

Reading and performance situations in day care centers

Reunamo, Jyrki. University of Helsinki, Finland
Wu, Rosalind. Taiwan National Academy for Educational Research, Sanxia, Taiwan
Lee, Hui Chun. Tzu Chi University, Hwalien, Taiwan
Lin, Chao-Jung, Ching Kuo Institute, Keelung, Taiwan
Mou, Wany-Yi. (Ching Kuo Institute, Keelung, Taiwan)
Wang, Li-Chen Ching Kuo Institute, Keelung, Taiwan

EECERA Friday 16th September 2011, 11:00-12:30

HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI Faculty of Behavioral Sciences / Jyrki Reunamo / Children as producers of the learning content during role play www.helsinki.fi/yliopisto 18.9.2011 1



Children reading or viewing performances

- Reading and performance as an element of teaching
- Children as viewers or constructors of reading and performance interpretation
- Children's involvement in reading and performance situations.

HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI Faculty of Behavioral Sciences / Jyrki Reunamo / Children as producers of the learning content during role play www.helsinki.fi/yliopisto 18.9.2011 2



Research design

The observed reading and performance session	Intermediating variables for mediating, interpreting and processing reading and performance	The resulted aptness to learn during the reading and performance
<ul style="list-style-type: none"> • 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. The observations is done in Finland and Taiwan and both in day care centers and with childminders. 	<ul style="list-style-type: none"> • Learning environment: Evaluated by the educators. The items include pedagogy, atmosphere and the educational setting. • Children's skills: Evaluated by the educators. The items include learning skills, social skills, emotional qualities and social relations. • Interviewing children: Accommodative, participative, dominant and withdrawn views describe children's perceptions of agency. 	<ul style="list-style-type: none"> • Involvement observation: Children's involvement during reading and performance observed. Involvement scale (1-5) is an indicator of the possibilities to learn in the reading session. It describes the conditions for children to develop. Greater involvement indicates deeper processing of the reading and performance and the activities included in the session.

HELSINGIN YLIOPISTO
 HELSINGFORS UNIVERSITET
 UNIVERSITY OF HELSINKI

 Faculty of Behavioral Sciences / Jyrki Reunamo /
 Children as producers of the learning content
 during role play

 www.helsinki.fi/yliopisto

 18.9.2011

 3



The amount of reading or viewing performance in day care

- Altogether, there was 2270 observed cases of reading or performances, which is 5.1 % of all activity in Finnish day care centers, 4.1 % with childminders and 12.1 % of all activity in Taiwanese day care centers.
- This means that in Finnish day care centers children attended reading or performance session on average 12 minutes, with childminders 10 minutes and in Taiwanese day care centers 29 minutes between 8:00-12:00 hours.
- The groups differed from each other a lot. There were 4 groups with only 1 observation of reading/viewing performance and 1 group with 107 observations of reading/performance, which is on average 67 minutes of reading/performance on average between 8:00-12:00 hours!

