Children as producers of the learning content during role play

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Research tasks

The processes of children giving roles to themselves, their peers and toys are studied.

Children's ideas are related to environmental change, thus producing new content for learning.

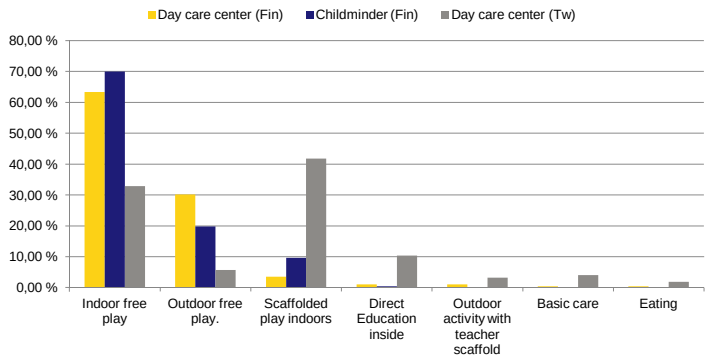
What kind of content children produce in role play?

How children's own views are related to the produced content?

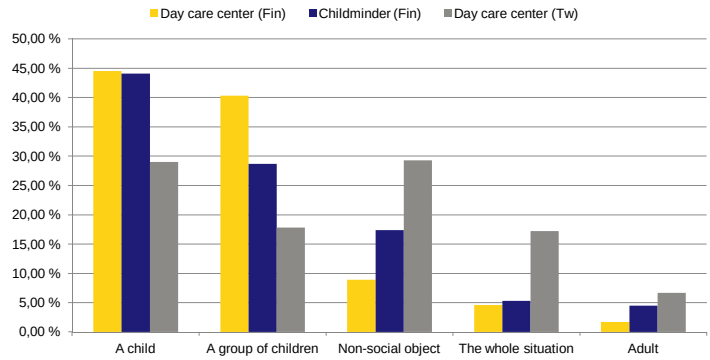
Research design

Children's perceptions of change	Environmental and situational factors	Role and imaginary play produced
• Inverviewing children: 16 questions concerning children's everyday context. • Categorizing children' answers in four categories: accommodative, participative, dominant and withdrawn views. • Counting up answers in each category, thus getting a profile of children's perception of change in general. • We gain understanding, in which situations children see agency, adapt and when do they have open and closed perceptions on the changes about to happen.	• Observation: Between 8:00-12:00 hours in children's everyday environment in day care by using systematic sampling. Observed items include children's and adults actions, attention, peer relations and involvement. • Learning environment: Evaluated by the educators, items include pedagogy, atmosphere and the educational setting. • Children's skills: Evaluated by the educators , items include learning skills, social skills, emotional qualities and social relations.	• Shared role and imaginary play in relation to children's views, skills and context. • In which way isaccommodative, participative, dominant and withdrawn perception related to role play? • What kind of role the larger cultural differences between Finland and Taiwan does play in this content production? • What practical, theoretical and methodological consequences the aspects role play do have?

The amount of role or imaginary play in different day care activities

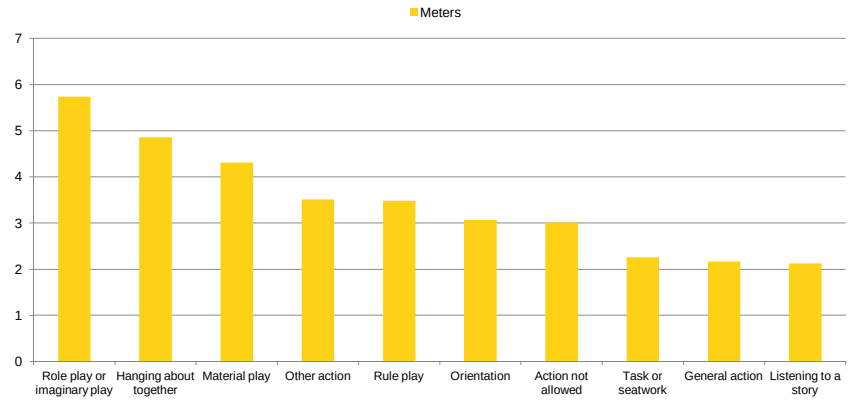


Children object of attention during role or imaginary play

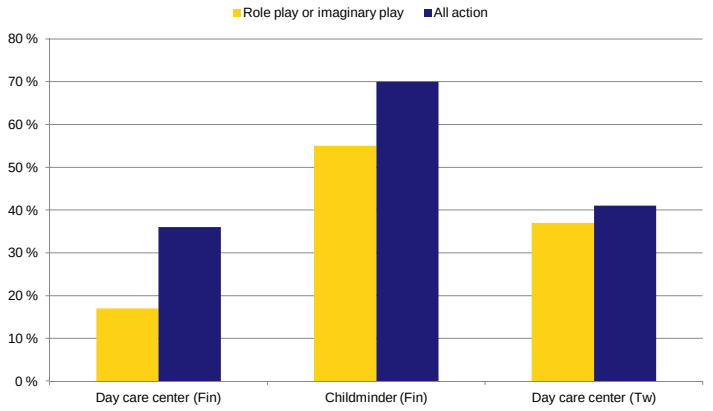


A restaurant, a shop and an airport built by Taiwanese children

The distance between the child and the nearest educator during role or imaginary play.



The percentage of educator concentrating on the observed child at least a few seconds in role play and in all activities together



The popularity of children who play more role or imaginary play

Peer contacts	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0,07	0,01		7,256	0
Country	-0,025	0,003	-0,256	-9,687	0
Gender	0,02	0,005	0,109	4,311	0
Percent of observed as peer contact	0,038	0,009	0,118	4,38	0
Do like to play N	0,006	0,003	0,062	2,377	0,018

Method: Stepwise. (Criteria: Probability-of-F-to-enter <= ,01, Probability-of-F-to-remove >= ,05).Dependent variable: B4. Role play or imaginary play. R^2 = .122.

. Children's views in relation to the amount of role or imaginary play

Children's strategies	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0,086	0,011		8,039	0
Country	-0,026	0,002	-0,271	-10,516	0
Gender	0,022	0,005	0,115	4,523	0
Closed (Dominant and Withdrawn strategies) added up together	0,06	0,016	0,103	3,88	0
Accommodative answers with children added up together	-0,053	0,022	-0,063	-2,398	0,017

Method: Stepwise. (Criteria: Probability-of-F-to-enter <= ,01, Probability-of-F-to-remove >= ,05).Dependent variable: B4. Role play or imaginary play. R^2 = .120.

Conclusion

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 producing. Perceiving change in role play helps children to perceive change in other contexts too.

Thank you!

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