



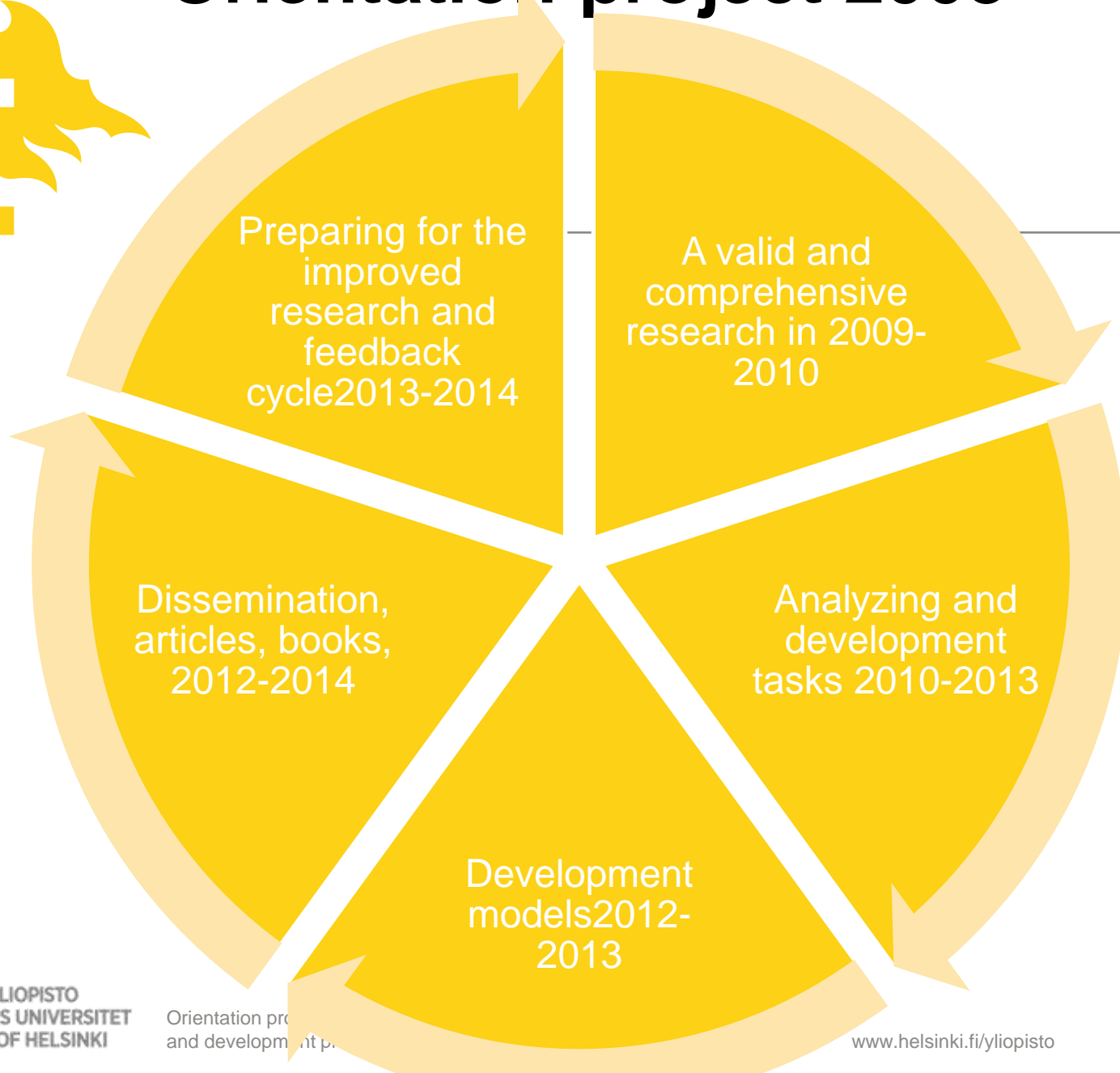
# Orientation project and children's agentive orientation

Jyrki Reunamo

University of Helsinki

Friday 10th May 2013 at Chang Gung University of Science  
and Technology

# Orientation project 2008 -





# Finnish team

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Jyrki Reunamo (UH)  
Lasse Lipponen (UH)  
Leila Saros (University of  
Tampere)  
Anna-Liisa Kyhälä (UH)  
Satu Lehto (UH)  
Liisa Hakala (UH)  
Inkeri Ruokonen (UH)  
Marja Nurmilaakso (UH)

Heini Paavola (UH)  
Marja-Liisa Akselin  
(University of Tampere)  
Helena Hällström (UH)  
Valo ry (National institution  
for PE)  
Alisa Alijoki (UH)  
IBM  
10 cities in southern  
Finland



# Taiwanese team

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**Chao-Jung Lin**, Associate professor, Department of Early Childhood Educare, Ching-Kuo Institute of Management and Health, Keelung

