

**International Conference on
Cross-Cultural Comparison of Educational Setting and
Children’s Agentive Perception**

學習環境與兒童自主認知跨文化研究

國際學術研討會

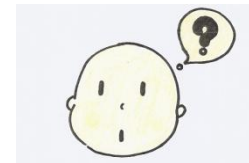


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會議議程

2010年11月19日(星期五)

時間	活動內容
9:00 ~ 9:30	報到
9:30~10:00	開幕、互相介紹認識 主持人：吳清山主任(國家教育研究院籌備處)
10:00~12:00	專題演講：Children's Agentive Perception Uncovered 主持人：周筱亭研究員(國家教育研究院籌備處) 主講人：Dr. Jyrki Reunamo (University of Helsinki)
12:00~13:00	午餐
13:00~14:45	專題演講：Learning through Play in Hong Kong: A Myth or Reality 主持人：陳淑琴教授(國立台中教育大學) 主講人：鄭佩華教授(香港教育學院)
14:45~15:15	茶敘
15:15~17:15	專題論壇：Observation of Children in the Natural Setting 主持人：吳敏而研究員(國家教育研究院籌備處) 引言人：Dr. J. Reunamo (University of Helsinki) 林昭溶教授(經國管理暨健康學院) 李慧娟教授(經國管理暨健康學院) 袁月梅教授(香港教育學院)

2010 年 11 月 20 日 (星期六)

時間	活動內容
9:00~10:30	專題論壇：Cross Cultural Comparisons and Collaboration 主持人：汪麗真主任 (經國管理暨健康學院) 引言人：Dr. J. Reunamo (University of Helsinki) 袁月梅教授 (香港教育學院) 幸曼玲教授 (台北市立教育大學) 鄭佩華教授 (香港教育學院)
10:30~11:00	茶敘
11:00~12:00	專題演講：SICS(Self-evaluation Instrument for Care Setting) 主持人：李駱遜副研究員 (國家教育研究院籌備處) 主講人：幸曼玲教授 (台北市立教育大學)
12:00~13:00	午餐
13:00~15:00	專題論壇：Interviews with Children on Agentive Perception 主持人：幸曼玲教授 (台北市立教育大學) 引言人：Dr. J. Reunamo (University of Helsinki) 毛萬儀教授 (經國管理暨健康學院) 李慧娟教授 (經國管理暨健康學院) 鄭佩華教授 (香港教育學院)
15:00~15:30	茶敘
15:30~16:30	綜合討論及閉幕 主持人：周筱亭研究員 (國家教育研究院籌備處)

Conference Program

Friday, 19th November, 2010

Time	Program Details
9:00 -9:30	Registration
9:30 -10:00	Opening Ceremony and Introductions Chair: Dr. C.S. Wu (Director, National Academy for Educational Research)
10:00 -12:00	Keynote Speech Children's Agentive Perception Uncovered Chair: Ms. Marie Cheo (National Academy for Educational Research) Speaker: Dr. Jyrki Reunamo (University of Helsinki)
12:00 -13:00	Lunch
13:00 -14:45	Keynote Speech Learning through Play in Hong Kong: A Myth or Reality? Chair: Dr. Susan Chen (National Taichung University of Education) Speaker: Dr. Doris Cheng (Hong Kong Institute of Education)
14:45 -15:15	Tea Break
15:15 -17:15	Panel Discussion Observation of Children in the Natural Setting Chair: Dr. Rosalind Wu (National Academy for Educational Research) Discussants: Dr Jyrki Reunamo (University of Helsinki) Ms. C.J. Lin (Ching-Kuo Institute of Management & Health) Dr. H.C. Lee (Ching-Kuo Institute of Management & Health) Dr. Celeste Yuen (Hong Kong Institute of Education)

Saturday, 20th November, 2010

Time	Program Details
9:00 - 10:30	Panel Discussion Cross-Cultural Comparisons and Collaboration Chair: Dr. L. C. Wang (Ching-Kuo Institute of Management and Health) Discussants: Dr. Jyrki Reunamo (University of Helsinki) Dr. Celeste Yuen (Hong Kong Institute of Education) Dr. M.L. Shing (Taipei Municipal University of Education) Dr. Doris Cheng (Hong Kong Institute of Education)
10:30 - 11:00	Tea Break
11:00 - 12:00	Keynote Speech SICS (Self-evaluation Instrument for Care Setting) Chair: Dr. Karen Lee (National Academy for Educational Research) Speaker: Dr. M.L. Shing (Taipei Municipal University of Education)
12:00 - 13:00	Lunch
13:00 - 15:00	Panel Discussion Interviews with Children on Agentive Perception Chair: Dr. M.L. Shing (Taipei Municipal University of Education) Discussants: Dr. Jyrki Reunamo (University of Helsinki) Dr. W. Y. Mau (Ching-Kuo Institute of Management and Health) Dr. H.C. Lee (Ching-Kuo Institute of Management and Health) Dr. Doris Cheng (Hong Kong Institute of Education)
15:00 - 15:30	Tea Break
15:30 - 16:30	General Discussion and Closing Ceremony Chair: Ms. Marie Cheo (National Academy for Educational Research)

