

CONCURRENT PAPER PRESENTATION

CONCURRENT PAPER PRESENTATION SCHEDULE

Paper Presentation I

July 7, 2008 3:30 – 5:30 PM

Room 3-401

Chairperson : Dr.Anyamane Boonsue

Time	No.	Presenter	Title	Theme
3.30 – 3.50	J09	Kenji Niki (Japan)	Extracting Characteristics of Childcare Activity using Principal Component Analysis (PCA)	1
3.50 – 4.10	J06	Kosuke Miyamura (Japan)	Circuit Counseling Support System with Child's Development Record	2
4.10 – 4.30	P02	Ria Deomampo- Sanchez (Philippine)	The Relationship of Featural Writing Skills with the Other Aspects of Early Writing among Three to Five-Year Old Children	1
4.30 – 4.50	T19	Yuling Hsue (Taiwan)	Self-evaluation as a Facilitator to Promote Teacher In-service Educational	2
4.50 – 5.10	T53	Tsai Chia – Yen (Taiwan)	The Study on the Position and Value of Children's Music in Kindergarten	6
5.10 – 5.30	T28	Bee – Yin Beatrice Kuo (Taiwan)	A Creative Art Program for Young Children	6

Paper Presentation I

July 7, 2008 3:30 – 5:30 PM

Room 3-405

Chairperson : Dr.Apichart Pholprasert

Time	No.	Presenter	Title	Theme
3.30 – 3.50	K21	Jeehyun Lee (Korea)	Korean Teacher's Characteristics in Dealing with Personal Experiences of Young Children during Large Group Discussion	2
3.50 – 4.10	US01	Bae-Suh Soyoun (USA)	Impact of Student Teaching on Student Teachers' Dispositions	2
4.10 – 4.30	A01	Sue Grieshaber (Australia)	Taiwanese Teachers and Pre-service Student Teachers' Images of Teachers	2
4.30 – 4.50	T29	Li Tsung Wen Kuo (Taiwan)	A Study of Curriculum Reform: A Five-year Action Research	6
4.50 – 5.10	T08	Ya-Ling Chen (Taiwan)	Influences of Kindergarten English Teaching Programs on First Grader's Performance of Mandarin and Math Score	1
5.10 – 5.30	T35	Yung-En Lee (Taiwan)	Why didn't We Want to be Early Childhood Teachers? – An Exploration of Taiwanese Early Childhood Education Graduates' Career Choice	2

CONCURRENT PAPER PRESENTATION SCHEDULE

Paper Presentation I		July 7, 2008 3:30 – 5:30 PM		
Room 3-407				
Chairperson : Asst.Prof.Dr.Soison Sakolrak				
Time	No.	Presenter	Title	Theme
3.30 – 3.50	J15	Yoko Shirakawa (Japan)	A Project Method in the Content Area “Expression” in a Japanese Kindergarten Encouraging Free Play into a Dramatic Play “Peter Pan”	6
3.50 – 4.10	K16	Young Sook Kim (Korea)	Exploring Ways Toward Multicultural Education for Young Children by the Experienced Bias of Teacher and Students	3
4.10 – 4.30	TH27	Yawvapa Tejagupta (Thailand)	The Development of the Multiple Intelligences Model for Learning in Thai Culture	1
4.30 – 4.50	T41	Show–Jane Lin (Taiwan)	The Problems of Pre-primary Science Education - Case Studies of In-service Teachers’ Thought	2
4.50 – 5.10	T51	Mei–Fang Cho (Taiwan)	Essential Professional Competencies of Foreign Instructors Teaching Young Children English in Taiwan	2
5.10 – 5.30	T12	Hsin–Yu Cho (Taiwan)	The Application of Picture Books in Multicultural Education on Preschoolers – Ability Differences for Example 6	3

Paper Presentation I		July 7, 2008 3:30 – 5:30 PM		
Room 3-408				
Chairperson : Miss Suwithida Charungkaitikul				
Time	No.	Presenter	Title	Theme
3.30 – 3.50	TH03	Cheerapan Bhulpat (Thailand)	A Study of the Effective Solution of Preschoolers’ Misbehaviors of the Student Practice	2
3.50 – 4.10	TH29	Dneya Udtaisuk (Thailand)	Thai Elephant and the Itzy Bitzy Spider : The Survivor through Times	4
4.10 – 4.30	T59	Hsiu–Hsiao Wu (Taiwan)	A Study on the Integration of Spectrum Project with the Multicultural Curriculum in Preschool	3
4.30 – 4.50	T40	Chun–Miao Lin (Taiwan)	Constructing Young Children Knowledge under Guiding in the Class Discourse	6
4.50 – 5.10	T65	Shu–Chu Sylvia Yang (Taiwan)	The Learning Effects of Play Activity Intervention to the Developmentally Delayed Children’s Fine Motor	7
5.10 – 5.30	P03	Amelia C. Fajardo (Philippines)	Toys as Tools in Developing Problem– solving Skills in Children	6

CONCURRENT PAPER PRESENTATION SCHEDULE

Paper Presentation I

July 7, 2008 3:30 – 5:30 PM

Room 3-409

Chairperson : Dr.Piyapong Eg Sumettikoon

Time	No.	Presenter	Title	Theme
3.30 – 3.50	TH15	Narutt Suttachitt (Thailand)	Music and Brain-based Learning in Early Childhood Education	6
3.50 – 4.10	K35	Hye Kyoung Shin (Korea)	Children's Communicative Strategy in Conflicting Situations Caused in a Free Play	2
4.10 – 4.30	K06	Jeong Won Kang (Korea)	Teacher's Perception of Qualitative Level of Full-day Kindergarten Program by the Childcare Accreditation Indicators	6
4.30 – 4.50	J24	Kimio Shintani (Japan)	A Study of Practice Teaching Using E-learning System in Early Childhood Education	2
4.50 – 5.10	T32	Lo-Hsun Lee (Taiwan)	Using Play – Oriented Activity as a Teaching Way for "Life Curriculum"	7
5.10 – 5.30	T60	Peir-Yuan Wu (Taiwan)	A Case Study: The Relationship Among New Immigrant Females' Social Support, Mothers' Self-efficacy and Nursery Children's Adaptation at Kindergarten in Yuin-lin Country, Taiwan	3

Paper Presentation I

July 7, 2008 3:30 – 5:30 PM

Room 3-602

Chairperson : Dr.Daniel Murphy

Time	No.	Presenter	Title	Theme
3.30 – 3.50	CC1	Zhu Jiexiong (China)	Re-think about EC Curriculum Reform in China	6
3.50 – 4.10	Th1	Worawan Hemchayart (Thailand)	The Development of a Kindergarten Instruction Model for Educational Institutes of the Local Administrative Organization	6
4.10 – 4.30	T49	Wei-Ping Liu (Taiwan)	A Case Study on the Barriers Faced by a Child with Hearing Impairment: Critical Factors in the Family and Preschool	5
4.30 – 4.50	K48	Haerhee Baeck (Korea)	A Study on the Perspectives of Child Care Teacher and the Vocational Aspiration Perceived by the Senior Students	10
4.50 – 5.10	C03	Ting Ruan (China)	How to Compose Children's Songs in Their Preference Way	9
5.10 – 5.30	TH30	Anyamanee Boonsue (Thailand)	A Study of Enhancing Positive Thinking in Young Children Play under Teacher-child Relationship	2

CONCURRENT PAPER PRESENTATION SCHEDULE

Paper Presentation II		July 8, 2008 1:00 – 3:00 PM		
Room 3-401				
Chairperson : Miss Theeravadee Thangkabutra				
Time	No.	Presenter	Title	Theme
1.00 – 1.20	P01	Maria Perlita E. De Leon (Philippines)	Paternal Participation at the University of the Philippines Laboratory Preschool	5
1.20 – 1.40	K40	Namhee Woo (Korea)	Perceptions of Korean Middle Class Parents toward Child Development and Parenting	7
1.40 – 2.00	B01	Kabita Bose (Botswana)	Developmentally Appropriate Technology in Early Childhood (DATEC) in Botswana: In-service Teachers' Perspectives	7
2.00 – 2.20	TH09	Kamkeo Kraisoraphong (Thailand)	The Administrative Roles in Montessori Nursery Schools under the Thai Context	10
2.20 – 2.40	T08	Ya-Ling Chen (Taiwan)	Effects of Early Intervention Program on Promoting Children's Coping Abilities: Monkey's Coping Skills	6
2.40 – 3.00	TH20	Sasilak Khayankij (Thailand)	Art for Inner Development: A Qualitative Study of Early Childhood Student Teachers' Learning Experiences	2

Paper Presentation II		July 8, 2008 1:00 – 3:00 PM		
Room 3-405				
Chairperson : Dr. Pranee Modehiran				
Time	No.	Presenter	Title	Theme
1.00 – 1.20	J10	Hideaki Nishihara (Japan)	Cooperative Environment with a Wide Interactive Screen for Playing Educational Entertainment Software	9
1.20 – 1.40	T22	Lee-Feng Huang (Taiwan)	"I Regard Them as Members of My Family" - Preschool Parent Education in the Taiwan Aboriginal Areas	5
1.40 – 2.00	T15	Gina Pey Duo (Taiwan)	Parents' Attitudes toward Kindergarten Assessment in Taiwan	10
2.00 – 2.20	K34	Joohee Rho (Korea)	Interactive Instruction for Music Appreciation	6
2.20 – 2.40	K24	Kyung-Min Lee (Korea)	Korean Kindergarten Teachers' Understanding on Their Own Science Teaching	2
2.40 – 3.00	TH25	Tipchutha Subhimaros (Thailand)	Development of Northern – Khmer Child Rearing Cultural Transmission Process Based on the Local Wisdom Empowerment Theory	6

CONCURRENT PAPER PRESENTATION SCHEDULE

Paper Presentation II

July 8, 2008 1:00 – 3:00 PM

Room 3-407

Chairperson : Dr.Jintavee Monsakul

Time	No.	Presenter	Title	Theme
1.00 – 1.20	UK01	Lynn Ang Ling-Yin (UK.)	Singapore Preschool Teachers Responses to the Curriculum: A Discussion of Issues Pertaining to Teacher Education and the Early Years Workforce	2
1.20 – 1.40	H01	Lai Wan Maria Lee (Hong Kong)	Confucianism and Early Childhood Education: A Study of Young Children's Responses to Traditional Chinese Festival Stories	2
1.40 – 2.00	AA1	Wendy Schiller (Australia)	Designed Civic Play Spaces for Young Children: Lessons Learned, Future Directions	4
2.00 – 2.20	T52	Hsueh-Yin Ting (Taiwan)	Making Changes Possible: A Consultant's Effort to Help with the Curriculum Reform of a Public Kindergarten	2
2.20 – 2.40	T72	Pei-Yu Chang (Taiwan)	Thinking about Art with Young Children	6
2.40 – 3.00	T77	Chun-Mei Liao (Taiwan)	The Study of Young Children's Gender Stereotype on Princess-An Anti-bias Curriculum	6

Paper Presentation II

July 8, 2008 1:00 – 3:00 PM

Room 3-408

Chairperson : Dr.Apichart Pholprasert

Time	No.	Presenter	Title	Theme
1.00 – 1.20	C01	Guang Heng Wang (China)	Parent-child Relationship Influences on School Adjustment of Children from Kindergarten to Elementary School	1
1.20 – 1.40	PP2	Greg Tabios Pawilen (Philippine)	Using the Local Language for Teaching Science in Kindergarten in the Philippines	6
1.40 – 2.00	T06	Shu-Chin Susan Chen (Taiwan)	From Story Making to Play Editing: The Development of Text Structure Knowledge in a Project Based Curriculum for Five-year olds in Taiwan	6
2.00 – 2.20	T20	Wen-Chuan Chan Hsueh (Taiwan)	A Study of Kindergarten Teachers' Implementation of Assessment in Taoyuan Country	6
2.20 – 2.40	T46	Tsyr-Huey Liou (Taiwan)	Social Emotional Learning of First Graders in One Taiwanese's Classroom - A Collaborative Action Research	1
2.40 – 3.00	T55	Ruei-Chi Wang (Taiwan)	Influence of Resilience-Based Curriculum on Enhancing Children's Self-Concept and Social Skill: Action Research 1	6

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Paper Presentation II		July 8, 2008 1:00 – 3:00 PM		
Room 3-409				
Chairperson : Dr.Dneya Udtaisuk				
Time	No.	Presenter	Title	Theme
1.00 – 1.20	E01	Kariman Mohamed Bedier (Egypt)	The Educational Requirements of Kindergarten in Fatani (Thailand) and Egypt	2
1.20 – 1.40	Br1	Hanapi Mohamad (Brunei)	Promoting Creativity in the Classroom: An Analysis of Teachers' Characteristics	2
1.40 – 2.00	T69	Chung Ling Wu (Taiwan)	The Effect of Literacy Learning Area on Young Children's Reading Behaviors	1
2.00 – 2.20	T70	Meihuey Hsieh (Taiwan)	A Case Study of Private Kindergarten Teacher's Turnover	2
2.20 – 2.40	TH16	Oraphan Butkatunyoo (Thailand)	A Development of Learning Process Based on Action Learning with Coaching Process to Enhance Preschool Teacher's Self-efficacy	2
2.40 – 3.00	K50	Yoon-Jo Park (Korea)	The Validity and Reliability for the Korean Versions of Three Self-Report Questionnaires for Parental Stress	1

Paper Presentation II		July 8, 2008 1:00 – 3:00 PM		
Room 3-602				
Chairperson : Asst. Prof. Dr. Surapee Rujoapkarn				
Time	No.	Presenter	Title	Theme
1.00 – 1.20	TH08	Jurairat Vannaying (Thailand)	The Analysis of Leadership Skill of Secondary School Administrator in Relevant to Educational Decentralization Policy	10
1.20 – 1.40	TH28	Pattamasiri Teeranurak Jaruchainiwat (Thailand)	An Organization of Philosophical Inquiry Process to Promote Higher-ordered Thinking Skills of Student Teacher	2
1.40 – 2.00	TH13	Lamaiporn Langla (Thailand)	An Analysis of Facilitating Factors and Restraining Factors towards Implementation for Basic Educational Policy in Schools under the Office of the Basic Education Commission 7	10
2.00 - 2.20	TH44	Ra-shane Meesri (Thailand)	A development of Instructional Process Emphasizing Interaction Feedback by Using the Strategies-based Instruction (SBI) and the 5E Learning Cycle to Enhance Paragraph Writing Ability of Undergraduate English Majors	6

C01

PARENT-CHILD RELATIONSHIP INFLUENCES ON SCHOOL
ADJUSTMENT OF CHILDREN FROM KINDERGARTEN
TO ELEMENTARY SCHOOL

Guang heng Wang

East China Normal University
China

Abstract

Purpose : To examine the influence of parent-child relationship quality on school adjustment of children from kindergarten to elementary school.

