～15 日（星期二～星期三）

地 點：國家教育研究院（臺北院區 10F 國際會議廳）



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## 研討會議程

2013 年 5 月 14 日 (星期二)	
時間	活動內容
09:00 09:30	報到
09:30 09:50	<b>開幕式</b> 主持人：國家教育研究院潘副院長文忠
09:50 10:50	<b>專題演講</b> 主持人：范信賢（國家教育研究院課程及教學研究中心主任） 主講人：陳淑琴（國立臺中教育大學幼兒教育學系副教授） 講題：幼兒自發性學習的發展與教學—以臺中市愛彌兒的課程為例
10:50 11:10	<b>合照及茶敘</b>
11:10 12:30	<b>論文發表(一)</b> 主持人：李駱遜（國家教育研究院副研究員） 論文與發表人： 1. 經由家庭參與促進兒童自發性的學習--以幼兒科學探究活動為例（鄭一亭、張惠博、張溫瑜） 2. 環境美學建構兒童自發性學習之行動研究---以新北市崇德國小生活課程校園探索課程為例（陳湘媛） 3. 群的力量：合作學習在促進低年級學童自發性學習之行動研究-以生活課程為例（鄭淑慧、陳春秀）
12:30 13:30	<b>午餐暨休息時間</b>
13:30 15:10	<b>論文發表(二)</b> 主持人：吳敏而（國家教育研究院研究員） 論文與發表人： 1. Reconstructive feedback in inner and environmental changes (Jyrki Reunamo) 2. Teaching and developmental tasks to support children's agency and learning in Early Childhood Education and Care (Marja-Liisa Akselin) 3. Physical activity in direct education in Finland and Taiwan (Leila Saros)
15:10 15:40	<b>茶敘</b>
15:40 17:00	<b>專題演講</b> 主持人：簡楚瑛（國立政治大學幼兒教育所退休教授） 主講人：鄭佩華（香港教育學院兒童研究與創新中心主任） 講題：Exploring the relationship between children's learning experiences and the agentive perception



2013 年 5 月 15 日 (星期三)	
時間	活動內容
08:30 09:00	報到
09:00 10:30	<b>主題論壇：臺灣、芬蘭和香港之自發性學習</b> 主持人：吳敏而（國家教育研究院研究員） 與談人：林佩蓉（臺北市立教育大學幼兒教育學系副教授兼系主任） Jyrki Reunamo（芬蘭赫爾辛基大學資深講師） 鄭佩華（香港教育學院兒童研究與創新中心主任）
10:30 11:00	茶敘
11:00 12:20	<b>論文發表(三)</b> 主持人：王浩博（國家教育研究院副研究員） 論文與發表人： 1.淺談學生自發性學習的首要關鍵－激發學生對學習的興趣（吳善揮） 2.晨間閱讀活動對國中輕度障礙學生自發性閱讀行為影響之研究（黃彥融） 3.協助兒童自主閱讀的環境設計之初探（方金雅、陳新豐）
12:20 13:20	午餐暨休息時間
13:20 14:40	<b>論文發表(四)</b> 主持人：倪鳴香（國立政治大學幼兒教育研究所副教授） 論文與發表人： 1.臺灣與芬蘭幼兒園室內自由遊戲內涵之探討（林昭溶、毛萬儀） 2.芬蘭與臺灣幼兒園幼兒之身體活動度比較（汪麗真、Jyrki Reunamo、李慧娟） 3.幼兒園情境中幼兒出現破壞常規行為之初探研究（李慧娟、Jyrki Reunamo、汪麗真）
14:40 15:10	茶敘
15:10 16:30	<b>專題演講</b> 主持人：陳淑琴（國立臺中教育大學幼兒教育學系副教授） 主講人：Lasse Lipponen（芬蘭赫爾辛基大學） 講題：From participation to agency: searching for children's perspective
16:30 17:00	<b>閉幕式</b> 主持人：國家教育研究院柯院長華葳

## 資源人士名錄

姓名	服務單位	職稱
潘文忠	國家教育研究院	副院長
范信賢	國家教育研究院課程及教學研究中心	主任
陳淑琴	國立臺中教育大學幼兒教育學系	副教授
李駱遜	國家教育研究院	副研究員
吳敏而	國家教育研究院	研究員
簡楚瑛	國立政治大學幼兒教育研究所	退休教授
鄭佩華	香港教育學院兒童研究與創新中心	主任
林佩蓉	臺北市立教育大學幼兒教育學系	副教授
Jyrki Reunamo	芬蘭赫爾辛基大學	資深講師
王浩博	國家教育研究院	副研究員
倪鳴香	國立政治大學幼兒教育研究所	副教授
Lasse Lipponen	芬蘭赫爾辛基大學	教授

### 發表人名錄

姓名	服務單位	職稱
鄭一亭	國立彰化師範大學	博士後研究員
張惠博	高雄市立空中大學	校長
張溫瑜	國立彰化師範大學	研究助理
陳湘媛	新北市瑞柑國民小學	教師兼總務主任
鄭淑慧	新北市生活輔導團	專任輔導員
陳春秀	新北市莒光國民小學	生活團中央教師
Jyrki Reunamo	芬蘭赫爾辛基大學	資深講師
Marja-Liisa Akselin	芬蘭赫爾辛基大學	幼教中心主任
Leila Saros	University of Tampere, Finland	講師
吳善揮	香港五育中學	中國語文科教師
黃彥融	新北市立福和國民中學	教師
方金雅	國立高雄師範大學	副教授
陳新豐	國立屏東教育大學	助理教授
林昭溶	經國管理暨健康學院	副教授
毛萬儀	經國管理暨健康學院	副教授
汪麗真	長庚科技大學幼兒保育系	副教授
李慧娟	慈濟大學兒童發展與家庭教育系	副教授

(依場次順序排列)

## **陳淑琴博士 Dr. Shu-Chin Susan Chen**

### **學歷**

美國紐約哥倫比亞大學教育學院課程與教學系幼教博士 (EdD. 1992)  
美國紐約哥倫比亞大學教育學院課程與教學系教育碩士 (EdM. 1990)  
美國紐約哥倫比亞大學教育學院課程與教學系碩士 (MA. 1984)  
臺灣師大英語學系文學士 (BA. 1979)

### **現職**

臺中教育大學幼兒教育學系副教授  
臺中市幼兒教育學會常務理事兼理事長  
中華民國幼兒教育改革研究會理事  
國際兒童教育協會中華民國總會常務理事  
兒童局「兒童及少年福利期刊」編輯委員 (2005-2012)  
教育部幼兒園輔導方案二訪視委員  
教育部幼兒園教保活動課程大綱宣講員  
臺中市教育局幼兒園基礎評鑑委員  
新加坡新躍大學外部學術審查委員 (2012- )  
臺中市幼兒教育輔導團諮詢顧問 (2013- )

### **簡要經歷**

教育部幼兒園新課綱實驗園輔導人員 (金門 2010-2012)  
香港教育學院幼兒教學系講學一年 (2008-2009)  
香港教育學院外部學術審查委員 (2005-2008)  
教育部國幼班巡迴訪視委員 (澎湖 2005-2008)  
臺中教育大學幼兒教育學系、幼教中心主任 (2001-2004)  
臺中教育大學圖書館典藏組組長 (1997-2001)  
新竹教育大學幼兒教育研究所兼任副教授 (2000-2001)  
臺灣師大英語中心講師 (1992-1993)  
文化大學英文系兼任講師 (1992-1993)  
私立東南工專英文講師兼英文科召集人及機械科心理輔導老師 (1986-1989)

### **學術專長與研究領域**

幼兒課程與教學、幼兒早期讀寫發展、組織領導與溝通

## 幼兒自發性學習的發展與教學—以臺中市愛彌兒的課程為例

陳淑琴

我國政府於 2012 年一月正式整合幼托機構為幼兒園，同年八月頒布施行「幼兒園教保活動課程暫行大綱（以下簡稱課綱）」。**幼兒園課綱主張以「兒童為中心」、「自由遊戲」以及「（社會）建構論觀點」為課綱的基本理念，這三個理念皆為強調幼兒的自發性學習。課綱在基本理念中進一步指出：**

**幼兒對生活環境中的一切充滿好奇與探就的動力，在不斷的發問、主動試驗與尋求答案的歷程中學習。他們需要親身參與，和周遭的人、事、物互動，…幼兒天生喜歡遊戲，在遊戲中自發的探索、操弄與發現。幼兒也在遊戲情境中，學習與人互動及探索素材的意義。…幼兒在參與社會文化活動的過程中，主動解讀情境中蘊涵的訊息…。（教育部，2012，頁 4）**

因此，**幼兒園課綱主張幼兒園教保活動課程應強調幼兒主體，也必須重視社會參與，認為幼兒園教師必須從幼兒的角度出發，以幼兒為中心並考量幼兒的生活經驗，課程中必須提供充分機會讓幼兒能參與體驗社區活動。此外，課綱也認為教保人員應從幼兒生長的文化脈絡和自然環境中取材，提供幼兒主動參與、親身體驗與擴展生活經驗的遊戲機會。**

上述**幼兒園課綱對幼兒園課程的主張，一再強調幼兒主體、主動參與、自由遊戲、體驗學習等教育理念，正是反映對幼兒自發性學習的重視。事實上，諸多重要的人類學習相關理論，無論是認知發展論、訊息處理理論、或是社會建構論，無不強調兒童自發性學習的重要性。特別是個體在幼兒期是透過感官來探索與認識周遭的世界，幼兒是在自由遊戲過程中與環境中的人事物產生互動，透過感官接收訊息和傳遞訊息，以建構知識與發展能力。因此為符應幼兒階段的發展與學習特徵，自然是以能引發幼兒自發性的感官探究和體驗學習為最合宜的教學方式。長久以來，在幼兒教育領域中發展出強調不同程度幼兒自發性學習的課程與教學模式，例如單元、學習區、主題、方案、蒙特梭利、華德福等的課程與教學模式。**

發表者歸納相關文獻，分別就自發性學習的定義、特徵，自發性學習取向的課程，學習環境規畫及教師角色等面向，探討幼兒自發性學習的發展和教學，最後以臺中市私立愛彌兒幼兒園旅順分校蘋果班 26 名大班(5-6 歲)幼兒，在藝術創作區透過自發性探索，與兩位帶班教師林尚瑩、邱偉琳老師，以及駐校藝術家侯憲堯老師所共同發展出來的課程「『水』和『墨汁』在紙上跑步」作為實例，從課程紀實、師生的對話，幼兒與環境、材料互動的過程中，分析幼兒自發性的學習發展和教學團隊的教學引導。

教育部（2012）。*幼兒園教保活動課程暫行大綱*。臺北：教育部。

## **鄭佩華博士 Dr. Cheng Pui-wah, Doris**

Department of Early Childhood Education

The Hong Kong Institute of Education

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### **Qualifications**

PhD, University of Bath, UK

### **Present academic position**

Centre Director, Centre for Childhood Research and Innovation,

Associate Professor, Department of Early Childhood Education

The Hong Kong Institute of Education

### **Awards**

2010 A Merit Award for the Transfer of Knowledge in a University

1998 Certificate of Merit for the Distinguished Teacher's Award

### **Relevant and Recent Research**

Cheng, P. W. D. (2010). Learning through play in Hong Kong: Policy or practice? In S. Rogers (Ed.), *Rethinking play and pedagogy in early childhood education* (pp. 100-111). London: Routledge.

