EARLI SIG 5 2020 International Virtual Academic Event
Early Childhood Education: Growing Up in Dynamic and Changing Times

Thursday July 16th

11:00 - 11:15 Welcome and greetings

11:15 - 12:30 Session 1: Multicultural acculturation and identity

11:15 - 11:30 Acculturation, intergroup relations, and well-being of Turkish and Maghrebian immigrant parents

Martine Broekhuizen, Utrecht University, The Netherlands
Rita Guerra, University Institute of Lisbon – ISCTE-IUL, Portugal
Pinar Kolancali, University of Oxford, UK

11:30 - 11:45 Acculturation Profiles of Turkish Immigrant Mothers as Related to the Home Learning Environment

Ayça Alaylı , Utrecht University, The Netherlands
Martine Broekhuizen, Utrecht University, The Netherlands
Paul Leseman, Utrecht University, The Netherlands

11:45 - 12:00 The ISOTIS Child Study on well-being and inclusion at school

Giulia Pastori, University of Milan-Bicocca, Italy
Alice Sophie Sarcinelli, The University of Milan-Bicocca, Italy
Valentina Pagani, The University of Milan-Bicocca, Italy

12:00 - 12:15 Linguistic Institutional Habitus of German (Pre)schools and Turkish Mothers' Identities

Hande Erdem-Möbius, Otto-Friedrich-Universität Bamberg, Germany
Ozen Odag, Touro College, Berlin, Germany
Yvonne Andres, Otto-Friedrich-Universität Bamberg, Germany

12:15 - 12:30 Discussion

12:30 - 12:40 Virtual coffee break

12:40 - 13:20 Session 2: Creativity: A developmental perspective

12:40 - 12:55 Divergent Thinking in Four-Year-Old Children performing the Alternative Uses Task

Honghong Bai, Utrecht University, The Netherlands

12:55 - 13:10 Modulation of automatic and creative features of the Remote Associates Test

Hadas Pick, University of Haifa, Israel

13:10 - 13:20 Discussion

13:20 - 14:00 Session 3: Executive Functions across countries

13:20 - 13:35 Executive functions development in children across countries: A systematic review

Katharina Schirmbeck, University of Hildesheim, Germany
Nirmala Rao, The University of Hong Kong
Claudia Maehler, Institute for Psychology, Germany

13:35 - 13:50 Executive function and classroom readiness: the role of screening and intervention in young children

Angela Fawcett, Swansea University, UK

13:50 - 14:00 Discussion and Farewell

Bar Ilan University in Israel welcomes you to the International Virtual Academic Event and wishes to host you all in SIG 5 Conference 2022.

The EARLI SIG 5 2020 Organizing Committee

Esther Adi-Japha[1,2], Ornit Spektor-Levy[1], Carmit Altman[1,2], and Netta Perry[1]

1. School of Education, Bar-Ilan University, Israel
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Session 1: Multicultural acculturation and identity

Belongingness, identity and acculturation and young children's education and development

Ayça Alaylı , Utrecht University, The Netherlands
Martine Broekhuizen, Utrecht University, The Netherlands

Children's immediate environments such as homes and schools constitute the most primary and influential contexts for their development. Feelings of belongingness, identity and acculturation can affect families' and children's well-being, as well as how the home learning environment (HLE) is shaped. In this symposium, we bring together findings of four studies that were all conducted within the frame of the larger European ISOTIS project to investigate the role of acculturation and identity from the perspectives of both parents (survey data and in-depth interviews) and children (qualitative research methods). In the first presentation, we focus on the role of acculturation attitudes and experienced inter-group relations of Turkish or Maghrebian immigrant parents living in different European countries for parental well-being and self-efficacy. Next, we go a step further by investigating variations in acculturation attitudes of specifically Turkish immigrant parents and how these are associated with the HLE that parents create. Following, we will elaborate on the effects of the linguistic institutional habitus of (pre)schools on Turkish families' sense of belonging and identity construction in the German context. Finally, we address the perspective of young children in multicultural classrooms on identity, belongingness, and well-being in the (pre-)school environment. The findings from these studies will be discussed in terms of permeability and continuity of children's environments, as well as implications for multicultural education settings.

Paper 1:

Acculturation, intergroup relations, and well-being of Turkish and Maghrebian immigrant parents

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Rita Guerra, University Institute of Lisbon – ISCTE-IUL, Portugal
Pinar Kolancali, University of Oxford, UK