**Hui-Chun Lee**, Associate professor, Tzu Chi University, Hualien

**Li-Chen Wang**, Associate Professor, Department of Early Childhood Education and Care, Chang Gung University of Science and Technology

**Dr. Rosalind Wu**, National Academy for Educational Research, Sanxia

**Wann-Yi Mau**, Associate professor, Department of Early Childhood Educare, Ching-Kuo Institute of Management and Health, Keelung

2008/10  
Connecting a personal interest to agency

Refining the research plan

Finding a personal relevance for agency research

Search for possibilities in research exchange

Take part in exposing the dynamics of personal and environmental change

Popular articles and dissemination

Books on the different aspects of agency

2008/11  
Preparation of observation-, interview- and evaluation items

Apply for a research grant from the Academy of Finland

Creating connections between UH and Ckimh

Students and staff as researchers

Advancing to a better contact with agency

Applying results with students and colleagues

Scientific Journal articles

2009/02  
Testing of the research tools

Look for possibilities in teacher exchange

A dynamic and productive learning environment for the students, staff and children

Professional credits and contacts

Conference on the research project and results

2009/08  
Decision of the definite research tools

2009/11-2010/07  
Data collecting

Connecting Asia & Europe, Taiwan & Finland, Helsinki & Taipei/Keelung

Academic credits and contacts

Each participant needs to find a personally meaningful and fruitful task

A sound, effective and reasonable sphere of responsibilities

The permission for data collection from parents

Data input and data integration (meeting in Taiwan August 2010).

Conference in Taiwan in 2013.

Each partner needs to provide an item, a question and a statement

Heads of the nurseries take the responsibility on tool testing?

Educators need some basic introduction in child interviewing and observation

Work on research report, articles, data considerations. Meeting in Finland in January 2011.

Presenting preliminary results at the EECERA conference in September 2011.

Preparation of articles and a book. Plans for dissemination in Taiwan and Finland.

Decision needed on the degree of team/personal preferences

College teachers take the responsibility on training the students in interviewing and observing?

Educators need clear and simple enough research tools

Clear and simple data input instructions for educators

Finding appropriate quantitative and qualitative methods for analysis

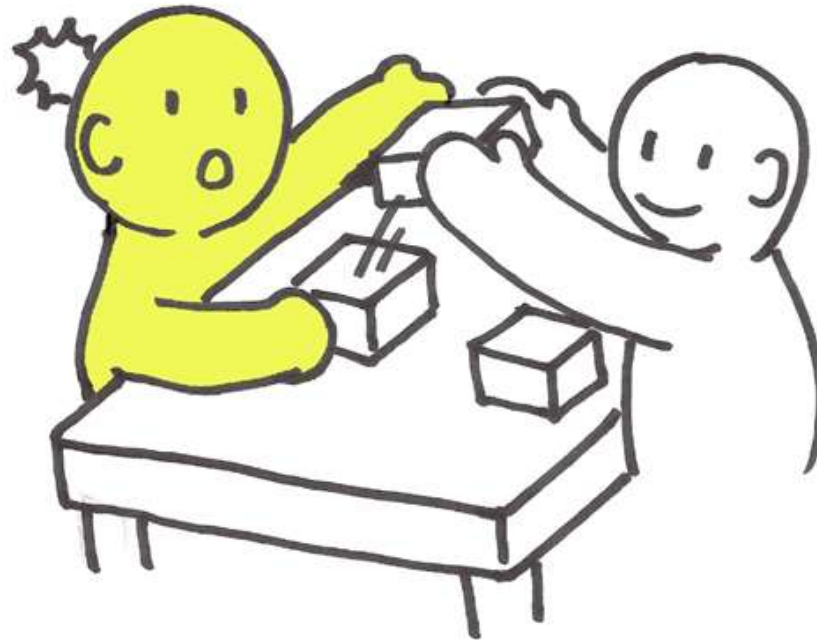
Need to find a personally meaningful and fruitful distribution of publishing

A small contribution to a better world :)