Cheng, P.W. D. (2010). Exploring the tactfulness of implementing play in the classroom: A Hong Kong Experience. *Asia Pacific Journal of Teacher Education*, 38(1), 69-82.

Cheng, P. W. D. (2011, June). *The secret of co-constructing shared experience in implementing play-based pedagogy in classrooms: Making a difference to quality early childhood education (Keynote speaker)*. Paper presented at the International Conference on Early Childhood and Special Education (ICECSE) 2011, Penang, Malaysia.

# **Exploring the relationship between children's learning experiences and the agentive perception**

**Cheng Pui-Wah, Doris**

## **Abstract**

The purpose of the paper was to investigate the relationship between children's learning experiences in different kinds of early childhood settings and the development of agentive perception. Specifically, two different kinds of early childhood settings were examined: (1) academic-oriented kindergarten in which the acquisition of academic skills is stressed; (2) child-centered kindergarten in which three generic skills (i.e. creativity, communication and collaboration) are emphasized. By using Reunamo's (2007) interview tools, the agentive perception of children in two different kinds of early childhood settings was analyzed.

## **Methodology**

The study involved sixty four-to-five-year-old children in two early childhood settings in Hong Kong. The children were interviewed and asked how they would deal with sixteen educational situations. The children's answers were categorized into five groups as accommodative, participative, dominant, withdrawn and uncertain. The actual classroom practices (e.g. literacy activities, whole group instruction) among these two early childhood settings were examined to provide additional insights into factors that influenced the development of agency.

## **Result**

Results showed that children in two different early childhood settings interact with the environment in similar ways. Both children were found to be more participative than accommodative. They recognize that they can have an effect on the environment, and may negotiate with others in that environment. However, the proportion of uncertain answers was substantially higher for the children schooled in the academic-oriented kindergarten. In addition, more than eighty percent of the uncertain answers came from male children. As suggested by Reunamo's agentive perception (2007), children's uncertain answers produce weaker and more uncertain relationships with teachers and peers. Our findings revealed the negative impact of early academic experiences on the development of agency. The situation was more problematic for

the male children. Given these findings, the implications for the development of agency in early childhood education were discussed.

## **Lasse Tapio Lipponen**

Professor of education University of Helsinki,  
Department of Teacher Education

### **Qualifications**

Doctor of Education, University of Turku  
M.Ed., University of Oulu

### **Work experience**

University lecturer, educational psychology, Department of Applied Sciences of Education, University of Helsinki 2004 – 2009  
Senior researcher, Department of Psychology, University of Helsinki 2004  
Postdoctoral researcher, Academy of Finland, University of Helsinki Department of Psychology, 2002 - 2003  
Researcher, University of Turku, 1999 – 2001  
Researcher, Department of Psychology, University of Helsinki, 1996-1999.

### **Merits and Awards**

Winner of HYY (Student Union of the University of Helsinki) Good Teacher – Magister Bonus prize 2008.  
Two academic books on progressive inquiry, published with my colleagues professor Kai Hakkarainen and Professor Kirsti Lonka, have been bestsellers in Finland. Progressive Inquiry has become an influential learning and teaching method, and pedagogical model in Finnish schools.  
Journal of Adult Education article of the year award, 2003.  
Foundation paper award, 2002.  
First price, Educational technology competition for the Future Learning Environment, 1999.  
Member, Early Childhood Education National Advisory Board, Finnish Ministry of Education and Culture, 2011 - present



## **From participation to agency: Searching for children's perspective**

**Lasse Lipponen**

### **Abstract**

The idea that education should support children to develop their agency has been a longstanding assumption in Western societies since the Enlightenment. This idea has also played a central role and, in fact, still pervades the normative discussion about what education should achieve or produce. The basic concept of agency is that people do not merely react to and repeat given practices. Instead, people should have the capacity for autonomous social action during which they intentionally transform and refine their social and material worlds and thereby take control of their lives. Thus, agency can be defined as the capacity to initiate purposeful action that implies will, autonomy, freedom and, choice (Bandura, 1989; Emirbayer & Mische, 1998; Greeno, 2006; Holland, Lachicotte, Skinner, & Cain, 1998; Lipponen & Kumpulainen, 2011).

In the field of early childhood education, agency is strongly connected with the transition from understanding child perspective on understanding children's perspective. According to Sommer and others (Kumpulainen, Lipponen, Hilppö & Mikkola, 2013; Sommer, Pramling & Hundeide, 2010), child perspective direct adult's attention towards an understanding of children's perceptions, experiences, and actions in the world. Instead, children's perspective represents children's experiences, perceptions, and understanding in their life-world. The focus is on the child as subject, not object, in his or her own world.

Focusing on children's perspectives is supported at least by three research traditions that complete each other: Research on children's rights, sociology of childhood, and socioculturally oriented developmental research. Those that propose children's rights, rely their arguments often on social science studies; if children have the right to participate in social life, they should have the right to express their opinions and experiences regarding their participation (Smith, 2002). Sociology of childhood emphasizes children as beings not becomings. In this tradition, children are seen as social actors and as active participants of society. Children are the experts of their own life who are no longer envisaged merely as the recipients of services, beneficiaries of protective measures or subjects of social experiments (Qvortrup et al.,

1994; Woodhead, 2006). These two perspectives, children's rights and sociology of childhood, are overlapping in a sense that both share a focus on children as active agents, constructors of their own social worlds. Socioculturally oriented developmental research has shown that in some, and especially in non-western cultures, children in all ages are given an active role in their community, resulting in major changes in children's participation opportunities and perspectives over time. In these communities, children are part of adult world and learning is understood as legitimate peripheral participation, embedded in sociocultural activities. In other words, development depends on cultural goals, and transformation in participation (Fleer, 2003; Rogoff, 2003).

In my presentation, I discuss the consequences of these three approaches to understanding children's agency, and implications for child oriented research methodology.

## References

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- Emirbayer, M., & Mische, A. (1998). What is agency? *American Journal of Sociology*, 103, 962-1023.
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- Holland, D., Lachicotte, W., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Cambridge, MA: Harvard University Press.
- Kumpulainen, K., Lipponen, L., Hilppö, J. A., & Mikkola, A. I. (in press). Building on the Positive in Children's Lives: A Co-participatory Study on the Social Construction of Children's Sense of Agency. *Early Child Development and Care*.
- Lipponen, L., & Kumpulainen, K. (2011). Acting as accountable authors: Creating interactional spaces for agency work in teacher education. *Teaching and Teacher Education*, 27(5), 812-819.
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- Smith, A. B. (2002). Supporting Participatory Rights: Contributions from Sociocultural Theory. *International Journal of Children's Rights*, 10, 73-88
- Sommer, D., Pramling Samuelsson, I. & Hundeide, K. (ed.) (2010). *Child perspectives and children's perspectives in theory and practice*. Milton Keynes: Springer.
- Woodhead, M. (2006). Changing perspectives on early childhood: theory, research and policy, *International Journal of Equity and Innovation in Early Childhood*, 4(2), 1-43.



# 芬蘭論文



## 芬蘭發表人簡介

### **Jyrki Reunamo, Docent, PhD, University of Helsinki, Finland**

I have been fascinated by the orientations that steer the processes of cultural development. The way I look at things has an impact on the things I am looking at which is strange. Last six years I have been busy with our Orientation project (<http://blogs.helsinki.fi/orientate/>), which has been a comparative research and development project between Finland and Taiwan and the results have been impressive. In Finland I like to spend time in our country home. I am very proud of my bonsai berry bushes.

### **Leila Saros, PhD., University of Tampere, Finland**

Last three years I have taught physical education and statistics methods in the school of education in the University of Tampere. Furthermore, I have been four years a teacher trainer in the University of Tampere. My first 18 working years I taught from elementary school to high school students. I take an interest in sports from many sides. My favourites are skiing, running and swimming. My youngest son studies in High school and he plays ice-hockey. My husband and I follow all his hockey games in Finland as well as abroad. My older son studies law in the University of Turku. My motto is Carpe diem - Seize the moment.

### **Marja-Liisa Akselin, PhD., University of Tampere, City of Hämeenlinna**

I have just finished my PhD studies. The name of the study was “The Development of Strategic Management and the Prediction of Success in the Stories of Early Education Directors”. I work as a director of ECE services in the city called Hämeenlinna (100 km from Helsinki). I enjoy running (finished 7 marathons) and dancing Latin dances. Motto: “Things will work out”.

# **Reconstructive feedback in inner and environmental changes**

Jyrki Reunamo

*Department of Teacher Education, University of Helsinki, Finland*

## **Abstract**

Already Froebel had a vision that life is an evolutionary process, and education enriches this evolution. Human beings can thus discover a profounder idea of their own evolution and, in such a manner; the idea can become an evolutionary property in itself. Evolution concerns both inner and environmental changes. The steering of the evolutionary or developmental processes is based on reconstructive feedback, which makes it possible to keep the ideas connected with inner and environmental changes. In the presentation examples on the interplay between children's ideas and environmental change are described. Children's different orientations concerning change are related to the unfolding activities. Children and educators meet in the shared and mutually created learning environment. Concrete and positive models to enhance reconstructive feedback are discussed.

