

SUG 5 2020 Pre-Conference– Poster presentations

Student Teachers Promote Learning and Participation Using iPads in Inclusive Kindergartens.....	2
Strengthening children's theory of mind and social skills through media education.....	3
Consolidation and retention of incidental auditory category learning: comparing children to adults.....	4
Dysfluency in narratives of TLD bilingual children	5
Internal State Terms in the Narratives of Bilingual and Monolingual Children with and without DLD.....	6
The Relation between RAN (Rapid Automatized Naming) and Early Literacy and Numeracy.....	7
Mindfulness Training is related to Improved Executive Functions in Preschool Children: An EEG Study	8
MEDIATING STRATEGIES IN NARRATIVE AND EXPOSITORY GENRES WITH DEAF AND HARD-OF-HEARING PRESCHOOLERS.....	9
The connection between early numeracy and literacy among Arabic speaking children	10
Aphasia and computerbased writing interven.....	11
Analysis of correlations between education-relevant activities and different family forms.....	12
Shaping quality development in early childhood education and care: Potentials of transfer activities.	13
Online communication in parent forums on the topic of extra-familial care for under 3-year-olds	14
child-teacher interaction, social information processing and social behavior	15
Transition to Kindergarten in Switzerland - Insights into Families.....	16
The development of the mathematical thinking of children during child- initiated activities.....	17
Attitudes of preservice kindergarten teachers toward the integration of computers.....	18
Adults' beliefs regarding adult intervention in fostering number concepts among young children	19
Enhancement of Moral Classroom Management competencies in Early Childhood Education	20

Student Teachers Promote Learning and Participation Using iPads in Inclusive Kindergartens

Mona Sharon Julius, Moran Zemach, Levinskym, Orly Hebel,

College of Education

monajul@gmail.com

Abstract

Active learning and the incorporation of assistive technology are the foundation of meaningful learning in the 21st century. The use of open and closed applications when using an iPad facilitates cognitive and social emotional development. The purpose of this study is to characterize the contribution of the iPad in promoting inclusion of children with special needs (SN) in inclusive kindergartens. Thirteen first year students studying early childhood and special education accompanied kindergarten children with SN to inclusive kindergartens. The students used iPads in the context of educational activities in groups of 4-5 children. Each student conducted ten activities using an iPad. At the end of each activity three reflective questions were addressed by the student teachers. The questions were: How did using an iPad in an educational activity contribute to the child with SN? How did using an iPad in an educational activity contribute to children with typical development? What was the contribution of using the iPad to the student teacher in her development as an educator? Thematic analysis of the student's reflections was used. Preliminary results indicated the following contributions. For the child with SN: Easing adaptation to the regular kindergarten, acquisition of learning habits and social skills. For the children with typical development: Increased curiosity for learning, knowledge and conceptualization. For the student teachers: Empowerment, self-efficacy, diversity in teaching methods, increased ability to maintain motivation and attention in the group and facilitating the child and student teacher relationship. Examples of iPad applications that facilitated participation will be shown.

Strengthening children's theory of mind and social skills through media education

Linda Johansen¹, Gabriella Óturai¹, Sonja Perren²

1. UiT The Arctic University of Norway
2. University of Konstanz

ljo096@uit.no

Abstract

The effects of conversation about mental states on children's ToM understanding during shared storybook reading are well established. However, whether this effect also applies to fictional stories presented in audio-visual formats remains unclear. Hence, the present study examined the effect of a training program using film as an educational tool. Our aim was to foster children's theory of mind (ToM) and social skills to enhance their social competence and peer relations. A total of 37 children were recruited through local kindergartens. Their age at pre-test ranged from 3 years 1 month to 5 years 9 months ($SD = 0.74$ years 3.36 months). The participants were either assigned to a Mental state talk condition ($n = 19$) or a Neutral condition ($n = 18$). During each intervention, the participants watched a cartoon, followed by a semi-structured discussion led by the experimenter. In the Mental state talk condition, the experimenter focused on the characters' mental states. In the Neutral condition, the experimenter focused on physical aspects such as objects or colors. Children's ToM understanding and social skills were assessed at both pre- and post-test. To evaluate the main effect of the intervention, as well as the main effect of dosage (i.e., the number of mental state utterances), a Latent Change Score analysis will be used.

