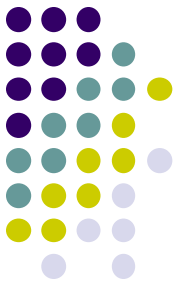


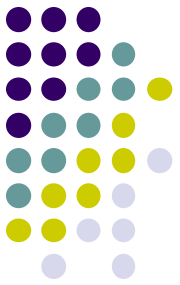
Teachers' Concerns About the Implementation of the Project Approach: Young Children's Teachers in Taiwan

Presented by
Yi-Man (Joyce) Lin, PhD., Assistant Professor

Research Questions



1. What are the teachers' concerns about the implementation of the Project Approach when comparing teachers' general teaching experience?
2. What are the teachers' concerns about the implementation of the Project Approach when comparing teachers' teaching experience with the Project Approach?
3. What are the teachers' concerns about the implementation of the Project Approach when comparing teachers' stages of professional development?



Teachers' Concerns

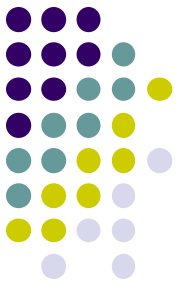
Dependent Variable

- Teachers' Concern (Fuller, 1969)
 - * Self Concerns—Teaching adequacy and classroom control
 - * Task Concerns—Teaching performance and children's performance
 - * Impact Concerns—Curriculum choices based upon children's feedback, collaboration with other teachers, and professional development

Independent Variable

- General Teaching Experience
 - * 1-4 years / 5-10 years / 10+ years
- Teaching Experience in the PA
 - * 1st & 2nd years / 3rd & 4th years / 5+ years
- Stages of Professional Development
 - * Survival / Consolidation / Renewal / Maturity (Katz, 1972)

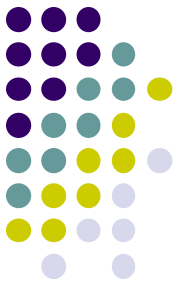
Research Design



- **An explanatory mixed method design—Survey & Interview.**
- **Instrument**
- ▣ **The Survey of Teachers' Concerns in the Project Approach.**
 - Part I—Teacher's Demographic Information (12 items).
 - Part II—Teacher's Concerns about the Project Approach.
 - ✓ 22 items derived from the Stages of Concern Questionnaire of Project Learning.
 - ✓ 3 subscales: Self Concerns, Task Concerns, and Impact Concerns.
 - ✓ 8-point Likert scale: 0 (irrelevant), 1-2 (not true of me now), 3-4 (somewhat true of me now), to 5-7 (very true of me now).
- ▣ **Interview questions**
- **5 open-ended questions**

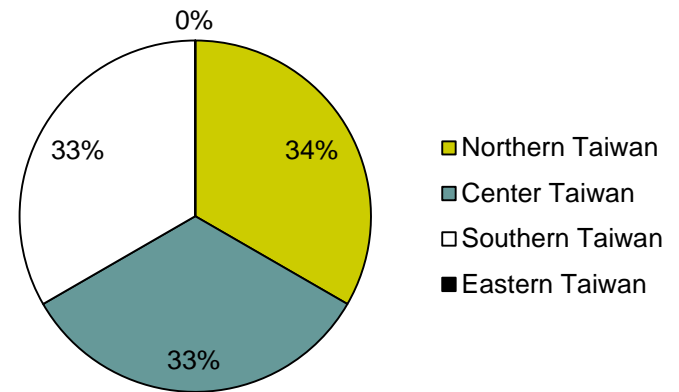
Results from the Survey

The Description of Sample



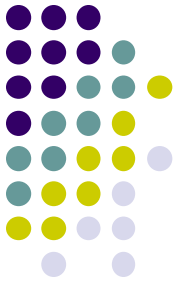
- A total of 229 participants were recruited from 14 schools located in the northern, central, southern, and eastern regions of Taiwan.
- **The interview data**
- Six of the 29 volunteer interviewees were eligible and available for the study.