**Keywords:** early childhood, system analysis, developmental psychology, metacognition, learning environment

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## **Introduction**

In this paper a systemic feedback-model is presented, which is influenced by Vygotsky's cultural mediation (Vygotsky, 2004; Vygotsky, 2005). Learning is fundamentally a social process. The learning is at first interpersonal at the zone of proximal development, culture mediated and gradually adapted into children's actual development. A person works with these adapted (learned) tools and produces personal outcomes and acquires personal agency. Further on, this new content can be shared by others and processed further in shared agency. Eventually, this shared content can be processed again in the zone of proximal development (cf. Reunamo 2009). The model is applied both on children's actions and educators' work.

Metacognitive and self-regulatory development is crucially important in the development of academic skills which involve intentional learning, problem-solving and creativity. An understanding of the relationship between pretend or symbolic play and self-regulation is also helpful in providing clear guidelines for adults working with young children as regards their role in supporting and encouraging play in educational contexts (cf. Whitebread, Coltman, Jameson and Lander (2009).

In the real world, objects and interactions are either constantly or potentially changing. Role play is a good opportunity for children to perceive and practice these changes in an environment that they themselves have participated in producing with their creative ideas. Perceiving change in role play helps children to perceive change in other contexts, too. In role play children practice their skills to produce new ideas and develop them together with others in a shared process (Reunamo, Lee, Wu, Wang, Mau and Lin, 2013).

Theoretically, the results call for new understanding about child development. In addition to the paradigm of studying children's conceptions as adaptations we need to consider children's views as independent variables that have the capacity to impact the environment too. By studying these agentic views, we could get a better contact with the meta-cognitive processes children use in the production of the learning environment (Reunamo, Sajaniemi, Suhonen and Kontu, 2012).

Ultimately, only things that engage in mutual exchange can be perceived; the existing elements leave no trace. We evaluate the production and refinement of the tools for development. There is nothing to be learned before something has been produced during interaction (cf. Reunamo & Nurmilaakso 2006). This process produces a feedback loop, in which children take part in the production of their own learning environment (see Figure 1).

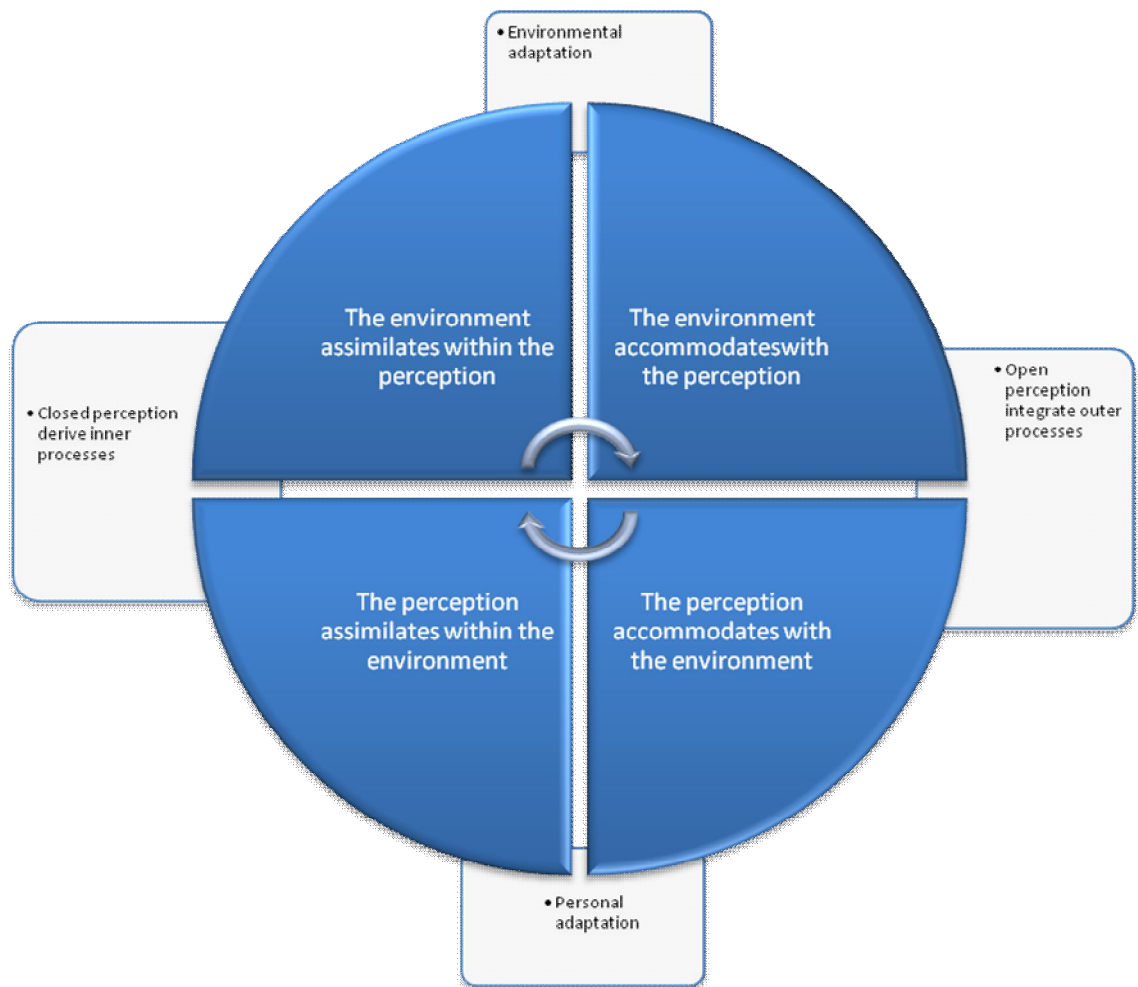


Figure 1. The reconstructive feedback loop of culturally mediated inner and environmental changes

## Methods

The purpose of the study is to give two examples of the feedback loop described in Figure 1:

- (1) What is the content of the feedback loop in role play?
- (2) What is the content of the feedback loop in pedagogical development?

*Participants.* The participants consisted of 838 children from Finnish day care centers and pre-schools, 54 children with Finnish childminders, and 490 children from Taiwanese day care centers (1382 children in total). The children were between one and seven years of age ( $M = 4.60$ ,  $SD = 1.27$ ). There were 695 boys and 618 girls in the sample (the gender of 69 of the children was not reported). The percentage of children who were qualified as having special needs was 9.8% in Finland and 4.4% in Taiwan. In Finland the participants were from eight municipalities from southern Finland, and in Taiwan they were from the Taipei and Keelung areas. The Finnish

children were from 48 day care centers, and the number of childminders was 17. In Taiwan the children were from eight day care centers from 30 different groups. The number of children in the units varied from 20 to 187 children, the median being 21 children in a group. For the Finnish childminders the number of children in the group was usually four children, and a few groups had five children.

*Measures and procedure.* The interview instrument can be retrieved from [http://www.helsinki.fi/~reunamo/apu/Interview\\_instrument\\_with\\_pictures.pdf](http://www.helsinki.fi/~reunamo/apu/Interview_instrument_with_pictures.pdf) and the interview instructions from [http://www.helsinki.fi/~reunamo/apu/interview\\_instructions.pdf](http://www.helsinki.fi/~reunamo/apu/interview_instructions.pdf).

The observation instrument can be retrieved from [http://www.helsinki.fi/~reunamo/apu/observation\\_instrument.pdf](http://www.helsinki.fi/~reunamo/apu/observation_instrument.pdf).

The child evaluation instrument can be retrieved from [http://www.helsinki.fi/~reunamo/apu/child\\_eval.pdf](http://www.helsinki.fi/~reunamo/apu/child_eval.pdf).

The learning evaluation instrument can be retrieved from [http://www.helsinki.fi/~reunamo/apu/learning\\_env\\_evaluation.pdf](http://www.helsinki.fi/~reunamo/apu/learning_env_evaluation.pdf).

*Ethical Considerations.* The educational development project based on the research results are described in the discussion. The educators were considered research colleagues in the dissemination of the research results. Educators were given feedback on tools for developing their work based on the research findings. Teams of educators received tools for pedagogical evaluation, and each team also received feedback on their group's activities and interaction based on the preliminary results; a large-scale dissemination project is already under way. Permission to participate in the research was gathered from all the families of the children. It is not possible to identify individual children in the data or results. The English web-pages of the project are at <http://blogs.helsinki.fi/orientate/>.

## **Empirical Results**

In the following is a condensed model of the feedback loop of children's creative role play (Reunamo, Lee, Wu, Wang, Mau and Lin, 2013).

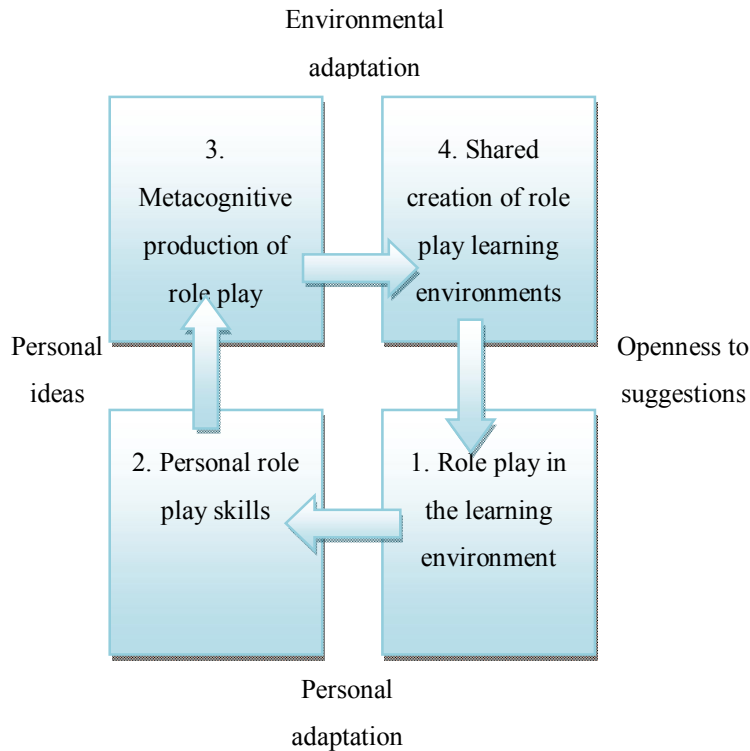


Figure 2. The feedback loop of the reproductive culturally mediated role play

*1. Role play in the learning environment.* The tendencies of role play seem to be surprisingly similar across different types of day care and in two culturally very different countries of Finland and Taiwan. Even though the reliability between two countries should be considered with caution, the results have many similarities. The zone of proximal development concerns mostly child directed play. Children tend to play role play with other children without adults. The results show that children's role play is best alive and kicking in private hideaways. This precious quality should be maintained. There is no need for adult intervening when things develop well. Children need secluded places and enough time for their plays to develop.