Methodology : The research adopted questionnaire survey as the method. 535 new pupils (264 boys and 271 girls) from four elementary schools were investigated through two questionnaires "Parent-Child Relationship Test" and "The Evaluation Questionnaire of the School Adjustment of Pupils in Grade One". Questionnaire data were collected from the children's parents and their class teachers. Based on the data and information from the investigation, a structural equation model was established by LISREL to reveal the influence of parent-child relationship on children's school adjustment.

Conclusion : Parent-child relationship was found to have an impact on the school adjustment of children from kindergarten to elementary school. Hence, parents who want to enhance their children's school adjustment may have to pay attention to their parenting behaviors.

Keywords : parent-child relationship, school adjustment, parenting behavior

J09

EXTRACTING CHARACTERISTICS OF CHILDCARE
ACTIVITY USING PRINCIPAL COMPONENT ANALYSIS (PCA)

Kenji Niki

Hirohide Haga

Shigeo Kaneda

Doshisha University

Aki Kono

Kimio Shintani

Tokiwakai College

Japan

Abstract

In Japan, nursery schools and kindergartens must write and keep development records on each child. These detailed development records play an important role in daily childcare activities. By accumulating such development records, the characteristics of all childcare activities can be extracted. However, recognizing the characteristics from the development records and the viewed raw data is not always easy. This presentation proposes a method to extract characteristics from development records using principal components analysis (PCA).

Development records use an objective evaluation criterion based on Vygotsky's psychological theory called the Zone of Proximal Development (ZPD). Development records have high reliability as analysis objects. We adopted principal component analysis for analyzing development records. PCA is usually used to analyze data written by many participants to reduce multidimensional data sets and lower dimensions for analysis to extract the set features of participants. However, since the development records are written by one person, the teacher, we can extract the features of each teacher's childcare activities by analyzing the records.

We analyzed two nursery schools, extracted their childcare targets, and emphasized the points of childcare activities of the nursery school teachers. We believe that the proposed method can support nursery school teacher activities by supporting the evaluation of such teachers and their everyday childcare activities. The method also supports such management personnel as head teachers and confirms that nursery school teachers are conscious of school policies and childcare targets.

In the future, we will increase and analyze nursery schools of different area to extract Characteristics of Childcare Activity of area.

K50

THE VALIDITY AND RELIABILITY FOR THE KOREAN VERSIONS OF
THREE SELF-REPORT QUESTIONNAIRES FOR PARENTAL STRESS

Yoon-jo Park

Seung-eun Rha

Min-kyung Kwon

Soh-jung Kim

Eun-suk Lee

Hana Song

SungKyunKwan University

Korea

Abstract

It has been known that parental stress have affected children's maladaptive behaviors through harsh parenting behaviors. It implies that parental stress is a risk factor for children's socioemotional development. In particular, stress from child rearing practices in everyday life is a major component for parental stress. Self-report questionnaires such as Parenting Stress Index (PSI) are common ways to evaluate parenting stress, and widely used in Korean family context. However, relatively few evidence of reliability and validity about the questionnaires were reported. The purpose of this study is to investigate the interrelationships between Korean versions of the self-report questionnaires of parental stress, and to support their validity and reliability.

Participant of this study were 60 mothers of preschool children. Three questionnaires which are commonly used in Korean contexts were selected: Parenting Stress Index (PSI; Abidin, 1990), Parenting Daily Hassles (Crnic & Greenberg, 1990) and Parenthood Stress Questionnaire (PSQ; Ostberg & Hogeckull, 1997). The Parenting Stress Index consists of 120 items in three subscales (Parent Domain Area, Child Domain Area, and Major Daily Event Area). Participants are asked to rate each item from 1 (strongly disagree) to 5 (strongly agree). Parenting Daily Hassles includes 20 items about child and family hassles such as having to change plans because of an unpredicted child's need. Finally, Parenthood Stress Questionnaire, a modified version of PSI, consists of 34 items especially focusing on the parent domain (i.e. being interrupted by children). Items in this scale also involves in negative interactions with children and spouses, and unexpected daily events. Data collection is in process. Correlations between subscales of three questionnaires will be calculated, and discussed in terms of concurrent validity issues.

P02

“THE RELATIONSHIP OF FEATURAL WRITING SKILLS WITH
THE OTHER ASPECTS OF EARLY WRITING AMONG THREE TO
FIVE-YEAR OLD CHILDREN.”

Ria Deomampo-Sanchez

University of the Philippines
Philippines

Abstract

The study is a descriptive correlational study of early writing attempts of 36 3 to 5 - year old children and the relationship of featural writing skills with the other aspects of early writing. After four writing event sessions, three raters scored each child in the different aspects using the Early Writing Attempts Checklist of Medrano (1997). Scores were averaged and results revealed that in the entire sample, 33% were in the ideographic stage, 31% in symbolic stage, 28% in invented spelling and 8% in conventional writing stage. Sixty-one percent showed correct knowledge in directionality, 44% mixed upper and lower cases in using of letters ,97% had no knowledge in spacing, 72% read in monologues, 61% showed pseudoconceptual thinking and 97% wrote independently. Using Spearman rho formula, it was found out that featural writing skill was significantly correlated with directionality ($r=0.835, p<0.05$); use of letter cases ($r = .805, p<0.05$); reading of written text ($r = 0.662, p<0.05$); cognitive attention in written composition ($r = 0.785, p<0.05$) and spacing ($r = 0.403, p<0.05$). There was negligible correlation , however, between featural writing skills and process of generating an output ($r = 0.246, p<0.05$). Findings of this study highlight the importance of looking into early writing development as a holistic process. Further, results may serve as basis for redirecting school's writing programs and writing assessment and for encouraging parent-child literacy interactions.

T08

INFLUENCES OF KINDERGARTEN ENGLISH TEACHING
PROGRAMS ON FIRST GRADERS' PERFORMANCE OF MANDARIN
AND MATH SCORES

Wen-Chi Fan

Ya-Ling Chen

Pingtung University

Taiwan

Abstract

The main purpose of this study was to investigate influences of kindergarten English teaching types on first graders' academic scores of mandarin and math. Because children's academic scores of mandarin and math were not only influenced by English teaching types, but also influenced by children IQ, age, parents' background factors (i.e., income, education, occupation). To find the real effect of English teaching types on children's academic scores of mandarin and math, researchers involved all possible influential factors (i.e., children's age, IQ, and parents' education level, income, occupation) in the regression model to see whether English teaching types (compared to other influential factors) had a significant influence on children's academic scores of mandarin and math. Data was collected through questionnaire (see appendix A), IQ test, and school report card in two elementary schools in Pingtung county in Taiwan.

Collected data were analyzed by statistics methods to investigate compositions of children's IQ scores, ages, genders, and family backgrounds (i.e., parents' education, income, occupation) in different English teaching types of schools. Also, researchers used regression analysis to analyze the influences of English teaching types, IQ scores, genders, and family backgrounds on first graders' academic scores of mandarin and math. Results showed that influences of different English teaching types were followings:

(1) influences on mandarin scores: (I) kindergarten English teaching types, children's IQ scores, genders, and fathers' educational levels had influences on children's Chinese scores; (II) English immersion graduates' mandarin scores outperformed those who did not learn English; (III) general English teaching and English immersion teaching types did not have significant influences on children's mandarin scores.

(2) influences on math scores: (I) children's IQ scores, ages, fathers' educational levels, and English teaching types had influences on children's math scores; (II) English teaching types did not have significant influences on children's math scores; English immersion graduates' math scores were not lower than those of other types of English teaching programs. Finally, based upon findings of this study, researcher provided some discussions and suggestions.

Keywords : Kindergarten, English teaching, English immersion influence, academic performance, ESL, EFL

T46

**SOCIAL EMOTIONAL LEARNING OF FIRST GRADERS
IN ONE TAIWANESE'S CLASSROOM—
A COLLABORATIVE ACTION RESEARCH**

Tsyrr-Huey Liou

Shi-Ching Yu

National Hsinchu University

Taiwan

Abstract

This study explores three major research questions, which include (1) social emotional problems of first graders in the new school environment, (2) strategies that might facilitate students' development, and (3) the impact the strategies might bring to students. Based on the essence of collaborative action research, we collected data in one first grade classroom. The methods we adopted including participant observations, dialogue with the home-room teacher, and classroom activities with the students. The results of the study indicate that classroom management appears to be the major issue that bothers the teacher emotionally. Although this aspect of children's problems does not sound relevant to our research concerns in the surface manner, it actually is heavily interwoven with the consequent development of children's social emotional problems. The social emotional problems of the students vary as a result of individual and family differences. Some of them are more obvious and often gain prompt attentions. Others are subtle and tend to be overlooked, which may have a profound impact in the long run. Among various weekly activities we designed to enhance children's social emotional development, story-telling appeared to be the most favorite one to them. Although the teacher enthusiastically wishes to collaborate with us regarding our research intention, the never-ending teaching, grading and test-taking tasks put her in great dilemma. Children's and the teacher's social emotional needs have been highly ignored due to heavily rooted traditional values in the intellectual achievement. The reconceptualization about the value of education and schooling from the macro systems should be taken if we are to meet the essential developmental needs of young children.

Keywords: transition to school, social emotional adjustment, collaborative action research

TH27
THE DEVELOPMENT OF THE MULTIPLE
INTELLIGENCES MODEL FOR LEARNING IN THAI CULTURE

Yawvapa Tejabupta

Srinakharinwirot University

Thailand

Abstract

The purposes of this research were to construct the Multiple Intelligences Model for Learning in Thai Culture and to study the effectiveness of the instructional model. This research design was research and development. The development of the Multiple Intelligences Model for Learning in Thai Culture and consisted of 5 different phases.

The Result of this Research and development were as follows:

1. The Multiple Intelligences Model for Learning in Thai Culture consisted of 5 sequential instructional steps including :

Step 1: "Active Learning" Students Learn through active learning using five sense and authentic learning.

Step 2: "Cooperative Learning": Student learned through cooperative learning in small group instruction by planning, sharing, cooperating and exhibiting their works.

Step 3: "Analysis" Students reflecting their learning experiences by Analyzed the here and now learning experiences. By asking question such as What was happen? Why? How?

Step 4: "Constructivism": Students constructing their own knowledge through conclusion of knowledge learned from the activities

Step 5: "Application" Students apply their own knowledge to their real life situation and create the new idea upon the former knowledge. Teacher asked question such as "If.....then....."

2. The efficiencies of the Multiple Intelligences Model for Learning in Thai Culture , the results of the research were:

2.1 The students obtained more in 9 areas of multiple intelligences skills after the experimental of the instructional model than before with significant different at .01 Level.

2.2 The assessed result of preschool learning satisfaction from interviewing with 92 preschool students was that the preschool children obtained high learning satisfaction exploration skills after the experimental within 78.2% - 85.1%.

2.3 The preschool instructors who had experienced with the Multiple Intelligences Model for Learning in Thai Culture for preschool children found that this instructional model was certainly practical.

A01
TAIWANESE TEACHERS AND PRE-SERVICE
STUDENT TEACHERS' IMAGES OF TEACHERS

Sue Grieshaber

Queensland University

Australia

Abstract

Programs of teacher preparation tend to present teacher identity as singular in nature. This occurs by endorsing a particular approach to being an early childhood educator such as the developmentally appropriate teacher made explicit by setting particular texts. However, teachers do not have a static function devoid of context, history, or biography. Instead, teachers can be located simultaneously in multiple positions: they may enact aspects of a DAP curriculum while, simultaneously drawing on understandings of ethnicity, gender and class not found in the DAP guidelines that may lead them to act in developmentally inappropriate ways.

At professional development sessions at six sites in Taiwan, approximately 300 teachers and pre-service student teachers were asked to draw an image of a teacher. The drawings were collected and analysed from a gender perspective, using characteristics such as whether a female or male teacher was drawn, colours used, specific details such as hair, clothes, makeup, shoes, motifs such as hearts and flowers, what the teachers were doing (such as being surrounded by children) and whether the teachers were carrying anything (such as a bag or a stick). Analysis revealed that most of the drawings were of female teachers. There was a small number of drawings of male teachers and two drawings in which it was very difficult to tell whether the teacher was male or female. Along with the other characteristics mentioned above, the images that these teachers and pre-service student teachers have of teachers are stereotypical.

The images reflect particular values about the identity of early childhood teachers. The analysis looked carefully both within and across the images of teachers for points of tension, for what is included, and what is missing. In the presentation, the nature of the stereotypes evident in the drawings is discussed and implications drawn for assisting teachers and pre-service student teachers to understand this view of their professional identities.

BRU1
PROMOTING CREATIVITY IN THE CLASSROOM:
AN ANALYSIS OF TEACHERS' CHARACTERISTICS

Hanapi Mohamad

Universiti Brunei Darussalam
Brunei

Abstract

Besides the preparation of creative activities and the creation of a stimulating classroom environment, teachers' attitude towards creativity and their ability to be accepting, open, and flexible in relating to students is also very important in promoting creativity in the classroom. This study concerns teachers' personal qualities that are necessary to be a good facilitator in encouraging children's creativity during the implementation of teaching and learning process. This study looks at teachers' personal qualities by drawing on observations of their practice in class. It also looks at how teachers value creativity and their efforts in fostering creativity in the classroom. Data collection included semi-structured interviews (n=56), which consisted pre- and post-interviews, and classroom observations (n=16). Data were analyzed both quantitatively and qualitatively. The results indicate that teachers don't show creative characteristics as they display training and conditioning habit in which control is more important than self-expression or creativity, because good behavior has priority over internal workings of the mind. Although the teachers emphasized during the interviews that flexibility, encouraging expression of ideas and accepting students' suggestions are among the important elements in a creative classroom,

E01

THE EDUCATIONAL REQUIREMENTS OF KINDERGARTEN
IN FATANI (THAILAND) AND EGYPT

Kariman Mohamed Bedier

Ein Shams University Cairo Egypt

Emily Sadek Mikhail

Alexandria University Alexandria

Egypt

Abstract

Study's objectives:

This study aims at:

Displaying an obvious picture about the educational Requirements to kindergarten in Fatani and Egypt among kindergarten teachers.

Clarifying to what extent kindergarten teachers in Fatani and Egypt realize the educational requirements of kindergarten.

Pointing out the resources and material of Education possibilities related to fulfill the educational Requirements.

Study's problem:

The problem of the present study can be shown in the following questions:

To what extent the kindergartens in Fatani and Egypt concerned with the physical status, cognitive and mental requirements as an educational requirement?

To what extent that the kindergartens in Fatani and Egypt are concerned with emotional and social requirements of the kindergartener as an educational requirements?

To what extent the resources satisfy the educational requirements of kindergartens in Fatani and Egypt?

What is the role that the kindergarten teacher plays to satisfy the educational requirements for the kindergartener in Fatani and Egypt?

Study's method:

The researcher used the analytical and descriptive method to recognize the educational Requirements for kindergartens.

Study's instruments:

A standard interview and observation of parents as they deal with the child.

A questionnaire for the educational requirements in kindergartens in the light of physical, mental, emotional and social needs.

A questionnaire to observe the kindergarten resources.