Consolidation and retention of incidental auditory category learning: comparing children to adults

Noyli Nissan¹, Avi Karni¹, Yafit Gabay¹, Lori Holt²

1. University of Haifa, Faculty of Education
2. Carnegie Mellon University

noyli444@gmail.com

Abstract

Studies, mainly in the motor domain, have shown that maturation, across puberty, affects post-learning, memory consolidation, processes; it is less clear how development affects, if at all, the consolidation of auditory-perceptual skills. Here we examined the effects of consolidation processes and retention, in children and adults, using a task in which sound-pattern categories can be incidentally and implicitly learned. Adult (23-32 years) and child (10-11 year-olds, median, 10.6 girls, 11.2 boys) cohorts performed the Systematic-Multimodal-Associations-Reaction-Time (SMART) task in which participants indicate, by corresponding button-presses, the appearance of a visual target in one of four possible screen locations. Before each target presentation, sound-patterns drawn from specific categories were presented; unknown to participants, each category perfectly predicted an upcoming visual target's location. Response times to the target, and RT-costs when the association of auditory category to visual target location were subsequently scrambled, were recorded during online performance, after a 24-hour delay (consolidation), and after 7 days (retention). Both children and adults had significantly improved in RTs in the 24-hours interval (overnight) after the initial training session; moreover, these gains were robustly retained. In addition, both children and adults showed large RT-costs whenever the auditory-category to visual-location associations were scrambled; the children somewhat less susceptible to the scrambling. Thus, the 10-11 year-olds can express delayed, consolidation phase, gains and retain auditory category knowledge, acquired incidentally, as robustly as young adults. Although development may affect sensitivity to cross-modal structure, memory consolidation processes triggered in the incidental learning of sound-pattern categories mature before adolescence.

Dysfluency in narratives of TLD bilingual children

Carmit Altman, Sveta Fichman, Hadar Yaari,

Bar Ilan University

hadar.yacobovich@gmail.com

Abstract

Studies show no consensus regarding differences for the rate of disruptions in bilingual and monolingual children with TLD. Most studies reporting no differences (Bedore, Fiestas, Peña & Nagy, 2006; Fiestas & Peña, 2004; Gámez & González, 2019). Bedore et al. (2006) argued that there was no negative impact of bilingualism on fluency. In contrast, it was found (Gamez, Lezaux & Rizzo, 2016) that narratives of bilingual adolescents had more speech disruptions than narratives of their monolingual peers. The present study examines speech dysfluency in narratives of Russian-Hebrew bilingual children with TLD in both L1 and L2 with the main focus on the effect of cross-linguistic differences and/or similarities on dysfluency patterns. In addition, the current study aims to establish a link between dysfluencies and essential narrative features, such as macrostructure, microstructure, and mental state terms.

The two languages demonstrated different patterns of dysfluency. The analyses of pauses' locus relative to macrostructure elements revealed that children with TLD paused longer in utterances expressing the protagonist's attempt than in utterances conveying other macrostructure elements. The effect of impairment was observed in L1/Russian. For cross-linguistic findings, Hebrew narratives entailed more repetitions, while Russian narratives contained more silent pauses, suggesting the effect of language-specific features on dysfluency patterns. Overall, results indicate that different types of dysfluencies and different durations of pauses reflect distinct planning mechanisms which can be accessed using a variety of analyses.

Internal State Terms in the Narratives of Bilingual and Monolingual Children with and without DLD

Noy Glitz Peri, Sveta Fichman, Joel Walters, Carmit Altman,

Bar-Ilan University

noyp90@gmail.com

Abstract

Two main issues are addressed in the present research: 1) how proficiency status and bilingualism impact on macrostructure, microstructure, and the frequency and type of ISTs; and 2) how macro- and microstructure abilities affect the use of ISTs in narrative telling.