School Locations



Results from the Survey

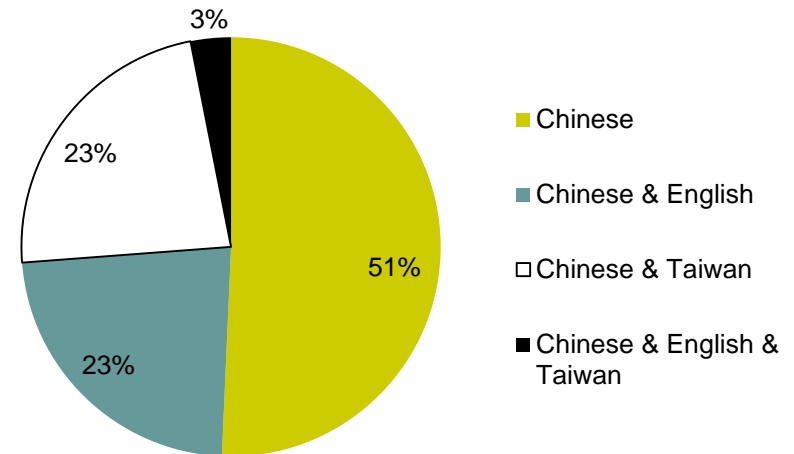
Classroom Information



Teacher-Child Ratios

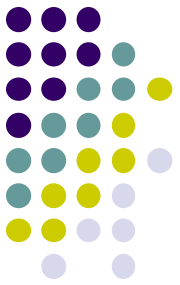
Ages	1:10	1:15	2:20
Under 3 years	4.8	NS.	0.4
3-5 years straight groups	8.0	43.2	7.8
3-5 years mix age groups	2.2	25.0	5.1