Study's results:

There is an effect of the teacher performance on satisfying the educational requirements for the kindergarten children in Fatani and Egypt.

The educational mental and emotional development requirements have gained a great degree of agreement.

The social development requirements have gained a medical degree of agreement.

The kindergarten resources played a great role in satisfying the educational requirements for kindergarten children in Fatani and Egypt.

H01

CONFUCIANISM AND EARLY CHILDHOOD EDUCATION:
A STUDY OF YOUNG CHILDREN'S RESPONSES TO
TRADITIONAL CHINESE FESTIVAL STORIES

Lai Wan Maria Lee

Hong Kong Institute of Vocational Education

Hong Kong

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Abstract

This paper will present the results of a study which investigates young children's responses to traditional Chinese festival stories that aimed at preserving Confucian values in Hong Kong. The term Confucianism is used here to refer to the popular value system of China which is derived from the synthesis of the traditional cultural values espoused by Confucius and his followers and subsequently influenced by elements of Taoism and Buddhism. A sample of 57 early childhood teachers in Hong Kong participated in the study. Stories which were used in the current study were derived from the four major traditional Chinese festivals, they were: 1) Chinese New Year; 2) Dragon Boat Festival; 3) Chung Yeung Festival; and 4) Mid-Autumn Festival. Non-participant observations, teachers' reflective reports and children's artefacts were used for data collection to answer the research questions. The research utilised both qualitative and quantitative paradigms. This presentation focuses on the qualitative results. These showed that of the Confucian values of 'Ren' (love) and 'Yi' (righteousness) were the most popular responses among kindergarten-aged children, while the value of 'Li' (mannerism) tended to be the least popular category. Implications for local curriculum planning and teacher education will be discussed.

J24

A STUDY OF PRACTICE TEACHING USING E-LEARNING SYSTEM
IN EARLY CHILDHOOD EDUCATION

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Abstract

In Japanese kindergartens and nurseries, improvement in the quality of childcare has been an important subject. In the field of childcare, it is because the various children who need warm childcare are increasing in number. Since teachers and their assistants are always striving to improve their childcare abilities, improving the practical ability of student teacher training colleges is necessary.

This study has tried the study method called PBL ("Problem Based Learning") through which students acquire the ability to find problems and solve them by themselves. PBL is widely used as a method of supporting a student's problem-solving capability in the science of nursing. The following describes this study's technique: a) A college is connected to a kindergarten from which the students receive practical training on the Internet; b) "Training reflection meetings" are carried out on the Internet among students, a training adviser, and a college professor based on training practice video records.

Students reported the following advantages as a result of practice and meetings: a) Immediate advice from the training adviser and the college teacher after practice benefited future training; b) practice video records were effective when students looked back on training.

We confirmed that practice was connected to education theory and to systematic understanding by the students, because the college teacher cooperated with the training adviser of the kindergarten. Using our system proved effective not only for students but also for the remedial education of kindergarten teachers.

J06

CIRCUIT COUNSELING SUPPORT SYSTEM WITH CHILD'S
DEVELOPMENT RECORD

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Abstract

Recently in Japan, the number of children who need special care and attention is increasing in nursery schools and kindergartens. In order to support everyday childcare activities for such children, a new childcare support framework named "circuit counseling" has been introduced. Under this framework, counselors with special expertise regularly visit nursery schools and kindergartens, and advise nursery teachers on childcare activities. In order to support this circuit counseling activity, we have proposed a system whose purpose is to prompt continuous conferencing and to store the conference records.

However, this system had problems. One of the most serious was that counselors couldn't give substantive advice because of the lack of detailed information about each child. In order to allow for more precise and meaningful counseling, it is necessary for a counselor to understand a child's development situation.

In this presentation, we propose an extension of the existing circuit counseling support system. In the new system, users can refer to a child's development record to ascertain his/her development history from the counseling system. A child's development record is preserved on the "development recording support system" proposed previously. This new system connects with the development recording support system through Web service technology. The development recording support system uses new development recording items and an evaluation method. Thus, this system provides development records that can be adapted to the growth stages of each child. By referring to these development records, counselors can understand each child's development situation more precisely and give more valuable advice to nursery teachers.

We interviewed some childcare experts, such as a clinical psychologist and the director of a kindergarten, about the new system. As a result, the childcare experts concluded that the new system is effective for circuit counseling.

K21

KOREAN TEACHER'S CHARACTERISTICS IN DEALING WITH
PERSONAL EXPERIENCES OF YOUNG CHILDREN DURING
LARGE GROUP DISCUSSION

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Abstract

The purpose of this study was to explore the Korean teacher's characteristics in dealing with young children's personal experiences during large group discussion. The research questions posed were as follows; (1) What are the teacher's roles in discussing with children about children's personal experiences? (2) What are the characteristics of teachers' interaction with children in dealing with children's personal narratives?

The participants were 5 teachers from 5 early childhood settings and their 5-year-old children. The teachers had more than 7 year teaching careers in early childhood settings. The assistant researchers visited each classroom twice a week for 8 weeks to observe the large group discussion and audio-taped and transcribed the whole process of the large group discussions. The transcriptions were repeatedly read and analyzed to identify the episode as personal narratives in which the child talked about his or her past experience. Each episode came to be a unit of analysis in this study.

The findings are as follows. First, the teachers played various roles to co-construct children's narratives, such as suggesting a topic for discussion with children, supplementing children's incomplete narratives which had vague meaning by providing essential components of personal narrative, asking questions to elicit the essential components of personal narrative from children, providing clues to elicit component of personal narrative, and demonstrating complete structured personal narrative. Second, we found several characteristics of teachers' interaction in dealing with children's personal narratives. Although there were individual differences among teachers, they displayed more interests in focusing exact information than expressing personal feelings. Teachers tended to focus on distributing children's speech turn evenly, sacrificing extending each child's narrative. When they dealt with children's written narratives, the narrative level was tended to be slightly higher than oral narratives

K24

KOREAN KINDERGARTEN TEACHERS' UNDERSTANDING
ON THEIR OWN SCIENCE TEACHING

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Abstract

The purpose of this study was to investigate Korean kindergarten teachers' understanding on their own science teaching. The subjects were 348 teachers who teach at kindergartens in a metropolitan area of Korea. Teachers' perception on science teaching was measured by 'Sentence Completion Test'.

The major findings of this study are as follows:

1. Many kindergarten teachers associated scientific experience with an experiment, observation, equipments and raising animals or plants and they considered that scientific activities are more difficult to carry out than other activities.

2. The majority of teachers recognized that science teaching make a demand on extensive preparation and high level of knowledge. So, they considered science teaching as troublesome work. As a result, they were reluctant to or even avoid teaching science. That is, science is taught with feeling of obligation and unwillingness.

3. Most of the teachers have set up science center and replace materials when there are changes in subject. But they found that it is very difficult to keep up with the constant management and variety of materials. However, even though they are not fond of science teaching, they felt satisfaction when children concentrate on science class or children are amused at scientific experiences.

4. Teachers do a internet search or survey in order to answer puzzling questions asked by children. And when children lose interest in science, teachers usually have a break or change their teaching method to revoke interest. Teachers are full of confidence in scientific activities in regard to keeping animals, raising plants and magnet. On the other hand, they are not quite confident in electricity, earth & space, energy, and rock activity.

K35

CHILDREN'S COMMUNICATIVE STRATEGY IN CONFLICTING
SITUATIONS CAUSED IN A FREE PLAY

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Abstract

We investigate methods children use to settle conflicting situations caused in a free play and methods children use to settle and their communicative strategy. For this study, 52 children (26 from class A, 26 from class B) from an affiliated kindergarten to 'D' university in Seoul were selected as objects. An intensive participatory observation was used as a method of data collection to understand various aspects of conflicts between kids and intervention by the teachers. Tools used to collect the data were observation, field notes and a tape recorder. Data collected by observation were analyzed in terms of frequency of conflicts, contents of conflicts and communicative strategy in order to decide characteristics of conflicts and see what kind of communicative strategy was chosen. The result of the study is summarized as follows.

Firstly, total number of conflicts were 245; 25.7% accounted for domineering, 13.4% for annoyance, 10.6% for cutting-in, and 9.8% for spoiling.

Secondly, communicative strategy is categorized into verbal communication and non-verbal communication; verbal communication includes indication, proposal, defining, request for information, request for agreement, providing information, providing help. On the other hand, non-verbal communication includes exertion of physical power, intervention of teachers, crying and leaving classroom.

We conclude that conflicts were observed to happen frequently among children, and they had more social experience by settling the conflicts on their own without intervention or control of teachers or other adults. Hence, the best way for children in their free play time is to provide them with opportunity and time to develop social experience and friendship.

T19
SELF-EVALUATION AS A FACILITATOR TO PROMOTE
TEACHER IN-SERVICE EDUCATION

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Abstract

There was a three year project of kindergarten teacher self-evaluation in Taiwan's HsinChu city from 2003-2006. This paper is going to report the process and evaluate the results of the three-year-project. The project oriented from a group of kindergarten teachers who were thinking a way to help each other making their teaching job more effective and more meaningful. Many of them were under the stagnant period of professional development in teaching career. Self-evaluation with professional competence portfolio could be an approach that the author suggested to the group of teachers and finally worked out with a grant support of early childhood education department in the city government. Professional competence standards for early childhood education teachers were then established with the participation of 40 kindergarten teachers. A series of seminars and thorough discussions were held every other weeks throughout four months in 2003. The discussants were then became the first application group of self-evaluation. Since many of them had participated in the development of standards, the first year of self-evaluation process has been valuable in developing the details of procedures. A years later, to their early childhood career fellows the first group also openly demonstrated their professional competence portfolios which were new to all in-service teachers in HsinChu city. In the three year process, the professional competence standards were modified by the self-evaluation participants and were added many valuable items from senior and advanced kindergarten teachers. The self-evaluation system oriented by teachers and remained open to participant teachers. Many teachers were motivated by their own contributions to the self-evaluation system and to getting progress with the process of collecting evidences for the competence portfolios. Results of the project demonstrate that self-evaluation is a facilitator and effective approach to promote in-service teacher education in Hsinchu city, Taiwan.

T35

“WHY DIDN'T WE WANT TO BE EARLY CHILDHOOD TEACHERS?”
– AN EXPLORATION OF TAIWANESE EARLY CHILDHOOD
EDUCATION GRADUATES' CAREER CHOICE

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Abstract

Previous studies showed that in Taiwan only 50% of the early childhood education graduates (ECE graduates) with teacher certifications truly became kindergarten or preschool teachers. Why did this happen? The purpose of this work-in-progress study aims to explore why ECE graduates left the early childhood education profession. Specific research questions include: (1) What attitudes do ECE graduates have towards early childhood education profession? (2) What experiences did ECE graduates have that influenced their career decisions? (3) What are ECE graduates future career plans?

The primary data in this qualitative study are in the form of semi-structured in-depth interview transcriptions. Ten ECE graduates from different universities have been selected according to purposeful sampling and accessibility. These ten informants were coming from three different backgrounds: (1) 4 of them are certified teachers who have never taught in kindergartens or preschools; (2) 2 informants are certified teachers, taught in kindergartens or preschools before, but discontinued working in early childhood education field. (3) 4 of the informants chose not to complete their student teaching and therefore are not certified teachers. These four informants have never worked as early childhood professionals. Each of the ten informants will be interviewed three times, about 60 minutes each time. In the interviews, the informants will be asked about their teacher preparation experiences, student teaching experiences, their current working experiences, and reflections on and interpretations of these experiences. For the purpose of triangulation, secondary data, including relevant documents and journal entries, will be collected as well.

This study is expected to be completed at the end of June 2008, and we are hoping to report our findings and provide suggestions to the 2008 PECERA participants.

T41

THE PROBLEMS OF PRE-PRIMARY SCIENCE EDUCATION-
CASE STUDIES OF IN-SERVICE TEACHERS' THOUGHT

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Abstract

According to many science education papers, the prior knowledge or experiences affected the following science studying very much. Recently, some researchers even suggested that science education should begin from very early childhood. However, the pre-primary teachers were ill-prepared to teach science. Nevertheless, there was less attention put on this topic. And as a result, the effective solutions for the problem in pre-primary science education lacked. The first step to find the good answer was to comprehend what the problem was. Therefore, the purpose of this study was to investigate in-service teachers' thoughts about the problems of implementation of pre-primary science education. This research took pre-primary teachers who attended the class 'Children's Conceptions of Science and Mathematics', which was taught by the researcher, in Taiwan as participants for intended and convenient sampling. All participants were female because most pre-primary teachers were female. Each participant was received and replied the questionnaire constructed by the researcher by e-mail in the first one week of semester. The result revealed that almost all participants thought that they were not compatible to teach science for children due to the lack of professional ability needed. They tended to attribute this deficiency to the poor teacher education they experienced before. Consequently, they relied on ready-made materials offered by bookmen heavily. Finally, they lacked confidence and ability in arranging teaching program in their own way. Most teachers expected to improve this circumstance through refresher courses of occupation. Eventually, implications for science teaching and learning would be discussed as well.

T51

ESSENTIAL PROFESSIONAL COMPETENCIES OF FOREIGN
INSTRUCTORS TEACHING YOUNG CHILDREN ENGLISH IN TAIWAN

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Abstract

Learning English becomes more popular in many countries in Asia. These countries increasingly seek native English speakers to teach their students. The trends of EFL (English as a foreign language) also carry over into kindergarten and day-care centers in Taiwan. How effectively, however, foreign-born instructors teach English is controversial. The objectives of the present study include: 1) to understand foreign English teachers' perceptions of professional competencies in teaching young children in Taiwan, and 2) to study the relationships between the background variables of teachers and their perceptions of professional competencies. A self-reporting questionnaire (Foreign Teacher Professional Competencies: FTPC) was developed to gather the relevant information. The questionnaire consists of two parts: the individual teacher's background and professional competencies of foreign English teachers. The latter includes 46 items, grouped within 3 areas of competencies: knowledge, skills, and attitudes, divided into 17 subgroups. The questionnaire uses the four points Likert-type scale from 1 "not important" to 4 "very important" to represent foreign teachers' perception of the degree of importance of the 46 items. This study used descriptive methods to determine the significance of foreign teachers' perception of necessary competencies. One-Way ANOVA is used to examine the relationships or differences between foreign English teachers' opinions of necessary competencies with factors of individual background (with independent variables such as age, gender, etc.). The mean scores of these 46 items were divided into three levels (low, medium, and high) to explain the level of importance of these different competencies. Subgroups received higher, medium, and lower levels of importance are presented in this study. In addition, several of foreign teachers background variables influence their perception of importance of professional competencies. The findings of this study could be applied in the recruiting and training of foreign English teachers.