Ninety-three children participated, mean age was 67.8 months. Proficiency tests were administered to assess language skills in L1/*Russian* and L2/*Hebrew*. Narratives were elicited with the wordless picture book, *Frog, where are you?* 93 narratives in Hebrew were transcribed and coded for macrostructure, microstructure and ISTs.

Findings showed that for macrostructure, children with DLD (both bilinguals and monolinguals) produced fewer macrostructure elements overall as well as fewer elements in the categories: Character, Initiating Event, Attempt, and Consequence. For microstructure, children with DLD produced fewer word types and shorter utterances than children with TLD. The effect of bilingualism was not observed in either the macrostructure or microstructure analyses. Perceptual ISTs were the most frequent category produced, occurring mainly in Settings, Initiating Events and Consequences. The frequency of total ISTs yielded no significant differences between children with DLD and their peers with TLD, but children with DLD used perceptual ISTs less frequently than their peers with TLD, which could explain their weakness in macrostructure since perceptual ISTs are mainly used in the Initiating Event. Moreover, frequency of ISTs correlated significantly with the macrostructure score, which shows their contribution to the complexity level of the narrative structure. Discussion will relate to the source of difficulty children experience in macro, micro and ISTs.

The Relation between RAN (Rapid Automatized Naming) and Early Literacy and Numeracy

shelley shaul and Maya Aderet,

University of Haifa, Faculty of Education

shelleys@edu.haifa.ac.il

Abstract

Studies have found that children who exhibit difficulty acquiring literacy and numeracy knowledge in kindergarten usually also have difficulty in acquiring reading and calculating skills later at school (Aunola et al., 2004). Therefore, early identification of at-risk children for learning disabilities and early intervention at kindergarten are crucial (Bailet et al, 2013). RAN (rapid automatized naming) can be used as a simple tool for early identification of specific difficulty in literacy and/or numeracy. This study examined the connection between six different RAN tasks (colors, shapes, quantities, finger-configuration, numbers and letters) and early literacy and numeracy skills among 86 kindergarten age children, in order to understand the connection between RAN and early academic abilities. The result indicated that all RAN tasks represent one general component, and it was found to correlate with most of the early-academic skill. In addition, RAN tasks, that represent mainly rapid retrieval, had a stronger correlation ($r > 0.54$) to early academic skills like letter knowledge and counting, because they represent retrieval of simple information without the need for manipulation. On the other hand, complicated tasks, like phonological awareness and calculating, were found to have a weaker correlation to RAN skills ($r < 0.35$). It is possible that RAN represents general processing ability (Catts et al., 2002) at kindergarten age, and it seems to be a critical skill in acquiring literacy and numeracy skills. these finding have educational implications in helping to identifying at-risk children for academic difficulty and in developing intervention programs to improve these skills among kindergarten children.

Mindfulness Training is related to Improved Executive Functions in Preschool Children: An EEG Study

Ilana Shlomov, echnion,

Israel Institute of Technology

ilanash@campus.technion.ac.il

Abstract

Preschool is a critical period marked by substantial development in self-regulatory and executive function (EF). Scientific investigation of mindfulness training in school-age children suggests that it stimulates improvements in EF and reductions in behavioral difficulties, psychopathological symptoms, and attention difficulties. Here we aimed to explore the neurodevelopmental effects of a mindfulness and kindness curriculum focusing on EF skills designed especially for preschoolers. Fifty-one children (four to six years old) were randomly assigned to either a mindfulness and kindness program (MK) or an active control dialogic reading program (DR), both spanning twenty-four thirty-minute sessions across eight weeks. Executive functions tests were administered before and after intervention and electroencephalography was applied post-intervention to study event related potentials (ERPs) during performance on the attentional network task (ANT). Following intervention, the two groups showed a differential improvement in sub-domains of EF: the MK group showed increased automatic and visual attention monitoring abilities while the DR group demonstrated significant greater inhibition and visual attention monitoring abilities. Also, in comparison to the DR group, children in the MK group exhibited a reduced difference in the N200 ERP amplitudes for the congruent vs. incongruent conditions during the ANT task, indicative of greater brain maturation and neural efficiency related to EF. These results support previous findings on the developmental benefits of mindfulness training in preschoolers and suggest underlying neurobiological mechanisms for specific EFs that respond to MK intervention in this age group.