*2. Personal role play skills.* Children need privacy and time to develop their role play and to develop their metacognitive skills in role play. Nevertheless, sometimes it is good for the educator to get in contact with children's developing processes and enrich them when needed. How to add more scaffolding in the role and imaginary play? The educator needs to be aware of what the children are up to, to understand what is important in children's activities and enrich children's play when needed. The educators need a stronger image of a shared and nurtured role and imaginary play. Without contact with children's processes the enrichment is impossible.

*3. Metacognitive production of role play artefacts.* The children can only interact with things that they can perceive. Moreover, children can perceive only things that

they can imagine; otherwise they are just senseless stimulus or noise. For an educator, to get in contact with children's imagination is to get in contact with children's tools of producing their life. If the educator and children can meet within a shared view, the adult gets in contact with children's inner life. To play role play is not teaching and it is not care. The educator needs to be open to children's ideas and ready to do a constructive input in the shared process. The educator needs to prepare for surprises, alternatives and dead ends. The teacher needs to be ready to throw away the ready-made objectives, as any of the children's initiative might be an enriching new development making it possible for the teacher to get in contact with even the most fundamental and basic driving forces of children's life. Children who are used to role play have strong images that they defend if necessary. Nevertheless, even children who are not equipped with forceful strategies use those strategies they have in their toolbox. With role play these tools can be exposed, developed and tested in different situations. The teacher can confront children with different tensions and enrich their toolbox.

Role and imaginary play is popular but not with all children. Withdrawn children may have a rich imaginative mind just waiting to be exposed and blossomed. Dominating children with their determined minds can open up their strategies in creative situations. Adapting children with their consideration for others are easily drawn into processes with others. Some children need educator's help in getting friends to play, getting their imagination flowing or to share their ideas. Children with not so definitive driving ideas need more refined help in realizing their ideas.

*4. Shared creation of role play learning environments.* Children who cannot create and sustain engaging and creative plays are less popular and have less friends. There is a danger of a vicious circle: Popular children get even better in their skills. Children with less skills and determination get no practice building socially interesting constructs. The less popular children need educator's help to get involved and acquire valuable experiences of supplying content to a shared cultural development. True and sustaining self-esteem is built on the fact that one can feel to be a contributing member of the group. In the real world the objects and interactions are either constantly or potentially changing. Role play is a good opportunity for children to perceive and practice these changes in an environment they themselves with their creative ideas have participated in producing. Perceiving change in role play helps children to perceive change in other contexts too.

## **Development tasks for the educators**

The same reconstructive feedback loop in inner and environmental changes applies in the development of the educators' work. This model is described in Figure 3.

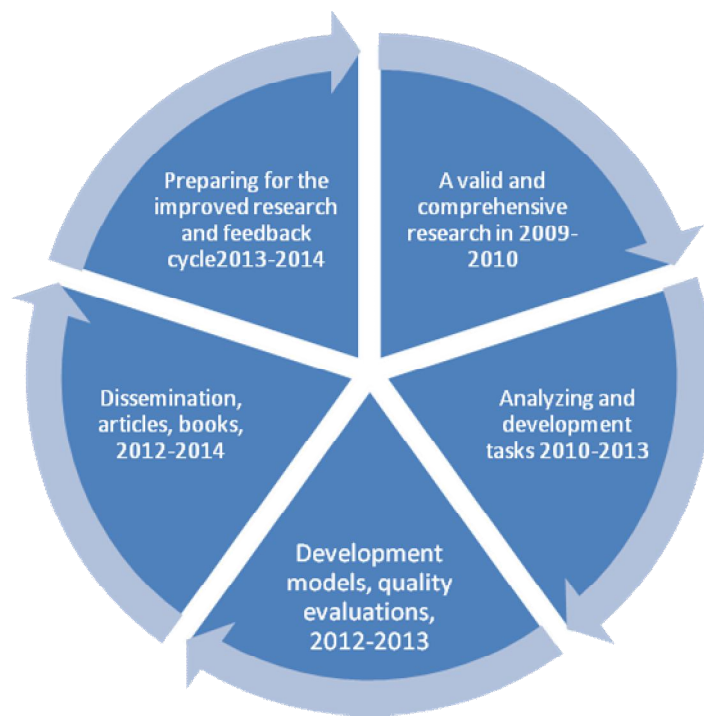


Figure 3. The development cycle of the Orientation project.

Based on the research results 217 development tasks for the educators were presented. Some of the examples considered role play. As an example is the development task 128:

**128. How to help children who do not play role or imaginative play to get started in the play?**

Withdrawn children may have a rich imaginative mind just waiting to be exposed and blossomed. Dominating children with their determined minds can open up their strategies in creative situations. Adapting children with their consideration for others are easily drawn into processes with others. Some children need educator's help in getting friends to play, getting their imagination flowing or to share their ideas. Children with not so definitive driving ideas need more refined help in realizing their ideas. Give examples of motivation and nourishment.

The educators at the Maaniitty day care center produced a tree model:

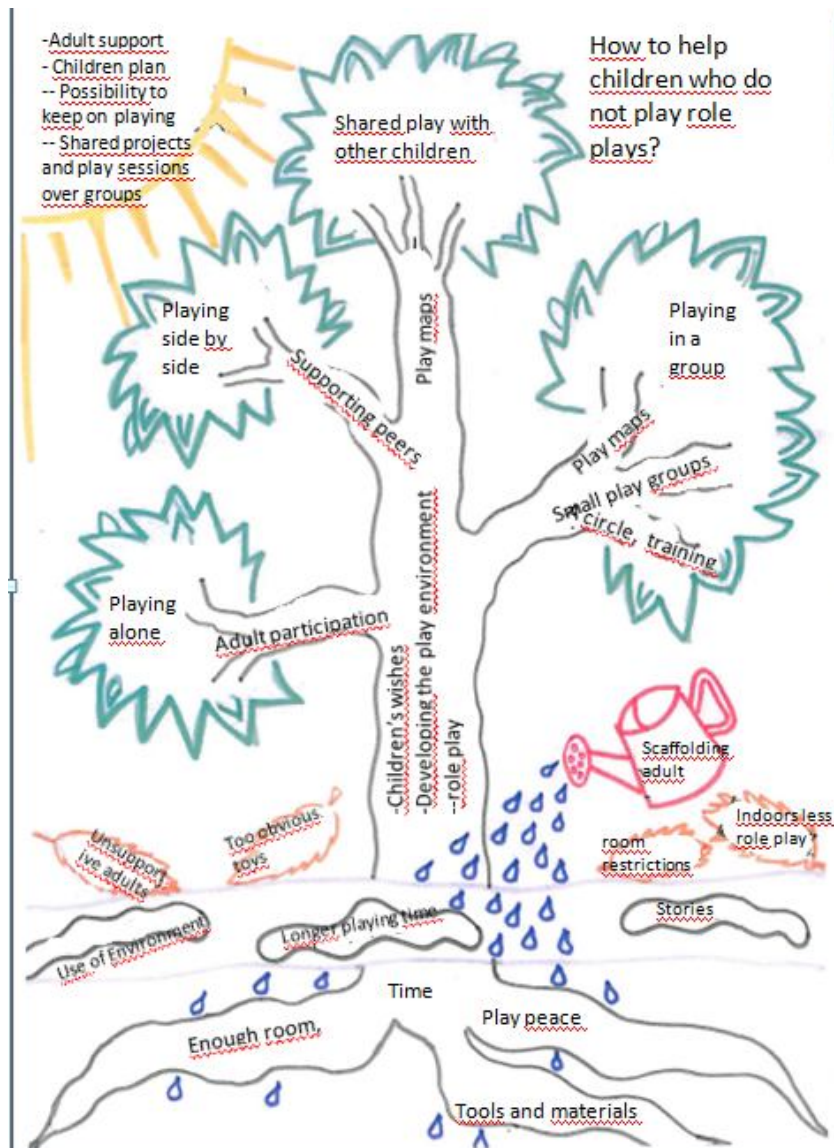


Figure 4. The development model of the development task 128 on role made by Maaniitty day care center educators in Nurmijärvi

The feedback loop will start again in 2014 when we will train the observers and interviewers anew for the enhanced data collection to see what has been changed and what needs to be done in the future. The idea of the reconstructive feedback loop is to produce learning environment development based on feedback provided by comprehensive and valid research results.

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# **Teaching and development tasks to support children's agency and learning in Early Childhood Education and Care (ECEC)**

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## **Abstract**

The city of Hämeenlinna has participated in Orientation project since 2009 with nine other municipalities. The Orientation project is an ECEC research and development project. In Hämeenlinna observation, interview, child evaluation and learning environment evaluation data was collected in two day care centers. Based on the research results 217 development tasks were produced for the ten participating municipalities. In Hämeenlinna, altogether 15 different development tasks were processed in 2011. In May 2012 the development models were ready and were presented to the other project participants. Helena Nurmi from Hämeenlinna has been an important contributor in all phases of the project. The basic principle in the processing has been that the development should be based on valid scientific results. It is also important that the educators themselves produce the needed models and tools for enhancing ECEC. In this presentation one example of the produced models is presented. Hämeenlinna's presented development task addresses the issue what is the significance of the child's choices in a variety of situations. What factors affect children's choices? How do children's play groups be used to produce rich and versatile activities? What is the role of the adult to make choices successful or unsuccessful? The purpose of the project has been to establish an ECEC based on developmental feedback.

**Keywords:** early childhood, agency, learning, work development, leadership

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## **Introduction**

Hämeenlinna is an educational and cultural town at the junction of nationally important rail, road and waterway network. The City of Hämeenlinna was founded in 1639. Hämeenlinna presents a good combination of nature and culture. Hämeenlinna has 68000 inhabitants of which 15.4% are between 0 and 14 years of age.

All children under school-age have the right to day care in a municipal day care centre, family day care or private day care. Family day care is organised either in the child's or day care nurse's home. Day care supports the child's growth and development. Day care is normally payable, but the parent's income affects the amount to be paid. No charge is made for families with small income. Day care provides preschool education for the child before starting school. All 6-year old children can participate in free preschool education. Preschool education is organised at the day care centre or at the school. Private day care is provided by a private company or community and supervised and subsidised by the city.