Language of Instruction

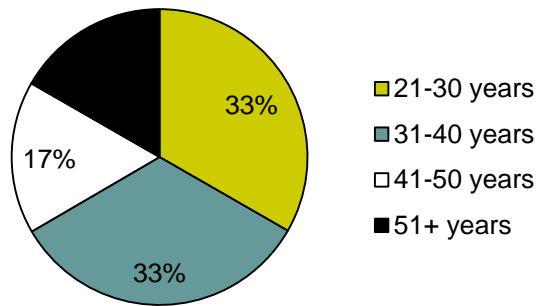


Results from the Survey

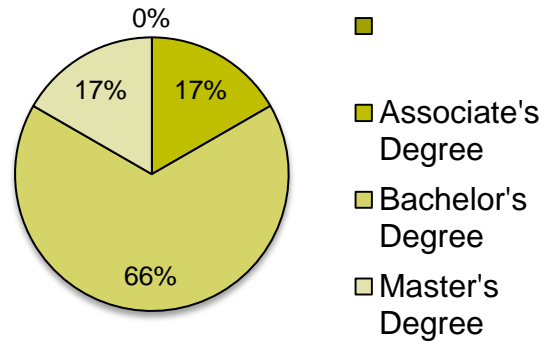
Teachers' Demographic Information



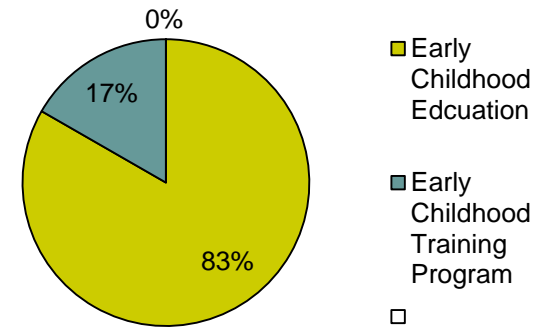
Teachers' Ages



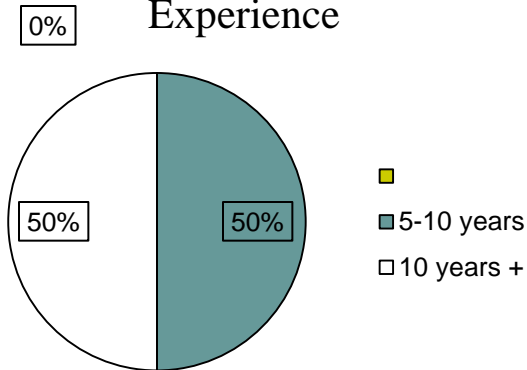
Teachers' Education



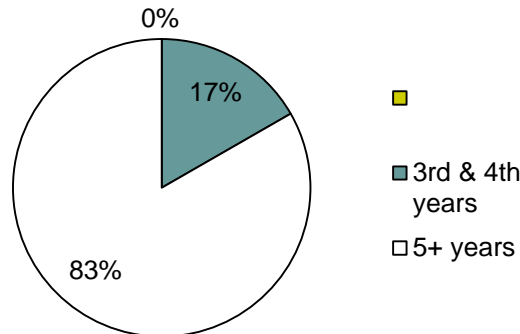
Teachers' Academic Majors



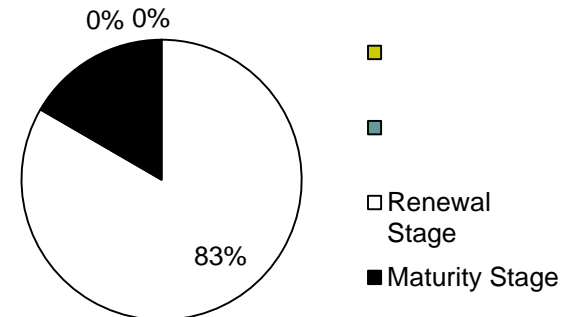
General Teaching Experience



Teaching Experience in the Project Approach

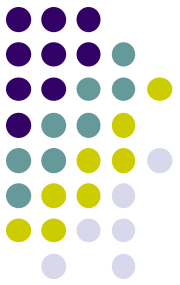


Stages of Professional Development

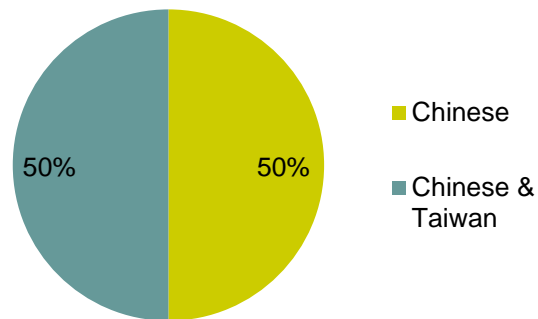


Results from the Interview

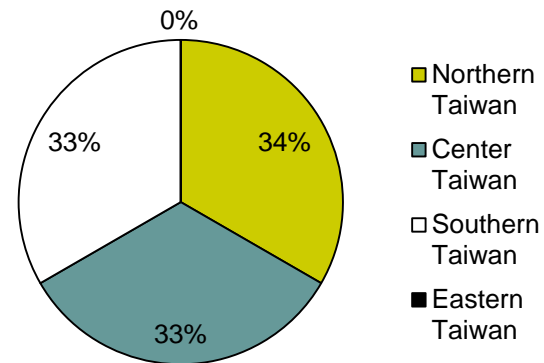
Classroom Information



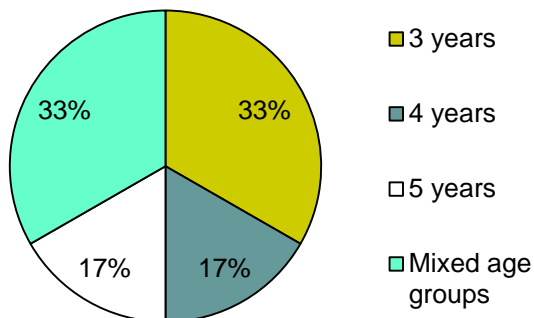
Language of Instruction



School Locations

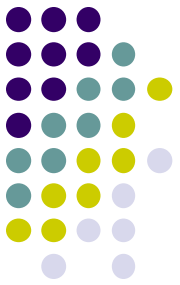


Children's Ages

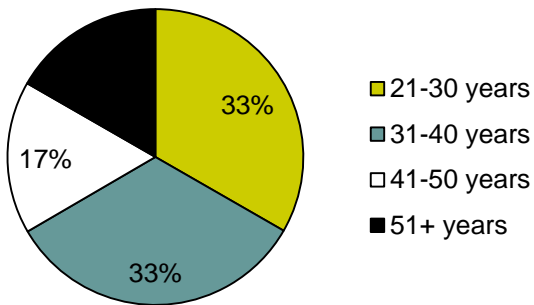


Results from the Interview

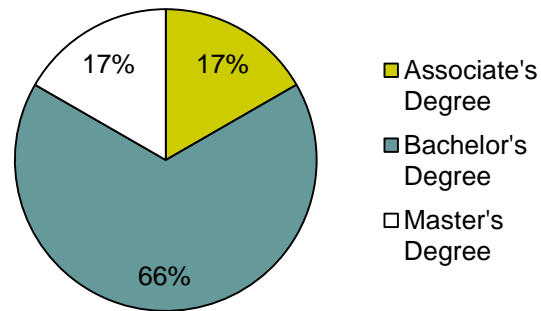
Teachers' Demographic Information