MEDIATING STRATEGIES IN NARRATIVE AND EXPOSITORY GENRES WITH DEAF AND HARD-OF-HEARING PRESCHOOLERS

Hindy Stern¹, Dalia Ringwald-Frimerman²

1. Bar-Ilan University
2. Tel-Aviv University

sternh@biu.ac.il

Abstract

Narrative and expository discourse genres differ in linguistic expression and their underlying principles of organization (Berman & Nir-Sagiv, 2007). Previous research revealed that deaf and hard-of-hearing (DHH) preschoolers' expression ability in Narrative and expository genres lags behind that of hearing peers, with a greater gap in expository discourse (Ringwald-Frimerman & Stern, 2015). The study sought to examine differences in the mediating scheme used by speech-language therapists and teachers (SLTT) in each genre. 15 DHH preschoolers and SLTT dyads were videotaped in two shared-reading sessions: with a storybook and with an expository book. Mediating strategies were identified by a content analysis of child-teller's dialogues. Mediating behaviors were analyzed according to the following aspects: verbal and non-verbal expressions, types of questions and explanations, enhancing books' literacy orientation and using prosodic features.

The analysis revealed a more coherent mediation schema in the storybook reading event than in the expository reading event: In the former, the SLTT were more consistent in the opening phase by reading the book's title and relating to the cover illustrations. During reading they emphasized relations between plot events and the story's main point. With the expository book the SLTT tended to present each information unit separately and larger differences emerged in using mediating strategies. In conclusion, it seems that SLTT need instruction to enhance awareness of the unique characteristics of each genre and in crystalizing mediating strategies in order to contribute to DHH children's emergent literacy skills.

The connection between early numeracy and literacy among Arabic speaking children

shelley shaul and Riham Mutlak Abu- Dahud,

University of Haifa, Faculty of Education

rmutlakinda@gmail.com

Abstract

There is a growing recognition concerning the connection between language and mathematical skills, and their development appears to be related in a bidirectional manner that persist longitudinally (Kleemans, Segers, & Verhoeven. 2011; Claessens & Engel, 2013). The mutual relationship between these two domains, has been examined mainly in English speaking children and other European language. Taking into count the unique characteristic of the Arabic language, it is interesting to examine the relationship between mathematics and language skills in Arabic. The aim of current study is to investigate the connection between early literacy skills and numeracy skills in kindergarten among native Arabic speakers as well as to validate the different mathematical construct of early mathematical abilities among Arabic speaking children.

200 Arabic -speaking children typical developed with no neurological deficit participated in this study. A battery of early mathematics and literacy skills measures was administered in mid-year.

A significant correlation was found between the different early mathematics skills in kindergarten and 4 composite measure were found which represent different mathematical abilities. In addition, interesting and distinctive connections were found between the different early literacy and numeracy skills among Arabic speaking kindergarten.

Aphasia and computerbased writing interven

Ingrid Henriksson,

Gothenburg University

ingrid.henriksson@neuro.gu.se

Abstract

A person with aphasia has difficulties finding the right words in spoken and written communication and difficulties understanding words during speaking and reading. Writing places heavy demands on most cognitive functions, meaning that it is particularly sensitive to brain damage (Rapp and Kane, 2002).

The aim of the study was to analyse in what ways intervention using assistive writing software affected textwriting in participants with post-stroke aphasia.

Research questions:

1. How can assistive writing software affect writing speed, spelling and syntactic complexity?
2. How did participants experience participating in the intervention?

Methods:

Seven participants with mild to moderate aphasia took part in the study. The study had a Single Case Experimental Research Design (SCED) with multiple baseline. Each participant learned to use a spell-checker that supports both spelling and grammar. Keystroke logging was used to collect and analyse all written data. To evaluate the intervention, the dependent variables writing speed, spelling and syntactic complexity were continuously measured during baseline, intervention and at follow-up. Further, a dictation test and tests of written and spoken naming were made pre- and post intervention and each participant was interviewed.