# 12. Think that you are playing a game and the other does not follow the rules, what do you do?

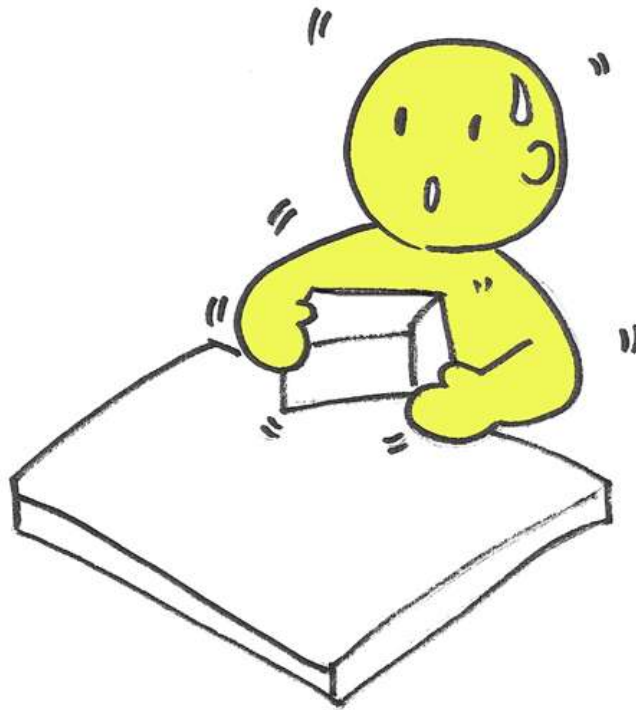
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# 15. You are doing an important work and you fail, what do you do then?

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# Agentive perception in role play