Abstract
The immigrant-native subjective well-being gap (i.e., lower levels of well-being in immigrant samples) is well documented in Europe (e.g., Safi, 2010; Hendriks & Bartram, 2016; Arpino & Valk, 2018). Research has identified multiple factors accounting for this gap, ranging from individual level variables (e.g., immigrant generation, educational level), to more relational and intergroup factors (e.g., perceived discrimination, social support). The current study extends previous findings by focusing specifically on parents with a Turkish or Maghrebian immigrant background with a 3-12-year-old child in five European countries (the Netherlands, Germany, Italy, England and France, $N = 1744$). Both the experienced intergroup relations (i.e., perceived discrimination and intergroup contact with natives), but also parents' acculturation orientations (preference for cultural maintenance, adoption and intergroup contact) are investigated, and how these relate to parental well-being, belonginess and self-efficacy, over and above the impact of traditional demographic variables. Results show that, in terms of acculturation orientations, parents with an immigrant background favor cultural maintenance over cultural adoption, though they do value intergroup contact with natives. In addition, feelings of material deprivation and perceived discrimination were associated with lower levels of well-being and belongingness, whereas experiences of positive intergroup contact were positively related to parental wellbeing and belongingness. For parental self-efficacy, both positive intergroup contact experiences, though also orientations towards cultural maintenance, were important. Follow-up analyses will further examine differential relations within groups by country. Findings will be discussed in light of context-sensitive policies regarding immigrant parents' successful integration in European societies.

Paper 2:

Acculturation Profiles of Turkish Immigrant Mothers as Related to the Home Learning Environment

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Paul Leseman, Utrecht University, The Netherlands

Abstract

Turkish immigrants in Europe express relatively high educational aspirations when compared to natives and other minority groups (Salikutluk, 2016; Tjaden & Konkler, 2017), however, several studies show that Turkish immigrant children perform lower in school compared to their native peers (e.g. Arikan, van de Vijver, & Yagmur, 2017). Apart from the fact that it might be structurally challenging to invest in a supportive home learning environment (HLE) for their children (Melhuish et al., 2008), families' acculturation attitudes might influence the characteristics and the quality of the HLE that they create. The aim of the current study is to understand the variations in acculturation attitudes of Turkish immigrant parents living in Europe, and how these differences in acculturation preferences are reflected in the HLE. We conducted latent profile analysis (LPA) ($N = 943$) to first investigate the within group differences. LPA yielded four distinct profiles of acculturation (integration, separation, assimilation, and marginalization), overlapping with Berry's model (2005) of acculturation. Preliminary comparisons showed differences between these acculturation profiles and different aspects of the HLE. For example, parents' engagement in oral storytelling activities was higher in the separation profile compared to the other acculturation profiles. These results indicate that families' attitudes towards acculturation might have an impact on specific domains of the HLE. Further analyses will examine the relationships between acculturation profiles and parents' engagement in different aspects of the HLE. The findings will be discussed in terms of using social and cultural resources of families to foster the HLE.

Paper 3:

The ISOTIS Child Study on well-being and inclusion at school

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Abstract

Social inclusion has become a key issue in the academic debate across disciplines and an inescapable priority for the worldwide political agenda, especially in the field of education (UNESCO 2005, 2013, 2014; OECD 2018a, 2018b). Research on the impact of exclusion and discrimination on children and childhood demonstrates that 'the challenge of future inequalities can only be met through child policies for social inclusion' (Cook et al., 2018: 16). Children are attributed a central role in the social inclusion policy agenda, yet most initiatives to implement this agenda 'were and are still designed, delivered and evaluated by adults' (Hill et al., 2004). Children are still not enough allowed to express their viewpoints on social inclusion.

The international participatory research 'Feel good: Children's view on inclusion' (authors, 2019) - set within the EU-funded ISOTIS project– examined children's views on inclusion and their proposals on how to make their school and classrooms (more) welcoming and inclusive. The data were collected through a multi-method and participatory methodology, in preschool and primary schools characterized by strong cultural differences and social inequalities of eight European countries in 2018-2019. The paper will present a cross-country analysis on the main results: what children identified as the main factors promoting and undermining well-being and inclusion, and the

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transformative factors and proposals to ensure inclusion and well-being. Reflections on the main educational and formative impact of the study on children and teachers will be shortly addressed.

Paper 4:

Linguistic Institutional Habitus of German (Pre)schools and Turkish Mothers' Identities

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Abstract

With the rise of multiculturalism in European societies, multilingualism has become a subject of debates in academia and politics addressing the role of educational institutions. Language is an important component of identity as being both a symbol and a tool of membership (Soehl & Waldinger, 2012). Previous research has considered the importance of linguistic practices in (pre)schools (e.g., Gogolin, 2009; Kratzmann et al., 2017). While some studies primarily focused on children's perspective (e.g., Agirdag, 2010; Celik, 2017), parents' perceptions and experiences linked to language use of (pre)schools have not gained enough attention in educational research. This study aims at understanding how language-based practices of German (pre)schools impact Turkish mothers' identities. The theoretical background is rooted in the concept of "institutional habitus" (McDonough, 1997; Reay, 1998) and social identity theory which addresses in-group/out-group boundary formation (Barth, 1969; Jenkins, 1996; Phinney, 1990). The data was collected conducting 22 qualitative interviews with Turkish mothers who have (pre)school aged children. The interviews were analyzed following qualitative content analysis (Mayring, 2014). The findings indicate that when institutions deploy an inclusive habitus, they value families' socio-linguistic resources, support children's bilingualism and encourage parents' involvement despite of linguistic barriers. This affects mothers' identities in terms of strengthening sense of belonging to Germany and educational institutions. In contrast, exclusive practices, e.g. devaluation of families' heritage language, imposition of German monolingualism, lead mothers to (re)construct their boundaries with the majority society and (pre)schools. The research findings support policies addressing inclusive education and contribute effective pedagogies in early childhood education.