T52

MAKING CHANGES POSSIBLE: A CONSULTANT'S EFFORT TO HELP
WITH THE CURRICULUM REFORM OF A PUBLIC KINDERGARTEN

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Abstract

Being invited to be a consultant, I was asked by the principle to help the teachers to change their curriculum from unit teaching to project approach. For a public kindergarten which gives the teachers high autonomy on teaching, and which has no pressure of marking, it is not an easy task to motivate the whole kindergarten to make changes. As Schein (1986) pointed out, the on-the-job training programs sometimes may not work very well because the organizational culture might drag the change. In order to explore the mechanics of how to make changes happen, I decided to do an action research on my interventions. This paper is the result of a preliminary analysis of my first two-year exploration. The data I collected include: observations on the discussions of the meetings on teaching affairs; interviews with the principle, the supervisor of the teaching affair, and the teachers; my E-mail communications with the teachers; my own reflective diaries; and other related documents (included meeting minutes, teachers' reflective diaries on teaching, etc.). The preliminary data analysis shows that some aspects of the organizational culture of the public kindergarten (For example, managers without power, no pressure for marketing and teacher development, high teacher autonomy, etc.) are not good for a reform. In order to make changes possible, a consultant must be sensitive to the characteristics of the organizational culture and develop culturally appropriate intervention strategies, and sometimes even has to reshape the organizational culture. In addition, the consultant not only has to empower the teacher in terms of promoting the professional knowledge on curriculum and instruction, but also has to empower the principle or the middle supervisor in terms of their role as curriculum leaders. This study will not only fill the gap of the literature on organizational culture, but also has the practical implications for the consultant who try to be helpful, and for the kindergarten practitioners who want to make changes really happen.

T70

A CASE STUDY OF PRIVATE KINDERGARTEN TEACHER'S TURNOVER

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Abstract

The purpose of this study is to explore the situation of private kindergarten teachers' turnover, the factors which caused teachers' turnover, the coping strategies to deal with working difficulties, and the reasons leading teachers to keep the job. The method of semi-structured interview is employed in this study to understand three teachers' opinions about teachers' turnover. The main findings is as follows:

1. It is unusual for teachers to change their job. However, the frequency of the job turnover for veteran teachers is lower than that for novice teachers. Moreover, the job stability of veteran teachers is higher than that of novice teachers.
2. Most teachers would turnover to other kindergartens, the branch of the original kindergarten, other institutions related to early childhood education, or even leave this field.
3. Teachers' turnover presented regular stages, and their complicated thoughts would also have influence upon their decisions as to whether they would stay or leave.
4. The uncertainty about the future is the main factor causing teachers' struggle, but they eventually would try to adapt it.
5. Teachers' turnover was affected by direct, indirect, and no-effect aspects, and so are personal and environment factors.
6. Owing to the low birth rate, and the supplies of teachers more than it demands, the rate of teachers' turnover reduced.
7. The factors leading teachers to keep working at preschool include : (1)affections toward kids and colleagues, and supports by some parents, (2)adequate systems at school, (3)preschool interest and responsibility, and (4)the decline of birth rate, and supplies of teachers more than its demands.
8. The reasons that made teachers intend to quit their jobs included : (1)poor emotion, (2)teachers' crises, (3)the lack of domain knowledge, and (4)the stereotype.

Keywords : kindergarten teachers, teachers' turnover, influential factors about teachers' turnover

TH03
A STUDY OF THE EFFECTIVE SOLUTION OF
PRESCHOOLERS' MISS BEHAVIORS OF THE STUDENT PRACTICE

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Thailand

Abstract

The purposes of this research were to study preschoolers' misbehavior and the effective solutions used by student teachers.

The samples were 24 student teachers from the Division of Early Childhood Education, Faculty of Education, Chulalongkorn University who practiced teaching in two public schools during B.E 2541-2549 (1998-2006). The research instrument used in this study was the "Monitoring report on preschoolers' misbehaviors and the solutions". The student teachers had a free hand to create their own report based on the research framework. The content analysis and the percentage were used to analyse the data. The misbehaviors occurred in the targeted classrooms can be classified into 6 groups according to the Essa (1999): 1) aggressive and antisocial behaviors, 2) disruptive behaviors, 3) destructive behaviors, 4) emotional and dependent behaviors, 5) Participation in social and school activities behaviors, and 6) eating behaviors.

The research findings were as follows:

1. The frequency of the misbehaviors noticed by student teachers were: 1) Using rude words 18.64%; 2) chatting while learning and doing activities 54.55%; 3) breaking things when angers 100%; 4) impatience 13.76%; 5) refusing to take a nap 26.19%; and 6) refusing to eat vegetables and milk 22.73%.

2. The frequency of the effective solutions used in the classrooms were: 1) setting rules 26.91%; 2) calming children down 14.63%; 3) five solutions were found even with equally 20% in each solution, consoling the children and explain to them what should not be done, leaving the children calm down by themselves, providing activities that let the children release their tension such as art, setting activities to release their energy and letting the children stay in the open space; 4) giving mental support 30%; 5) complimenting or rewarding children when they take a nap 20.58%; and 6) encouraging children to eat vegetables bit by bit 33.34%, and 7) encouraging them to drink milk and complimenting them when they set up drinking milk games 28.5%.

TH16
A DEVELOPMENT OF LEARNING PROCESS BASED ON
ACTION LEARNING WITH COACHING PROCESS TO
ENHANCE PRESCHOOL TEACHER'S SELF-EFFICACY

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Abstract

The purposes of this research were 1) to develop action learning with coaching process to enhance preschool teachers' self efficacy. 2) to test the learning process to evaluate its efficiency. The samples were 60 preschool teachers from 10 schools in the Nonthaburi Office of Educational Service Area 2, divided into an experimental group and a control group. Fifteen introvert and 15 extrovert personality traits were assigned to each group. The method of study was divided into 3 stages. The 1st stage was developing the process and the research tools, the 2nd stage was field testing, and the last stage was revising the process.

The results were as follows :

The action learning with coaching process consisted of conception, components, principles, objectives, activities and evaluation. The Process operation was divided into 4 steps: the preparation, the ice-breaking, the constructing of the learning method, and the recapitulation and evaluation. The developed learning process consists of 7 steps: 1) identifying problems, 2) solving problems, 3) planning and classroom implementation, 4) sharing the experiences, 5) finding alternative methods, 6) reflecting and, 7) constructing knowledge

The results of the field testing were: 1) The average post-test score of the experimental group on teacher's self-efficacy and teachers' assessment competency were significantly higher than that of pre-test at the .05 level; 2) after the filed testing, the average scores of the experimental group in teacher's self-efficacy and teachers' assessment competency were significantly higher than that of the control group at the .05 level; 3) there was no significant interaction between the developed process and two traits of personality on teachers' self-efficacy.

The efficiency of the action learning with coaching process as when using the developed process, at least 90 percent of the participated teachers have self- efficacy and assessment competency scores not less than 80 percent.

As of qualitative data of preschool teachers' self-efficacy, it was found that the teachers viewed themselves as having better ability in making decision by deciding with less or without conditions and managing to accomplish various tasks on their own, particularly in assessing learning and development of preschool children.

TH20

ART FOR INNER DEVELOPMENT: A QUALITATIVE STUDY OF EARLY
CHILDHOOD STUDENT TEACHERS' LEARNING EXPERIENCES

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Abstract

The purpose of this research was to investigate the ECE student teachers' learning experiences in the aspect toward themselves, others, and profession. Using qualitative method to explore 2 research questions which were 1) how did ECE student teachers experience in the art activities for inner development? and 2) did ECE student teachers gain a new point of view toward themselves, others, and profession? And what were they? The participants were 12 ECE student teachers; 3 undergraduate students, 3 graduate students, and 6 post graduate students, participated in once a week art activity program for one semester. Each participant was interviewed for an hour at the end of the program. The findings were as follows;

1. Four themes emerged from the ECE student teachers' learning experience were 1) Being mindfulness, 2) Learning about themselves which included understanding themselves, being a delicate observer, letting go of ego, detaching from the contents of their consciousness, and thinking systematically, 3) Learning toward others which included deep listening and opening their mind, and 4) Learning toward life which included understanding the relation between human and the nature, understanding that life was always changing, and appreciating everything around them.

2. ECE student teachers reflected the changes in the aspects toward themselves, others, and profession which were 1) toward themselves including being able to develop themselves and appreciate themselves, 2) toward others including understanding others and openness, and 3) toward professional including understanding that being a good teacher has to practice inner development and be compassion toward children.

This research clarified that the aesthetic of art played an important role in inner development. In the field of early childhood teacher education, this will be a challenge task to weave the theory with the art in order to cultivate educators who have better understanding of themselves and life.

TH28

AN ORGANIZATION OF PHILOSOPHICAL INQUIRY
PROCESS TO PROMOTE HIGHER-ORDERED
THINKING SKILLS OF STUDENT TEACHER

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Abstract

The purposes of this research were to provide certain guidelines to university lecturers in an organization of philosophical inquiry process to promote higher-ordered thinking skills of student teachers in the School of Education. The samples were undergraduate students majoring in Early Childhood Education and Elementary Education in the Faculty of Education at Chulalongkorn University. The method of study consisted of 2 phases: first, developing the model of an organization of philosophical inquiry process as a component of the courses; second, a field testing of the developed model of an organization of philosophical inquiry process to promote thinking skills was conducted in 3 regular courses in the Bachelor's Degree of Education Program: 1) Promoting Thinking Potential of Children at the Elementary Education Level; 2) Morals and Values in the Elementary Education Settings; and 3) Morals and Values in the Early Childhood Education Settings. The pertinent qualitative data was collected in the form of video recordings of classroom activities and conversations. And the recorded dialogues were later analyzed.

The research results were as follows: 1) Activities carried out: It was found that the given activities and materials made the instruction and learning process smooth and successful. 2) Learning output: It was found that the students were able to apply the contents and strategies they had learned to form a basis for their discussions which indicated they had mastered Complex thinking skills, Thinking enhancement skills and Thinking process skills aligning with the organization of philosophical inquiry process to promote thinking in all the 3 courses.

The three developed models of an organization of philosophical inquiry process to promote thinking were: 1) Model I: The stimulation of thinking that leads to the learning of content, consisting of two instructional procedures: a) A philosophical Inquiry b) Instruction for Content; 2) Model II: The expansion of thinking after the learning of content, consisting of two instructional procedures: a) Instruction for Content b) A Philosophical Inquiry; and 3) Model III: The stimulation of thinking before and after the learning of content, consisting of three instructional procedures: a) Preparation for a Philosophical Inquiry b) Instruction for Content and c) A Philosophical Inquiry

TH30

A STUDY OF ENHANCING POSITIVE THINKING IN YOUNG
CHILDREN PLAY UNDER TEACHER-CHILD RELATIONSHIP

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Thailand

The purposes of this research were 1) to study teacher-child relationships patterns that provided optimum preschool learning experience and led to the enhancement in children free play , and 2) under what conditions will lead to children's positive thinking in their own play. The research methodology was based on the grounded theory and discourse analysis, utilizing onlooker observation during young children's free play time and in-depth interviews with teachers for data collection. Theoretical samplings comprised of 13 key informant children and 4 key informant teachers from 18 exemplars.

The findings of the first research question was that according to the informant teachers' response, active sensing during children's play applied at the right moment when a crisis occurs was most frequently used. Teachers' adaptive distancing from children's play ranked second.

For the second research question of this research, the researcher found that, given that the child was playing with close companions under a calm atmosphere and duration of play was not less than one hour, if a teacher could approach the child at the right moment when a crisis occurred and applied active sensing or adaptive distancing, children's positive thinking would occur. Particularly, if there existed natural stimulations that were flexible enough for various styles of play in different kinds of situations, their positive thinking could even more readily be achieved. Consequently, this research proposed four methods for developing positive thinking through play: 1) Extending free play time in daily schedule 2) Self-learning Approach in natural environment 3) Teacher-child and peer interactive Learning through Crisis Approach 4) Crisis-based Learning Materials Approach

UK01

SINGAPORE PRESCHOOL TEACHERS RESPONSES TO THE
CURRICULUM: A DISCUSSION OF ISSUES PERTAINING TO
TEACHER EDUCATION AND THE EARLY YEARS WORKFORCE

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Abstract

This paper is based on the findings of a one year research project funded by the British Academy on preschool teachers in Singapore and their responses to a *Framework for a Kindergarten Curriculum in Singapore* (Ministry of Education, 2003). The *Framework* was published for all preschools in Singapore that cater for the education of children aged 3 to 6. The methodology in this study is face-to-face interviews with 15 teachers, comprising open-ended questions. The study showed that effective implementation of the *Framework* was dependent on external socio-economic and cultural factors, often outside the influence of the settings. 3 key issues emerged:

1. Parental expectations for a more academic approach to the curriculum
2. Funding and resources for teachers implementing the curriculum
3. Teacher training and guidance

This paper will present the findings of the project and explore the implications of the issues raised on teacher education. It focuses on the issue of training and guidance, and the importance of maintaining a quality Early Years workforce that is empowered and enabled to deliver an effective curriculum. Maintaining a quality workforce in preschool teacher education is important for many reasons. Research has evidenced the importance of the role of teachers in providing children with quality care and education provision, and the immense influence that teachers can have on children's learning and overall well-being. The OECD report (2001) reveals that a key driving force behind quality early years education is quality teacher training and a high level of professionalism within the workforce. This paper will discuss the significance of the study and argue that there needs to be strategic approaches to supporting the work of preschool teachers. This is arguably the best means of ensuring a significant impact on the lives of young children and their families.

US01
IMPACT OF STUDENT TEACHING ON
STUDENT TEACHERS' DISPOSITIONS

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Abstract

Student teaching experiences have long been considered as essential and beneficial experiences within teacher education program. Support for this point of view can be found in the accumulated outcomes of research on the importance of student teaching experiences.

Considering dispositions as necessary conditions for teacher effectiveness, the National Council for Accreditation of Teacher Education defined teachers' dispositions as "Professional attitudes, values, and beliefs demonstrated through both verbal and verbal behaviors as educators interact with students, families, colleagues, and communities" (NCATE, 2008, p.89), and included them to the professional standard .

Katz (1994) suggested that dispositions are less likely to be acquired through didactic processes. Rather they are modeled by teacher candidates as they are around people who exhibit them. Since student teachers have a numerous opportunities of observing and being around their cooperating teachers who exhibit professional dispositions, it can be hypothesized that student teaching experiences have a great impact on developing teacher candidates' dispositions.

The purpose of this study is to identify how teacher candidates' dispositions are influenced by student teaching experiences. Two teacher candidates in Early Childhood Education Program at a middle sized university in eastern part of the USA are participating in this study during spring semester of 2008 (January to May). During this period, the subjects are self evaluating their own dispositions three times, using a self-evaluation tool developed by the researcher. They are also being interviewed by the researcher three times. The interviews based on their classroom actions are being recorded.

The collected data will be qualitatively analyzed by the method of content analysis. The results of this study are expected to provide significant information on effects of students teaching on teacher candidates' dispositions as well as on developing effective strategies to help teacher candidates establish professional dispositions through student teaching period.