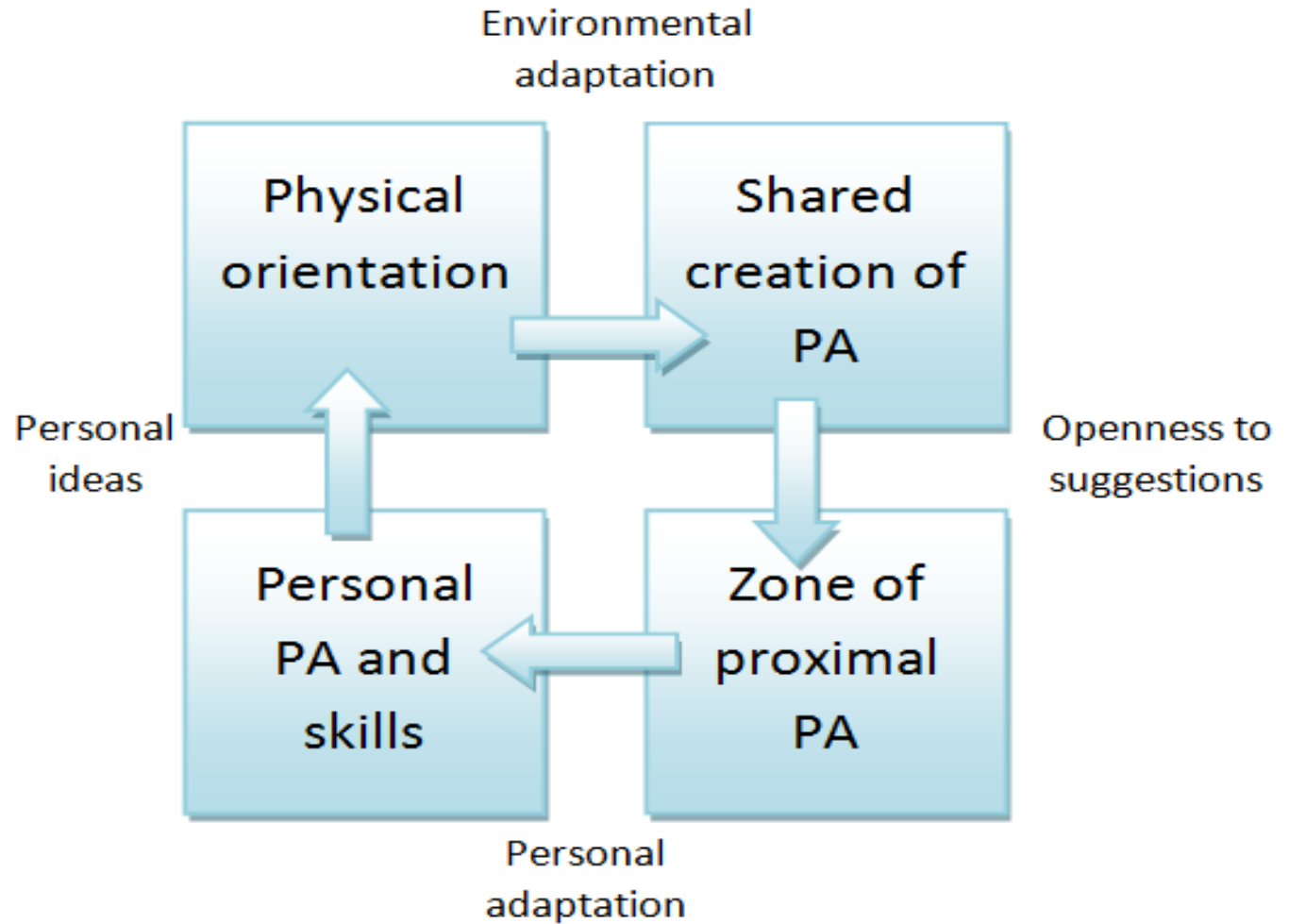


# Agentive perception in role play 2



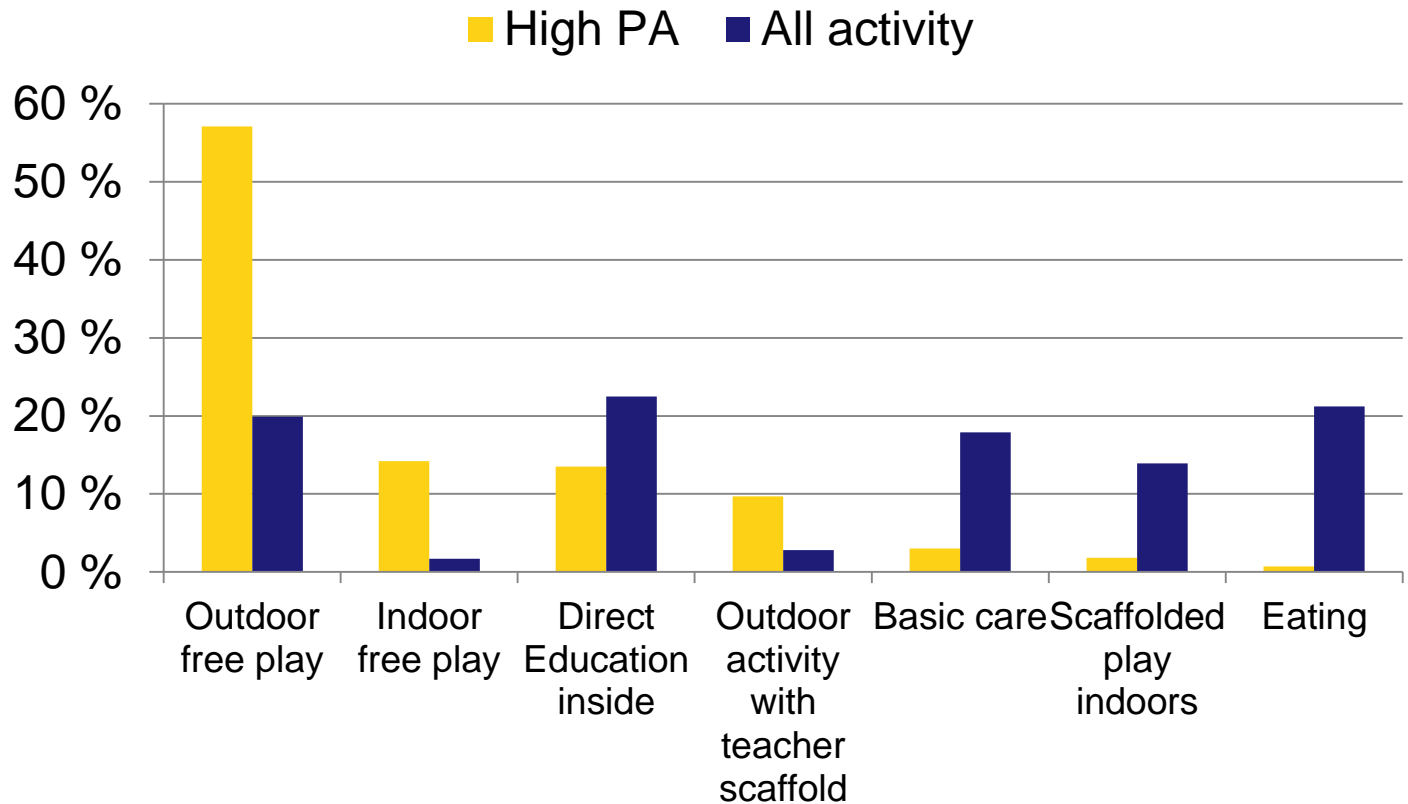


# Agentive perception in physical activity





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



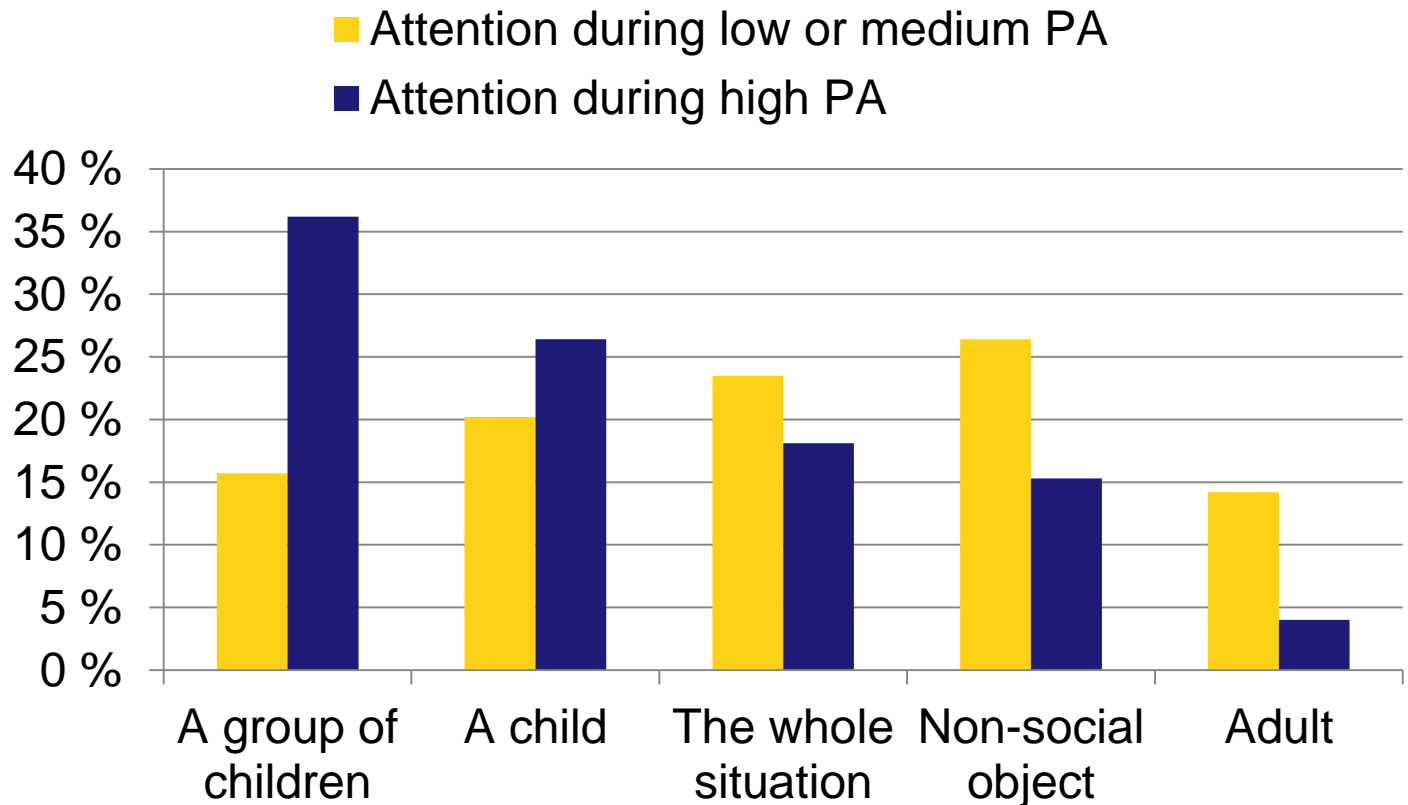


# The evaluated personal qualities in groups of children with no and at least some gross motor difficulties

Evaluated skill	No gross motor difficulties <i>M</i>	At least some gross motor difficulties <i>M</i>
Needs a lot of support in fine motor skills.	1.47	<b>2.8</b>
Needs a lot of support in learning and metacognitive skills.	1.77	<b>2.9</b>
Needs support in language communication skills.	1.52	<b>2.62</b>
Can concentrate easily.	<b>4.05</b>	3.42
Participates in and eagerly initiates activities.	<b>3.92</b>	3.26
Copes appropriately in new, challenging situations.	<b>3.67</b>	2.97
Is independent and self-directive.	<b>4.05</b>	3.3