Session 2: Creativity: A developmental perspective

Creativity: A developmental perspective into underlying processes

Creative thinking comprises of divergent and convergent thinking. It is not clear how these processes develop and whether similar processes are involved in children and in young adults.

Study 1 examined the divergent thinking (DT) processes of four-year-old. Following a similar approach used in a study with adults, children were encouraged to report their thinking processes through interactive dialogues while performing a DT task, the Alternative Uses Task. Content analysis of children's utterances revealed uses that are mostly based on automatic, bottom-up associative processes and occasionally based on effortful, top-down executive processes. These results suggest that increasing originality depends on increasing involvement of effortful executive processes.

The Remote Associates Test (RAT) was designed to examine the ability to form associative elements into new combinations, however it is widely used as a general creativity measure, without sub-dividing it to its components. The goal of study 2 here presented was to explore the sub-components of the RAT, using transcranial direct current stimulation (tDCS). The findings of the experiment argue that the RAT measures automatic rather than creative abilities.

Paper 1:

Divergent Thinking in Four‑Year‑Old Children performing the Alternative Uses Task

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Abstract
Creativity is a goal of 21st century education, and is in the focus of many studies, trying to understand its origin and ways to promote and enhance its development. The present study examined the divergent thinking (DT) processes of four‑year‑old preschoolers. Following a similar approach used in a study with adults, the present study encouraged children to report their thinking processes through interactive dialogues while performing a widely used DT task, the Alternative Uses Task (AUT). Content analysis of children's utterances revealed that children generated uses mostly based on automatic, bottom-up associative processes and occasionally based on effortful, top-down executive processes. Using (multilevel) regression analysis, we found that (1) both associative and executive processes predicted children's fluency scores on the AUT, whilst only the executive DT process *Performing mental operations on the stimulus* uniquely predicted children's originality scores; (2) children at four years of age already showed a serial order effect in the originality of their responses, indicating that the originality of uses increased over time; and (3) similar serial order effects characterized the occurrence of executive processes. These results suggest that increasing originality depends on increasing involvement of effortful executive processes. Especially the executive process of mentally isolating properties or parts of objects and the subsequent recombination of these parts and properties into a new structured whole might be a key characteristic of DT to generate original ideas.

Paper 2:

Modulation of automatic and creative features of the Remote Associates Test

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Abstract
Creative thinking comprises two main components: divergent and convergent thinking. The Remote Associates Test (RAT) was designed to examine the ability to form associative elements into new combinations, however it is widely used as a general creativity measure, without sub-dividing it to its components. Our goal here was to explore the sub-components of the RAT, aiming to link them to the angular gyrus (AG) activation. The AG seems as a good candidate to host both aspects of the RAT, as neuroimaging studies observed deactivation in the AG while participants were engaged in creative tasks. Our objective was to test whether transcranial direct current stimulation (tDCS) of the AG will influence creative and automatic performance in the RAT. In the creative group (n=16) we administered cathodal right AG stimulation in order to deactivate the AG aiming to improve divergent features of the RAT. In the automatic group (n=16), we administered double anodal AG stimulation in order to improve convergent features of the RAT. The two groups arrived at the lab twice with a one-week interval between sessions. In each session participants were administrated either active tDCS or a sham (control) stimulation in counter-balanced order. The participants had 6 minutes to solve 20 RAT riddles. Activation of the AG interrupted creative abilities and enhanced automatic abilities. Additionally, deactivation of the AG enhanced creative abilities reflecting divergent thinking.

Session 3: Executive Functions across countries

Paper 1:

Executive functions development in children across countries: A systematic review

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Abstract
A systematic review was conducted to gain a more nuanced understanding of similarities and distinctions across countries in the development of executive functions (EF). The review includes 26 studies, with child and adolescent participants, that were published between 2006 and 2018. Both similarities and differences within developmental patterns of EF are identified across different countries. Across countries, bilingual children are shown to outperform their monolingual peers. Task improvement with age is not consistently reported in all studies, with no linear effects apparent in children from developing countries or regions. Gender differences on EF measures also vary between countries. Girls perform better than boys on EF tasks and parent and teacher ratings of EF in both Western and East Asian samples. Yet, in Iran and Tanzania, boys receive higher EF scores. From preschool age through adolescence, East Asians outperform Western counterparts on direct assessment measures of EF. However, strong discrepancies can be found between measures of direct EF assessment and parent and teacher ratings of children's EF. Chinese parents rate their children's EF as lower compared with parents from other countries. The role of contextual factors explaining differences in EF development is discussed.

Paper 2:

Executive function and classroom readiness: the role of screening and intervention in young children

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Abstract
In this talk I will address the importance of executive function and classroom readiness in the development of skills in young children and outline a screening and support approach targeting these skills, based on a free intervention designed to support children with difficulties in keeping up with their peers, illustrating this with data from a series of studies with over 1000 4-5-year old children in the UK.