The city of Hämeenlinna has participated in the Orientation project from 2009. Orientation project is a research and development project conducted in Finland and Taiwan concerning Early childhood Education (ECE). The project includes comparative research and learning environment development based on research results. Kindergarten teacher Helena Nurmi has been a creative and responsible participator in the conducting of all phases – from research to work development – of the project.

A large development project needs a sound leadership. According to Akselin (2013), pedagogical leadership are executed according to the idea of shared leadership. Mission-related management includes a partly unspoken ethos that aims at absolute good and combines early education management at the municipal level to the broader early education institution as a national and international, contextual phenomenon. In Orientation project the early childhood educators themselves are the best experts to develop their work (cf. (Reunamo, Lee, Wu, Wang, Mau and Lin, 2013).

In Hämeenlinna observation, interview, child evaluation and learning environment evaluation data were collected in two day care centers. Based on the research results 217 development tasks were produced for the ten participating municipalities. In Hämeenlinna, altogether 15 different development tasks were processed in 2011-2012. In May 2012 the development models were ready and were presented to the other project participants.

The basic principle in the processing has been that the development should be based on valid scientific results. It is also important that the educators themselves produce the needed models and tools for enhancing ECEC. In this presentation one example of the produced models is presented. All of Hämeenlinna's fifteen

development models are presented in  
<http://blogs.helsinki.fi/reunamo/kehitystehtavien-taustaa/340-2/>.  
Unfortunately the models are in Finnish.

### **The significance of children's choices in the learning environment**

One of the results of the Orientation project is that children with good interactive skills get chosen in the play groups. They have skills to negotiate with others and act in different groups. They are popular. Children without social skills are often left outside of these groups. They do not have the required skills to participate. The result is that these children without skills get even less needed practice in social skills than other children. These children are in a danger of a vicious circle: The skilful children get even more skilful and the less skilful are left behind without possibilities to enhance their social skills.

In the Solvik day care center the development task was "*The significance of children's choices in the learning environment*". The early childhood educators having the main responsibility in producing the model were Elina Helanterä and Johanna Jarho. The model is presented in Figure 1.

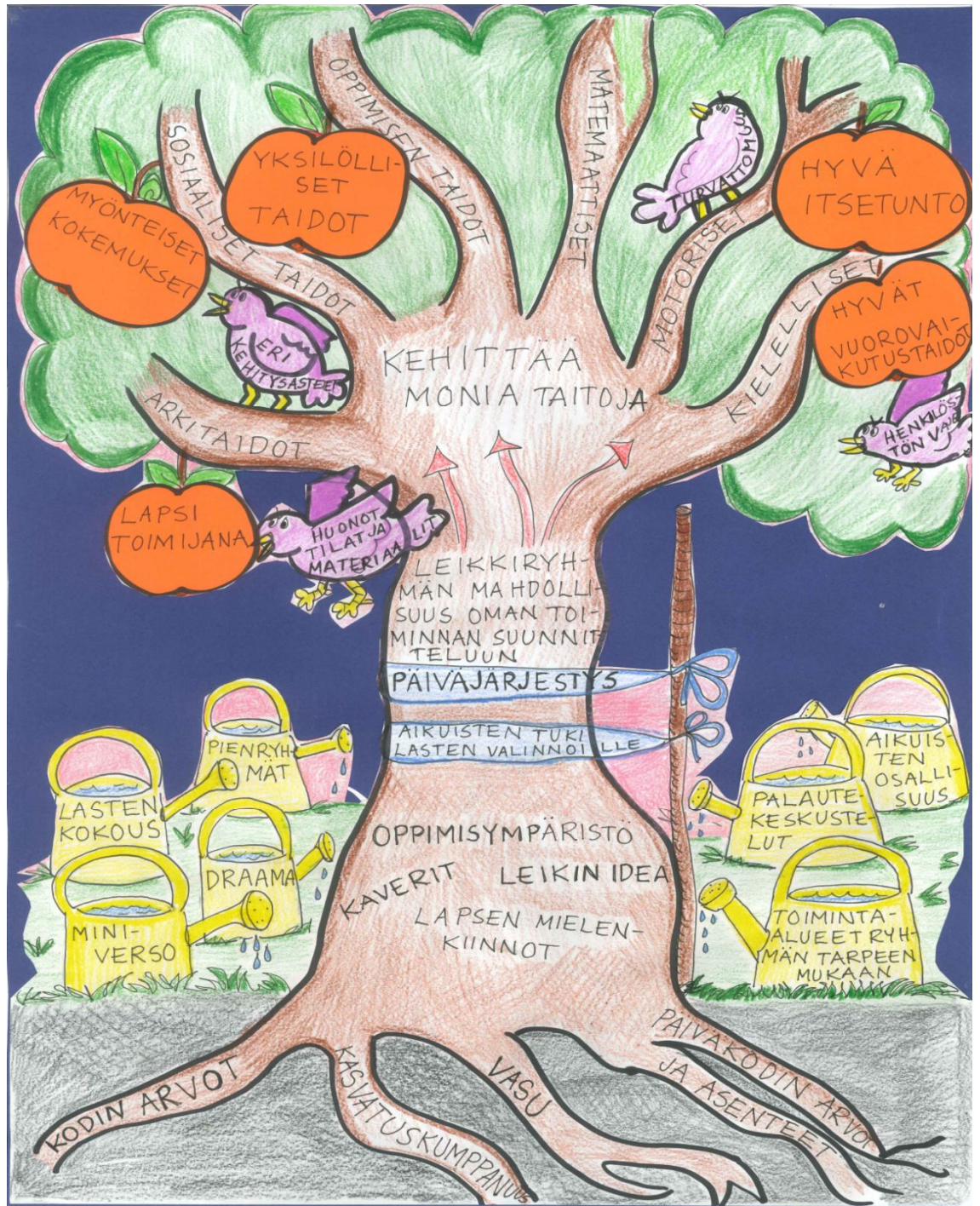


Figure 1. Development task “The significance of children’s choices in the learning environment” produced in Solvik day care center

The roots of the model are based on the values of home, partnership, curriculum and in the values exposed in the day care practices. For nourishment the tree of choices needs especially participating educators, discussions with feedback and a learning environment planned for the needs of the children in mind. Children’s participation can be enhanced with small group activities, children’s meetings, drama sessions and welcoming new sprouts to emerge.

The trunk of the tree is based on children's interests. Friends are important. Not all play is nourishing, rather, plays should be mindful and happen in a learning environment that encourages sharing. This sharing needs to be built in daily schedule to be effective and to become wholly integrated in the activities. Especially children with less skills and experiences in participating need educators' support and scaffolding.

Central in the nurturing of children's own choices are children's play groups. In these groups children can plan and steer their own activities and processes. This helps the children to start practicing the skills needed eventually to steer their own life and become the conscious agents of their own life. In play groups children have more opportunities and degrees of freedom than in the general activities for the whole group. These groups make room for children to practice the complicated process of building a meaningful and sustainable life that can be appreciated by children and adults alike.

## **Discussion**

According to Akselin (2013, pp. 220-222), as a profession early childhood education is based on continuous self-development that is sensitive to develop and learn new things. Early childhood educator needs to admit his/her incompleteness to be able to help others to explore new frontiers. Early childhood education needs to provide a vision for moving forward. The educators need to experience that they are having a mission in their work. The secret of education is born and actualizes in the moment that educators and children meet in the process where the choices of future are being sprouted.

According to Osgood (2010) the educators need room to experiment and enact their professional expertise. This helps the educators to expose the value of their work more deeply. Early childhood education is also emotional work. A profession based on emotions should be valued, not looked upon condescendingly.

To make conscious choices the educators and children need feedback to learn more and to be able to make even better choices in the future. In 2015 we will collect the data anew and see what has changed.

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## **Physical activity in direct education in Finland and Taiwan**

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### **Abstract**

Children's physical activity (PA) is highly dependent on their personal choices and peer relations in day care (Reunamo, Saros & Ruismäki, 2012). In direct education, the impact of educators is also important. Children were observed with systematic sampling in their everyday day activities. There were 3668 observations of direct education in Finland and 3029 in Taiwan. Children's PA was evaluated from one (low) to three (high). The results show that children's PA is very low during direct education both in Finland and in Taiwan. Especially increasing PA during task work, teaching sessions, reading sessions, rule play and material play the PA in direct education could be raised to an acceptable level. In direct education the educators determine often what should be done and learned. The best, and easiest, way to increase PA in direct education would be by giving children more agency on the teaching sessions.

**Keywords:** early childhood, physical activity, physical education, teaching, learning

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## Introduction

Physical activity can be defined as energy expenditure through the repetition of purposeful body movements (Armstrong, 1993). Physical activity is an important part of healthy lifestyle. A physically active lifestyle has been found to be a crucial factor for health benefits among people of all ages. (Parizkova, 1996.) Physically active lifestyle in early childhood forms the basis for healthy and physically active lifestyle in adulthood ( Yang, Telama, Leino and Viikari, 1999; Sääkslahti, 2005).

From the muscular aspect movements can be classified as gross motor skills (running, jumping, throwing etc.) or as fine motor skills (writing, knitting etc.) (Gallahue, Ozmun and Goodway, 2012, p. 16). When movements defined by the functional aspect it is a question of fundamental motor skills (FMS). FMS can be classified into three basic categories based on their character and quality: 1) Balance skills provide the maintenance of balance both in static and dynamic positions. 2) Locomotor skills are essential in moving from one place to another. 3) Manipulative body skills allow children to handle various objects and equipment using different body parts. By making use of these skills, children explore their physical environment and develop their cognitive abilities. The fundamental motor skills – walking, running, jumping, throwing, catching, kicking and striking – are based on these three categories. (Gabbard, 1998.) Children need fundamental motor skills as well as perceptual-motor skills to cope with their everyday life (Carson, 2001). Children need perceptual-motor skills to be able to identify their body and extremities, as well as to move successfully in relation to space and time. That is why physically active play seems to be an extremely important means to facilitate overall development in childhood. (Gabbard, 1998.)

According to the Finnish national recommendations for physical activity “A child needs at least two hours of brisk physical activity every day” (Handbook of the Ministry of Social Affairs and Health, 2005). Children spend a remarkable time in day care and pre-school between early infancy and later childhood. Therefore, amount of the recommendations for PA cannot be ignored.