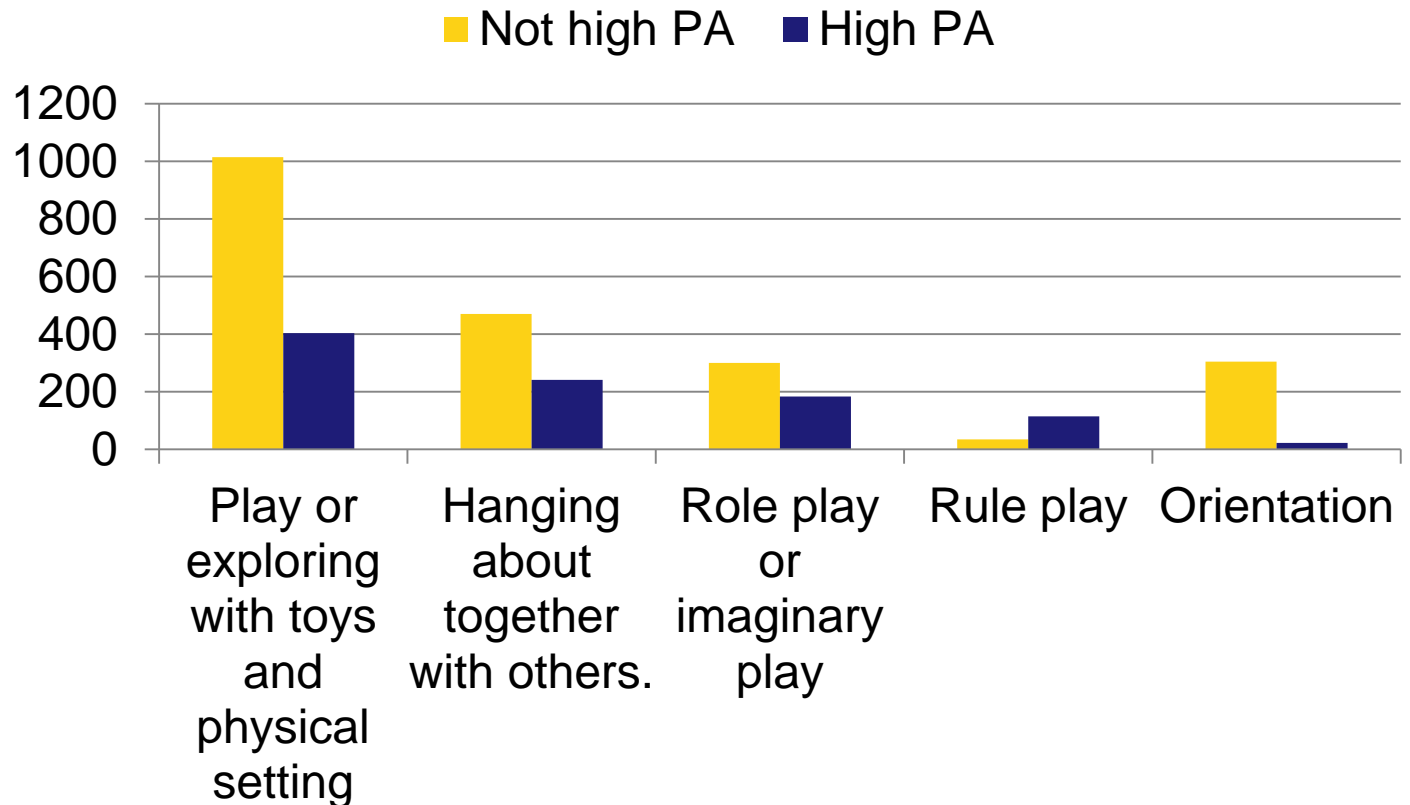


# Children's different objects of attention during low/medium PA and high PA activities



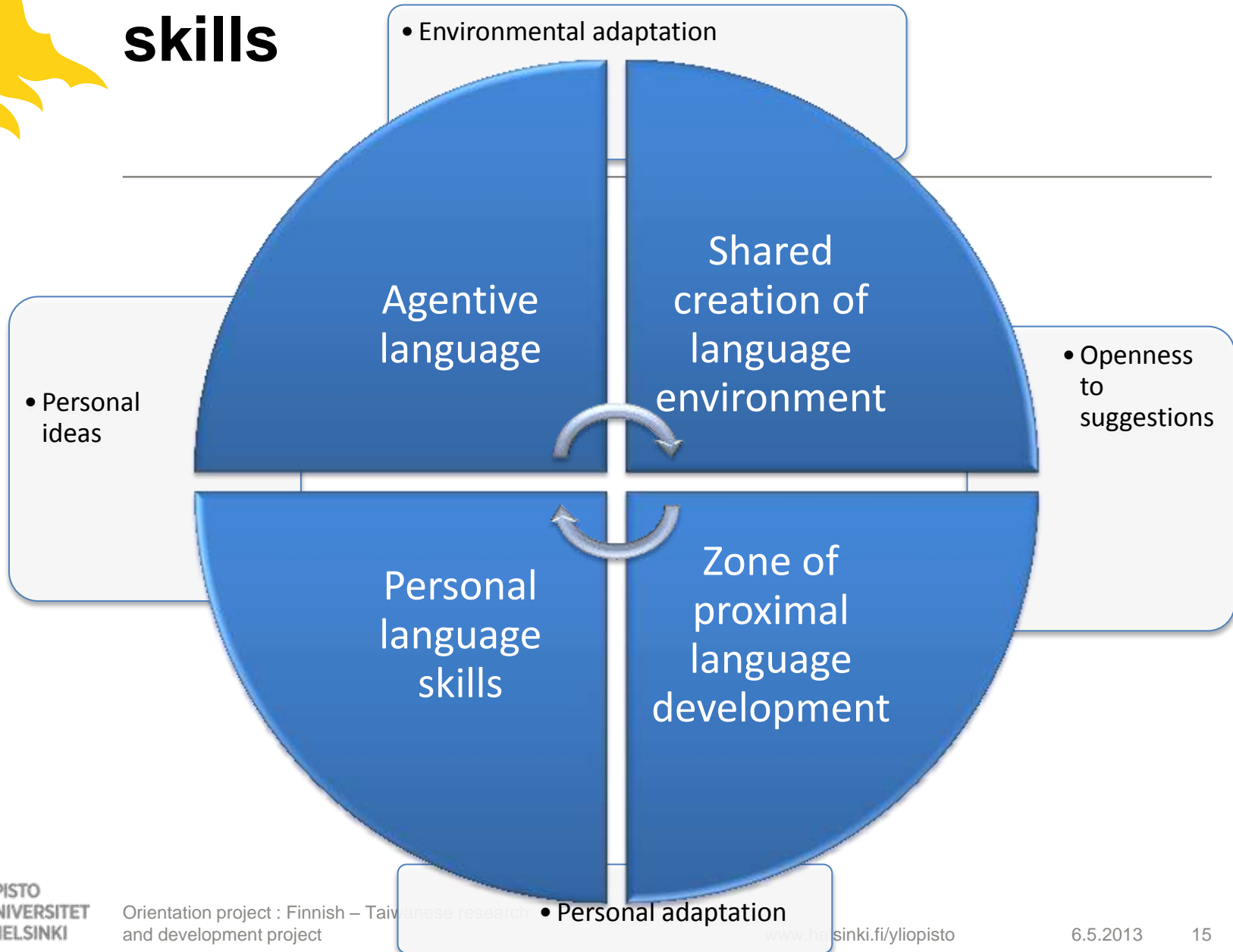