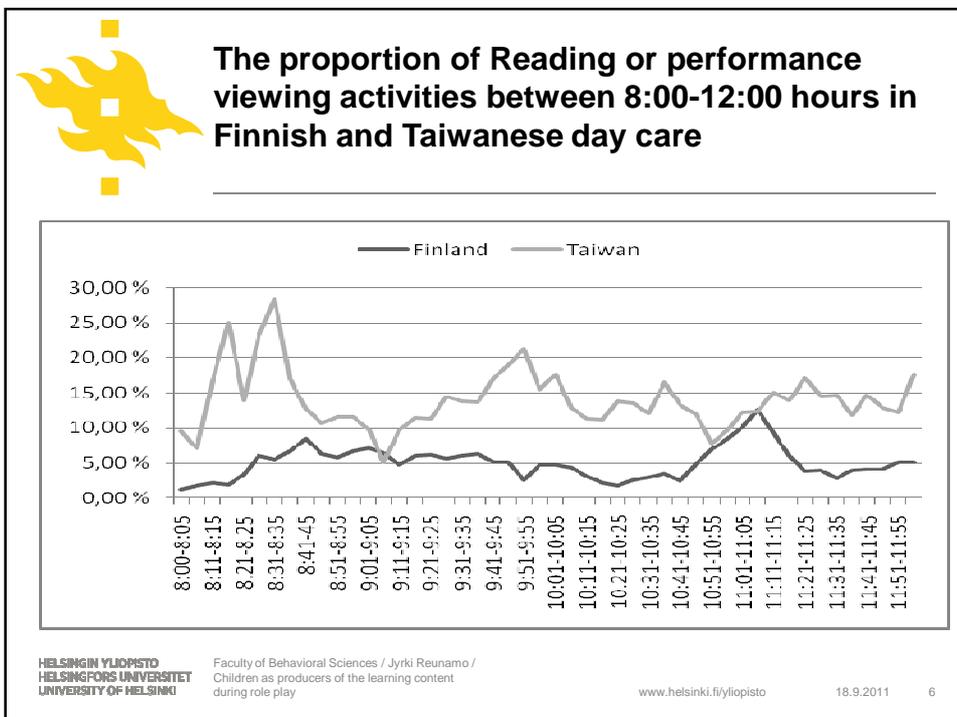
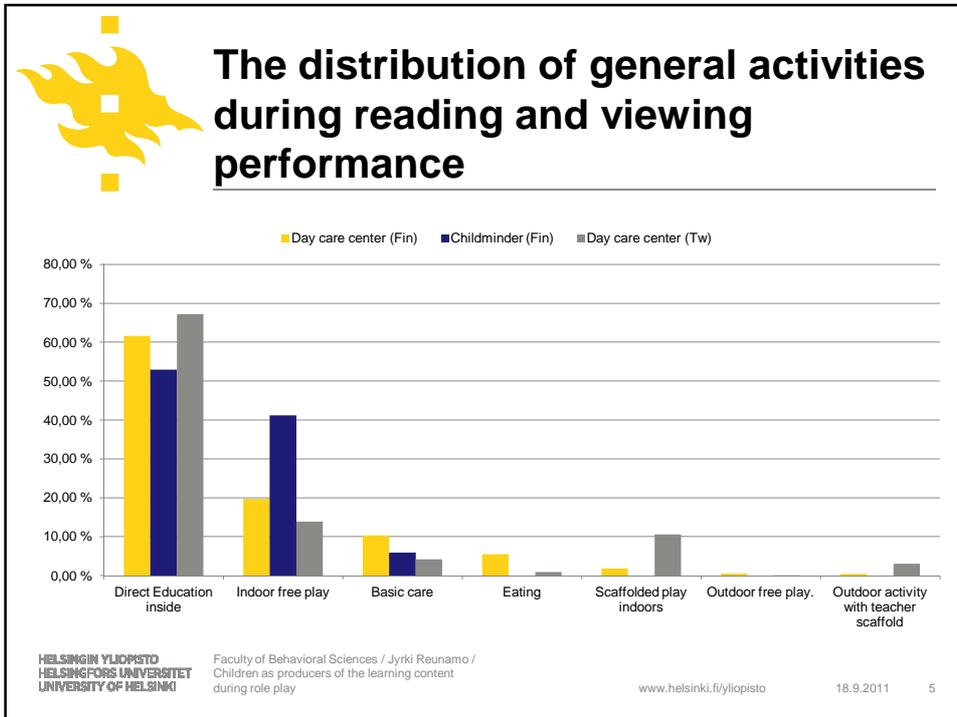
HELSINGIN YLIOPISTO
 HELSINGFORS UNIVERSITET
 UNIVERSITY OF HELSINKI

 Faculty of Behavioral Sciences / Jyrki Reunamo /
 Children as producers of the learning content
 during role play

 www.helsinki.fi/yliopisto

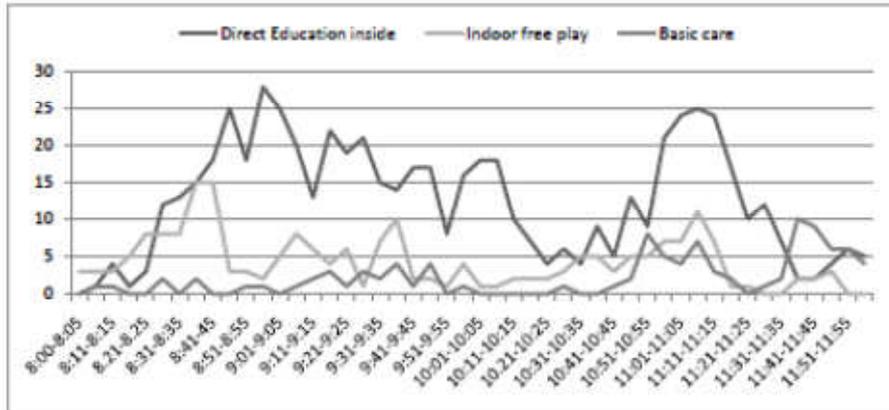
 18.9.2011

 4





Reading and viewing performance during direct education, free play indoors and basic care between 8:00-12:00 hours in Finnish day care



HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI

Faculty of Behavioral Sciences / Jyrki Reunamo /
Children as producers of the learning content
during role play

www.helsinki.fi/yliopisto

18.9.2011

7



The action of the teacher in relation to child involvement

The nearest adult's main action	The % of high involvement (4-5) observations
Teaching (teacher already has a pre-defined goal, and knows what should be learned,).	52 %
Interaction with one child only	51 %
Observes children (can be arranging and organizing things at the same time).	51 %
Undefined situation (cannot separate elements of the adult's main action in a dynamic situation)	41 %
Interacts with a group of children (with open-ended results created during interaction).	41 %
No child contact e.g. arranges things, discusses with another adult	39 %