K16

EXPLORING WAYS TOWARD MULTICULTURAL EDUCATION
FOR YOUNG CHILDREN BY THE EXPERIENCED BIAS
OF TEACHER AND STUDENTS

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Korea

Abstract

A significant challenge in the field of early childhood education is providing appropriate program to serve young children with multicultural demands and their families in Korean society. The basic problem that we face, however, is that good multicultural education program is not a given for the children. Multicultural educations tend to decrease race, ethnicity, gender discrimination by helping young children attain the knowledge, attitudes, and skills to become a global citizen. The purpose of this study is to share practical ideas and specific features episode of multicultural conditions by the experienced bias of teachers and students and suggest for ideas within multicultural classroom context. With the questionnaire 205 early childhood teachers and 200 student teachers were participated for the study. And with the unstructured interview, multicultural experiences of the participants were also transcribed and the collected episodes were coded and analyzed. The results of this study identified the different types of experienced bias such as; racial bias, followed sex role of family, language, ability. Furthermore, different types of biased episodes were identified. Finally, early childhood teachers and student teachers felt that multicultural personal experience, use learning material, teacher or parent education are necessary and they wanted as learning method. The implications are that knowing the teachers and students' perception for multicultural education ideas and expected ways more practical method in child centers. Based on this study and interview results, a model of multicultural education, multicultural goals and strategies, evaluating program for bias, and cultural responsiveness, and activities to promote understanding of cultural groups will be developed in the following study.

T12

THE APPLICATION OF PICTURE BOOKS IN MULTICULTURAL
EDUCATION ON PRESCHOOLERS—ABILITY DIFFERENCES
FOR EXAMPLE

Hsin-Yu Cho

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Abstract

The Multicultural doctrine is including the race, social class, protection of consumers' rights, culture, language, sex, sexual orientation, ability, disability, and the relationship between mankind and nature, etc. It is teacher's job to let children know each other, understand the individual differences, and learn to accept cross-cultural things.

The children have less experience about disability. Children usually have negative images on those people with disability and treat them inappropriately when they run into such persons. In fact, all persons have differences and defects on ability. It is important that children can admit difference among of the same generation by finding out about self-ability.

This purpose of this research is to take use of the picture books with "Ability" concept, and to promote the development of children's "Ability" concept. The poster will (a) discuss useful strategies for using multicultural picture books about ability, and (b) share the teaching experience of using multicultural picture books about ability in kindergarten to develop multicultural concept about "Ability".

Two lesson samples will be highlighted. The first one, *The Mouse Bride*, introduces a mouse searches the strongest husband for his daughter, and only to find him among his own kid. Children can understand that everyone own his best ability. The second one, *Seven Blind Mice*, introduces seven blind mice distinguish their new neighbour by their hands.

Children can learn something in the lesson activities that to understand the self-abilities and can accept the difference between their classmates.

Furthermore, children can understand the multicultural messages that picture books tried to convey.

Keywords : multicultural education, picture books, ability

T59

A STUDY ON THE INTEGRATION OF SPECTRUM PROJECT
WITH THE MULTICULTURAL CURRICULUM IN PRESCHOOL

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Taiwan

Abstract

This action research attempted to design and practice multicultural curriculum which was integrated with spectrum project at a preschool in Taichung, Taiwan. This curriculum was conducted by using the world masterpiece "Prince Beggar" by Mark Twain. The plot of this story mainly linked four perspectives of multicultural education: the perspectives of culture, economy, identity development, and multicultural integrated activities. The learning content included cross-cultural experiences and understanding about class, job position, gender, culture, race/ethnicity, food, clothing, childhood toys and games in multicultural education.

The purpose of this study was expected the young children to have good experiences, to learn Anti-Bias practices, to develop a strong self-identity, and to accept and appreciate the differences of others from this multicultural curriculum.

The research data were collected by ways of participant observations, interviews, collections of children's works, process folio, and the reflection notes of the teachers.

The researcher had found that the young children had felt the most interested in the cultural perspective, such as food, clothing, childhood toys and games, etc. The next interesting field they felt was related to economy, such as a person's class, job or position in a society, using or earning money, and so on. In addition to above results, the researcher had evaluated and analyzed some teaching strategies could strengthen young children's identity development. The conclusions and introspections will provide a reference for Early Childhood Education on multicultural curriculum and practices.

Keywords : spectrum project, identity development, process folio

T60

A CASE STUDY: THE RELATIONSHIP AMONG NEW IMMIGRANT
FEMALES' SOCIAL SUPPORT, MOTHERS' SELF-EFFICACY AND
NURSERY CHILDREN'S ADAPTATION AT KINDERGARTEN
IN YUIN-LIN COUNTY, TAIWAN

Peir-Yuan Wu

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Taiwan

Abstract

This study aimed at investigating the relationship of new immigrant females' social support, mothers' self-efficacy and children's life adaptation at kindergarten, in Yuiin-lin County, Taiwan. The study employed the survey research method. The 443 questionnaires were mailed to 18 public kindergartens and 64 private kindergartens. A total of 335 valid samples were obtained. The collected data were analyzed via one way ANOVA and multiple regressions using SPSS 12.0.

The major findings of this study were summarized as follows:

1. New immigrant females with age under 30 got more instructional social support.
2. There were significant differences for new immigrant females with better Chinese command than those with poorer one in mother's self-efficacy.
3. The children of new immigrant females with ages over 30 had better classroom adaptation.
4. New immigrant female's Chinese command had positive relationship with their children's life adaptation, including learning adaptation, classroom adaptation and interpersonal adaptation.
5. New immigrant females' self-efficacy had correlation with emotional support they got.
6. Nursery children's life adaptation in kindergarten had correlation with new immigrant females' emotional support, mothers' self-efficacy and Chinese command.

The conclusions of this study were as follows:

1. New immigrant females with different ages got different instructional social support.
2. The nursery children's life adaptation had positive relationship with new immigrant females' Chinese command.
3. The children of new immigrants female with good command of Chinese had better life adaptation.
4. New immigrant females' emotional support can predict their self-efficacy.
5. New immigrant females' emotional support, mothers' self-efficacy and command of Chinese can predict their children's life adaptation.

AA1

DESIGNED CIVIC PLAY SPACES FOR YOUNG CHILDREN: LESSONS LEARNED, FUTURE DIRECTIONS

Wendy Schiller

Sally Barnes

Christine Garnaut

University of South Australia

Australia

Abstract

Formally designed playgrounds are a modern phenomenon. Established in Australia in four distinct waves between 1910 and 1990 (Berry, 2001, 1999; Kritchevsky & Prescott, 1969; Ward, 1979), playgrounds were created as reserved community spaces for specific childhood activities. Laid out according to architectural, town planning and landscape principles and underpinned by theories of child development and play (Fromberg, 2002; Glover, 1999; Levin, 1996; Van Hoorn, Nourot, Scales & Alward, 2007), formally designed playgrounds were created with the aim of transforming children's lives and were distinguished by their unique site layouts and planting schemes, specific purpose-play areas, age- and gender-oriented spaces, specific types of equipment, and supervisors' buildings. In recent years however, a heightened concern for children's safety and attention to the legal issue of public liability in recent years has led to the development of contemporary playgrounds that are bland and unimaginative and at odds with the aim of transforming children's lives. In response, an increasing number of calls argue that there is a need for new playground designs to re-engage with architectural, town planning and landscape design ideas and for playgrounds designs that reconnect children with the natural world (Rosenow, 2008).

In this presentation, we will report on the preliminary findings of an interdisciplinary study of designed playgrounds for young children that aims to have a cultural, environmental and social impact on the South Australian community by improving understanding of the purpose and design of early 20th century playgrounds, the physical qualities of children's play spaces and community and professional attitudes to designed spaces for children. Adopting an historical-interpretive approach (Groat & Wang, 2002) we draw on selected case studies to explain how the objectives of the playground movement have been translated into design outcomes, and assess the potential application of key historical design ideas, childhood development and play theories to contemporary playground design.

TH29

THAI ELEPHANT AND THE ITZY BITZY SPIDER:
THE SURVIVOR THROUGH TIMES**Dneya Udtaisuk**

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Thailand

Children songs facilitate early childhood instruction in many ways. The song itself creates many instructional activities such as creative thinking when sing an improvised passage, body awareness when dance or move along with it, and coordination when play instruments with it. Action songs or play songs (Mallett, 2000) are appealing to young children for the fact that they serve well as children's physical expression outlet.

The author aimed to find the relationships between movement and popularity of children songs. Two questions were put on the survey. First, what children songs do music teachers think they are well-known through times. Second, what are those well-known children songs that have movements accompanied. Method of purposeful sampling was conducted to select 91 Thai general music teachers age from 27 to 54 from of 76 provinces in Thailand.

Research findings reconfirmed with previous research results that there are limited amount of Thai children songs (Udtaisuk, 2007). Regarding the popular children songs, Chang (meaning "Elephant") (70.3%) and Loay Kra Tong (60.4%) were the only two songs gain more than 50% vote for recognition, followed by Itzy Bitzy Spider (Thai version) (15.3%) and Ngam Sang Duan (12%).

Regarding the popular action songs, only four songs gain more than 10% vote were Chang (43.9%), Ped (meaning "Duck") (24.1%), Gai Yang (meaning "Roasted Chicken") (12.1), and Itsy Bitsy Spider (13.2%).

From the two questions, Chang and Itzy Bitzy Spider were the only two songs listed under both questions. This implies their popularity consequence by the positive affect of the actions accompanying the song. Both songs share the similarity in having semi-assigned body movements that goes along with the words throughout the song. Since similar occurrence of popularity was found with Itzy Bitzy Spider in the US. as the most popular children song sung by parents (Trehub & Trainor, 1998), the researcher proposed that accompanying movements play an important role in helping the (animal) songs survive through times.

P01

PATERNAL PARTICIPATION AT THE UNIVERSITY
OF THE PHILIPPINES LABORATORY PRESCHOOL

Maria Perlita E. De Leon

Carolyn Victoria Uy Ronquillo

Philippines

Abstract

This exploratory study attempted to determine father involvement with their child in terms of attendance in the school-related activities of the University of the Philippines Child Development Center (UPCDC), a laboratory preschool. Phase One of the study included 134 fathers whose children were enrolled for Academic Year 2005-2006. The attendance of each father for nine center-wide activities were tallied. For Phase Two, 15 fathers who were high and low in attendance were randomly interviewed. For purposes of this presentation, only Phase One will be discussed.

Fathers who attended seven to nine activities were grouped as high in participation and those who attended none to two activities were grouped as low in participation. The Basic Information Sheets of the children during the same school year were also reviewed to create a profile of the children (age, gender, birth order and enrollment status [e.g., old/new student]) and their fathers (age, occupation and place of work).

The study found out that fathers in their twenties are more participative, more open to the idea of shared parenting and are willing to learn about their children's performance in school. The presence of other adults at home affect the participation of the fathers especially when these school activities are done during weekends.

Fathers' work and workplace likewise affect participation in school activities. Those employed by the University, mostly as Professors, tend to be more participative because of the proximity to their child's school. In addition, they have more flexible schedule compared to those employed in private institutions.

Fathers preferred to attend school activities which required attendance of the whole family because it allows them to spend time with their children. However, they realize there are must-attend activities such as the regular parent-teacher-conferences that allow them to know their child's progress in school.

T22

“I REGARD THEM AS MEMBERS OF MY FAMILY”—
PRESCHOOL PARENT EDUCATION IN
THE TAIWAN ABORIGINAL AREAS

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Taiwan

Abstract

This study investigates, in Taiwan’s aboriginal areas, the interaction between preschool teachers and parents; whether cause difficulties to promote parent education, and the methods used to solve the problems differ by the teachers of different ethnic groups.

This study uses semi-structured questions to interview four aborigine and two non-aborigine teachers. The findings are summarized below:

1. Because of high percentages of grandparenthood in the aboriginal areas and their inability to read and write, using communication books is often ineffective. Therefore, face-to-face communication becomes the most effective way for teachers to interact with all parents. Professional lectures on educational subjects to the parents are rarely given; continuous systematic programs to promote parent education are also rarely planed.

2. One of the difficulties that teachers often encounter is the request to teach writing and mathematics in preschools. Three teachers use their expertise and professional experience to persuade the parents; others compromise.

3. Non-aborigine teachers consider that grandparents are difficult to communicate because they use different languages. These teachers have to spend more efforts than aborigine teachers do to establish good relationships with parents because of the differences in ethnic backgrounds. On the other hands, these non- aborigine teachers usually earn parents’ trust after the teachers understand and accept the aborigine culture and treat parents as members of their own family, which greatly facilitate the success of parent education.

Parent education using the methods that are accepted by the common educational systems is inadequate for aboriginal areas. Proper methods should be developed dependent on the local situations. Regardless of teachers’ educational and cultural backgrounds, they should understand the local culture and families in depth. Educational institutes should provide adequate courses on multi-culture parent education, so that teachers are better equipped with better skills to deal with different types of families and cultures.

T49

A CASE STUDY ON THE BARRIERS FACED BY A CHILD WITH HEARING IMPAIRMENT: CRITICAL FACTORS IN THE FAMILY AND PRESCHOOL

Wei-Ping Liu

Shu-Te University

May-Sa Wen

Eden Social Welfare Foundation

Taiwan

Abstract

It is a qualitative study in which the interventional barriers for a 4-year-old young child with hearing impairment were analyzed using the ecological system. Information was collected through interviewing the social worker and the special education teacher, reading IFSP, and recording IEP meetings. From age 2 through 4, a variety of barriers existing in the child's family and school. Based on the characteristics of the barriers, the child's life span was divided into 3 stages.

In the first stage, the barrier existed in the family because the care-givers did not have the abilities and knowledge to recognize the child's impairments. The child did not get appropriate interventions even after someone found out the fact. The care-givers were the child's grand-parents who also were the main decision-makers for the child's education.

In the second stage, the barriers was about preschool—the poor educational resources; classroom teachers were changed very frequently, moreover, all teachers were not qualified for early childhood teachers; the child did not have a hearing aid.

In the third stage, the barriers were the mix of the family and preschool factors. The child got an itinerant special education service, and the special education teacher came to school to provide the 2 teachers professional knowledge such as behavioral modification techniques and teaching strategies. The special education teacher felt frustrated after she worked with 5 different preschool teachers within 3 months. Furthermore, the grand-father did not understand the importance of diagnosis and its influence on getting a hearing aid. The social worker failed to have the child finish the medical diagnosis. And the grand-father finally decided to keep the child at home because he believed the child did not learn any knowledge and good behavior in school.

Keywords : early intervention, barriers, family, preschool, hearing impairment

CONCURRENT PAPER PRESENTATION

THEME 6: INNOVATION OF CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION

CC1

RE-THINK ABOUT EC CURRICULUM REFORM IN CHINA

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China

Abstract

In China, early childhood education has gone through more than 100 years developing course. There are 3 big early childhood curriculum reforms, happened in 1920's-1930's, 1950's, and 1980's-now respectively. Especially from 1980's, the Reform and Opening Policy has been greatly animated the contemporary early childhood curriculum reform.