# Children's different objects of attention during low/medium PA and high PA activities outdoors





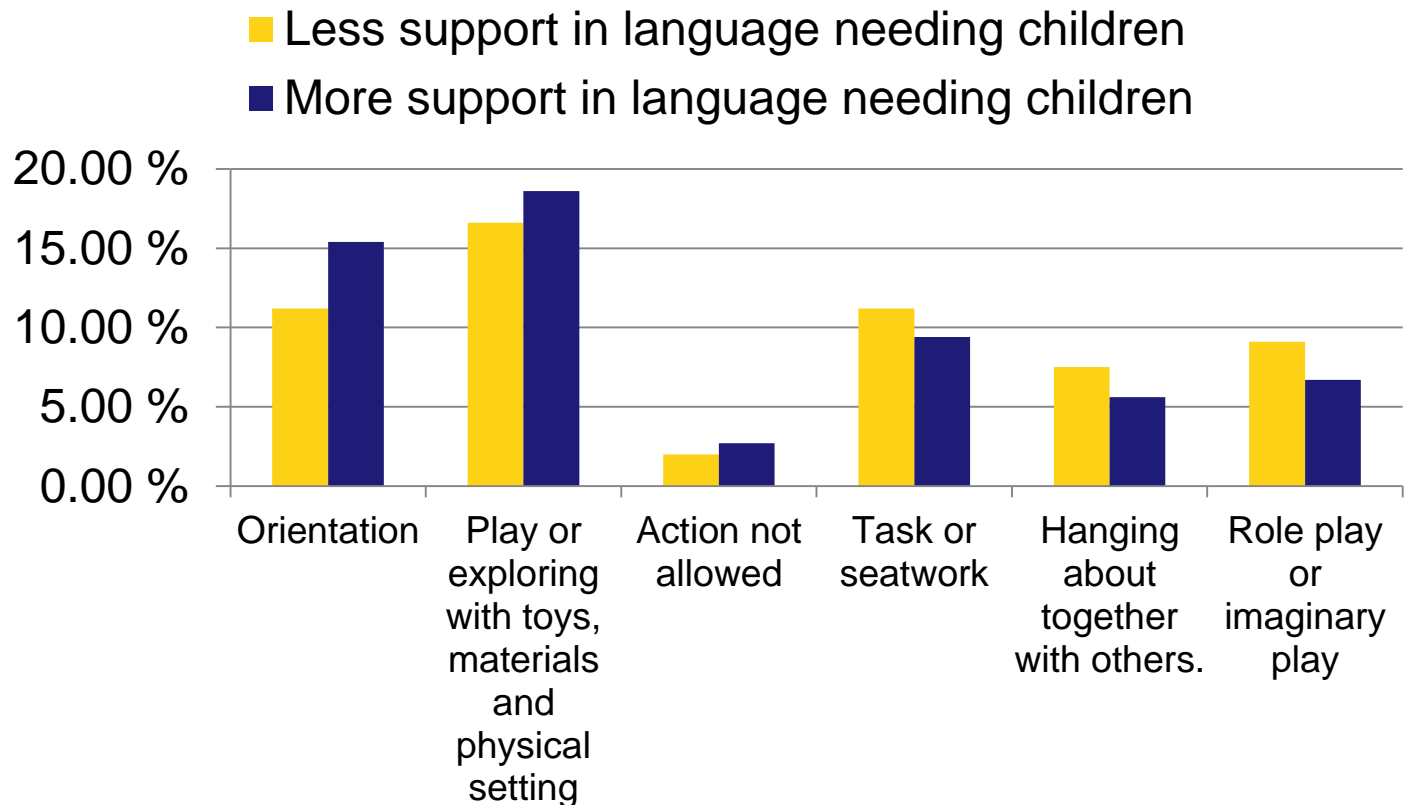
# Agentive perception and language skills