Keynote Speakers

Jyrki Reunamo

Present Position

- Senior Lecturer, Department of Teacher Education
- University of Helsinki

Previous Positions

- Lecturer of pedagogy
- Kindergarten Teacher College, Helsinki
- Kindergarten teacher, school teacher, adult educator

Education

- University of Helsinki, Finland, Ph.D. in Education
- University of Turku, Finland, Licentiate of Education, Master of Education

Special Posts and Scientific Projects

- Referee for many journals of education
- Comenius/Socrates project Timsis, with Germany, Czech, Norway, Hungary. Responsible for evaluation of material products for seriously ill children.
- EU-project with Spain, Ireland, Italy, Malta, Cyprus, Latvia, UK and Hungary. Focus on the segregation and inclusive tendencies of education.
- Member in the National VAKAVA developmental project of entrance examinations.
- Responsible for the development of assessment and planning devices of the preschool curriculum production in the city of Helsinki. Developed all instruments, and involved 5,000 workers and 20,000 children.
- Action research projects in various municipalities.
- The city of Tornio and Pello 2009 Early childhood curriculum evaluation and planning
- Representative of the personnel in ICT in the Department of Teacher Education.

Research Interests

- Research methods
- ICT
- pedagogy

Doris Cheng 鄭佩華

Present Position

- Associate Head of Department , Department of Early Childhood Education
- Hong Kong Institute of Education

Education

- University of Bath, Ph.D.
- Hong Kong University, M. Ed.
- University of Hull, B.A. in Education

Special Posts and Scientific Projects

- Play from the eyes of Hong Kong children
- Hong Kong preschoolers' mindreading ability and their social strategies in play
- Empowering Early Childhood Institutions in implementing effective school-based curriculum
- Enhancing the Quality of Learning and Teaching in Hong Kong Early Childhood Education: Meeting the Challenges of the New Policy
- Assessment for Integrating Learning in Teacher Education
- Exploring the Practical Knowledge in Realizing Play in the Hong Kong Context
- Outreach Project in Local Secondary Schools for the Promotion of SECE Pre-Service Programmes
- Activating the dialectical interaction of "a community of learners": an exploration of the development of professional identity
- Exploring on an Authentic Context: Alternative Teaching and Learning Approaches for Hong Kong Early Childhood Teachers

Research Interests

- Teaching and Learning through Play
- Linking Theories with Practice
- Professional Development of Teachers

Marn-Ling Shing 幸曼玲

Present Position

- Associate Professor, Department of Early Childhood Education
- Taipei Municipal University of Education

Previous Positions

- Associate Professor and Head of Graduate Studies in Early Childhood Education.
Taipei Municipal University of Education
- Associate Professor and Head of Department of Early Childhood Education,
Taipei Municipal University of Education
- Associate Researcher, Taiwan Provincial Institute of Teachers' Inservice
Education
- Associate Professor, Department of Child and Adolescent Welfare, Chinese
Culture University

Research Interests

- Research Methodology
- Developmental Psychology
- Cognitive Psychology
- Cognition and Pedagogy
- Education

Abstracts of Speeches

Children's Agentive Perception Uncovered

Jyrki Reunamo

Abstract

This presentation describes a comparative research between Finland and Taiwan. The project has strong tendencies of action research aiming at both theoretic and practical enhancements both in Finland and Taiwan. The ambition of the project has been to seek a balanced view of early childhood education, where both the adaptive and agentive nature of children's views is considered.