Based on the brief history of early childhood education in China, we see that three distinct cultural threads —— traditional culture, communist culture, and European-American culture —— have mixed to profoundly shape different aspects of Chinese early childhood education. Thus, contemporary early childhood curriculum in China can be seen as reflecting a hybrid of these three cultural threads.

In recent years, many curriculum models and pedagogy have been introduced to China. Actually there is no such a high quality curriculum that can be effectively adopted in different cultures. Now, it is important for us to look into and think about the culturally embedded nature of these successful curricula and identify these cultural factors in the process of appropriating and localizing any borrowed curriculum.

China is a big country and there are obvious differences among eastern and western, among the rich and the poor, and among urban and rural areas. We need to focus on all groups in different areas and create equitable social, cultural, economic, and political relationship among them.

Early childhood curriculum reform in China has made some progress. Contemporary early childhood curriculum is becoming diverse. It is clear that early childhood education in China is strongly influenced by socio-cultural changes and conditions and reflects the hybrid of traditional, communist and European-American cultures

J15

A PROJECT METHOD IN THE CONTENT AREA 'EXPRESSION'
IN A JAPANESE KINDERGARTEN ENCOURAGING
FREE PLAY INTO A DRAMATIC PLAY 'PETER PAN'

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Japan

Abstract

This presentation first shows the DVD in which the five-year-old class children, in a public kindergarten in Ashiya-city, are performing a dramatic play, 'Peter Pan'. The presenter and the class-teacher, Nishikawa, developed this project and produced all the process of this dramatic play. Children performed the dramatic play in front of invited families on the annual kindergarten event day, the 16th February. The classroom teacher, Nishikawa is loved by all children in the class and called 'Kanao-sensei'.

The presentation, next, explain the procedure where Kanao-sensei enhances individual child's interest and imagination, brings out children's oral expression and develops a dramatic play involving the whole class children. Kanao-sensei always thinks the world of children's free play important. Free play usually occupies the central place in a Japanese Kindergarten curriculum. But it doesn't mean that teacher should make children free in the open, Japanese early childhood educators often discuss.

Children in the five-year-old class (the children whose birthday is between 2nd April and 16th February become six-year-old) know the story of Peter Pan very well through Disney movie or story book. They play Peter Pan during free play time. They especially like the fighting scene of Captain Hook and Peter, flying in the sky and adventurous journey to the Neverland. Kanao-sensei writes script and intervenes children's free play one scene by one scene. Children understand the scenario in common, but they don't have to speak the fixed speech. The class consists of twelve boys and nine girls. The casting is flexible. Two or three boys play the role of Peter Pan in turn. Two or three girls play Wendy.

It took a month and several weeks to perfect the dramatic play. Kanao-sensei and children construct scenery, such as screen, props, which make the drama more fantastic.

Finally we will present the teacher's reflection on her developing this project and our discussion.

K06

TEACHER'S PERCEPTION OF QUALITATIVE LEVEL OF FULL-DAY KINDERGARTEN PROGRAM BY THE CHILDCARE ACCREDITATION INDICATORS

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Korea

Abstract

The purpose of this study was to know details which need to be improved at this point for enhancing qualitative level of full-day class in kindergartens by the daycare center accreditation indicators in Korea.

This study was conducted among 219 teachers who have experience in full-day class across the metropolitan area in Korea and the subjects were asked to answer a questionnaire which was the modified and adapted childcare center accreditation indicators for full-day class in kindergartens, and in which a 5-point Likert scale was used. It was composed of 7 areas – physical environment, administration, curriculum, teacher-child interaction, health and nutrition, safety, the cooperation with family and community.

The results of this study were as follows.

First, the majority of the teachers, in this survey, answered that they felt safety of the children, teacher-child interaction, health and nutrition, early education curriculum, and collaboration of family and community etc. are above the median while physical environments and administration are below the median.

Second, there was significant difference in teachers' perception of the quality for full-day class according to their variation such as academic background, career, the number of children in the class, the governing body of the kindergarten, and the presence of assistant staff etc.

Lastly, as for the cooperation with the qualified daycare centers, 80.8 percent of the teachers of full-day kindergarten showed very open and positive attitude for the improvement of caring quality

To conclude, the result of this study tells that more enhanced physical environment and support for administration are needed to improve full-day kindergarten program. Also, it is necessary to carry out a further research on development of full-day kindergarten program and curriculum in line with needs of teachers and children.

K34

INTERACTIVE INSTRUCTION FOR MUSIC APPRECIATION

Joohee Rho

Audie (Early Childhood Music Learning Program)

Korea

Abstract

Music plays an important role in our lives. Music gives us a way of expressions, communications and moments of impressions. Because music is similar to languages in essential aspects, we need to know words, grammars, syntax, style, forms and textures in music for communication. Like language ability, ability to understand and enjoy music is growing in early childhood environments.

Audie, early childhood music learning program in South Korea, created an interactive method of music appreciation. This method helps children to develop listening skills of music through active learning process.

Traditionally, in music appreciation activity, teacher plays recorded music in CD, Cassette-Tape or other media. Teacher gives some information about music before she plays CD. After listening, she has time to talk about music. In traditional way, musical aspects are not regarded as important. It focuses before and after listening activity, and loses the essential moments of listening music itself.

Therefore, it has not been functioned as vital role to increase musical sensitivity for children. Children learn music through interaction as they learn languages. To bring musical interactions while children listen to music, pedagogical principles are proposed based on Music Learning Theory in *Audie*.

First, teacher should use her natural voice for interactions to accept children's musical responses because children are more careful to listen towards naked voice than the recorded music. Second, teacher gives musical experiences using the tool of appropriate plays, movements, instruments, props and stories in order to make children to listen to specific aspects; melody, rhythm, tonality, meter, form, and so on.

There are three musical works for children: G string by Bach, Libertango by Piazzolla, and Humoresque by Dvozak. Music makes a difference in children's lives when they listen to music with deep understanding and enjoyment.

P03

TOYS AS TOOLS IN DEVELOPING PROBLEM-SOLVING SKILLS IN CHILDREN

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Solid Ground School

Philippines

Abstract

This study explores the use of toys as instructional tools in the development of problem-solving skills among preschoolers. It aims to identify the common toys found in preschool and how these toys can be used in lessons targeting the development of problem solving skills. The study used the qualitative research methodology, which involves three phases. Phase 1 includes the selection of toys to be used in the lesson, Phase 2 includes designing of lessons integrating the development of problem-solving skills using toys identified in phase 1, and Phase 3 includes the try-out of lessons developed in phase 2. Data are gathered using survey, observation and document analysis. Lessons were developed using Wallace and Maker Problem Solving Wheel.

The result of the study shows that the five commonly found toys in preschool classroom have the potential to develop problem-solving skills in preschool children. The study also shows the importance of teachers in developing and implementing lessons aimed at developing problem-solving skills.

PP2

USING THE LOCAL LANGUAGE FOR TEACHING SCIENCE IN KINDERGARTEN IN THE PHILIPPINES

Greg Tabios Pawilen

Philippines

Abstract

This study discusses some important observations on using the local language for teaching science in kindergarten. The study was conducted in a local kindergarten school in the Philippines where classes were observed to obtain data whether using the local language in teaching science is effective. The result shows that using the local language for teaching science to kindergarten learners: (1) allow the learners to ask questions that are related to their lesson; (2) allow for individualism so that those with different backgrounds and levels of development can contribute and progress; (3) evoke emotional and physical as well as intellectual responses; (4) offer opportunities for children to express ideas on a topic, issue, or problem; and (5) help make connections to what they are learning in other subject fields. In general, it allows the children to participate actively in different activities. This paper strongly advocates the use of local language as an effective medium of instruction in teaching science for young children.

TO6

FROM STORY MAKING TO PLAY EDITING: THE DEVELOPMENT OF TEXT STRUCTURE KNOWLEDGE IN A PROJECT BASED CURRICULUM FOR FIVE-YEAR OLDS IN TAIWAN

Shu-Chin Susan Chen

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Taiwan

Abstract

Children love stories. They listen to stories, read, tell stories, and even act out stories. In return, stories enable children to use and learn language. However, stories as narrative texts have a specific organization. Events and characters' actions occur in a particular sequence, in specific settings. Thus, stories involve psychological as well as physical causation which compose unique text structure for stories. Children have to develop their knowledge about stories' text structure in order to understand stories. It is believed that children's text structure knowledge can be facilitated by adults' scaffolding.

Therefore, the main purpose of this qualitative research was to examine and describe the development of young children's text structure knowledge in a project based curriculum. The related literature was carefully reviewed and distilled in order to form the conceptual framework for the study. The content analysis, classroom observation, and in-depth interview were adopted as research methods to take a close look into the issue. The curriculum was developed by 27 five-year-olds and two classroom teachers in a private kindergarten setting.

This researcher found that there were five stages had been developed by the target children, namely, making of "5-page story books"; making of "8-page story books"; self-created, self-made, and self-act puppy shows; same characters, different stories; and editing plays out of our own stories. The progress of the development of children's text structure knowledge at each stage was located and analyzed. Also, the strategies adopted and the scaffolding offered at each stage by the teachers were carefully examined and discussed. Some suggestions were proposed to the field of early childhood education.

Keywords : text structure knowledge, project approach, whole language

T08

EFFECTS OF EARLY INTERVENTION PROGRAM ON PROMOTING CHILDREN'S COPING ABILITIES: MONKEY'S COPING SKILLS

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Taiwan

Abstract

Main purpose of this research was to help young children better cope with everyday problems and adversities through an early intervention program—Monkey's Coping Skills. Details of the curriculum were described below:

- Unit 1** Feelings : understanding negative feelings & ways of dealing with negative feelings
Sessions: sad and happy/ anger and annoyance/ jealousy/ nervousness
- Unit 2** Communication: Enhancing children's communicating abilities
Sessions: effective communicating/ listening/ seeking for help/ speaking out
- Unit 3** Social relationship: Enhancing children's abilities of making friends
Sessions : keeping a friend/ dealing with loneliness and rejection/ resolving conflict/ making friends
- Units 4** Resolving conflict : Enhancing children's abilities of resolving conflicts
Sessions: finding a good resolution/ dealing with attack / solving problems
- Unit 5** Dealing with change and lost: Improving children's abilities of dealing with change and loss
Sessions: understanding change and loss/ dealing with death/ improving attitudes toward change and loss
- Unit 6** Facing New Environment: Enhancing children's coping abilities in different contexts
Sessions: different ways of coping/ helping people/ adjusting to new environments

This curriculum was implemented for two semesters (about 10 months). Main research questions were: (1) how did the curriculum implement in early childhood settings? Did it successfully implement as researcher original planned? (2) What was the effect of the program on promoting young children's coping abilities?

Researchers chose two classes from one kindergarten as research subjects—One class was an experimental group and the other was a comparison group. Two classes' children, aged 4 to 5 years old, were randomly assigned to each class when they enrolled in the school. Data collection procedures included two aspects, which were: (1) process evaluation data: using teachers' evaluation reports and questionnaires to evaluate children's interest, module's practicability, and teaching resource's adequacy; (2) result evaluation data: using instruments of social skills questionnaire, schoolagers' coping strategies inventory, and children's interviews to evaluate children's improvement in coping skills.

Results showed that teachers and children were satisfied with Monkey's Coping curriculum; Children's coping skills were significantly improved after conducting the curriculum—Monkey's Coping skills.

T20

A STUDY OF KINDERGARTEN TEACHERS' IMPLEMENTATION OF ASSESSMENT IN TAOYUAN COUNTRY

Wen-Chuan Chan Hsueh

Tzu-Hui Lee

National Hsinchu University

Taiwan

Abstract

The purpose of this study are to understand how kindergarten teachers implement assessment and what are the problems and teachers' needs in implementing assessment.

Questionnaires were distributed to 163 randomly sampled kindergarten teachers in Taoyuan County and two questionnaires for each kindergarten. A total of 98 valid responses were collected. Although the response rate was approximately 30%, these responses were evenly distributed through all areas in Taoyuan County. Our data still provide valuable information in understanding how kindergarten teachers in Taoyuan area implement assessment and their needs.

Three conclusions were made based on our analyses of the questionnaires. First, there are gaps between teachers' assessment knowledge and their practices; secondly, kindergarten teachers' beliefs of assessment have the greatest influence on their assessment practices; and, thirdly, kindergarten teachers need concrete and practical assistance in implementing assessment in their classroom.

T28

A CREATIVE ART PROGRAM FOR YOUNG CHILDREN

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Taiwan

Abstract

Improving child mental ability has long been considered a major goal of education, especially in this complex and rapidly changing world and post-modern age in which many demands and challenges are created on our education and students. To foster child thinking, creativity and problem-solving ability becomes much more important than ever. Art education, which offers rich opportunities for encouraging thinking among children, enriches the lives of children, enhances children's aesthetic perception, promotes the intercultural understanding of children and improves the personal development of children, is one of the major parts of early childhood education. However, the whole society, the parents and even the early childhood educators have misconceptions and myth for art education for children in Taiwan today and art education has been the weakest part in the education system. This paper aims to explore the visual art education for young children through the illustration of the process of a creative art program, which is different from other skills-oriented child art program prevalent in Taiwan, practiced in Pei-Hsing Child Care Center located in Chiayi City in southern Taiwan. Pei-Hsing Child Care Center has made many efforts to improve child art education in Taiwan for over 20 years. As an artist and advocate to liberal education, the director of this child care center is conscious of the important role that art plays in early childhood education, he seeks some consultation from early childhood educators and he believes that the cooperation between art educators and early childhood educators can bridge the gap between his ideals and realities. Through one-year consultation from the cooperative institute-The Department of Early Childhood Educare of Wu-Feng Institute of Technology, the creative early childhood art education program was put into practice. The process and the product of this one-year cooperative project was recorded and illustrated in this paper.

T29

A STUDY OF CURRICULUM REFORM: A FIVE-YEAR ACTION RESEARCH

Li Tsung Wen Kuo

Taiwan

Abstract

This was a cooperative action research that program adviser, administrators, and teachers carried out the study together. The purpose of the study was to share the administrative process of the curriculum reform with characteristic of program to other centers. Sharing is an essential spirit of action research. We endeavored to forsake the teaching material which is available from bookshops. We also encourage teachers actively to develop their own curriculum instead.

At the beginning, we endeavored to construct our curriculum characteristic from our educational belief, social context of young children, and the concept of child development from the High/Scope curriculum. There were four periods in the process of the study: (1) Insistent discussion and trying period: Keep discussion of how to use picture books instead of teaching material from bookshops, and how to support teachers' curriculum design which can match the "key experiences" of High/Scope curriculum. Reading materials were given by program adviser. (2) Combine the curriculum and child assessment: how to use the multi-display of children to show and illustrate their development; and how to encourage teachers to follow the idea of children initiate. Teachers observed, discussed, and learned from each other's teaching. (3) Prepare the training material for new teachers: There were some new teachers in the beginning of each semester. Administrators endeavored to prepare the training materials for new teachers for their accommodation to the center's curriculum. The senior teachers also played an important role for supporting the new teachers. (4) Let parents understand the curriculum and assessment: Teachers endeavored to talk with parents individually about child's learning and development. Photos of activities in which children participated and learning portfolio were used for discussion.