# The activities of less and more support needing children between 8:00-12:00 in day care





# The means of children's evaluated skills in the less and more support needing groups of children

Quality and skill description	Children needing less support in language ( <i>M</i> )	Children needing more support in language ( <i>M</i> )
Needs a lot of support in learning and metacognitive (learning to learn) skills.	2.04	<b>3.74</b>
Needs a lot of support in fine motor skills.	1.91	<b>3.17</b>
Needs a lot of support in gross motor development.	1.64	<b>2.56</b>
Withdraws easily, contacts with other children are often weak.	1.90	<b>2.70</b>
Can concentrate easily	<b>3.89</b>	3.07
Copes appropriately in new challenging situations.	<b>3.47</b>	2.60



# Children's interaction strategies in the less and more language support needing groups of children

Children's descriptions in the interview	Less language support needing children	More language support needing children
The sum of all accommodative answers	29 %	25 %
The sum of all participative answers	36 %	30 %
The sum of all dominating answers	12 %	14 %
The sum of all withdrawn answers	11 %	11 %
The sum of all uncertain or undefined answers	13 %	20 %

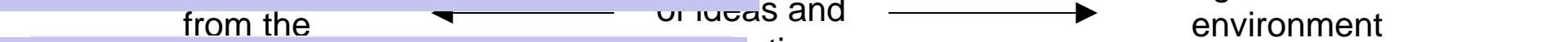


# The mean skill values of the peer contacts of the less and more language difficulties having children

Quality and skill description	Peer contacts of the less language support needing children (M)	Peer contacts of the more language support needing children (M)
Needs a lot of support in fine motor skills.	1.94	2.29
Needs support in language communication skills	1.92	2.25
Needs a lot of support in learning and metacognitive (learning to learn) skills.	2.14	2.41
12Has good social skills in a group of children.	3.74	3.42
7Recognizes own feelings and copes with them.	3.40	3.07
14Can concentrate easily	3.87	3.54

**Instrumental tools**  
Aristotelian ideas. The power of ideas is in the application of it in real life situations. Pure thinking can have an unexpected relation to reality. Ideas explain reality and have an effect on reality. Ideas are a tool to get things done or understood. Ideas are a powerful instrument for constructing and analyzing reality. The problem is in the practical enforcement of ideas.

**Producing tools**  
Cultural ideas. Ideas are cultural products without predefined content or axioms. The problem is to use culturally relevant ideas. Culture and ideas have an effect on each other. Ideas are reflected e.g. in morality, science and society. The problem is that when ideas are used in cultural contexts they have ethical and esthetic connections too.



**Actual development**  
Symbolic ideas. Ideas are images of reality, shadows, philosophy or science defined by people. Ideas represent themselves in human understanding, operations and schemas. Ideas are personal shadows applied or defined, it's like a game. There is a lot of personal idea systems. The problem is their preference and their questionable relation to reality.

**Proximal development**  
Platonic Ideas. Ideas are out there. The problem is how to find them. People can get access to the real ideas by reaching out for the social or physical content of ideas. There are the real ideas. The problem is to find the important or relevant ideas.



# The Purpose of the Orientation Project

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To find out what really happens in Finnish and Taiwanese day care.

Study how children's orientations, skills and peer relations impact the activities.

Study the ways the educators actions and the learning environment are related to the unfolding activities.

Find ways to have a concrete and positive impact on the studied action.



# The Motives of the Project

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To create practical and meaningful instruments for measuring and evaluating Early Learning.

To expose the basic ingredients that produce the activities in the learning environment.

To evaluate the cultural factors by comparing Finnish and Taiwanese cultural differences. Identical researches in both countries at the same time.

Based on the research results more than 200 development tasks for the educator teams in both countries have been produced by Reunamo and the results for the tasks presented in Taiwan May 2013.

To disseminate the found results and the produced models to solve the development tasks nationally and internationally.

To change Early Childhood Education from running after educational objectives and towards working with the orientations that steer the processes.





# Measurable Results

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The observation instrument and the other instruments are independent from each other, which means that the found connections reflect some real connections between phenomena.

It has been proposed that in 2015 the data would be collected anew to evaluate the accomplished changes and to reveal underlying trends.



# Further info on Orientation project

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Project blog

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

The Scientific Products of the APU Project

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

Research news

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