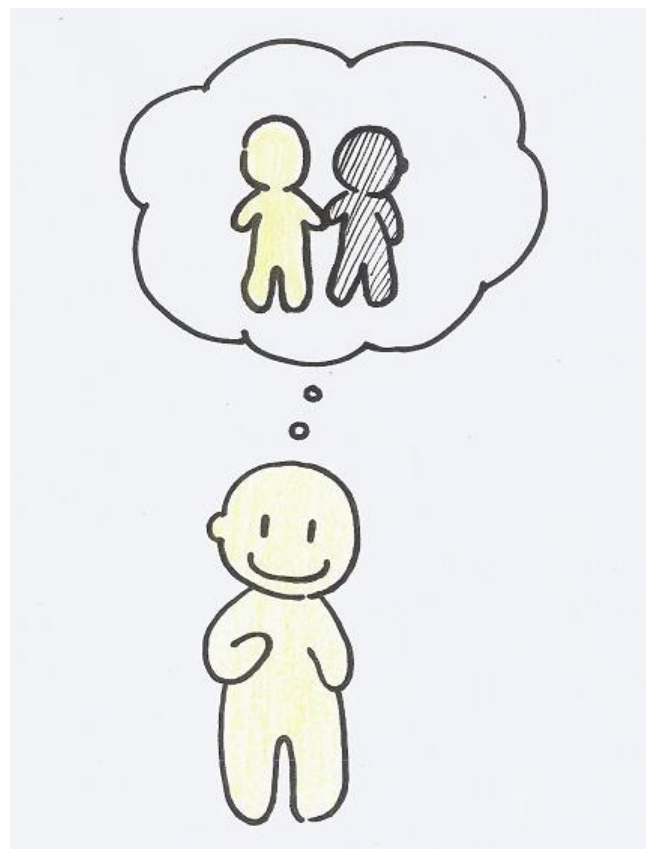
A model based on the relationship between perception and environmental change serves as the project's theoretical foundation. Children's different views concerning change produce different educational content and environmental change. The theory has been operationalized with 17 questions measuring children's accommodative and agentive tendencies. Children's actions and the environmental changes have been observed by using systematic sampling. As supportive instruments children's skills have been evaluated by the teachers and the educators have evaluated their learning environments.

In Finland 49 day care centers (and 17 childminders) from 8 municipalities have participated in the research. In Taiwan 8 day care centers and 30 groups participated in the research. Altogether there have been 1392 children participating in the research. There are altogether 29856 observations done between December 2009 and June 2010. The observations give us a random sample of children's action between 8.00-12.00 hours in the day care centres.

Children's views (from the interview) have been merged with the observation data. This information can be used to study the connections between children's views and their actions. During observation children's peer contacts in the same group have been observed too, thus giving the opportunity to study the connections between children's views and their peer relations. Also adult's behaviour has been observed making it possible to study the connections between children's views and adult's behaviour. By controlling children's age we are able to study children's views as

independent variables. Thus we can study the consequences of children's views on the environment, that is, the agency of children's views on the environment, on their peers and on the adults' actions too.

Children's differing views about educational settings produce environmental change, in which they not only perceive agency, but where the perception has an agentive property in and of itself. Theoretically, this brings children forward as producers of learning content. At this point of preliminary analysis there are already several promising paths for both theoretic consideration and dissemination.



Learning Through Play in Hong Kong: A Myth or Reality?

Doris Pui-Wah Cheng

Abstract

Play has intellectual, physical, socially and aesthetic benefits: play experience is thus advocated to be the optimal way of enhancing children's development. 'Learning through play' has been endorsed in official reports for early childhood education in many countries [see for example, the Plowden Report (Department of Education and Science, 1967); the National Association for the Education of Young Children (NAEYC, 1991); Curriculum for Pre-School, (Ministry of Education and Science in Sweden, 1998); Key Elements of Effective Practice (Department for Education and Skills (DfES), 2005); and The Early Years Foundation Stage (DfES, 2007)].

Following the trend, 'learning through play' has been formally adopted in Hong Kong early childhood education since 1986 (Hong Kong Government, 1986). Yet, difficulties of integrating play with learning have been identified over the last two decades (see Opper, 1992; Cheng, 2001; Cheng & Stimpson, 2004). The talk focuses on the features of play enactment in a context with prescribed learning objectives and discusses the challenges of the implementation of play from a socio-cultural perspective.