Results:

Analyses of results are work in process. Preliminary results show that the group had a significantly better spelling ability on a dictation test.

Analysis of correlations between education-relevant activities and different family forms

Luisa Prokupek and Otto-Friedrich-

University of Bamberg

luisa.prokupek@uni-bamberg.de

Abstract

The family plays a central role in child development (Ecarius, 2002). The underlying quality model of the home learning environment (HLE) suggests that structural characteristics, educational beliefs and processes influence each other and affect a child's development. In addition to the parent's educational level or their social class affiliation, educational processes benefit particularly from education-relevant activities (Melhuish, 2013).

The latter has hardly been investigated in conjunction with the structural characteristic of family forms (e.g. single parents). Some evidence suggests that single parents undertake less education-related activities (Blaurock, Kluczniok, Rossbach, 2017). Therefore, the following study investigates the question on whether different forms of home stimulation, identified through educationally relevant activities, occur depending on family forms. The analyses are based on data from Starting Cohort 2 of the German National Education Panel (n= 1875 families). The focus lies on education-relevant activities taking place in the family, e.g. reading aloud or painting as a proxy for educational processes at home. These processes are recorded by the educational activity frequency. Covariance analyses are used to investigate the extent to which such activities differ with regard to the family form. Family and child-related structural characteristics (education level, migration background or age of the child) are treated as control variables.

Considering the overall HLE rating scale, the results show hardly significant differences between education-relevant activities and family forms. Interestingly some significant results can be seen on certain HLE-items.

Shaping quality development in early childhood education and care: Potentials of transfer activities

Kristine Blatter, Stefan Michl, German, Regine Schelle,

Youth Institute

blatter@dji.de

blatter@dji.de

schelle@dji.de

Abstract

Improving quality is a central challenge in developing ECEC towards a competent system. Quality development depends on a successful transfer of empirical evidence into practice and policy. Therefore, the relationship between these two sides must build on reciprocal acceptance. Conceiving knowledge transfer as a unidirectional process is inadequate and might hinder the use of transfer potentials and lead to the failure of transfer efforts.

We address the following research question: How and under which circumstances can empirical evidence from research on ECEC be transferred into different domains (practice, governance, education and training, policy and society)?

First, we analyse which transfer activities ten projects from an ECEC research programme in Germany describe in their research proposals. We include three main categories: 1) science communication, 2) consulting services for different stakeholders, 3) application of scientific evidence. Second, we describe the research procedure of a meta-project, which aims at summarising the empirical findings and deducing practical implications from a meta-perspective. This participative procedure includes several steps: 1) screening of the research questions and findings; 2) group interviews with the research groups; 3) group discussions with heterogeneous groups of stakeholders; 4) conclusions regarding the development of quality and knowledge transfer in ECEC.

First analyses show that the projects mainly focus on transfer activities regarding science communication, whereas few projects describe consulting services for different stakeholders or possibilities of practical applications of their scientific evidence. Taken together, these findings stress the demand for discussion and action regarding a comprehensive transfer strategy for research in ECEC.

Online communication in parent forums on the topic of extra-familial care for under 3-year-olds

Fabian Hemmerich,

University of Bamberg

fabian.hemmerich@uni-bamberg.de

Abstract

Online parent forums are often regarded as a valuable educational resource. Sometimes, however, they also create a setting for mutual criticism among parents. A controversial, much-discussed issue in Germany concerns the extent to which extra-familial care can be beneficial or harmful to children under the age of three (U3).

One aim of this study is to find out which questions about extra-familial U3 care are of concern to users of online parent forums. Furthermore, the way in which parents treat each other during these discussions is of interest to this study.

262 German parent forum threads relating to extra-familial U3 care are divided into different question categories. Moreover, differences in *discussion participation* (defined by *number of contributions per thread* and *number of users involved per thread*) are analysed depending on the various question categories. In a sub-sample of 25 threads with high *discussion participation*, the role of social support and mutual criticism is examined.