The general model employed in the article is influenced by Vygotsky (cf. Reunamo, 2009). The circle of physical activity includes Personal physical activity (PA), Physical orientation (PO), Shared creation of PA (SC) and Zone of proximal PA (ZP) aspects (Reunamo, Saros & Ruismäki, 2012).

Children's physical activity (PA) is highly dependent on their personal choices (PO), peer relations (SC) in day care and the impact of educators in direct education (ZP). Physical activity (PA) is seen as culturally mediated. Social environment can support the innate desire of children to be physically active by providing a physical environment that offers them opportunities to practice different motor activities and



improve their skills. When children's physical activity is critically lower during activities arranged by the teachers, the physical activities children need are dependent on children's personal choices and their design of activities during free play outdoors. (Reunamo, Saros and Ruismäki, 2012.)

Many studies have concluded that the early years of childhood might be particularly important in the development of an enduring physically active lifestyle. This is a challenge because in our consumer-orientated society sports is only one of many choices of free time activity children can make nowadays. Some studies indicate that the physical activity of young age has decreased. (Sääkslahti, 2005.)

## **Methods**

The purpose of the study is to analyze children's physical activity in direct education. Direct education was defined in the observation instructions as planned action by adult or action that the adult participates and guides by bringing an educational element to it, teaching, instruction, group get-together, storytelling or performance. The research questions have been:

- (1) What is children's physical activity during direct education?
- (2) What is children's physical activity during reading sessions (including watching videos and performances)?

*Participants.* The participants consisted of 838 children from Finnish day care centers and pre-schools, 54 children with Finnish childminders, and 490 children from Taiwanese day care centers (1382 children in total). The children were between one and seven years of age ( $M = 4.60$ ,  $SD = 1.27$ ). There were 695 boys and 618 girls in the sample (the gender of 69 of the children was not reported). The percentage of children who were qualified as having special needs was 9.8% in Finland and 4.4% in Taiwan. In Finland the participants were from eight municipalities from southern Finland, and in Taiwan they were from the Taipei and Keelung areas. The Finnish children were from 48 day care centers, and the number of childminders was 17. In Taiwan the children were from eight day care centers from 30 different groups. The number of children in the units varied from 20 to 187 children, the median being 21 children in a group. For the Finnish childminders the number of children in the group was usually four children, and a few groups had five children.

In this study high physical activity is defined from the muscular aspect Children's physical activity level was categorized in one of the three following categories : 1. Low (sitting, using pen, eating etc.) 2. Intermediate (walking, whole body movements) 3. High (includes at least some running, romping, physical exertion etc.). The observation instrument can be retrieved from

[http://www.helsinki.fi/~reunamo/apu/observation\\_instrument.pdf](http://www.helsinki.fi/~reunamo/apu/observation_instrument.pdf).

The child evaluation instrument can be retrieved from

[http://www.helsinki.fi/~reunamo/apu/child\\_eval.pdf](http://www.helsinki.fi/~reunamo/apu/child_eval.pdf).

*Ethical Considerations.* Educators were given feedback on tools for developing their work based on the research findings. Teams of educators received tools for pedagogical evaluation, and each team also received feedback on their group's activities and interaction based on the preliminary results; a large-scale dissemination project is already under way. Permission to participate in the research was gathered from all the families of the children. It is not possible to identify individual children in the data or results.

## Results

In Finnish day care centers the children were highly physically active 10% of the time, with Finnish childminders 10.3% of the time and in Taiwanese day care centers 4.6% of the time. This amount of physical activity does not meet the Finnish recommendations.

Of all activity, there were 20% of direct education in Finnish day centers. With Finnish childminders the amount of direct education was 9.5%. In Taiwanese day care centers the amount of direct education was 29.6%. Children's physical activity during direct education is presented in Figure 1.

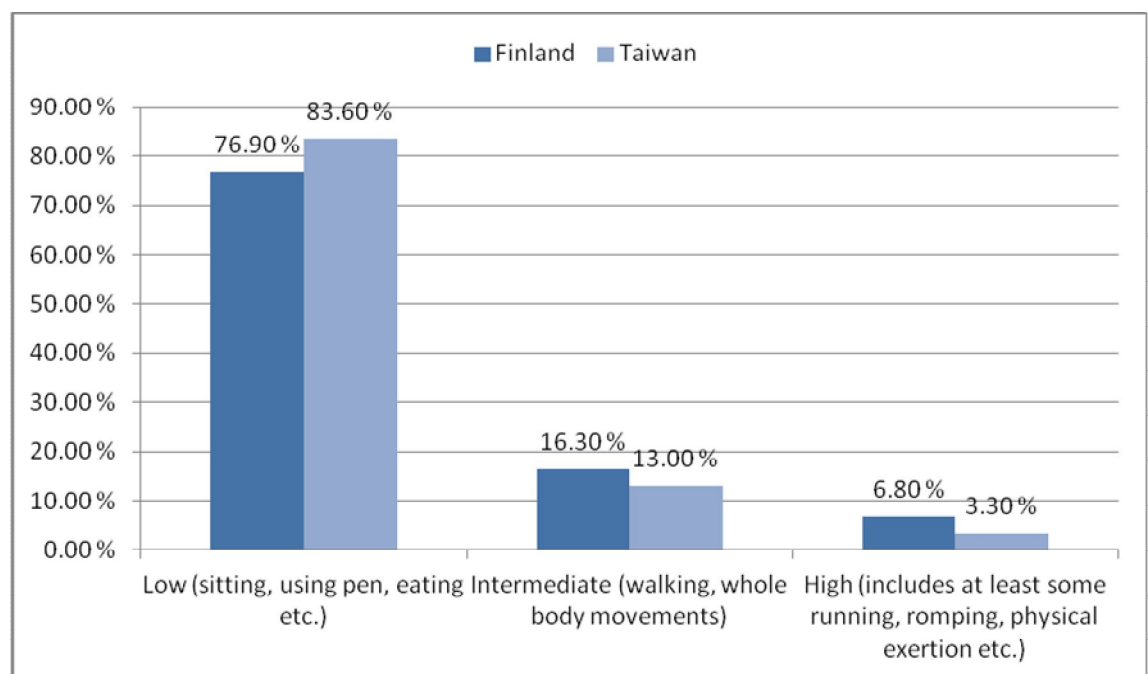


Figure 1. Children's physical activity during direct education in Finnish and Taiwanese day care centers

Children were physically highly active in Finnish day care centers only 6.8% of the time and in Taiwan only 3.3% of the time. The physical education sessions were included in the observation in direct education. This means that children move very little during direct education. If children have a physical education session once a week they are highly physically active during them 15 minutes and only 8 minutes in Taiwan. This calculation means that in other direct education sessions children were not highly physically active at all. Children's own activities were also observed. In Figure 2 we can see children's physical activity during task work.

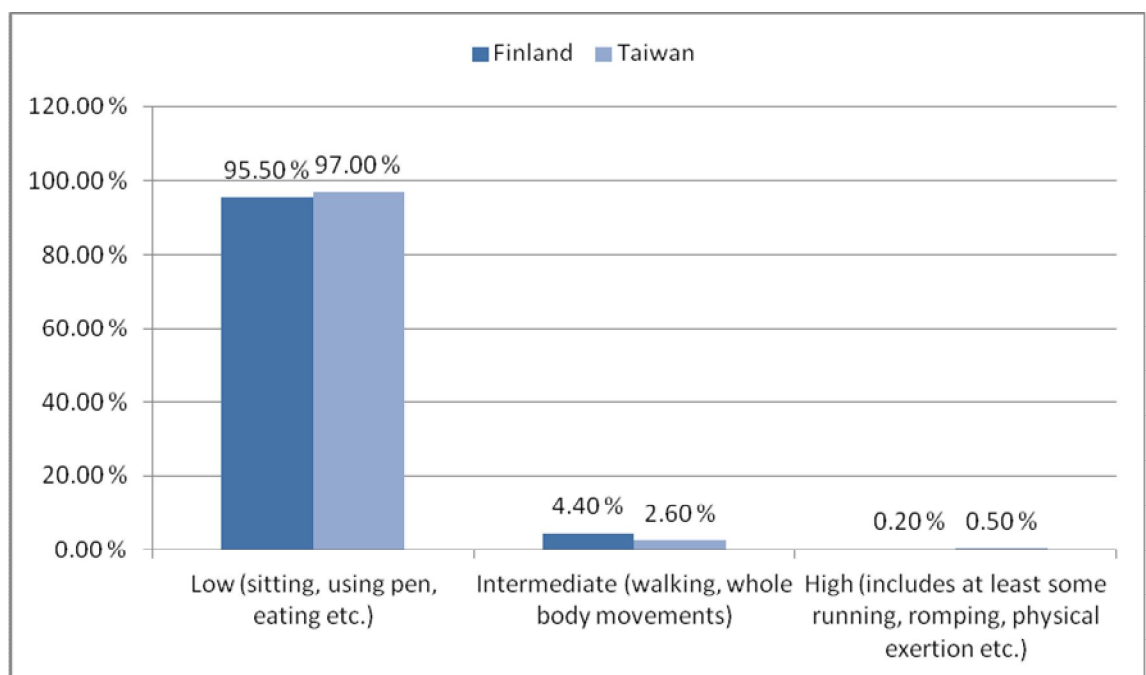


Figure 2. Children's physical activity in direct education when children are attending reading sessions

Reading sessions was described in the observation instructions including also activities like watching videos or watching performances etc. In practice most of these situations were reading sessions. In Finnish day care centers these sessions included 0.2% physically highly active actions. In Taiwan reading sessions included 0.5% of high physical activity. This means that physical activity was almost non-existent during reading sessions. The amount of reading sessions during direct education is presented in Figure 3.