During the process, the curriculum reform presented different meanings to the participants. However, we really free ourselves from fixed teaching materials from bookshops.

Keywords : curriculum reform, action research, professional development

T40

CONSTRUCTING YOUNG CHILDREN KNOWLEDGE UNDER GUIDING IN THE CLASS DISCOURSE

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Abstract

The purpose of the research is to investigate kindergarten teachers' viewpoints about classroom discourse and how they guiding children construct knowledge in class discourse. There were 2 kindergarten teachers and 25 5-year-old children participate in the research. In order to obtain the data, observations, interviews, relevant documents and reflective notes. The major findings are as follows:

1. viewpoints about class discourse

- (1) Class discourse is an important form of regular learning activities and teacher may set up a goal prior the class.
- (2) Teachers believe they have the duty to explain things what children do not realized.
- (3) Children convince what teachers say in the class.

2. forms of class discourse

- (1) I-R-I-R model frequently crops up and I-R-E model comes second in the class.
- (2) Teacher control the whole course including the topic and time.
- (3) It may be anticipatory to close the discourse when children are disinteresting in the topic or couldn't understand what teacher says.

3. tactics in the discourse

- (1) "Description" and "explaining" are the main avenues to answer children's questions.
- (2) The source that was used to descript or explain by teachers is her personal experience and children co-experience in the school is the second.
- (3) Children firmly believe what they talk are right after getting praise and affirmation form teacher.

According to the observations and analyses mentioned above, the researcher draws four points for conclusion and further discussion:

1. Activities: children ask questions spontaneously can help them quell disturbances in their mind.
2. Transformations: teachers' vocation may devolve on children.
3. Integration: teacher may draw a conclusion for children and even guiding children to do it.

Waiting: teachers and children all should learn waiting and try to realize what he/she means in their representation.

T53

THE STUDY ON THE POSITION AND VALUE OF CHILDREN'S MUSIC IN KINDERGARTEN

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Abstract

The main purpose of this research was to explore kindergarten teacher's perspectives on and usage of children's music. This research was qualitative research based on 3 teachers in private kindergartens. All of them had bachelor degrees and majored in early childhood education. All data were collected through interviews, classroom observation, documents, etc. Then the researcher coded, analyzed and integrated the data.

The major findings were as follows:

1. Teachers respected the value of language in children's music, but they emphasized knowing words and memorizing phrases.
2. Children's music was an accessory of a theme approach, commonly used to initiate study.
3. Children's music provided the most significant and most easily observed learning.
4. Teachers focused primarily on conveying knowledge implicit in children's music.
5. Children's music was used to smooth transition time.

Keywords : Children's music, Kindergarten

T55

INFLUENCE OF A RESILIENCE-BASED CURRICULUM ON ENHANCING CHILDREN'S SELF-CONCEPT AND SOCIAL SKILL: ACTION RESEARCH

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Abstract

Main purpose of this research was to apply the action-research process to design and evaluate the influence of a resilience-based curriculum on kindergarteners. Main research questions were: (1) what was so-called sunflower curriculum? What was the theoretical framework of sunflower curriculum? (2) How did sunflower curriculum implement in classroom? (3) What was the influence of sunflower curriculum on enhancing children's self-concept and social skill?

Sunflower curriculum was a twelve-week curriculum. Researcher in this study spent one hour everyday to implement this curriculum. Details of the curriculum were listed below:

(1) Self-conception: enhancing self-understanding, and developing a positive self-image.

(2) Social interpersonal relationship: understanding relationship of individual self and other people; learning how to develop positive relationship with other people, and treasure friendship.

Each session was conducted in the following process: context providing, topic discussing, activity experiencing, and outcome presenting. In the context-providing process, teachers used picture books to provide children with a context of each unit's events. In the topic-discussing process, teachers guided children to discuss related topics and issues. In the activity-experiencing process, teachers designed activities to provide children with opportunities to practice skill acquired in the class. In the outcome-presenting process, children were invited to record their thinking, reflection, or feedback.

Data were collected through self-administered questionnaire, interview, and observation. Results showed that sunflower curriculum had significant positive influences on children's self-concept and social skills. Children's scores of self-concept and social skills in questionnaire increased significantly after implementing sunflower curriculum. Teachers' observation of children behaviors also showed positive changes in self-concept and social skill domains. Furthermore, parents' and children's interviews showed that sunflower curriculum's effect was very positive and rewarding. Related suggestions and discussions were provided in the final part of the paper.

T77

THE STUDY OF YOUNG CHILDREN'S GENDER STEREOTYPE
ON PRINCESS—AN ANTI-BIAS CURRICULUM**Chun-Mei Liao****Kuei-Ying Liu****Ying-Wei Chang****Hsiu-Yu Tseng****Shu-Lan Shen**

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Taiwan

Abstract

In traditional fairy tales, very often there are grand castles, magnificent garments, sparkling crowns, beautiful princess and handsome prince. "Princess and prince lived happily ever after" is the familiar and one of most representative fairy tale endings. The purposes of this study include the following: (1) to understand whether young children have gender stereotype on princess, and (2) to explore the possibility of balancing young children's gender stereotype on princess by using picture books with subverted characters of princess.

This research studied eighteen preschoolers in a kindergarten in northern Taiwan. The researchers used six picture books with traditional and subverted characters of princess, and carried out the related lesson plans in the classroom. The Research methods included video taping, interview, and analyzing the children's drawings of princess. The findings are the following:

1. Children's impression on princess mostly came from picture books, movies and cartoons from television. The stereotypical princess mostly had long hair, wore a long skirt and high-heeled shoes; they were gentle and beautiful. The princess and prince eventually always got married and lived happily.

2. Through the subverted version picture books, many children thought long skirt was no longer the princess's only choice, and the heroic act was not only uniquely performed by the prince. Therefore, the picture books with subverted version of princess character indeed had impacts on young children's concept of the characteristic of princess.

Based on the findings from this research, recommendations are made for kindergarten teachers, parents, and future studies.

Keywords : Gender stereotype, Princess, Picture books.

T72

THINKING ABOUT ART WITH YOUNG CHILDREN

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Taiwan**Abstract**

Traditionally, thinking in art is the main approach in early childhood art education. As a result, it has long been found that visual art activities provided in early childhood programs are more product-oriented. Moreover, such kind of art activities does not develop children's sense of aesthetics and promote their awareness of art in life. Recently, more and more researchers suggest that art education for young children should go beyond creating art but involve children in thinking about art. In the present study, the researcher takes this approach to construct visual art curricula for young children which is relevant to their life, discipline-based, and interdisciplinary. A small group of 4-to-5 children from a public kindergarten in the north of Taiwan are recruited. The findings confirm the fact that young children can develop more knowledge about art, art history and other related issues through teacher's scaffolding strategies such as engaging children in observing art, asking reflective questions, providing fine art reproductions, and so forth. Four main findings illustrated as followed:

1. Integrate art activities with other theme-based activities can make children's learning extensive and integrated.
2. Children need quite a lot of field trip experiences and observation opportunities to develop their perceptual ability which will later be performed in their work.
3. Visual art activities not only can enhance children's learning interests but also enforce their understandings of a culture.
4. Visual art activities should go beyond art-making. Through teacher's scaffolding strategies, young children can engage in art appreciation which can increase their observation skills, perceptual abilities, and change their perceptions about visual art activities.

TH25

**DEVELOPMENT OF NORTHERN-KHMER CHILD REARING
CULTURAL TRANSMISSION PROCESS BASED ON
THE LOCAL WISDOM EMPOWERMENT THEORY****Tipchutha Subhimaros**Surindra Rajabhat University
Thailand**Abstract**

The objectives of this research were: 1) to study Northern-Khmer child rearing cultural transmission process, and 2) to develop the emerging processes based on the local wisdom empowerment theory. This study was conducted in "Preetom" Northern-Khmer community and developed in two phases; 1) qualitative anthropological approach, and; 2) participatory action research approach. The first phase participants, including: a) the researcher; b) 2 teachers of Dekrakpah learning resource center; c) 6 key informants; d) a 44-member community focus group. The second phase participants, including; e) 18 members of empowers local wisdom teachers; f) 8 members of empowered local teachers; g) 4 teachers of Bantew School and h) 13 children in Pratom1 of Bantew School.

The findings were as follows:

1. Five main facets of the Northern-Khmer child rearing cultural transmission process were examined: 1) objectives 2) body of knowledge contents categorized into: 2.1) ritual steps and materials 2.2) lore and beliefs. 3) characteristics of transmitters and receivers 4) methods/media, and 5) evaluation. Cultural values were of spiritual, social and material values of the community was through enhanced bonding to traditional values, fostering of strong community relationships, cultivation of respect for elders, and following traditional ways.

2. Four main facets of the local wisdom empowerment to develop Northern-Khmer child rearing cultural transmission process consisted of concepts and principles, objectives, basic knowledge, and strategy on wisdom empowerment. Seven stages of empowerment procedures were: 1) participatory rural appraisal; 2) defining community needs; 3) empowerment via community learning experience; 4) develop learning units; 5) field study; 6) reflection and knowledge exchanged dialogue; and 7) participatory evaluation.

3. After the empowerment process the children demonstrated their self-understanding in three aspects: 1) using their ethnic language to learn from the local wisdom teachers, 2) observing their community heritage in cuisine and tradition, 3) accepting their community and forest interdependent way of living.

Keywords : child rearing / cultural transmission process /local wisdom / empowerment theory / northern-khmer

TH15

MUSIC AND BRAIN-BASED LEARNING IN EARLY CHILDHOOD EDUCATION

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Abstract

The purpose of this study is to show the relationship between music and brain-based learning (BBL) principles in early childhood education. The research methodology used is content analysis. The findings show that music teaching in early childhood education is recognized as an important learning experience for early childhood. Musical activities help to develop academic perception in terms of music appreciation, and a sense of aesthetics. Other related aspects that improve with musical learning experience are: emotional, social and physical development. Music teaching based on music skills is the focus of music learning process because learners actively participate during the learning process. Three music approaches known worldwide are methods by Dalcroze, Orff, and Kodly. While Dalcroze emphasizes moving, Orff and Kodly emphasize playing and singing respectively. The children creatively experience music, discover and consider the meanings of music by themselves. These methods are inductive learning processes. By learning music content and skills with appropriate process, it fosters brain development in both left and right hemispheres. This process of music learning helps children in all aspects of brain development – especially intellectual functioning. Brain-based Learning (BBL) methods are based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. The core principles of brain-based learning refer to: 1) learning engages the whole physiology; 2) the search for meaning is innate; and 3) emotions are critical to learning. Similar to BBL principles, music teaching processes can be organized based on BBL since the process of learning music itself is closely related to the process of BBL. The music can be selected and arranged for children to learn and enjoy naturally. In summary, music is an important experience for early childhood education. Music education will help develop healthy brain functioning since music teaching process can be easily organized based on BBL principles.

Th1

THE DEVELOPMENT OF A KINDERGARTEN INSTRUCTION MODEL FOR EDUCATIONAL INSTITUTES OF THE LOCAL ADMINISTRATIVE ORGANIZATION

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Thailand

Abstract

The purpose of the study was to develop a kindergarten instruction model for educational institutes of the local administration organization. The research procedure was divided into 5 steps

1. A background information investigation

2. An instruction model development consisted of five sections: an arrangement of environment, an arrangement of daily schedule, an arrangement of integrated learning experience, an arrangement of learning instrument, and an assessment of development and learning

3. A pilot study

4. A year-long model testing using 23 first and second-level kindergarten teachers, 15 first grade teachers, 15 administrators, 5 supervisors from Roi Et town municipality, and 75 kindergarten parents during the 2001 academic year.

5. An evaluation of instruction model

The research findings:

A kindergarten instruction model was composed of 3 components 1) a kindergarten curriculum called Chula-luck containing goals and 41 standards 2) an arrangement of learning experience that used integration, learning center and project as a base with an emphasis on localism and 3) the teacher, administrator, and supervisor development through workshops, teaching practice in actual workplace, teaching demonstration, supervision, and seminar.

The model testing results indicated that teachers' comprehension level of curriculum and learning experience was high, the ability in applying the knowledge was also in high levels for most.

In sum, the kindergarten instruction model was proved to be usable. All parties involved were satisfied with the result of the implementation. Concerning with the process of the implementation, there were certain aspects that needed to be improved. The effect on the teachers, administrators and supervisor was clearly evident while the effect on the children need more time to exhibit.

TH44

A DEVELOPMENT OF INSTRUCTIONAL PROCESS EMPHASIZING INTERACTION FEEDBACK BY USING THE STRATEGIES-BASED INSTRUCTION (SBI) AND THE 5E LEARNING CYCLE TO ENHANCE PARAGRAPH WRITING ABILITY OF UNDERGRADUATE ENGLISH MAJORS

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Abstract

Writing in English can be considered one of the most challenging skills for Thai students at any age level. However, this paper will concentrate on how writing skill, particularly English paragraph writing, can be developed within English majors, through the development of instructional process emphasizing interaction feedback by using strategies-based instruction (SBI) and the 5E learning cycle. The paper will mention the steps of development of instructional process and the assessment of application of instructional process. Main concepts based on analyzing and synthesizing of the strategies-based instruction, social constructivism and 5E learning cycle are integrated into the developed instructional process as follows: raising curiosity and awareness, inductive and deductive modeling, practice with explanation, elaborated action planning, automated focused tasks and reinforcement and evaluation. Students' paragraph writing ability in term of content and form will be observed and is consistently assessed during the instructional process, in-class and out-of-class conference so that some or specific learning behaviors arise. The assessment can be conducted by observations, class activities and participations, discussions and exchange of ideas, production and presentation. Assessment after instructional process is the post-test. For this reason, holistic and analytical assessments will be used to analyze students' writing performance.

B01

DEVELOPMENTALLY APPROPRIATE TECHNOLOGY IN EARLY
CHILDHOOD (DATEC) IN BOTSWANA: IN-SERVICE TEACHERS'
PERSPECTIVES

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Abstract

The present study assessed the views of in-service participants regarding Developmentally Appropriate Technology in Early Childhood (DATEC) in Botswana. DATEC aims to identify the most appropriate applications of Information and Communication Technology (ICT) to support the development of children under 8 years of age. It is reliably learnt that the Ministry of Education, Botswana has recently proposed to introduce pre-primary schools, attached to primary schools, and some of the students who specialized in ECE would be posted to handle the Pre-Primary and Lower-Primary classes. The researcher felt that the views of the in-service teachers, who have specialized in ECE and also have a fairly good exposure to ICT, regarding the most appropriate application of ICT in ECE (0 to 8 yrs - pre-primary and lower primary children) in Botswana, would be valuable input towards the constitution of an appropriate ECE curriculum. Hence the present study was proposed. Forty (40) level 400 in-service teachers who specialised in early years (students of Bachelor of Education-Primary Education and Home Economics Education) constituted the sample. Their views were obtained from a semi-structured questionnaire. Both quantitative and qualitative approaches were used for analysis of data. The findings of the study showed that the respondents strongly believed that an integration of ICT with the ECE curriculum is necessary for a developmentally appropriate programme to enhance an overall development of young children. Computers with relevant resources were thought to be the best ICT applications in ECE for providing educational concepts, problem solving skills and creativity. However, they emphasised the need to make the technology socio-culturally compatible to Batswanas to facilitate developmentally appropriate development of young children. The study concluded with a few recommendations.