The most frequently asked questions relate to day-to-day care in crèches. Threads with questions concerning a suitable time for starting extra-familial U3 care show a significantly higher discussion participation than other threads. Regarding the way users treat each other, there is a rather weak dominance of supportive over criticising contributions.

Especially questions concerning the appropriate start of extra-familial care seem to evoke the users' need to exchange opinions with other parents. The communication is predominantly supportive; nevertheless, the number of mutual criticisms is quite high and needs further investigation regarding effects on the criticised users.

child-teacher interaction, social information
processing and social behavior

Faten Darawsheh Moed,

University of Haifa

faten.d3012@gmail.com

Abstract

Kindergarten is an important educational environment in which social, emotional, and academic aspects of development are experienced (Pianta, Steinberg & Rollins, 1995). Previous research have shown concrete connections between the quality of the kindergarten environment and children's developmental outcomes (Mashburn et al., 2008). More recently, the quality of kindergartens has been studied using the CLASS model, which is a method for evaluating interactive processes in the educational environment. The model puts the teacher-child relationship at the center of the assumption that close, open, and emotionally supportive relationships are the basis for optimal development and learning in children (Pianta, 1999).

The present study aims to examine the relationship between the quality of the interactive processes in the preschool and the child's social behavior and to examine whether this association is mediated by SIP.

Transition to Kindergarten in Switzerland - Insights into Families

Claudia Schletti,

PHBern

claudia.schletti@phbern.ch

Abstract

This research project focuses on families' experiences surrounding the kindergarten entrance of their first born child. In Switzerland, this marks the children's start of their compulsory schooling. It can therefore be considered to constitute an important step and a fundamental process of change not only for the children themselves, but also for their families. Recent research shows that entering compulsory schooling is a frequently debated topic and the focus of a variety of quantitative and qualitative studies especially when it comes to the readiness of the children to enter the compulsory school. However, there is a lack of empirical knowledge about what happens within families during this transition process. Questions such as, how families negotiate this transitional phase or which kindergarten related practices they display in their daily lives remain unanswered. To address these questions five families, living in the canton of Bern in Switzerland, were accompanied from March 2019 until October 2019. Data were collected by participant observation and guided interviews. First analysis shows that entering kindergarten is accompanied by various challenges and changes for the families involved. They include practical matters such as a change in child care structures or managing the transportation to and from kindergarten. In addition, issues such as the growing autonomy of the children or their social acceptance by the new group are frequently discussed. The poster presentation will display five family portraits presenting detailed information about their experiences with the transition process using the method of thick description as introduced by Clifford Geertz.

The development of the mathematical thinking of children during child-initiated activities

Linda Amrar,

University of Teacher Education, State of Vaud /Lausanne, Switzerland

Abstract

Child-initiated activities contains a lot of mathematical activities (Seo and Ginsburg, 2004) which can become mathematical teaching opportunities (van Oers, 19996) under certain conditions. The aim of this research is to highlight the specific conditions under which a mathematical activity which arise from a child-initiated activity can become a mathematical teaching opportunity. 7 teachers (with ample experience of teaching through play) and 2 researchers (expert in play-based learning) will be part of a Lesson Study (February-May 2020) designed to develop the mathematical thinking of children during child-initiated activities. The research lesson will be given by all the teachers 5 times to make a progression in the mathematical challenges proposed during the play of the 5-6 years old children. Video recordings of the research lessons will be analyzed using the methodology developed by Hedegaard and Fleer (2008). The maturity of the pretend play of children will be assessed using the PRoPELS (Leong and Bodrova, 2012). The hypothesis is that teachers will foster dialectically the mathematical thinking of the children and the maturity of the pretend play of children. The presentation will include the first results. This study will contribute to the understanding of the mechanisms involved in the development of the mathematical thinking of children during child-initiated activities.