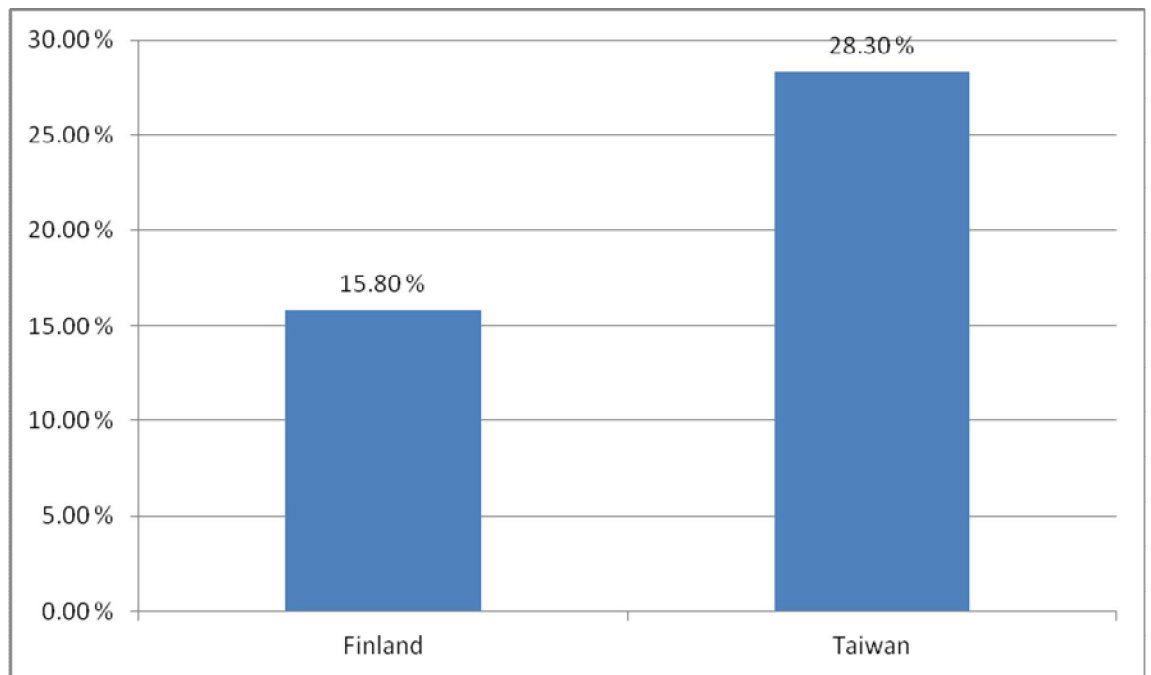


Figure 3. The percentage of reading sessions during direct education in Finnish and Taiwanese day care centers

As we can see in Figure 3, children spent quite a lot of time in reading sessions. In Finland children spent 15.8% of direct education sessions in reading sessions. Taiwanese children spent 28.3% of time spent in direct education in reading sessions, mostly listening to the teachers reading stories.

## Discussion

So what is the point of these results? Reading sessions are not meant to be physically active. During reading sessions children seem to be sitting quietly and not move a muscle. This seems to be the case in Finland for 95.5% of the cases and in Taiwan in 97% of the cases. The point is that children spent a lot of time in reading sessions. If children were more physically active during reading sessions, it would have a large impact on children's physical activity in general.

In fact, physical activity could enhance the reading sessions. When the story is dramatized, the children could get involved in the story better. When the cats run in the story the children could do the same. If the teachers would be accustomed to include physical activity in the stories it could help children get more engaged in the story.

It may be that teachers are used to thinking that sitting quietly is a sign of concentration. Teachers require that children listen silently during reading sessions. But activating children physically during reading sessions, children could in fact get more involved in the story. Physical activity could also enhance children's

expressions during reading sessions. We think that the requirements of sitting quietly during reading sessions are more a habit than necessity.

We would also like to see books that are written for physical activity in mind. Also physical education could be more fun if there is a story attached to the physical activity. According to the results physical activity and stories do not belong together. We think that there is a good opportunity for synergy. Physical education could be more intense when there is drama attached to the movements. Reading sessions could be more intense when there is physical exertion attached to the story line.

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# 中文論文摘要





## 經由家庭參與促進兒童自發性的學習-以幼兒科學探究活動為例

鄭一亭<sup>1</sup>、張惠博、張溫瑜  
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學校之外，家庭是學生另一個生活重心，家庭對學生的學習當扮演著無可取代的重要角色，也是引發學生自發性學習的重要環境。本研究旨在協助家長參與子女的學習，以探討家庭中兒童學習科學的樣態，並強調家長如何引導兒童進行獨立思考與主動探究的自發性學習過程。

本研究以質的研究方法進行，並輔以量化數據。研究先於一所國小成立父母成長團體，為期一年半。對象為 5-7 歲兒童的家長及其子女。隔週進行一次家庭參與的討論，並利用生活中素材進行探究式的科學活動。父母在接受成長課程的半年後，在家中協助兒童進行科學學習。研究者選取 2 位個案家長(在職與全職媽媽)，透過一年的 20 次家庭活動錄影，以探討兒童從遵從父母指示到自行探究科學的過程。資料分析包括家庭影帶及家長所紀錄的文件資料，進行編碼與分析。研究結果顯示，兩位家長引導兒童的方式皆由「專家指令」漸趨向於「協助兒童自行探究」，但程度稍有不同。而在研究進行的一年中，經由父母的引導，兒童漸能從被動遵照父母指令為主的學習，進而到親子一同討論、共同為主體的學習，最後轉變為以兒童為中心，主動提問、探究問題，以兒童為主的學習。本研究能提升對於父母參與的瞭解、增進親子間科學互動，營造家庭中主動學習的環境，更能提供父母引導孩子進行自發性科學學習與探究的方向，應可做為未來相關家庭與親子研究之參考。

# 環境美學建構兒童自發性學習之行動研究—以新北市崇德國小

## 生活課程校園探索課程為例

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生活課程是依附在真實的生活環境，教科書文本的功能在於提供探索環境的方法，無法取代真實的環境，因此生活課程應該引導學生認識環境、體驗環境，並成為環境的一環。環境的營造必須從兒童的心理、身體出發，讓兒童自然而然地喜歡親近，喜歡體驗。而環境的美學創造學生學習的感動。

環境美學的主張(Arnold Berleant,1997)是環境消解實際存在的系統，這個系統具有由物質的、社會的、文化的情境所共同構造的複雜聯繫和一體性，而正是這些體現了我們的行動、反應、感知，並給予我「自己」生活的真正內容。因為從根本而言，沒有所謂“外部世界”，也沒有外部一說，同樣也沒有一個我們可以躲避外來敵對力量的內部密室。感知者(心)是備感知者的一部分，反之亦然。人與環境是貫通的。(張敏&周雨譯，2006:6)

以行動研究為方法，嘗試在生活課程中尋找一種可能，回到兒童生活的原初環境，而環境中蘊藏「情境」，嘗試以「環境」做為出發點，尋找一種能從學生生活情境中取材，透過體驗、想像與創造，創造具有美感的完整學習經驗，以領略到五感經驗到環境的特質與美感，發展一種重視兒童需要的探索與體驗環境美感經驗課程。

探索的起始，是從新北市汐止區崇德國民小學一年級學生喜愛的場域開始繪製兒童眼中的校園地圖並遊玩校園，以多元學習策略，進行生活記錄（包含心情…）、自然觀察、觀察記錄，以討論對話引導兒童形成概念，在學習歷程反思，讓兒童與教學者進行敘事創作，發展環境中的美感經驗。

**關鍵詞：**環境美學、生活課程、自發性學習、行動研究

# 群的力量：合作學習在促進低年級學童自發性學習之行動研究一

## 以生活課程為例

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生活課程是九年一貫課程之後，新設於低年級的課程，目的在於引導學童在生活中透過遊戲、探索等方式，主動探索所生存的世界，讓其學習所得成為未來知能的源初之地。因此，如何引發低年級學生自發性學習長期以來一直是生活課程重要的議題。

而從發展過程來看，人類一直是群居的動物，不論是先進的社會或是原始的部落都可以看到人們透過群體的力量，讓知識、文化、技能得以傳遞的蹤跡。且不論九年一貫課程或是十二年國教所強調的學生素養，「與他人合作」都是未來國民所必備的重要涵養與能力。因此，如何在找出可行之道，讓國小低年級學童能在生活課程中，透過合作學習的方式，以群體的力量促進自發性學習，成為本研究的要旨。

本研究一開始透過文獻探討「生活課程的精神」、「兒童自發性學習的概念」、「合作學習論述模式」等概念，以此作為行動研究過程中所需的基礎。其次，研究者透過行動研究，研究者本身即為課程設計者與教學者，以 Vygotsky 的鷹架理論、Schunk 與 Zimmerman 的研究架構和 Rogers 有意義學習的概念，進行課程與教學的設計的核心，實際在兩個國小低年級教室中進行一學年的低年級學生自發性學習的課程方案。行動研究過程中以錄影、訪談以及文件分析等方式蒐集相關資料，並以三角檢證方式分析資料。

本研究有以下發現。

1. 合作學習的方式的確可以促使國小低年級學生產生自發性學習的行為。
2. 以合作學習為主的兒童自發性學習有助於提升低年級學習弱勢學生的學習意願。
3. 以合作學習為導向的學生自發性學習課程，教師們更需要有可進行充分的專業團體。

**關鍵詞：**兒童自發性學習、合作學習、行動研究

# 淺談學生自發性學習的首要關鍵－激發學生對學習的興趣

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隨着香港新學制的落實，中學的教與學形式亦開始出現很大的轉變，學生不再是被動地學習，而是須要自發、自主地去掌握自己的學習方式，並在學習過程中，發展出對學習的熱愛，繼而達致終身學習的目標；老師則不再是課堂的主導者，而是須要把課堂還給學生，在教學過程中只擔當引導的角色，協助學生自我發掘知識，乃至愛上知識；可是，對教師而言，要拉動一名學習能力低下、基礎知識薄弱、學習動機不高的學生作自發性學習，可謂是舉步為艱；由是觀之，本文欲以學習興趣的研究作為自發性學習的切入點，從而說明激發學生對學習的興趣是其自發性學習的首要關鍵條件。論文將通過對前人理論文獻的整理，並結合筆者在課堂的實踐經驗、與學生的訪談、教師觀察、問卷調查等方法，從中找出具體而實在的證據，去論證誘發學生對學習的興趣，實在是自發性學習的首要關鍵條件。最後，通過這次的研究成果，筆者可以此為基礎，為日後的「自主學習」課堂提供更詳盡的資料與科學探究模式，以完善日後課堂的規劃；而最重要的是，筆者亦希望透過這個研究，能產生拋磚引玉的效果，使更多的教育同工就「學生自發性學習」的課題上，作出更多的探究，從而促進教學的交流。