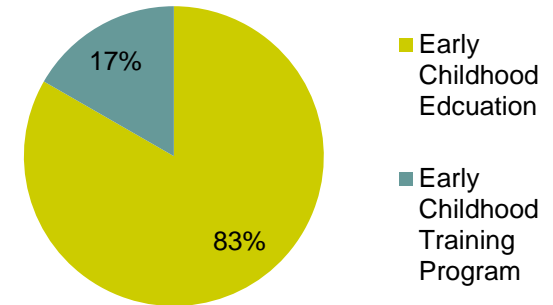
Teachers' Ages



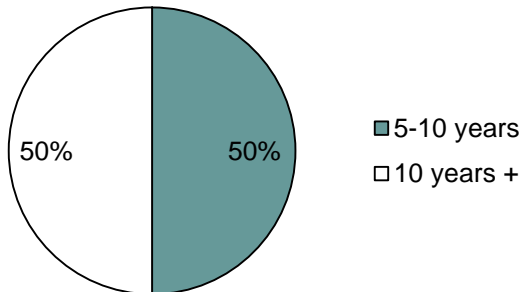
Teachers' Education



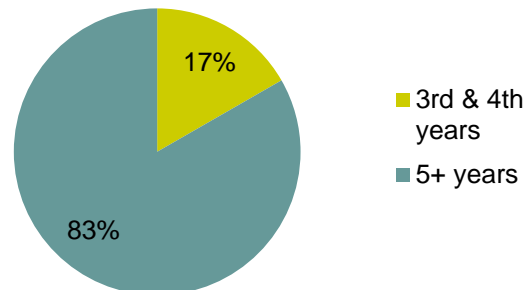
Teachers' Academic Majors



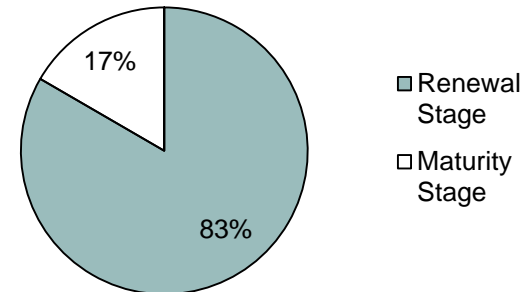
General Teaching Experience



Teaching Experience in the Project Approach

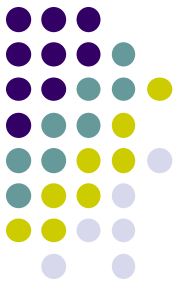


Stages of Professional Development



Results

Part II: Teachers' Concerns



Results of MANOVAs in Teachers' Concerns by Three Independent Variables

	MANOVA	ANOVA	Post Hoc Test
General Teaching Experience	*	Task Concerns	5-10 years > 10+ years
Teaching Experience in the Project Approach	*	Self Concerns	5-10 years > 1 st & 2 nd years
		Task Concerns	3 rd & 4 th years > 5+ years
		Impact Concerns	3 rd & 4 th years > 1 st & 2 nd years 5+ years > 1 st & 2 nd years
Stages of Professional Development	*	NS.	NS.

Indications: Teaching experience in the Project Approach provided detail information to explain the patterns of teachers' concerns.