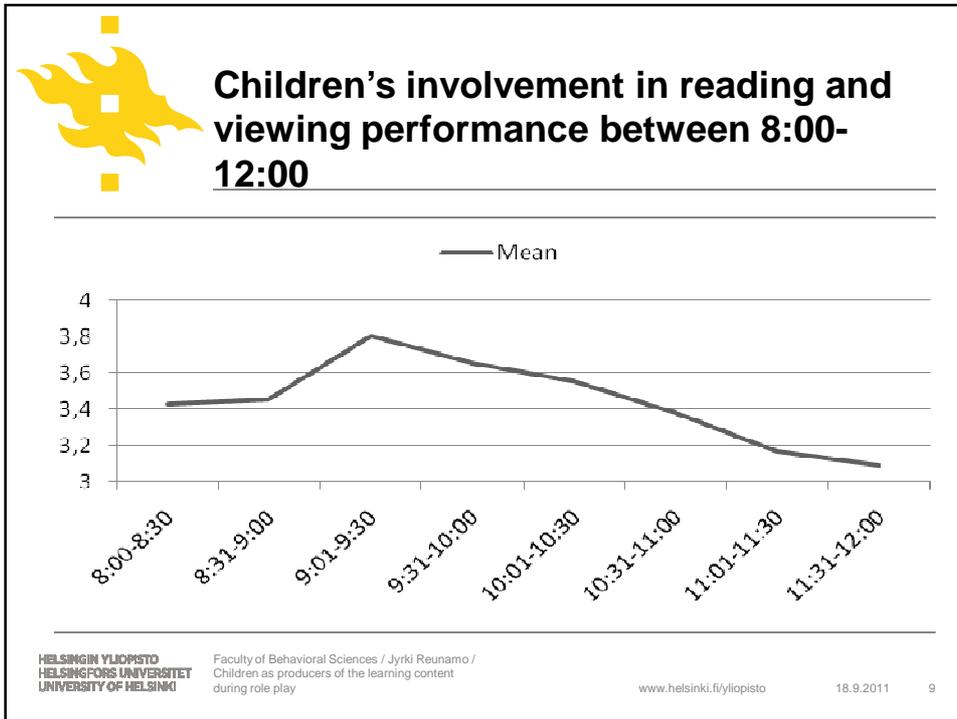
HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI

Faculty of Behavioral Sciences / Jyrki Reunamo /
Children as producers of the learning content
during role play

www.helsinki.fi/yliopisto

18.9.2011

8



A regression model of the learning environment determinants on children's involvement.

Learning environment evaluation	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2,282	0,185		12,326	< .001
Country	0,283	0,068	0,144	4,133	< .001
Ethical orientation is important in the educational activities	0,347	0,034	0,271	10,057	< .001
The support of children's curiosity and exploration is considered a lot in the planning of activities	-0,213	0,03	-0,224	-7,149	< .001
There is a strong togetherness and consideration between children	0,143	0,028	0,12	5,18	< .001
Natural sciences orientation is important in the educational activities	-0,094	0,025	-0,106	-3,837	< .001
Religious-philosophical orientation is important in the educational activities	0,142	0,026	0,122	5,456	< .001
Historical-societal orientation is important in the educational activities	-0,096	0,024	-0,1	-4,046	< .001
The educators of the group have been perpetually short of time and short of resources	-0,071	0,02	-0,077	-3,556	< .001

Method: Stepwise. (Criteria: Probability-of-F-to-enter <= .001, Probability-of-F-to-remove >= .01). Dependent variable: F. Children's involvement. R2 = .122.

HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI

Faculty of Behavioral Sciences / Jyrki Reunamo /
Children as producers of the learning content
during role play

www.helsinki.fi/yliopisto 18.9.2011 10



Conclusion

- The more the child is personally engaged with the reading and viewing performance, the more the child can utilize all of the tools the child has to advance further in the content.
- It would be good for children if the books are available, they have time for reading and they have secluded places that make concentration easier.



Thank you!

Reunamo, Jyrki (University of Helsinki, FI-00014 Finland) jyrki.reunamo@helsinki.fi
[Presenter]

Wu, Rosalind (Taiwan National Academy for Educational Research, Sanxia, Taiwan)
rozwu@mail.naer.edu.tw [Presenter]

Lee, Hui Chun (Ching Kuo Institute, Keelung, Taiwan) leetwuk@yahoo.co.uk
[Presenter]

Lin, Chao-Jung (Ching Kuo Institute, Keelung, Taiwan) joyce@ems.cku.edu.tw

Mou, Wany-Yi (Ching Kuo Institute, Keelung, Taiwan) wanyi@ems.cku.edu.tw

Wang, Li-Chen (Ching Kuo Institute, Keelung, Taiwan) lwang1@ems.cku.edu.tw