**關鍵詞：**學習興趣、自發性學習、自主學習、教與學

# 晨間閱讀活動對國中輕度障礙學生自發性閱讀行為影響之研究

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本研究旨在探討國中輕度障礙學生進行晨間閱讀活動後，對其自發性閱讀行為的影響。研究方法採用單一受試研究法之「跨受試多探試設計」，以三名就讀國中資源班八年級輕度障礙學生為研究對象，進行維持八週的晨間閱讀活動，以探討受試者在閱讀行為與閱讀態度上的改變。自變項為晨間閱讀活動，依變項為受試者在研究者自編之閱讀行為量表得分。本研究透過視覺分析法、觀察及意見調查等方式蒐集資料，所得研究結果如下：

- 一、三位受試者在參與晨間閱讀活動後，其自發性閱讀行為均有顯著增加的趨勢，顯示晨間閱讀活動對國中輕度障礙學生自發性閱讀行為有立即效果。
- 二、撤除晨間閱讀活動後，三位受試者的成績顯示晨間閱讀活動對國中輕度障礙學生自發性閱讀行為的成效較不明顯。
- 三、晨間閱讀活動對提升受試者自發性閱讀行為的影響是顯著的，並且家長與原班導師也表現支持的態度，肯定其成效。

最後根據研究發現提出教學上和未來研究方面的建議。

**關鍵詞：**晨間閱讀活動、自發性閱讀行為、輕度障礙學生

## 協助兒童自主閱讀的環境設計之初探

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目前有關兒童課外閱讀的鼓勵機制流於量的累積居多，較缺乏質的考量。本研究擬探討設置一套協助兒童自主閱讀的環境設計及其相關協助措施之安排，研究者從閱讀發展的觀點著手，採用簡單觀點的閱讀理論模式，以國小學童的識字量做為閱讀能力的粗估，再搭配課外讀本的難度分級，做為兒童自主閱讀選擇的參據。

整體來說，協助兒童自主閱讀，在讀者的能力與課外讀物的分級，可採用顏色加以區分，規劃以白、黑、紅、橙、黃、綠……等多種顏色來進行分級，讀者對自己的閱讀能力有基礎概念後，再配合讀本的難度等因素，採用近側發展區的概念，選擇適合其閱讀能力的書籍進行閱讀，同時在閱讀環境的設計方面，也考慮書本的厚薄深淺，給予課外讀本不同的加權和比重，使閱讀點數的積分方法，可以更具意義，也符合人性的選擇；更重要的是，整體的閱讀過程以「悅讀」為主要的核心概念，要讓每個孩子儘量減少失敗閱讀的經驗，多一些成功閱讀的經驗，可強化孩子自主閱讀、自主學習的意願與動機。

研究建議方面，僅採用識字量做為閱讀能力的評估，恐不足夠，宜再發展合適的閱讀能力的評量工具，並做年級成長的分析。

**關鍵詞：**自主閱讀、閱讀能力、讀本分級

# 臺灣與芬蘭幼兒園室內自由遊戲內涵之探討

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自由遊戲被視為對幼兒的天性，也是他們學習的動力，對幼兒發展具有重要價值。本研究資料採用臺灣與芬蘭兒童自主認知研究中，有關兩國學前幼兒行為之觀察資料，主要探究臺芬兩國學前環境中室內自由遊戲時段之現況。參與研究之幼兒臺灣有 490 位，芬蘭有 892 位，資料蒐集採用 5 分鐘時距觀察取樣法，紀錄老師安排的活動型態、幼兒選擇進行的活動、幼兒主要的注意對象、身體活動量、投入度、距離最近成人的主要行為，以及是否注意到目標幼兒等七個項目，藉以瞭解教室裡幼兒的學習與活動情形。本研究針對在教室內安排自由遊戲的時段，所得資料共計 5,879 筆，臺灣 1,307 筆，芬蘭 4,572 筆。主要發現如下：（1）臺芬兩國幼兒園教師在安排幼兒進行的活動類型上有顯著差異（ $\chi^2=5249.53, p<.001$ ），臺灣進行室內指導式教學活動所佔比例最高，且高於芬蘭；芬蘭進行室內自由遊戲所佔比例最高，亦明顯高於臺灣。（2）在室內自由遊戲時段中，兩國幼兒選擇的活動類型有顯著差異（ $\chi^2=445.16, p<.001$ ）。兩國幼兒選擇進行的活動皆以「玩玩具、材料與體能遊戲」活動為最多；然而芬蘭幼兒選擇「角色扮演」的活動顯著多於臺灣幼兒，臺灣幼兒選擇「閱讀、看影片」等視覺活動（13.5%）則高於芬蘭幼兒（4.5%）。（3）進行室內自由遊戲時，幼兒主要注意對象有顯著差異（ $\chi^2=258.12, p<.001$ ），臺灣幼兒主要注意對象為非社會性對象，芬蘭幼兒則以注意同儕為主，臺芬兩國幼兒注意成人的比例皆為最低。（4）進行室內自由遊戲時，幼兒的身體活動量有顯著差異（ $\chi^2=45.83, p<.001$ ），臺灣幼兒多數呈現低度身體活動量；芬蘭幼兒呈現中度身體活動量之比例高於臺灣幼兒。（5）幼兒在投入度方面亦達顯著差異（ $\chi^2=185.35, p<.001$ ），芬蘭與臺灣幼兒多半表現出中度投入與高度投入，然而芬蘭幼兒呈現相當高度投入之比例高於臺灣幼兒。（6）距離幼兒最接近成人的主要行為（ $\chi^2=315.84, p<.001$ ）與有無成人注意目標幼兒（ $\chi^2=28.93, p<.001$ ）皆達顯著差異。進行室內自由遊戲時，雖然兩國教師皆以觀察幼兒為主，但是臺灣教師觀察幼兒之比例顯著高於芬蘭教師，臺灣教師聚焦於目標幼兒的比例也較高。兩國教師與單一幼兒互動的比例皆居次。本研究結果有助於瞭解臺芬兩國幼兒園進行自由遊戲之全貌，並思考其中之文化脈絡因素，以及與幼兒自主學習之關係。

**關鍵詞：**室內自由遊戲、幼兒園、觀察法、臺灣、芬蘭

# 芬蘭與臺灣幼兒園幼兒之身體活動度比較

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本研究主要目的在比較芬蘭與臺灣幼兒園幼兒身體活動度之現況，研究者觀察與記錄 1,438 位 1-6 歲幼兒身體活動度。研究結果如下: 1)當班級進行老師鷹架支持之戶外遊戲、基本保育、老師鷹架之室內遊戲和教師指導式教學活動時，芬蘭幼兒身體活動度高於臺灣幼兒( $p<0.01$ )，當班級活動是進行戶外自由遊戲與用餐時段，臺灣幼兒身體活動度高於芬蘭幼兒 ( $p<0.01$ )；2) 芬蘭幼兒在進行下列活動時，其身體活動度明顯高於臺灣幼兒：與同儕閒晃、玩角色扮演或想像遊戲、被禁止行為、玩規則遊戲、玩玩具等( $p<0.01$ )；3)當幼兒主要注意力在一群幼兒身上、一位幼兒或非社會性目標，芬蘭幼兒身體活動度明顯高於臺灣幼兒( $p<0.01$ )，當成人是幼兒主要關注目標時，幼兒身體活動度低 (芬蘭  $M=1, 28$ ；臺灣  $M=1, 24$ )；4) 當最近成人正在觀察幼兒(芬蘭  $M=1, 76$ ；臺灣  $M=1, 39$ )及在不確定情境(芬蘭  $M=1, 56$ ；臺灣  $M=1, 5$ )下，幼兒出現較高身體活動度。研究者依據研究發現提出下列建議：教師需要正視戶外活動對提高幼兒身體活動度價值，室內活動課程需要給予幼兒較大空間與自由度施展肢體活動度，幼兒園需要調整每日作息與課程安排等，以改善幼兒之身體活動度。

**關鍵詞：**身體活動、幼兒、芬蘭、臺灣、觀察



# 幼兒園情境中幼兒出現破壞常規行為之初探研究

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本研究試從幼兒園教室的系統觀察資料中抽粹出幼兒的違反常規的行為 (rule-breaking behaviors, 簡稱 RBBs), 並與當下的情境資料進行對照探討, 以期進一步了解幼兒在出現 RBBs 時的同時現象。本研究在幼兒園針對 2-6 歲 1,201 位幼兒進行教室行為抽樣 7 次的時間取樣觀察, 共取得 29,856 筆幼兒行為樣本, 其中發現 516 筆行為是 RBBs, 出現比例 1.7%。本研究報告針對這些資料進行初探, 發現結果如下: 1. 台灣 RBBs 出現比率(1.2%)低於芬蘭幼兒的出現率(2%); 從年齡層區分, 兩國 2 歲幼兒的違反常規比例都最高(台 2.7%, 芬 2.6%), 台灣幼兒隨年齡違反常規比例下降, 4 歲最低(0.9%), 5-6 歲回升(1.0%); 芬蘭 3 歲 1.7%, 5 歲最低, 在 4 歲(1.8%)與 6 歲(1.6%)皆有回升現象。四歲以下兩國無統計上顯著差異, 四歲與四歲以上則出現統計上顯著差異。 2. 檢視出現 RBBs 的幼兒性別, 兩國結果無差異: 男孩的 RBBs(台 2.5%, 芬 0.9%)出現率顯著高於女孩(台 0.6%, 芬 1.6%)。 3. 進一步檢視 RBBs 出現時的教室活動型態: 在台灣是基本保育(1.9%)和室外教師鷹架活動(1.5%), 芬蘭最高比率則是基本保育(3.4%)和用餐時間(2.3%)。 4. 檢視發生 RBBs 時距離最近教師的主要行為發現, 台灣最高是“無法確認的行動”(1.8%), 其次是與單一幼兒互動(1.5%), 最低為觀察幼兒(0.8%)。芬蘭幼兒最高則是“單一幼兒(3.8%)”, 其次為“無法確認的行動”(2.0%)。研究者基於以上的發現兩國幼兒出現 RBBs 模式大致相似, 似乎與教室情境脈絡存在某種關聯, 建議幼兒園教保人員宜深思幼兒違反常規行為背後隱藏的訊息, 例如在男童較高的違反常規行為分析中透露出較高身體活動的需求, 或教室活動的自由度與違反常規行為成反比的現象, 值得現場工作者省思其意義。

**關鍵詞：**違反常規行為、觀察法、幼兒園、臺灣、芬蘭



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