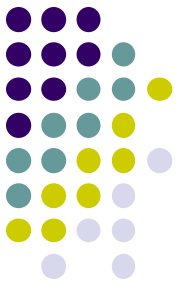
Results / Findings

Part II: Teachers' Concerns

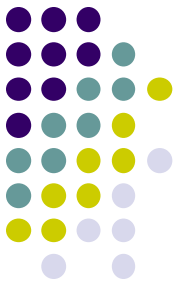


- Mean scores:
Impact Concerns ($M = 5.56$) > Self Concerns ($M = 5.39$) > Task Concerns ($M = 4.34$).
- Indications:
 1. Teachers were more concerned about **Impact Concerns** than **Self Concerns** and **Task Concerns**.
 2. Teachers remained concerns about using children's feedback to change curriculum and revised their teaching strategies.
 3. They were concerns about developing working relationships with other teachers.
- Supported by Lun (2008).
- Different from the study
- ✓ Conducted by Christou, Eliophotou-Menon and Philippou (2004).
- ✓ Teaching experience involved with innovative curriculum in Mathematics was not an important factor of explaining the patterns of teachers' concerns.

Results / Findings from the Interview

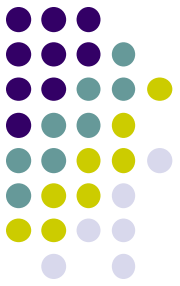


- Three themes that demonstrated the similar findings about teachers' concerns in the survey:
 1. Teachers remained concerned about their own teaching skills, and parental involvement.
 2. Project work was associated with multiple teaching skills at one time
 3. Project work had a positive influence on teachers' professional development.
- Teachers improved their knowledge of the topic, teaching skills, collaborative abilities, and communication skills.



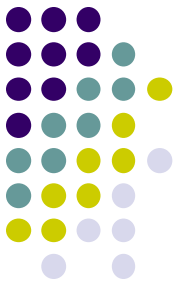
Conclusions

- **Teachers were more concerned about Impact Concerns than Self Concerns and Task Concerns.**
- **Teachers were concerned:**
 - Methods of refocusing children's learning experiences
 - ✓ How this approach affected children
 - ✓ Revising their teaching strategies
 - ✓ Adjusting curriculum and providing resources based on children's learning experiences
 - ✓ Modifying learning activities
 - ✓ Using feedback to change the curriculum
 - ✓ Enhance children's learning.



Conclusions

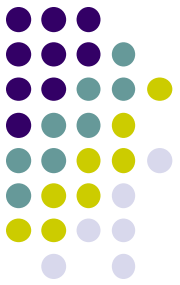
- **Teachers were concerned:**
 - Collaboration with other colleagues
 - ✓ Development with other teachers
 - ✓ Learn about how teachers implement the Project Approach.
 - Professional development in teaching the Project Approach.



Recommendations

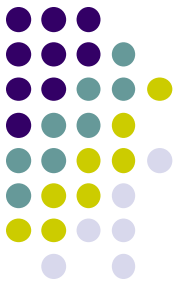
- **For Practice in Early Childhood Education:**
 - Practical information and suggestions for teachers and administrators.

- **For Future Study:**
 - To investigate methods of different curriculum integrated with the Project Approach.
 - To examine the challenges and support for new teachers.
 - To discover some solutions for each challenge.
 - To compare the Project Approach among different regions or countries.



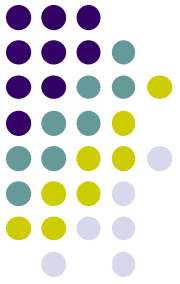
Reference

- Christou, C., Eliophotou-Menon, M., & Phlippou, G. (2004). Teachers' concerns regarding the adoption of a new mathematics curriculum an application of CBAM. *Educational Studies in Mathematics*, 57, 157-176.
- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6(2), 207-226.
- Lun, L. W. (2008). Teacher concerns about curriculum reform: The case of project learning. *The Asia-Pacific Education Researcher*, 17, 75-97.



Research Interests

- Teachers' education
- Pre-service teachers' education
- Early childhood curriculum
- Future study
- Teachers' concerns about the new teaching guidelines



Thank you for your participations