K40

PERCEPTIONS OF KOREAN MIDDLE CLASS PARENTS
TOWARD CHILD DEVELOPMENT AND PARENTING

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Dongduk Women's University

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Abstract

The present study examined how Korean middle class parents perceive child development and parenting. Nine hundreds and thirty one parents from child care centers, kindergartens, and elementary schools in Seoul and metropolitan areas in Korea. Questionnaire is used to collect data. Intensive interviews with 60 parents whose children's ages form 0 to 11 are provided.

The data are recorded and analyzed using the SPSS Ver. 12.0. The results of the analysis are as follow:

First, subjects recognize their children's physical development relatively correct. However, they recognize that the developmental process of their children is faster (about from 6 months to 2 years) than the standardized criteria in terms of cognitive, emotional, language, and social development. It was also found that parents who have elementary school children understood better than their counterparts (child care centers and kindergartens).

Second, 81.5% of the respondents responded that mothers are the main care givers in family, indicating that mothers are mostly responsible for parenting children regardless of their children's age. Each respondent replied that her life cycle stage is most difficult comparing with other stages in raising children. Respondent revealed that both the most required and difficult periods in parenting are similar.

Third, the difficult problems in parenting were 'parenting and expenses for extracurricular activities,' 'finding care givers,' and 'ignorance in parenting in descending order. Consequently, these difficulties in raising their children contributed directly to the low birthrate.

T32

USING PLAY-ORIENTED ACTIVITY AS
A TEACHING WAY FOR “LIFE CURRICULUM”

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Abstract

Based on the objectives of Grade 1-9 Curriculum in Taiwan, this study employs play as a teaching way for “Life Curriculum.”

The purposes of this study were as follows:

1. To develop play-oriented activities that support children’s development and interests.
2. To understand children’s capabilities through play-oriented activities.
3. To explore teachers’ reflections from conducting play-oriented activities.

This study had conducted at two first and second grade classes and collected data from participant observation, group meetings, videotaping, interviews and document analysis.

The results included three parts:

1. 16 amusing, challenging, competitive and educational play-oriented activities had been developed in accordance with the steps of plan-do-review. These activities achieved the anticipated learning objectives and reflected the indicators of “Life Curriculum.”

2. Through play-oriented activities, children had enriched their own experience and knowledge, so that they become aware of know-why and know-how. They tended to be more independent in their learning. Simultaneously, children demonstrated common aptitude and attitude, such as oral expression, communication, self confidence, helping, sharing, cooperation, acceptance, empathy, reflection, reasoning, observation, creativity, problem solving, rule abiding, unperturbed of setback, etc.

3. Through observation, teachers found children’s diverse capabilities and infinite potentials. They stated that play-oriented activities brought width and depth to the teaching, which would avail children to an enriching experience and learning. In play, teachers also switched themselves from a steering role to a role in providing clues, suggestions, or feasibility to extending the play.

In conclusion, play is more than just fun; it can increase children’s knowledge and capabilities in a joyful, intelligent learning world. In addition, play-oriented activities can be considered to be integrated into learning areas at the initial learning period.

T65

THE LEARNING EFFECTS OF PLAY ACTIVITY INTERVENTION TO
THE DEVELOPMENTALLY DELAYED CHILDREN'S FINE MOTOR

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Abstract

This study was a case study. The objectives of this study were to investigate and explore the learning effects of play activity intervention to the preschool children's fine motor. The subject of this study was a five-year-old boy who had over-developed tensor muscle of his left hand. All the play activities in this study were developed based on the subject's symptoms.

This study took 11 months from Aug. of 2005 to July of 2006. This study generated five major conclusions as follow:

1. The designing of play activities and the skills of teachers' intervention should conform to the needs of the child.

a. The processing of play activities made the child happy.

b. The proper evaluation of the child's ability, the selection of material, the time control of activities, and the assistance of others should all be taken into consideration in designing play activities intervention to make the child obtain the real progress from the play intervention activities.

c. The play activities intervention should be consistent with the classroom routine of the kindergarten.

2. The fine motor of the subject's both hands had improved gradually during the process of play activities intervention. When he met problems and difficulties in kindergarten, he learned to ask for help and solve the problems by himself. He did also learn to share and compromise with his classmates during the process of play activities intervention.

3. Teachers were the most significant influential persons during the process of play activities intervention.

4. The subject did learn the skills of utilizing both hands during the activities intervention. These learned skills made him keep pace with his classmates in performance, and upgraded his status in the class.

5. The designing of the play activities should aim at the child's special I needs.

Keywords : Developmentally delayed children, Fine motor

C03

HOW TO COMPOSE CHILDREN'S SONGS IN THEIR PREFERENCE WAY

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Abstract

The children's song is the most popular art form in children's daily life. Nowadays, the current situation of children's song composing in our Country is not so optimistic. The children of our Country are facing the plight of no songs to sing. And the plight is substantially caused by the composers' less concern with the children's music psychology. Less understanding of the children's music preference and being failed to do the composing from the children's visual angle. After pointing out and analysing the situation of children songs in our Country, the paper not only defines the connotation of the children's visual angle, but also brings forward the thinkings of composing children's songs with the children's visual angle and demonstrates the necessity of implementing this idea. The necessity to compose children's songs with the children's visual angle consists in: (1) understanding that the children's visual angle is the basis of composing children's song in a popular way; (2) composing children's song with the children's visual angle is the precondition of making the children's song popular. By the means of analysis, experiments and surveys, the paper sets forth the actualization measures and guarantee conditions in implementing the idea. In the meanwhile, the paper emphasizes the importance of breaking traditional thinking and taking the demonstration means in doing researchs.

In composing the children's favourite songs, the composers need not only to review the value of popular songs and understand the connotation of children's songs in a right way, but also the children's preference to the music melody and lyric.

J10

COOPERATIVE ENVIRONMENT WITH A WIDE INTERACTIVE SCREEN
FOR PLAYING EDUCATIONAL ENTERTAINMENT SOFTWARE**Hideaki Nishihara****Hirohide Haga****Shigeo Kaneda**

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Japan

Abstract

Children often learn much through playing. Playing is a voluntary activity, and such voluntary activity creates the foundation for the balanced development of their mind and body. Japanese Kindergarten Education Guidelines also recommend fostering the growth of children through education based on playing. To provide various high-quality forms of play, using computers is considered to be one of the most promising methods. By using computers, play including rich expressions and that is freed from physical constraints can be achieved in the form of computer games. Existing computer games, however, provide only limited conversation between a child and a computer. This has undesirable effects on the development of children's social skills. Furthermore, existing computer games force a child to manipulate control devices such as a mouse, keyboard or "game-pad." This coercion can be an obstacle to easy participation for children because of the difficulty of operation.

To resolve these problems, we propose a cooperative environment for computer games. It consists of a display projector and a scanning range finder. The former shows a large screen on a white wall to provide an environment in which many children can share the visual information. The latter constitutes an input interface with which children can directly manipulate the objects on the screen with their hands without any control device. This device further enables multiple inputs. Thus, children are encouraged to play in a group and can easily join in play taking place on computers.

We have developed prototype educational entertainment software, and we plan to conduct a field experiment in a kindergarten to evaluate the proposed cooperative environment through a trial use of the software.

K48

A STUDY ON THE PERSPECTIVES OF CHILD CARE TEACHER AND THE VOCATIONAL ASPIRATION PERCEIVED BY THE SENIOR STUDENTS

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Korea

Abstract

This study purpose to explore the ways to make more senior that specialized early childhood teacher would be a teacher. For the purpose, the perspectives of child care teacher and the vocational aspiration studied at first and the job condition of child care teacher studied at the after. And than, the ways how to make the senior want to be a child care teacher as a job.

The results were as follow as,

First, the job perspective of the senior is higher than the real job condition of the teacher.

Second, the vocational aspiration of students was very high and students want to develop their career as the teacher continuously.

For making more students want to be a teacher, it is suggested that Korean government should pursue to improve the job condition of the child care teacher continuously.

T15

PARENTS' ATTITUDES TOWARD KINDERGARTEN
ASSESSMENT IN TAIWAN**Gina Pey Duo**

Taiwan

Abstract

The motivation for this study was the increased importance of early childhood education as an educational learning environment for children. The growing demand for early childhood institutions in Taiwan stems from the increased number of two-salary families and awareness of the importance of early education by the Taiwanese Ministry of Education. Even though many educators and researchers have investigated best-practices for constructing quality child care programs and developing quality early childhood program standards and accreditation criteria to supervise these programs; however, parents' voices are often unheard. The researcher believes that parents, teachers, educators, government officers and policy makers must work together as a group to serve children and improve the quality of early childhood education programs. Therefore, the main purpose of this study was to gain an understanding of parents' attitudes toward kindergarten assessment.

This study was conducted in Kaohsiung, Taiwan, the largest city in southern Taiwan. A stratified random sample of 480 parents with children aged 4–6 and enrolled in licensed kindergartens were recruited for this study. The instrument was a revised questionnaire based on Kaohsiung Kindergarten Assessment Criteria. The data analysis was conducted using SPSS 13.0, a Windows-based statistical software package. Descriptive statistics and independent t-test were used in this study. The research finding found that parents' do care about kindergarten assessment, but at different levels. Parents have a more positive attitude toward teaching facilities and public safety and curriculum and child care subscales.

TH08

THE ANALYSIS OF LEADERSHIP SKILLS OF SECONDARY SCHOOL ADMINISTRATOR IN RELEVANT TO EDUCATIONAL DECENTRALIZATION POLICY

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Thailand

Abstract

This research was aimed at the analysis of leadership skills of secondary school principals, in relevant to 4 areas of educational decentralization policies; academic administration, budget management, personnel administration and general administration. Population used in this research consisted of 2 groups of subject from large- sized and middle- sized secondary school of Bangkok which were considered to be the schools that pass 14 standards of the office for National Education Standards and Quality Assessment (Public Organization).

The first group consisted of 42 large-size secondary school with the population of 546. And the second group consists of 2 middle-size secondary schools with the population of 26. The number of total population is 572. The size of population is determined by Taro Yamane's table. According to the table, 195 were samples from 15 large-size secondary schools. And 26 were from populations of middle-sized secondary school. The number of sample were therefore 221. The instruments used were structural interview and questionnaire, which have 2 parts. First part was interviewee's status, school size and educational district. Second part was about the level of leadership skills in 4 areas of administration terms of identified by rating scales which have 5 levels of 65 items. The SPSS program was used to analyze the data in terms of means, standard deviations (S.D.), and t-test.

Research Results were shown as follows :

1. The leadership skills of secondary school principals in 4 areas of administration rated by the principals and teachers were high
2. the leadership skills of large secondary school principals were rated higher than the level of leadership skills of middle secondary school principals at $p < .05$ in all 4 areas of administration
3. The leadership skills of secondary school principals, rated by school administrator were higher than rated by the teachers as $p < .05$

TH09

THE ADMINISTRATIVE ROLES IN MONTESSORI NURSERY SCHOOLS
UNDER THE THAI CONTEXT**Kamkeo Kraisoraphong**

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Abstract

Many research studies support the contention that the behavior of adults in the nursery schools, especially in the ones believe in Montessori Philosophy to “follow the child”, have important impact on children. The administrative roles are therefore the major factor that influence the effectiveness of the schools and are incredibly multifaceted and complex. Besides, the 1999 National Education Act which is radical but essential for improvement of the present education for the Thai people adds on the complexity for the administrators.

The purpose of this study is to focus on the administrative’s roles in schools using the Montessori philosophy under the Thai context. Special focus was placed on the uniqueness of these roles.

An in-depth observations, records, photographs and interviews were the key tools used towards the findings which was taken in the three of the Montessori nursery schools under the Thai context and the results of the findings show that in order to implement a Montessori philosophy in these schools successfully and effectively, the administrative roles must be as follows:

The first and the foremost role is the **Leadership Role**. Since Montessori education is something new in the field of early-childhood education in Thailand, it is found that the administrators have difficulties getting teachers to accept innovations. As a leader of the school, the role of the administrator is therefore the role as a **change agent**. In doing so, the administrator must first have good attitude, good knowledge, and the skill in Montessori philosophy and education to be able to implement it in his/her school successfully and effectively.

Secondly, within the environment of educational reform with all the radical changes, the role of the administrator is therefore the **Information Role**; to obtain, interpret, and give out a great deal of information about it. These roles therefore include being a **monitor** and **disseminator**, as well as the school’s **spokesperson**. He/She has to furnish all affected parties—teachers, students, parents, community members— with information about the nature of the Montessori philosophy and its rationale and reasons for implementing Montessori Philosophy in school for the young children.

The third role which is as essential a role as the first two is the **Empowering Role**. In order to implement Montessori philosophy in schools successfully and effectively, the administrator must foster leaders and innovators throughout the school. He/She must believe in human potential and productivity through people, and become decentralized by pushing autonomy down to non-administrators.

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AN ANALYSIS OF FACILITATING FACTORS AND
RESTRAINING FACTORS TOWARDS IMPLEMENTATION
FOR BASIC EDUCATIONAL POLICY IN SCHOOLS UNDER
THE OFFICE OF THE BASIC EDUCATION COMMISSION**Lamaiporn Langla**

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Abstract

The research is focused on how the educational policy is applied in schools under the office of the basic education commission in order to find out facilitating factors and restraining factors. It is conducted in the schools on the basis of quantitative and qualitative research; by using questionnaires to obtain the information and by studying the case studies in three schools size ; small , middle and big size .The result of those methods are synthesized and it can be summarized that;

1. Found that the most policies have been used in all the sizes of schools. However, some basic policies could not be perfectly used in the small size of schools and the policy used the least was the learning process for special students.

2. Main factors which support the policy – internal factors; the leadership includes the attitudes of the administrators, understand the purposes and consider the significance of the policy, as well as encourage the staffs to potentially succeed the policy.

External factors, the social factors which are consisted of the supportive attitude of parents and community. Besides technology is a factor which helps in communicating and reducing time consumption in the educational policy. Political factors are also considered as the one supporting the schools.

3. Restraining factors ;internal factor; budget from the government affects the quality of school such as the lack of teachers and equipments. Organizational structure factors – the lack of cooperation or teamwork.

External factors; political factors – some policy can restrict the quality of education. For instance, decision of reducing the educational budget can lead to the lack of teachers. Financial factors are a part of problem in development, The financial crisis in the country also makes a big impact to the government in terms of supplying the suitable budget to the schools.