SICS (Self-evaluation Instrument for Care Setting): A Brief Introduction

Marn-Ling Shing

Abstract

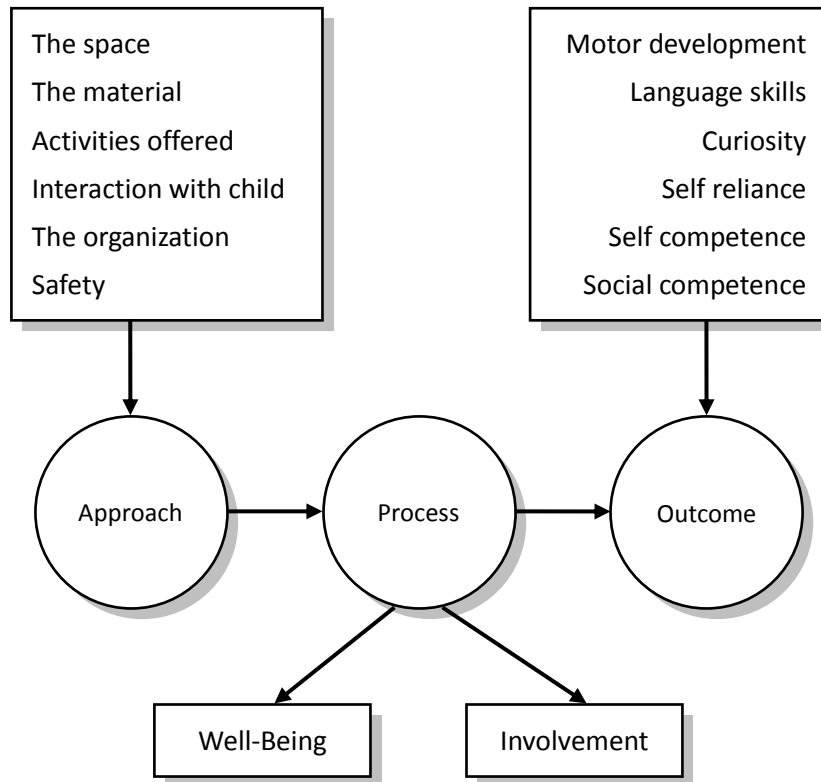
The SICS is a self-evaluation instrument designed to improve the quality of child care workers. It has 3 features: (1) It can be used by the child care unit or the child care worker for self evaluation; (2) It allows child care workers to use their personal experience in child care as the basis for determining quality; (3) It is useful in many child care settings aside from the kindergarten or day care center; including infant centres, home care, and after school programs for children under 12 years.

The instrument was developed by Dr. Ferre Laevers and his team at the Research Center for Experiential Education at Leuven University of Belgium. SICS is based on the creative education initiatives from concept structures developed for pre-school, elementary school, secondary, and post-secondary school in the last 10 years. In developing SICS, researchers rejected the previous use of “outcomes” as the basis for assessment, and adopted a learner (child) centred approach, exploring the different states during the learning process as indicators for assessment. This is the state of flow described by Csikszentmihayli (1979).

The most important feature of the “state of flow” is concentration – an individual with high involvement will focus her concentration on a specific area. The high involvement individual has strong motivation, has the urge to explore and reach a solution, would seek similar stimuli, search for clues in long term memory, and seek connections between them. Due to the mildly challenging nature of the task, the individual feels that she has the ability to solve the problem, but not immediately solve it, so the process produces greater motivation to solve the problem. This state of flow is most often seen during young children’s play. Thus, “involvement” is an indication that the individual makes use of her cognitive resources to complete the task. It is an internally generated motivation that only happens in the state of deep learning.

The emotional state of the child is another indicator, especially in the early years, so the process of learning is indicated by “well-being” and “involvement.” Well-being

is a state of relaxation, of easing tension, of self-initiated learning that ensures mental health. Involvement is a state of deep engagement that is seen as an essential ingredient of deep learning and development.



Although SICS assesses the involvement and well-being during the learning process, the objective is to examine the advantages and disadvantages of the learning environment, in order to create the optimal setting for individual development. While it started as a self-evaluation tool for the child care worker, the director or person responsible for the day care centre or kindergarten can also use SICS to collect more information, information that leads to reflection and action, which is the responsibility of the entire team.

Plans for Panel Discussion

Observation of Children in the Natural Setting

Discussion Plan

Members of the research team will describe the naturalistic observation methods that they have tried out in Finland, Taiwan, and Hong Kong. After the presentations, the discussants will explore the theoretical and methodological issues that relate to the observational data. Interaction between all participants will be encouraged.

Possible issues to explore:

- What are the opportunities for children to be agentive in the educational settings described?
- Can we see the consequences of agency in these data?
- Can we quantify the findings when comparing different educational settings?
- To what extent can we ensure that the observational data are reliable?

Cross Cultural Comparisons and Collaboration

Discussion Plan

Each of the discussants has previously participated in one or more cross cultural research projects. They will each describe the difficulties, pitfalls, and solutions to the problems in their cross cultural efforts. Thereafter, the discussion will be open to the floor for suggestions and precautions concerning cross cultural comparisons in the development of research instruments and data interpretation.

Topics for discussion might include the following:

- What are the pitfalls in the Finland-Taiwan collaboration?
- How do we avoid them?
- Do we highlight differences or similarities?
- What are some suggestions for fruitful cross cultural analyses?



Interviews with Children on Agentive Perception

Discussion Plan

Reunamo's model of agentive perception suggests that there are four types of children interactions with their environment: accommodative children who change their thinking and make adaptive responses; assimilative children who keep their own way of thinking in making adaptive responses; dominating (insistent) children who insist on their own way of thinking and try to change others in their agentive responses; and participatory children who negotiate with others in their attempt to accommodate or find a balance between changing themselves and changing others.

The research team will describe how children's interviews were carried out in Finland and Taiwan to give some data on their agentive perception. The session will be a discussion of that data and their implications.