Attitudes of preservice kindergarten teachers toward the integration of computers

Gila Zilka,
Bar-Ilan University

gila.zilka@gmail.com

Abstract

Given the great importance of integration of computers in kindergartens, there is a need for research to examine the attitudes of preservice kindergarten teachers regarding the integration of computers and the reduction of the digital divide in kindergartens, and compare the results with those of studies conducted regarding in-service kindergarten teachers. The study examined attitudes toward computer integration in the kindergarten: perception of the situation, threat /challenge involved in the integration of computers in early childhood, the narrowing of the digital divide, and correlations between research variables. This was a mixed-method study, with a sample of 124 Israeli female preservice kindergarten teachers.

The study was found that the attitudes of preservice kindergarten teachers toward integrating computers in kindergartens are mainly positive. The data on attitudes, ways of integrating computers in kindergartens, and the difficulties involved suggest that the chance that these students will effectively integrate computers are higher than those of in-service kindergarten teachers. The study found that the awareness of narrowing the digital divide is high, but the perception of the situation as stressful and threatening is higher among the students than among the in-service teachers. It is recommended to address the issue of the digital divide and the ways of reducing it in the course of studying kindergarten education, to dispel feelings of threat and to foster feelings of challenge.

Keywords: kindergarten; computer; Internet; threat; challenge; digital divide; attitudes; preservice kindergarten teachers

Adults' beliefs regarding adult intervention in fostering number concepts among young children

Pessia Tsamir, Dina Tirosh, Esther Levenson, Ruthi Barkai,

Tel Aviv University

pessia@post.tau.ac.il

dina@tauex.tau.ac.il

levenso@tauex.tau.ac.il

ruthi11@013net.net

Abstract

Fostering number development during the preschool years is important, not only in school, but also at home. This study (supported by The Israel Science Foundation, grant No. 1631/18) focuses on adults' beliefs regarding their own intervention in young children's (ages 3-6) learning of number concepts. Thirty adults answered two questions: (1) In your opinion, is it important for an adult to be involved in developing preschool (ages 3-6) children's quantitative reasoning? Explain. (2) In your opinion, is it important for an adult to receive guidance so that he/she can help foster quantitative reasoning among young children (ages 3-6)? Explain.

All participants, except two, claimed that it was important for an adult to be involved in developing preschool children's quantitative reasoning. Reasons for this positive claim included mostly cognitive aspects of learning, such as the necessity to correct children's mistakes, but also some affective aspects, such as raising children's motivation to learn number concepts. Out of these 28 participants, 19 (68%) also claimed that it was important for an adult to receive guidance in order to foster children's quantitative reasoning. Reasons for needing guidance included the recognition that there must be special methods for fostering mathematical thinking at a young age. Reasons for not believing in the need for guidance included a belief that helping children comes natural to most adults, and that only professional early childhood educators need guidance.

These results can help educators wishing to encourage adults to be meaningfully involved in children's early number development

Enhancement of Moral Classroom Management competencies in Early Childhood Education

Clodie Tal,
Levinsky College of Education
clodietal@gmail.com

Abstract

The aim of the presentation is to show how the implementation of moral classroom management (CM) model in teacher education has impacted student teachers' and teachers' CM competencies and the children's learning and well being.

In this study, CM is defined as a core meta-competency that integrates cognitive mindsets (moral leadership, proactive, ecological-systemic) self-regulation skills, and interpersonal relationships with children and staff. CM is also perceived as a cyclical process that includes advance planning, implementation, assessment during the implementation, and a final evaluation that takes into account factors related to the children and their environment, intended to bring about progress in the activities carried out for the learning and emotional well-being of the children in the class .

This is a multiple case study (Yin, 2009) including two cases focused on coping with behavior problems, two cases focused on coping with diversity (one cultural and one dealing with inclusion of a girl diagnosed with ASD) and four cases focused on literacy and social learning in the context of heterogeneous small group work. Data included observations, diary writing, interviews, transcripts of discourse with children, parents and staff, children's drawing and writing samples. All participants were enrolled in preparation or graduate studies in ECE.

Findings show improvement in the children's emotional and social well-being and behavior, participation in learning encounters, creativity, and inquiry-based learning. In all cases, we found mental transformations in the student-teachers and teachers conducting the action research associated with taking responsibility and leadership in preschools, and ecological and proactive thinking.